English Club to Improve Students' Speaking Skills: A Case Study of an Indonesian Islamic Senior High School

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ABSTRACT
This research aimed to investigate the role of English Club toward successful students. This was qualitative research in the form of a case study. It took place at an Islamic Senior High School in Sungai Penuh, Jambi Province, Indonesia. It involved 4 participants: 1 teacher and 3 students. It employed an interview, observation checklist, and audiovisual recording. The findings of this research revealed that: first, the students did not maximize their chances to speak English. It was caused by the function of English Club itself which was a preparation to face debate and speech competition. However, the students got their self-confidence and speaking skills: vocabulary and fluency. Second, the teacher applied a student-centered approach. In content selection, she selected content related to national values, students' experiences, and appropriate to the level of learning. But, she ignored local values. In teaching, she used six strategies: setting goals, providing tasks that stimulate thinking, giving responsibility, working in a group, managing time in flexible ways, and refined understanding by using critical thinking. In helping to speak English, she polished and corrected students' language. Further, she applied peer learning. Third, the learning environments in English Club were good enough. But, cultivating responsibility in the learner was not catered. Based on the findings, it can be concluded that the role of English Club was preparation to face competitions however it also improved the students' speaking skills which increased their vocabulary, self-confidence, and fluency.

Keywords: English Club, Successful Learners, Learning Environments, and Speaking

INTRODUCTION

In learning the English language, students should be avoided pressure. 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. Malu

and Smedley (2016) explain clearly the development issue of English Club in many countries. They state that in many countries, students have an EFL class which is only a few hours per week. This is just enough time for studying all skills in a language with little time to focus on oral language. Students often leave school with knowledge of the written language and a

thirst for gaining fluency in speaking English. By providing an extracurricular which is English Club, it can assist solve thisknowledge gap. Further, Benwell in Sari (2014) claims 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 extracurricular's activities are mostly concerned with

improving the students' ability to speak English.

The learning environment in English Club may get attention. There are four principles to define an excellent learning environment. They are good learning environment which helps to improve the learning outcome, provide the learner with care and support, inspire and boost the learning spirit, and cultivate responsibility in the learner (Chang and Shu in Wen-chi and Pin-hsiang, 2008).

However, many research explain the many advantages of English Club. But they still less look is EC really be advantaged by students and teachers or just a group to catch achievement in front of public. It makes the researcher want to explore how the utilization of English Club, how the teacher in teaching speaking, and the learning environments in an English Club of public senior high school.

Mobin in Pereira *et al.* (2013) states that an academic club such as the ELC can be a boon in any school if it is managed and carried out in a manner that promotes an active use of language in communication. Promoting communication and interaction is one of the best ways to develop language skills, and extracurricular activities such as English Club provide more room for ELL's errors when communicating with their peers. It also offers a safe environment for students to continue to practice their public speaking (Ernst-Slavit, Moore, & Maloney,2002; Chatouphonexay & Intaraprasert, 2014). Through this frame of thought, the researcher was trying to analyze the role of English Club in a public senior high school in Jambi Province, Indonesia. She is interested to investigate how successful students explore their speaking skills during English Club, what activities do they do in English Club, how a teacher teaches them in English Club, and how learning environments are catered in English Club. It is hoped to become knowledge for teachers and educators to assist low academic students to catch up

with their friends who have high academic achievement.

METHODS
Design of The Study

This research was a qualitative research in form of a case study. The researcher investigated a small group of English Club at an Islamic senior high school in Sungai Penuh, Jambi Province. The uniqueness of this case was the English Club of this school has successful students in debate and speech competition. For this reason, this research was called a case study. Neale *et al.* (2006) state that a case study is a story about something unique, special, or interesting about individuals, processes, programs, and neighborhoods. To achieve the purpose of the research, the researcher decided to use a case study as an appropriate research design to help her to describe the uniqueness of English Club in improving students' speaking skills.

