THE IMPLEMENTATION OF ENGLISH CLUB TO IMPROVE THE STUDENT SELF CONFIDENCE TO SPEAK ENGLISH

(At MAN Rejang Lebong)

THESIS

This Thesis is summited to fulfill the requirement

for "Sarjana" degree in English Language Education

By:

DELLA ASTRINA

NIP. 18551018

ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
2023

Hal   : Pengajuan Skripsi

Kepada

Yth, Bapak Dekan Tarbiyah IAIN Curup

Di

Curup

Asslammu'alaikum Wr, Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berendapat bahwa skripsi atas nama **Della Astrina(18551018)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**The Implentation of English Club to Improve The Student Self Confidence to Speak English" (At MAN Rejang Lebong)** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalammu'alaikum Wr, Wb

Curup,   October 2023

Advisor   Co-Advisor

Jumatul Hidayah, M. Pd   **Hadi Suhermanto, M. Pd**
NIP. 19780224200212202   **NIP. 197411131999031003**

THE STATEMENT OF OWNERSHIP

The writers who signs below :

Name   : Della Astrina

NIM   : 18551018

Prodi   : Tadris Bahasa Inggris

Falkultas   : Tarbiyah

State that the thesis is entited **The Implentation of English Club to Improve The Student Self Confidence to Speak English At MAN Rejang Lebong.** This statement is make truly, if in the next day there any mistake the writer ready to accept punishment of other criticum from IAIN suitable with its regulation.

Curup,   October 2023

Writer

Della Astrina
NIM. 18551018

A P P R O V A L
No : 120 /In.34/1/FT/PP.00.9/01 /2024

Name	:	**Della Astrina**
NIM	:	**18551018**
Department	:	**English Tadris Study Program**
Title	:	**The Implementation of English Club to Improve The Student Self Confidence to Speak English(At MAN Rejang Lebong)**

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date	:	**Monday, December 11ᵗʰ 2023**
Time	:	**09.30 AM - 11.00 AM**
At	:	**Munaqasah Room 1 IAIN Curup**

Has been received to fulfill a partical requirement for the degree of strata I in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, ᵗʰ December 2023

Examiners,

Head

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2 002

Secretary

Hadi Suhermanto, M.Pd
NIP.19741113 199903 1 003

Examiner I

Dr. Prihantoro,SS.,M.Pd
NIP. 19730427 200604 1 001

Examiner II

Dr. Leffy Novienty, M.Pd
NIP. 19761106 200312 2004

Dekan

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 20003 1 003

iv

PREFACE

All praises to Allah SWT that be writer had finally finishing writing her thesis entited **The Implentation of English Club to Improve The Student Self Confidence to Speak English At MAN Rejang Lebong** This thesis is submitted as part of the competition for underground degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfice , therefore thewriter really appreciates some suggestion and critics for being perfect in the future.

Last but not lead , the writer hopes that this thesis will be really useful to those when are interested in this of study.

Curup, October 2023

Writer

Della Astrina
NIM. 1551018

MOTTO

"Dan janganlah kamu(merasa) lemah, dan jangan (pula) bersedih hati, sebab kamu paling tinggi (derajatnya), jika kamu orang beriman. (QS. Ali 'ImranBaqarah:139)"

"Tetap semangat dari Bismillah sampai alhamdulillah"

_writer

DEDICATION

Allah is only reason why I can finish this thesis. I'm measureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest and beloved family who always support, my father and my mother who always supports me in all conditions, and always strengthens me when I give up, I want to always make you proud. I dedicate this thesis to my father and mother .

- ❖ My beloved Sister, Windi Ardiani, this thesis I dedicate to you. So that you are proud to have a sister like me.

- ❖ Mrs. Jumatul Hidayah M. Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

- ❖ Mr. Hadi Suhermanto M. Pd, as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

- ❖ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

- ❖ My Beloved Irpan Wibowo, thank you for always encouraging me, who always listens to my complaints, And always beside me.

- ❖ My Beloved Friends, Jely and Puji. Love you (terima kasih sudah selalu

support akuu).

- ❖ My Beloved Friends Anidia, Cheril. Thank you for being together all this time, I hope we are always given the convenience to reach our goals.

- ❖ My Beloved Friends the secret of angel (Dea, Dita , Tari, Ainul) Thak you for being together all this time, I hope we are always given the convenience to reach our goals.

- ❖ My Beloved pets, Mimi, Tamanang, Tamino, Pawnik. (Love You kalian).

- ❖ My classmates, TBI A 2018, Love you guys. Thank you very much my class A TBI class 2018, who are always together from the beginning of the semester to the end.

- ❖ Thank you for KKN squad

- ❖ Thank you for My PPL MA Muhammadiyyah Rejang Lebong squad

- ❖ My Almamater

- ❖ All of the people around me that I can't mention entirely.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alikumWr. Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihiwasallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M. Pd. I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.