Sampling Procedures and Participants

In this research, the researcher used purposive sampling in selecting individuals and sites for the study because informants can purposefully inform the answer of the research problems. The informants of this research were 3 students who won the provincial debate contest and 1 English teacher. She took these students to be participants because they were the eleventh grade and already joined English Club more than 1 year. Meanwhile, only 1 teacher since indeed this English Club was taught by an English teacher. Thus, they were expected to give depth information related to the research questions.
Data Collection and Analysis

In this research, the researcher used an audio-visual recording, observation checklist, and interview. The first instrument was observation checklist and the second instrument was audio-visual recording in which the researcher applied it during classroom observation to get data about activities in English Club both how the

teacher taught speaking there and how students utilized this extracurricular in speaking English. Further, classroom observation to investigate how learning environments in English Club. The observation checklist had 2 parts. They were classroom observation and teacher observation checklist. First, the classroom observation checklist was derived from the

theory of learning environments which was proposed by Wen-chi and Pin-hsiang in Pereira *et al.* (2013). Second, the teacher observation checklist was derived from the theory of activities in teaching speaking which was proposed by Willis in Richard (2008). The third instrument was interview. It was carried out to obtain data more deeply and to confirm the data gathered from the observation. The researcher only dealt with verbal communication, the recording of interview was carried out by using a recorder, not a video.

The data were analyzed using an interactive model. There were 3 concurrent flows of activity in the interactive model: data reduction, data display, and data conclusion/verification. The model was interrelated with each other during the analysis goes on with data collection. It did not only depend on data collection but also helped to determine how it continued to proceed in a more systematic way.

Trustworthiness

In order to keep away from bias, the researcher used triangulation in which she used multiple data-collection methods. They were observation and interview to check the validity of research findings. Triangulation helped to eliminate biases that might result from relying exclusively on any one data collection method or data source. Triangulation can be done by confirming the results of observation checklist and audio-visual recording with the results of interview in which confirming the real condition of English Club activity with what the informant says to the researcher in private. Furthermore, to establish the "trustworthiness" and to verify the accuracy of data, findings, and interpretations, the researcher used
member checking which was she must process informants review statements made in her research report for completeness and accuracy.

RESULTS AND DISCUSSION

The Students' Speaking Skills

The researcher reported how the students' speaking skills based on the observation from two assessors. In this case, they watched all the performances of each participant in the debate activity started from pronunciation, grammar, vocabulary, fluency, and comprehension. Table 1 shows that all students have good enough speaking skills. However, based on the observation, st 1 said repetition words when she was stuck and st 2 was more doing errors in pronunciation. In this case, it can be seen that st 3 was more stable than the other participants.

Table 1. The Students' Speaking Skills

Speaking Skills	St 1	St 2	St 3
Pronunciation	Errors in pronunciations are quite rare.	Errors never interfere with understanding.	Errors in pronunciations are quite rare.
Grammar	Control of grammar is good. Able to speak the language with sufficient structural accuracy.	Control of grammar is good. Able to speak the language with sufficient structural accuracy.	Control of grammar is good. Able to speak the language with sufficient structural accuracy.
Vocabulary	Able to speak the language with sufficient vocabulary.	Able to speak the language with sufficient vocabulary.	Able to speak the language with sufficient vocabulary.
Fluency	Rarely has to grope for words but saying repetition words when do it.	Grope for words is rare.	Grope for words is rare.
Comprehension	Comprehension is quite complete at a normal rate speech.	Comprehension is quite complete at a normal rate speech.	Comprehension is quite complete at a normal rate speech.

Utilizing and Taking Benefit from English Club

Table 2 shows that the students' way of participating in English Club is already active enough and this extracurricular can give benefit increase their speaking skills. It also describes the characteristic of successful students which is playing an active part during English Club's activities. However, characteristic in term of practice as much as possible is still not maximal yet.