2. Dr. Hamengkubowono, M. Pd, as the dean of faculty of Tarbiyah and teachers training.

3. Mrs. Jumatul Hidayah, M. Pd the head of the department English education IAIN Curup and as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

4. Mr. SarwoEdy, M. Pd the secretary of the department of English education IAIN Curup

5. Mr. Hadi Suhermanto, M. Pd as my co-advisor in writing this thesis, by

providing time, corrections, suggestions and support in completing this final project with good results.

6. Mr Bayu Senjahari, M. Pd, as my academic advisor.

7. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

8. My father, my mother and my brother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup,   2023

Writer

Della Astrina
Nim: 18551018

ABSTARCT

Della Astrina, 2023 : **The Implementation of English Club to Improve the Students' Self-confidence to Speak English at MAN Rejang Lebong**
Advisor **: Jumatul Hidayah, M. Pd**

Co-advisor **: Hadi Suhermanto, M. Pd**

   This research attempted to investigate the implementation of English club to improve the students' self-confidence to speak English at MAN Rejang Lebong. This research employed a descriptive qualitative design. Subjects as the research were teachers and students who involve in English club activity conducted by MAN Rejang Lebong. Researchers reach the data during the implementation of English club at MAN Rejang Lebong to obtain the required data; the researcher used observation and interview. Researcher used observation and interview guidance as the instrument of the research. Technique the researcher used collecting the data Document Checklist as the instruments used by researchers to gain the data. The researcher used Miles, M. B., Huberman theory to analyze the data by Data reduction, Data Display and conclusion and verification. The result of the data showed that there are sevrl steps used by the teacher in implementing English club to enhance students' self-confidence to speak English; facilitating discussion and practice, Provide Guidance and Feedback, Incorporate Authentic Materials, Encourage Self-Study, Assess Progress, Reflect and Adapt. Meanwhile, there are some ways in which English Clubs can contribute to improving students' self-confidence. As follows: Supportive and Non-Judgmental Environment, Peer Interaction and Feedback, Targeted Language Practice, Real-Life Communicative Situations, Motivation and Enjoyment.

Keywords: Implementation, English Club, Self-Confidence, Speaking English

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

A. Background of The Study

Self-confidence is one of the most influential and very important aspects. Growing self-confidence is something we should do, because self-confidence can give enthusiasm, courage and stimulation to students. Utama et al and Domnyei et al as cited in Park & Lee, n. d stated that self-confidence is one of the factors that play an important role in determining students' willingness to communicate[1].

There are several problems that affect students' lack of confidence in speaking English, namely they feel embarrassed or afraid of classmates' responses when speaking English incorrectly, lack of knowledge of English including lack of knowledge of pronunciation, vocabulary and grammar. Furthermore, students experience difficulties. find a supportive environment to practice self-confidence to speak English because most learning activities still use Indonesian as the main medium. Most students who study English in class are always passively involved in the learning process. They are mostly silent in class as if they never ask questions. to the teacher even though they don't understand. Based on the facts above, the English Club can help increase students' confidence to speak English

---

[1] Utama., IM, Marhaeni, Permadi., I. Adi Jaya. Nyoman., A. A. I. N. Putra. (2013). The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Scond Grade Student of Smpn 6 Singaraja. Journal program Pascasarjana Universitas Pendidikan Ganesha (Vol. 1 2013).

In the Govermant Regulation no. 19/25 on National Educational Standards, stated that every school may give an opportunity to develop the student's competency by applying an Extracurricular Program[2]. Extracurricular is program which is not part of the course that a student is doing at school, diffrent schools may have different exttracurricular program. The main reason of establishment of extracurricular program is to accomodate or give spaces for students in developing their talent and interest. The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in English Club also can help the studnets to improve the student's ability in English.

According to Brown English Club is one of the extracurricular in a public vocational high school, has a big concern toward students' English ability[3]. As so many students enroll to become English Club members, almost all of them have be able to speak English as their goal in English Club. Actually, they just do not have a place to express their willing to speak English. Confidentiality is the main obstacle for them to speak. English club provide strategies that stimulate its members to actively involved in the exercises and attain their confidentiality to speak English more.

---

[2]Diska Fatima Virgiyanti, *A study on English club as an extracurricular Program at smpn1 malang*, *State University of Malang*. (2013): 3.
[3]Brown, D. H. 2006. Teaching by principles : *An Interactive Approach to Language Pedagogy*. New York: Person Education.

According to Arsyad An English Club is a place for students to use English in a fun environment[4]. In the English Club, the students will have an opportunity to practice many different skills based on real situations, especially in speaking skill. Moreover, the English Club will encourage and support students to help each other to achieve the Club objectives. Speaking is one skill in English which should be mastered in studying English. Almost schools in Indonesia give limited chance to practice speak English. One way to obtain more practices to speak outside of school hours is by joining an English Club Extracurricular.

Speaking and self-confidence are closely linked, as self-confidence plays a significant role in one's ability to communicate effectively. When it comes to speaking, individuals who have higher levels of self-confidence tend to exhibit the following characteristics; Self-confident individuals are more likely to express their thoughts and ideas clearly and effectively. They have faith in their abilities to convey their message and engage with others in meaningful conversations. Moreover, Self-confidence often leads to improved fluency and expressiveness in speech. Individuals who believe in themselves and their abilities are more likely to speak confidently, using appropriate intonation, body language, and vocal variety to convey their message. English clubs offer ample opportunities for practice and exposure to the English language. Through regular participation in speaking activities, discussions, and conversations, learners gain valuable practice in expressing themselves in English. This

---

[4]Arsyad, A . 2009. *Media Pembelajaran.* Jakarta: Raja Grafindo Persada.

repeated exposure helps build familiarity and confidence in using the language. English clubs offer a range of speaking activities, such as debates, presentations, storytelling sessions, or impromptu speaking exercises. Engaging in diverse activities allows learners to practice different speaking skills, adapt to various communication contexts, and explore different topics. This exposure to a variety of speaking experiences builds versatility and confidence in speaking.

Based on the first observation at MAN Rejang Lebong, Mam Fitri and Mam Citra who are English club tutors and also English teachers at MAN Rejang Lebong said most of the students who joined the English club had good English skills and excels in participating in competitions. Furthermore, the English Club also often wins competitions. MAN Rejang Lebong also has a language laboratory as a supporting facility in developing students' English. The tutor said that regular time in learning English was still lacking in improving students' English skills especially speaking. With an English club, students get more time in learning speaking English. One of the main activities taught in English Club. There are several activities at the English Club, such as: Speeches, Conversations, Scrabble, Debates and many more activities in English Club. English Club is held every Wednesday at 15. 00 WIB. The whole activities are determined to the speaking improvement. From the students' achievement in the class 76% students can reach up to 70 points in speaking test given by the teacher. The researcher also took an interview session to the teacher, and the teacher said that the students show confidence when they performed speaking.

From this explanation, it can be said that the researcher wants to know whether the English-Speaking Club is effective in improve students' self-confidence to speak English. Researchers are interested in conducting a study entitled **"THE IMPLEMENTATION OF ENGLISH CLUB TO IMPROVE THE STUDENT SELF CONFIDENCE TO SPEAK ENGLISH"**

B. Research Question

Based on the description above, the researcher took several research Questions of this research as follows:

1. What activities do English club implement in building student self-confidence to speak English?

2. How does the implementation of the activities in building self confidence to speak English?

C. Objective of the Research

The aim of this research is to investigate:

1. To know the activities of English club implementation in building student self-confidence to speak English.

2. To know how the implementation of the activities in building self-confidence to speak English.

D. Definition of Key terms

1. Speaking is one way to communicate ideas and messages orally. As a language skill, speaking is the process of building and sharing meanings

through the use of language, and it can be categorized that speaking is part of human interactions[5].

2. Self-confidence refers to students' ability to see themselves and their situation in a positive and realistic light. [6]

3. Improvement

Based on Cambridge online dictionary, improve is "develop orincrease in mental capacity by education or experience, and achieve or producesomething better than". In this context, improve refers to increase speaking skill tobe better or not[7].

4. English Club

An English club can be understood as a social and educational gathering or organization where individuals come together to practice and improve their English language skills. English clubs often provide a supportive and interactive environment where participants engage in conversations, activities, and exercises aimed at enhancing their speaking, listening, reading, and writing abilities in English. These clubs may be organized within educational institutions, language institutes, community centers, or even informally among language learners. [8]

---

[5]Hingorani, P. (2016). *Components of Verbal Communication* (modul 15).

[6] Mustafa, E. (2015). *Psycologycal factor affecting sudanese EFL learners' oral performance.* A case study of sudan University of science and Technology. (A Thesis Degree of M. A in English Language). Sudan University, Sudan.

[7]Cambridge Online Dictionary. (2018). *Cambridge Advanced Learner's Dictionary and Taurus"* Cambride University press. Retrieved from: https://dictionary. cambridge. org

[8] García-Carbonell, A., & Ruiz-Madrid, N. (2017). The Impact of English Conversation Clubs on EFL Speaking Skills. Porta Linguarum, 28, 115-130.

E. The Significant of Research

1. For the students

Research can help identify the specific benefits and advantages that students can gain from participating in English clubs. This may include improved language skills, increased self-confidence, enhanced cultural understanding, expanded social networks, and greater enjoyment and motivation in learning English.

2. For The Teachers

Research on English clubs can contribute to the professional development of teachers. It can provide insights into effective instructional strategies, classroom management techniques, and student engagement methods within the English club context. Teachers can learn from research findings and apply them in their own teaching practices to enhance the effectiveness of their English club sessions.