Table 2. The Students Utilize and Take Benefit from English Club

Themes	Interview	Observation
How to participate in EC	1. Asks on the Points of Information (POI) 2. Asks questions to the teacher (speak English). 3. Debate (speak English): a. giving arguments and rebuttal (speak English) b. answer questions from opposite team (speak English) 4. Discussion section(more speak English)	1. Asks on the Points of Information (POI) 2. Asks questions to the teacher (speak English) 3. Debate (speak English): a. giving arguments and rebuttal (speak English) b. answer questions from opposite team (speak English) 4. Discussion section: speak Indonesian and English, prefer speak Indonesian)
The benefit of join EC	1. Increase knowledge 2. Increase vocabularies 3. Improve self -confidence 4. Improve critical thinking 5. Improve fluency 6. Motivated to speak English continue	-

How to Teach Speaking in English Club

To know how the teacher taught speaking in English Club, the researcher confirmed the results of interview with the observation. Table 3 shows that the way teacher teaching speaking in English Club is already good enough. It starts from the things that are considered in teaching speaking such as in choosing content until how the teacher applies peer learning.

Table 3 How to Teach Speaking in English Club

Themes	Interview	Observation
Content selection	1. Selects content related to local values 2. Selects content related to national values 3. Relates concept to students' experience 4. Selects learning experiences appropriate to level of learning	1. Selects content related to national values 2. Demonstrates enthusiasm for the subject matter 3. Relates concept to students' experience 4. Selects learning experiences appropriate to level of learning
Manage students to speak English only	1. teaching by using English language 2. encouraging everyone to communicate in target language	1. teaching by using English language 2. encouraging everyone to communicate in target language
Teaching strategies	1. setting goal 2. provides tasks that stimulate learners' thinking 3. giving responsibility 4. working in group 5. refine students' understanding by using critical thinking	1.setting goal 2.provides tasks that stimulate learners' thinking 3. giving responsibility 4.working in group 5.manages time in flexible ways 6.refine students' understanding by using critical thinking
The Differences of Regular Class	1.give instruction, suggestion, and correction using English 2.gives a chance to do task in groups 3. level of learning is higher 4. use handphone for searching on google 5.students are encouraged do debate well	1.give instruction, suggestion, and correction using English 2.gives a chance to do task in groups 3. level of learning is higher 4.use handphone for searching on google 5. students are encouraged do debate well
Teaching aids	1.video 2.infocus 3. board marker	1.white board 2.board marker 3.stopwatch
Monitoring the learning process	1. walks arounds/monitors: 2.writes comments and feedback	1. walks arounds/monitors: 2.writes comments and feedback
Overcome difficulties in EC	helps students to polish and correct their language	helps students to polish and correct their language
Helps students to speak English well	helps students to polish and correct their language	helps students to polish and correct their language
Activities in EC	1.discussion 2.debate 3.speech	1.discussion 2. debate 3. students give comment
Applying the peer learning	1. gives a chance to do task in pairs/groups 2.Teacher rearranges groups in every discussion	1. gives a chance to do task in pairs/groups 2.Teacher rearranges groups in every discussion

The Learning Environments in English Club

Table 4 shows that the learning environments in English Club are good enough. Students are in a safe environment. Participating in English Club is supposed to make them obtain practical experience to improve their speaking skills.

Table 4 The Learning Environments in English Club

Themes	Interview	Observation
Content	1.Content depends on local values 2.Content depends on national values 3.Relates concept to students' experience 4.Learning experiences appropriate to level of learning	1.Content depends on local values 2. Content depends on national values 3. Demonstrates enthusiasm for the subject matter 4. Relates concept to students' experience 5. Learning experiences appropriate to level of learning
Student-centered learning based on	1.Students to participate actively in learning 2.Students make decisions about what and	1.Students to participate actively in learning 2.Students make decisions about what and