3. For The Others Researchers

Research on English clubs can provide a foundation of knowledge and understanding that other researchers can build upon. They can review the existing literature, identify gaps or areas for further exploration, and design studies that contribute to the existing body of knowledge on English clubs and language learning.

CHAPTER II
LITERATURE REVIEW

A. Review of Related Theories

1. Speaking

It has been known that speaking is one of English language skills that must be mastered by any foreign language learner. The common question that come from other people who want to know the ability of someone in English as foreign language is whether he or she can speak English or not .

According to Cameron speaking is the way of the human act in this world and means or way to understand the act[9]. It is mean that speaking is the important thing in language to express or to convey idea, information and other to the listener. In addition, speaking is needed by people to interact with other.

There are many things that should be paid attention in speaking activities, not only related about what is being spoken, what the language is used, but also who is our partner. The good speaker should pay attention about the topic is being spoken by him, what the language that he or she uses and to whom he or she speak, to make the listener easy to understood.

---

[9] Deborah Cameron, *Working With Spoken Discourse*, (London: Sage Publication, 2001), 47.

1. **Components of Speaking**

   Haris cited in Baihaqi state that there are five components in speaking ability (Pronounciation, Grammar, Vocabulary, Fluency and comprehension)[10]

   a) Pronounciation

   Pronounciation is the most important parts of English to communicate with other, when we communicate with other people we should not only good vocabulary but we must also have a good pronounciation to avoid of misunderstanding with the listener. Harmer state that for all people, knowing vocabulary issue given the immense benefit not only for their own production but also for their understanding of spoken English[11]. In addition pronounciation is the true act of sounds of letters in words, and the true accents and also quantity of syllables[12]. Pronounciation can refers as the ability of the correct stress, rythym and intonation of a word in a spoken language.

   b) Grammar

   Speaking will be good-look when the speaker use grammar appropriately. Fromkin et al cited in Garret state that to understand the nature of language we must understand the nature of this internalized, unconscious set of rules, which is part of every grammar of every

---

[10] Baihaqi, *The influence of speaking club in improving students' speaking ability.* (S1 thesis, Ar-raniry state islamic university, Darussalam, 2016), 11-13.

[11] Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: longman, 2001), 183.

[12] Devi Mulatsih, *Pronounciation ability by using English song in indonesian students of unswagati cirebon,* Journal of English Language and Learning, 2(2). (2015): 295.

language [13] . For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. In addition grammar is includes the rule for correct writing and speaking, without grammar one cannot write or speak correctly.

c) Vocabulary

Vocabulary is an important aspect in learning language. Vocabulary as described as a collection or the total stock of words in language that are use in particular context, in the other hand vocabulary is essential and required where it appears in every skill in language. Vocabulary knowledge is a important things for second language learners because a limited vocabulary can make an effect of communication.

d) Fluency

According to Richard fluenct is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication although limitation in his or her communicative competence[14].

---

[13] Lisa Garrett, *Teaching Grammar In An English As A Foreign Language (EFL) Contex*t, Australian journal of Indigenous Education (2003): 35.

[14] Jack C. Richards, *Communicative Language Teaching Today* (United States of America:Cambridge University Press, 2006), 14.

2. Type of Speaking

Brown describes five categories of speaking skill area. Those are Follows[15]:

a) Imitative

The imitative is the ability to imitate parrot back (imitate) a word or phrase or possible a sentence. Very limited talk time in class can be spent producing speeches, where, for example, students practice an intonation contour or try to determine a particular vowel sound. This practice is to focus on certain elements of the form of language. Offers training to students the opportunity to listen and repeat a particular set of languages verbally which can cause language difficulties - both phonological.

b) Intensive

The production of short stretches of oral language, designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, rhythm, juncture. On the other hand it is practicing some phonological and grammatical aspect of language. Usually students do the task in pairs, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading instruction, and so on.

---

[15]Brown, H Douglas, *An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 2004), P. 141.

c) Responsive

Interaction and understanding of the test level of conversation that is very short, standard greetings and chat are rather limited, simply asking for and giving comments and the like is a responsive assessment task. The stimulus is almost always a spoken prompt in order to preserve authenticity, with perhaps only one or two follow-up question or retorts.

d) Interactive

For the purpose of maintaining social relations rather than transmitting facts and information, this is done. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert "agenda".

e) Extensive

To provide additional monologues in the form of oral reports, summaries, or perhaps short speeches, middle to advanced level students are called. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

3. The functions of Speaking

Speaking skill is very important for everyone, because speaking is a tool to express opinion, feeling or share knowledge of social interaction. To speak well, right and fluently, it is need more courses practice.

Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound.

Speaking skill is different from the other three skills (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce et al state that for many people speaking is the basic skill in learning second language[16]. In addition, the students who can speak English well may have greater chance to get best education, finding job, and gaining promotion.

Moreover, speaking English will also help students to get up-to-date information of all field such as: in politics, economics, social, education, and so on. Finally, the function of speaking is help the students to get better future.

4. **Self Confidence**

Self-confidence is a trait that can evoke an attitude to have positive, idealistic, and optimistic thoughts about abilities. Even though there are frequent interactions between teachers and students with English in class, students still feel less confident when speaking in front of their classmates. Self-confidence is one of the most influential and very important aspects. Growing self-confidence is something we should do, because self-confidence can give enthusiasm, courage and stimulation to students. Utama et al and Domnyei et al as cited in Park & Lee, n. d stated that self-confidence is one of the factors that play an important role in determining students' willingness to communicate[17].

---

[16]Murcia Celce Marianne et al., *Teaching English as a Second or Foreign Language,* (Boston: Heinle Cengage Learning, 2014), P 106.

[17] Utama., IM, Marhaeni, Permadi., I. Adi Jaya. Nyoman., A. A. I. N. Putra. (2013). The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Scond

Self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Confidence, according to Kate Burton and Brinley Platts, is the ability to take appropriate and effective action in any situation [18]. 'H Douglas Brown defines self-confidence as a person's belief in his or her ability to complete a task[19].

5. **Developing Self Confidence**

According to Dale Carnagie, there are some steps to developing self-confidence, and they are as follows:

a) Begin with a strong and unwavering desire.

Concentrate on the advantages that this effort will provide you. Boost your interest in it. Consider what it means for you financially, socially, and in terms of increasing your influence and leadership. Remember that the stronger your desire, the faster you will progress.

b) Preparation.

You cannot be confident unless you know what you're going to say.

c) Act confidence.

"To feel brave, " Professor William James advises, "act as if we were brave, use all of our will to that end, and a courage fit very likely replaces the fit of fear". Teddy Roosevelt admitted that he used this

---

Grade Student of Smpn 6 Singaraja. Journal program Pascasarjana Universitas Pendidikan Ganesha (Vol. 1 2013).

[18] Burton and Brinley Platts, Building Confidence for Dummies, (2006)

[19] H Douglas Brown, Teaching by Principle: An Interactive Approach in Language Peadagogy Second Edition, (New York: Pearson education, 2000)

method to overcome his fear of grizzly bears, wild horses, and gunfighters. Using this psychological fact, you can overcome your fear of public speaking.

d) Practice.

It is the most important point of all. Fear stems from a lack of confidence, which stems from not knowing what you're capable of, which stems from a lack of experience. So, get a track record of success behind you, and your fears will vanish[20].

6. Self Confidence in Speaking

It is very important if we have high self-confidence. We can have a positive and realistic perception of ourselves and our abilities if we have confidence when we speak. We will not be shy or afraid to show what we are capable of, ask the teacher questions, and so on. We will not give up if we fail to complete the task. When we lack self-confidence, we find it difficult to communicate with others.

According to some researchers, self-confidence can influence speaking ability. According to Lee and Park, self-confidence is an important component of speaking ability because it can provide learners with enthusiasm, bravery, and stimulation[21]. " According to Yashima, Zenuk-Nishide, and Shimizu in Al- Hebaish, self-confidence is the most important factor determining learners' willingness to participate in oral activities in

---

[20] Dale Carnegie, How to Develop Self-Confidence & Influence People by Public Speaking(1990)

[21] Lee. & Park. n. d. L2 Learners Anxiety, Self-Confidence, and Oral Performance. Kunsan National University, Concordia University (2004).

language classrooms[22]. In certain words, if a speaker has a high level of self-confidence, they can develop good communication skills. As a result, based on this viewpoint, it can be assumed that self-confidence is a significant psychological factor that influences students' speaking abilities.

7. **The Characteristics of Student with low and high self-confidence**

In his book, Building Self-Confidence with Encouraging Words, Wright pointed out some characteristics of students with low self-confidence which are[23]:

a). They are fearful of change: they are worried and fear about what can happen in the future 'what if ……. . '. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.

b). They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.

c). They have difficulty communicating what they really want from life: they have no abvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it.

---

[22] Safaa Mohammad Al-Hebaish, "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course, " Theory and Practice in Language Studies, 1 (January, 2012)

[23] Wright, J. H. (2009). Building self-confidence with encouraging words. United States of America: Total Recall Publications.

d). They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

e). They are insecure and are drawn to others who also see themselves as victims: they have destructive believes and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright (2009, p. 26) mentioned other characteristics of students with high self-confidence:

a). They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.

b). They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.

c). They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.

d). They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.

e). They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.

f). They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way

that attracts good things and good people to them.

8. **Extracurricular Activities**

Extracurricular is formed to give the students chance to improve and express their ability according their interest. According to Usman cited in Maisrul & Dewa, extracurricular is an activity that is done in the outside of regular class[24]. In addition extracurricular activities are defined as academic or non academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of curriculum. According to Cadwallader, Garza, and Wagner cited in Wesley extracurricular activites are defined as the activities in which the students participate after the regular school day has ended[25].