learners	how they will learn 3.Students construct new knowledge by building on current knowledge 4.Students understand expectations and are encouraged to use self-assessment measures 5.Students monitor their own learning to develop strategies for learning 6.Students work with other learners 7.Students produce work that demonstrates authentic learning	how they will learn 3.Students construct new knowledge by building on current knowledge 4.Students understand expectations and are encouraged to use self-assessment measures 5.Students monitor their own learning to develop strategies for learning 6.Students work with other learners 7.Students produce work that demonstrates authentic learning
Student-centered learning based on instructional strategies and methods are used	1.Teacher manages time in flexible ways to match learner needs 2. Teacher gives learners responsibility for the learning process 3. Teacher provides questions and tasks that stimulate learners' thinking 4.Teacher helps learners refine their understanding by using critical thinking 5.Teacher asks students do peer learning and teaching	1.Teacher manages time in flexible ways to match learner needs 2. Teacher gives learners responsibility for the learning process 3. Teacher provides questions and tasks that stimulate learners' thinking 4.Teacher helps learners refine their understanding by using critical thinking 5.Teacher asks students do peer learning and teaching
Media	1.video 2.infocus 3.handphone 4. board marker	1.white board 2.board marker 3.laptop 4.handphone 5.stopwatch
Teacher-student interaction	1.Be close with students 2.Solicits student input: seeking student's ideas and suggestions 3.Responds appropriately to student questions and comments 4.Demonstrates awareness of individual student learning needs 5.Gives feedback	1.Solicits student input: seeking student's ideas and suggestions 2.Responds appropriately to student questions and comments 3.Demonstrates awareness of individual student learning needs 4.Gives feedback (speaking Indonesian and English; prefer speak Indonesian).
Student-student interaction	1.Sharing relevant information and suggestions 2.Provide reasons to back assertions, opinions and suggestions 3. Ask for reasons when appropriate 4.Accept group decision and action 5.Use of critical thinking and exploring alternatives	1.Sharing relevant information and suggestions 2.Provide reasons to back assertions, opinions and suggestions 3. Ask for reasons when appropriate 4.Accept group decision and action 5.Use of critical thinking and exploring alternatives
Situation	1.Non threatening 2.Stress free 3.Relax	1.Non threatening 2.Stress free 3.Relax

DISCUSSIONS

The researcher found the fact that students did not maximize their chances to speak English during they joined English Club. During the discussion activity, they preferred to speak Indonesian to English. The fact was inversely proportional to the characteristic of successful students. As Lightbown and Spada (2013) state that these students were willing and accurate guessers, willing to make mistakes, look for patterns, analyze their speech, pay attention to their standards, begin learning in childhood, have good academic skills, have good self-image and self-confidence. Just one characteristic that they did not have, practice whenever possible. So, what causes these students to not practice as much as they can. This is caused by the function of English Club itself. It was held as preparation to face debate and speech competition. This contradicted with the

primary goals of English clubs are practicing oral language skills-speaking and listening to English in which members interact collaboratively and cooperatively (Malu and Smedley, 2016).

In this case, English Club succeed to be a place for students to get their self-confidence and speaking skills. In learning vocabulary, the students became independent vocabulary learners. In preparing their arguments, they read some articles on the internet and use a dictionary application to search for the meaning of words in the article. This finding was compatible with a statement by Schmitt (2003). He states that many words can be learned incidentally through written discourse, and tends to use a wide variety of vocabulary, making it a better resource for acquiring a broader range of words. Further, by frequent practice, the students were confident to speak English. This is in line with some research conducted on the implementation of English Club program in improving speaking skills (e.g. Nafisah, 2010; Prada, 2015). Further, Yildiz (2015) states that English Club will provide students with practice environments, and these practice opportunities will enable students to gain confidence. Furthermore, by frequent debate practice, the students can increase their speaking fluency. This finding was supported by a statement by Celce-Murcia in Derakhshan *et al* (2016). She clarifies that learning speaking needs a lot of practice; students use questions and answers so that when they practice, their fluency would be better too.

English Club succeeded to change the attitudes of introvert students. Student 1 acknowledged that before she joined this extracurricular, she was quit people. But, after she joined, she was more critical and confident. The result of this research was supported by a statement by Yildiz (2015). He states that extracurricular activities can change the attitudes of introvert students positively. In English Club, they find a lot of opportunities to share their ideas with their friends and teachers in small group.