9. **English Club**

English club is an extracurricular activity organized by schools to improve their students' ability in English. Kathleen and Smedley English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem[26].

According to Mouleka, "speaking club is a place where the members

---

[24]Monalisa Dewa Ayu et al., "*A correlation between the eight grade students' participation in English extracurricular activities and their speaking ability at smpn 6 pekanbaru,* " Student of English Study Programe Language and Arts Department Faculty of Teachers Training and Education Riau University, (2016): 3.

[25] Steven Wesley Craft, *The Impact Of Extracurricular Activities OnStudent Achievement At The High School Level* (S3 dissertations, University of Southern Mississippi, 2012), 2.

[26]Kathleen F. Malu and Bryce Smedley, *The English club handbook a guidefor English club leaders,* (Kinshasa: Republique Democratique du Congo, 2015), 11.

of a club can learn and practice English freely with various materials without shame and nervousness". Mouleka, also adds that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a place to facilitate students in practicing, increase and to buildup students motivation to practicing speaking. Students could exchange new vocabulary and information among their friends. Speaking club also might be a place to share students difficulties in practicing speaking and to look forward how to solve their problems[27].

Finally, the main goals and expectations of holding speaking club are as a medium to improve students speaking ability and their willingness with a high self-confidence in practicing speaking eventhough they still do a lot of mistakes in grammatical roles.

10. The Activities in English Club

The activities in English Club based on Malu& Smedley are: skit, debate, role play, and social change[28].

1) Skit

Skit is a brief conversation or dialogue between two or more people. It usually tells a story or part of a story

---

[27] Mouleka &Fouty B. (2013). English club guide book a contribution to bilingualism in Gabon. Los Angeles, CA: Trafford publishing

[28] Malu, K. F & Smedley, B. (2016). Community-Based English Clubs: English Practice and Social Change outside the Classroom. English Teaching Forum. Retrieved fromhttps://www. scribd. com

2) Role Plays

Role plays are similar to skits; the primary differences are that many members can take part in role plays, and role plays do not use a script. Each role play is different because the role play depends on the interpretation of each person who plays the assigned role. Role play is most effective when issues selected are related to the lives of club members.

3) Debate

According to Akerman& Neale, debate can be described as a formal discussion where two opposing sides follow a set of preagreed rules to engage in an oral exchange of different points of view on an issue. Debates are common in both political and educational environments. Individuals can disagree with an opposing point of views in a structured setting that gives all participants a chance to present, defend their arguments, and reach conclusions about the arguments of their opponents.

4) Social Change

Social change begins when club members discuss critical issues in their communities. Once members take actions to alter their society, they are invested in and committed on improving lives, particularly those in their communities. While the activities of social-change can be paired with other activities such as debates, skits, or role plays, they should follow a basic three-step format. The first club meeting should identify the

problem or issue that members want to address. One way to do this is to brainstorm. After brainstorming playfully and creatively, members are ready to generate a list of problems they have in their community. Next, members need to learn as much as possible about the problem. During a follow-up meeting, an expert would possibly address the club, providing information about ways they might go to solve the problem.

11. The Advantages of English Club

Galanes and Adams (2013) cited that the advantages of joining the speaking club :

a) Get passion to not reticence (challenged reticence).

The purpose of the explanation above is the motivation of students to know something. In other words, students are more active in knowing something they want to find. This certainly has a positive impact because the presense of curiosity can make students more enthusiastic to learn.

b) Speaking Club will most likely have access to much more information. Students who join an English club will find more information because they can exchange all information they know.

c) Get same turn to speak. All members of English Club are given time to speak in front of other friends. It's purpose to increase students' confidence and improve student Speaking skill.

d) More pleasant and suitable than regular class (English course).

More pleasant and suitable than regular class means that learning

English in the English club is more fun than studying in the regular class. Because, in the English club students can learn more relaxed and fun. As we already know in the English club we can learn while playing.

e) Get new vocabulary and knowledge.

Learning English in English club can improve vocabulary. It means that learning in English club can certainly improve vocabulary because every students is taught vocabulary every meeting and also, one of the materials taught in the English club is vocabulary. So, every meeting teacher gives 5 vocabularies and requires students to memorize it. Therefore, one of the benefits of joining an English club is to improve students' vocabulary[29].

12. **The Implementation of English Club to Improve Students' Self-Confidence to speak English**

There are several theories connected with the implementation of English Club. The theory from García-Carbonell and Ruiz-Madrid (2017) divided the implementation into several steps, as follows;

a) Identify Goals and Objectives: Clearly define the goals and objectives of the English club. Determine what specific speaking skills or language areas you want to focus on improving, such as fluency, pronunciation, vocabulary, or conversational skills.