The teacher's way of teaching speaking in English Club was already good enough. In content selection, she selected content related to national values, demonstrated enthusiasm for the subject matter, related concepts to students' experiences, and selected learning experiences appropriate to the level of learning. These criteria represented characteristics of good content selection was proposed by Lavery (2001). He states that mature teenagers should we choose topics which they have experience in their own lives, local area, and their country. It is therefore critical that teachers must consider topics that will stimulate students to speak English. Besides, in choosing a topic, teachers have to know students' ability. Therefore, if a topic too difficult is forced, they are will not enthusiastic and the learning process will be boring. Unfortunately, in this case, the teacher ignored choosing content based on local values. This is caused by the function of English Club itself that is this program was a preparation to face the competitions. The teacher was busy choosing materials without having a critical analysis of the local content. So, the teacher just focused on the recent national issues which may appear in debate contest. Even though, local level interests may also have an impact on and contribute to the quality of educational content (UNICEF, 2000).

To encourage students to speak, the teacher did not blame them when they make some mistakes and make grammar become a standard for English is good. She let them brave express their idea in English and grammar will be repaired slowly. However, she also found difficulty in the class when they did not know some words in English and they feel confused. She helped them by saying English words when they said Indonesian words unintentionally. Besides, if they did some mistakes in their performance, she would give corrections to them. As found in this research, the teacher followed the criteria of successful in teaching speaking was

proposed by Ur in Laili (2008). First, students speak up; active in the learning process. Second, participation is even; try to speak about the topic. Third, they have high motivation for learning. Fourth, the language is understood by others. Moreover, she gave corrections to students' language without embarrassing the student who made the error. This finding was suitable for the suggestion by Shrouf (2012).

The teacher applied peer learning to students in English Club. First, during the discussion to solve problems, they were active and sharing information or knowledge. They clarified and confirm their learning from each other. This finding was consistent with a statement by Falchikov (2001). He states that interaction with one another is regarded as one of the means of increasing knowledge and understanding. Second, she rearranged groups in every discussion in order for they can socialize with all students. This finding was congenial with a statement by Shrouf (2012). He states that groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas.

The learning environments in English Club were good enough. Students were in a safe environment. In this case, the researcher concerned with the instructional arrangements and the social situation in English Club.

The teacher has applied the student-centered approach in English Club. It was found that all criteria were identified. These findings were suitable with the statements by Cubukcu (2012) and Moffett & Wagner in TEAL (2010). They state that in a student-centered approach, a teacher gives students a chance to activate their prior knowledge and start to construct new knowledge. It means that teacher gave responsibility to them are directly involved in the discovery of knowledge and encouraged them to create their own activities and select their own authentic materials. Thus, the learning environment covered a student-centered approach based on learners has engaged students to be active during the learning process.

The learning environment covered a student-centered approach based on instructional strategies and methods were running well. The teacher has applied instructional strategies and methods were appropriate to the students. As Willis in Richard (2008) states that the teacher helps students to understand objectives of the task in which in this case is they know how to do debate. Second, the activity regarding with provides questions and tasks that stimulate students' thinking was giving the controversial statement and asking them to perform debate. The teacher organized activities that are meaningful to the students (Cubukcu, 2012). Third, the activity related to working in a group was divided 2 teams: affirmative and opponent to do a discussion. It meant that she was emphasizing activities that encourage them to work with other students in cooperation (Cubukcu, 2012). Fourth, the activity related to giving students responsibility for the learning process was they do case building in a discussion group and ready to perform debate. She let all of them develop their own learning (Cubukcu, 2012). Fifth, the activity referred to manage time in flexible ways was giving additional time when students were still not finished yet. Sixth, the activity related to refining students' understanding by using critical thinking was giving suggestions to each of team in the discussion section and when they performed. These findings were consistent with a statement by Harden and Laidlaw (2013). They state that the teacher who worked on the basis of the student-centered approach should provide feedback to the student, engage the student in active learning, and individualize the learning to the personal needs of the student.