---

[29] Galanes, G. &Adams. K. (2013). Effective group discussion: theory andpractice. New York, NY: McGraw-Hill.

b) Plan Club Activities: Develop a plan for club activities that align with the identified goals and objectives. Include a variety of structured activities that provide opportunities for speaking practice, such as discussions, debates, role-plays, presentations, or language games.

c) Recruit Participants: Advertise and recruit participants for the English club. Reach out to interested students or individuals who want to improve their speaking skills. Consider promoting the club through announcements, posters, social media, or word of mouth.

d) Establish a Schedule: Determine the frequency and duration of English club meetings. Establish a consistent schedule that allows participants to engage in regular speaking practice. Consider factors such as participants' availability and other commitments.

e) Facilitate Discussion and Practice: During club meetings, facilitate discussions and provide opportunities for participants to practice speaking in English. Encourage active participation and create a supportive and inclusive environment where everyone feels comfortable expressing themselves.

f) Provide Guidance and Feedback: Offer guidance and feedback to participants as they engage in speaking activities. Provide constructive feedback on pronunciation, fluency, vocabulary use, and grammar when necessary. Encourage peer feedback and self-reflection among participants.

g) Incorporate Authentic Materials: Integrate authentic materials into the club activities, such as videos, articles, or audio recordings, to expose participants to real-world English language use. This can help improve their listening comprehension and expand their vocabulary.

h) Encourage Self-Study: Encourage participants to engage in self-study outside of club meetings. Recommend resources such as websites, podcasts, books, or language-learning apps that can support their individual language development.

i) Assess Progress: Regularly assess participants' progress in their speaking skills. Use informal assessments, such as observations, self-assessments, or short presentations, to monitor their improvement over time.

j) Reflect and Adapt: Reflect on the effectiveness of the English club activities and make necessary adjustments based on participant feedback and observed outcomes. Continuously evaluate and improve the club's structure and activities to meet the needs and preferences of the participants. [30]

From the theories it is clear that there ten steps using in implementing English club. Furthermore this theory is used to make the instrument for observation to answer the first question; how the implementation of English Club to enhance students' self-confidence to

---

[30] García-Carbonell, A., & Ruiz-Madrid, N. (2017). The Impact of English Conversation Clubs on EFL Speaking Skills. Porta Linguarum, 28, 115-130.

speak.

13. How the Implementation of English Club can Improve Students' Self-Confidence to Speak English

The theory of the how English club improve students' self-confidence was proposed by Hashemi, M., & Damavandian, M. (2016). In this theory concerning about English Clubs that can have several positive effects on students' self-confidence to speak English. Here are some ways in which English Clubs can contribute to improving students' self-confidence:

Increased Speaking Opportunities: English Clubs provide a platform for students to engage in regular conversations in English. Through frequent practice and exposure to spoken English, students can gain confidence in expressing themselves verbally.

a) Supportive and Non-Judgmental Environment: English Clubs often create a relaxed and supportive atmosphere where students feel comfortable practicing their speaking skills. This encourages them to take risks, make mistakes, and learn from each other without fear of judgment.

b) Peer Interaction and Feedback: Interacting with peers who have similar language learning goals can boost students' confidence. English Clubs facilitate group discussions, role-plays, and collaborative activities that promote active participation and constructive feedback from peers.

c) Targeted Language Practice: English Clubs focus specifically on English language skills, providing targeted practice in speaking, listening, and pronunciation. This focused practice allows students to develop their language skills and build confidence in using English effectively.

d) Real-Life Communicative Situations: English Clubs often simulate real-life communicative situations, such as debates, presentations, or discussions on various topics. Engaging in these activities helps students apply their language skills in practical contexts, reinforcing their confidence in using English outside the classroom.

e) Motivation and Enjoyment: Participating in an English Club can be a fun and motivating experience for students. Engaging in enjoyable activities, games, and cultural exchanges within the club setting can foster a positive attitude towards English learning and boost students' self-confidence.

This theory is used to answer the second question; how the English club can improve students' self-confidence to speak English.

B. Review of Related Finding

There are some related researchers that had been done before they are:

The first research was conducted by Nursalma with the title "**Student Perception on English Club as Extracurricular in Speaking English**" study concluded that most of students gave positive responses toward English club activities in speaking. Most of the students perceived that they prefer practicing

in English club than regular class. It is because the students can practice English without feeling afraid, motivate them, exchange their opinion throung English club. So English club gives the students a place to fully practicing in English[31].

The next research was carried out by Ahmada in 2019, entitled **"Implementation of English club as an extracurricular program at Mts Muslimat Nu Palangka Raya**" in this study the method used was a case study with a qualitative approach. For data collection in this study, using instruments including questionnaires interviews and documentation their research they found that in the implementation of the English Club, most students gave positive responses to English Club activities . Most of the students feel that they prefer to practice in English Club than in regular class. English Club gives students a place to fully practice English. In addition, English Club also has great power to motivate students to practice speaking with friends. English Club is one of the many ways to improve students' ability to speak fluently. For example, teachers or lecturers must create and try to use English Club as an English activity that motivates students to learn[32].