The learning environment in terms of media involved the learning model based on the digital. As Ark & Schneider (2012) suggest that using personal digital learning tools will customize the educational experience and serve the individual needs

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of each student on own unique learning path. In this case, students used a handphone or laptop to search for information or facts on google. She applied this learning model to make them are easier to access the current information that they need in giving arguments or rebuttals in the debate activity. Besides, they can interact via media social in order for students can ask anything related to English learning or in facing competition. These findings were suitable to a statement by the Digital Education Advisory Group (2013). They claim that digital technologies should be utilized to facilitate a student-centered approach and social media will be increasingly deployed to enrich and extend learning experiences. Thus, the learning environment based on digital media has facilitated the learning process was quite well.

The teacher-student interaction was running in English Club has met the principles of a good learning environment. The teacher has created a healthy relationship with her students. It can be seen from some effective ways were done by her. First, she involved them in giving opinions or suggestions toward the performances of their friends. They did not awkward when they interact with their teacher. It meant that she followed the suggestion by Koplow in da Luz (2015). He states that effective student-teacher relationships encourage greater confidence and classroom engagement. Students need the confidence and motivation to learn which is stimulated by the relationship they hold with their teachers. Besides, she also responded appropriately to student questions by answering and giving suggestions to them. In this case, she gave some corrections to every student did mistakes which are it referred to demonstrate awareness of individual learning needs. Additionally, in giving feedback, she spoke more Indonesian than English to avoid misunderstanding. These findings were supported by Sánchez *et al.* (2013). They suggest that teachers have to

be aware of the students' emotional and academic needs.

In this extracurricular, communication between students was running well. It can be known from the discussion activity. It involved the exchange of information or perspectives in which can improve their critical thinking. As Cohen in Kamerade (2011) and Goh (2011) state peer interaction promoted a high-level cognitive process if students are sharing information and suggestions, providing reasons to back assertions, exploring alternatives, and accepting group decisions. Unfortunately, based on the observation, they preferred to speak Indonesian to English during the discussion. It indicated that one criterion of the principles of an excellent learning environment has not been catered which is cultivating responsibility in the learner. As Chang & Shu in Wen-chi & Pin-hsiang (2008) state that there are 4 principles to define an excellent learning environment. They help to improve the learning outcome, provide the learner with care and support, inspire and boost the learning spirit, and cultivate responsibility in the learner. Thus, the learning environment in term of student-student interaction still did not describe an excellent learning environment.

The language learning environment in English Club showed situations that stress-free, relaxed, and non-threatening. First, the teacher did not strict and angry if students make mistakes in speaking. She appreciated all progress was showed by her students. These findings were convenient with a statement by Sánchez *et al.* (2013). They claim that by creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives of a teacher's practice. In English Club, students comforted to speak English without having to get bullied by friends in the regular class in which they are assumed arrogant when they want to speak English. It meant that successful students use all available and

choose suitable follow-up activities to tackle their problems (Halbach in Ashour, 2010).

IMPLICATIONS

Overall, there are some implications of this research that could be taken by teachers in developing teaching speaking at senior high school. Teachers should include the local value in content selection, apply a student-centered approach, cultivate a fun learning atmosphere, create rules, relate a concept to students' experiences, and apply digital-based learning in teaching speaking. Some points are explained in the following paragraph.

Firstly, include local value in content selection; the practice of English language teaching needs variations of local content to make students interested in the learning process. So, teachers do not just busy choosing materials without having a critical analysis of the local content and only give attention to the recent national issues. For example, knowledge of batik, traditional food, temple, or tourist place reflected the unique historical patterns or teachers can relate them to the recent local issues. As UNICEF (2000) claims that local level interests may also have an impact on and contribute to the quality of educational content. Looking at the contribution of local content, it will be much beneficial to include it in the practice of teaching speaking. The insertion of local content can be an alternative way to attract students to participate in the speaking activity. Thus, local content should be one of the criteria in the content selection to teach speaking. It will not be successfully carried out without the awareness of teachers themselves.

Second, apply the student-centered approach; teachers involve students in decision-making process in which giving them a chance how to take responsibility for their own learning. Today, students need to be involved directly in the discovery of knowledge. As Moffett & Wagner in TEAL (2010) and Cubukcu (2012) state that in student-centered learning, learners integrate what they have learned with prior

learning and construct new meaning in which teacher already determine clear opportunities that let all students develop their own learning. Meanwhile, if teachers still maintain the traditional methods which are teacher-centered, obviously it cannot make students convey their opinions since they just become passive learner. It means that teachers are getting smarter while students become poor in creativity. This approach can be done by applying a group discussion and debate activity as the teacher of English Club applied. First, group discussion; the teacher tried to apply peer learning. Having students work together, actively participate to deliver their opinions, and teach one another. As Johnson *et al.* in Goh (2011) emphasize that the most effective teaching method is students teaching students. Next, teachers apply debate activity in the class. Teachers can apply it by giving students a simple topic but it is a current issue and interesting. In this case, even low academic students may be interest to defend their team. The main thing is teachers succeed to make students speak up which is one of the criteria of success in teaching speaking is proposed by Ur in Laili (2008). Keep in mind, teachers should give some videos about debate's theories at the beginning before students practice. As Richard (2008) suggests that through video, teacher can teach speaking involves models of speech. Thus, this approach helped students to reach better learning outcomes than the traditional way.

Third, cultivate a fun learning atmosphere; as a teacher, try to see students in a different which more casual atmosphere. The key is having fun and being relaxed. As the teacher of English Club, she did not strict and angry when students make some mistakes in speaking. The important thing is she succeed to make students participate to speak about the topic. As Pereira *et al.* (2013) claim that constructive learning takes place in situations that are non-threatening, stress-free and relaxed. Besides, by creating a

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healthy relationship with students, teachers already encouraged them to have greater confidence in classroom engagement. Koplow in da Luz (2015) believes that students need the confidence and motivation to learn in which it is stimulated by the relationship they hold with their teachers.

Fourth, create rules; it is important to communicate a teacher's expectations with students. To make students speak English as much as possible, teachers can apply the rule to speak English as long as English lesson is running namely "English time." What will happen if they are breaking the rule? For example, they will be fined Rp 1000,- if they talk one sentence in Indonesian. As the teacher of English Club already applied, this is not a difficult thing. Since if students are stuck, they just say some words in Indonesian. So, they still can try to speak English as well as possible. Celce-Murcia in Derakhshan *et al.* (2016) confirms that learning to speak needs a lot of practice.

Fifth, relate a concept to students' experiences; as Lavery (2001) states that teachers keep to topics which students have experience of through their own lives and local area. It means that teachers try to natural language use or encourage the use of authentic language. Certainly, it will make students initiate oral communication since the topic related to the real world.

Sixth, apply digital-based learning; students can utilize the smartphone to search for information on the internet regarding with the topic was given, use a dictionary application to search for the meaning of a word or learn the correct pronunciation, or utilize social media in English learning. For instance, teachers may ask students to open recent issues on social media. Then, it can be utilized to be the topic of debate or speech even as the supporting references in the activities. As Ark & Schneider (2012) clarify that using personal digital learning tools will customize the educational experience and serve the individual needs of each student on their own unique learning path. Thus, teachers should encourage students to produce work that demonstrates authentic learning. Bear in mind, in utilizing a smartphone, teachers keep monitoring students in order for this smartphone is not to be used incorrectly by them such as just playing a game or chatting on social media unrelated to English learning.

In short, the role of English Club should be managed to become a place to promote an active use language in communication (Mobin in Pereira *et al.*, 2013). So, it is just not as preparation to face competitions. The school seemed to forget that extracurricular activities such as English Club has the purpose to develop students' skills. Unfortunately, these successful students become less aware of the importance utilization of English Club as much as possible. Besides, the school ignored the other students who have a desire to improve their speaking skills. Since the requirement to be a member of English Club was they have critical thinking.

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