Furthermore, research conducted by Nadila, Ulfa, research conducted in 2021 entitled "**Factors of Student Confidence in Speaking English in Banjarmasin, this research uses a quantitative descriptive method**". To collect data, researchers used a questionnaire as an instrument. The results of the analysis show that the factors that influence students' lack of confidence in

---

[31] Nursalma, Thesis *"Student Perception on English Club as Extracurricular in Speaking English"* (Universitas Muhammadiyah Makassar)

[32] Ahmada, Thesis "*Implementation of English club as an extracurricular program at Mts Muslimat Nu Palangka Raya"*(IAIN Palangka Raya)

speaking English are they feel embarrassed or afraid of classmates' responses when they speak English incorrectly, lack of knowledge of English including lack of pronunciation, emptiness and grammar knowledge, and lack of preparation before language class England begins. Meanwhile, the most dominant factor causing students' lack of confidence in speaking English is a lack of English knowledge which includes lack of vocabulary and lack of grammar, each of which has 73% of respondents, 86% lack of pronunciation and 93% due to lack of preparation[33].

In the previous study, the first study used qualitative methods and data obtained by questionnaire, and the researchers focused on students' perceptions of the English club In the second study, researchers used qualitative methods and data obtained with questionnaires, interviews and documents, in this study the researchers focused on the implementation of the English club after that the last research, researchers focused on factors that affect students' confidence in speaking English and used quantitative methods and obtained questionnaire data So, it can be concluded that in this case the research has absolutely no similarities based on the subject, instrument and end result, while the research that the researchers conducted was to see how the implementation of the English Club increased students' confidence to speak English.

---

[33] Nadila, Ulfa, Thesis "*Factors of Student Confidence in Speaking English in Banjarmasin, this research uses a quantitative descriptive method*"(Universitas Islam Kalimantan MAB)

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The researcher utilised qualitative research methodology, specifically employing a descriptive approach. According to Moleong's definition in Qoirina's research, qualitative research is a type of research that does not involve any calculations or numerical measurements[34]. Qualitative research data refers to information that is collected and recorded in the form of written or spoken words. Furthermore, as LR Gay, quoted in Dian's research, explains, descriptive research involves gathering data specifically to address inquiries about individuals' viewpoints on various matters. Descriptive research is a method of research that involves describing and interpreting subjects based on their actual characteristics[35]. Besides, a qualitative research method according to Moleong is research that intends to understand the phenomenon of what is experienced by research subjects, for example behavior, perceptions, motivations, actions, holistically by means of descriptions in the form of words and language, in a special natural context by utilizing various scientific methods[36]. Accordingly, descriptive research is appropriate to apply in this research to answer the questions of the research.

---

[34] Susilowati, Qoirina, *A Descriptive Study of Speaking Activities in English Conversation club at SMA N 1 Sragen,* IAIN Surakarta, Islamic Education and Teacher Training Faculty, 2017

[35] Pebrianti, Dian, *An Analysis of Factor Influencing Students' English Speaking Skill,* IAIN Curup, English Study Program, 2019

[36] Moleong, Lexy J. 2007. Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya

Hence, for this study, employing observation and interview techniques is appropriate for acquiring insights from the students regarding the implementation of the English Club in improving students' self-confidence in speaking English at MAN Rejang Lebong. These methods were deemed suitable for gathering student information as the data may be delivered in written or verbal form.

Through the implementation of this descriptive qualitative research, the researcher observed the occurrences that took place within the English Club at MAN Rejang Lebong. In this study, the researcher examined the impact of implementing an English Club on improving students' self-confidence in speaking English at MAN Rejang Lebong. The purpose of the descriptive-qualitative study was to gather data from students who participated in speaking activities at the English Club in MAN Rejang Lebong.

B. Subject of The Research

The subjects of this study were a teacher who supervise and manage the English Club at MAN Rejang Lebong. There is only one teacher who manage the English club actively. Meanwhile, students in this research were as additional information to strengthen how the implementation of English Club can enhance students' self-confidence. There were 10 Students who followed in the English club actively. The researcher selected these 10 students from the English Club based on their consistent participation and success in English competitions. In addition, based on the pre-interview with the teacher who will serve as the mentor for the English club, it was found that the students

originally had low levels of confidence. Nevertheless, these 10 students currently possess a significant degree of confidence. That The choice of the school as the research setting was based on the following reasons Schools are relatively easy to reach, both administratively and by distance. The school also has good achievement in Minister of religious Affair (KEMENAG) as a school that activated the English club as one of supporting Merdeka Curriculum implementation. The researcher used purposive sampling to gain the data the consideration was only ten students who were active following the English Club at MAN Rejang Lebong and 1 Teacher as a supervisor who supervise the activities during English club. According to Creswell, J, purposive sampling is defined as a non-probability sampling technique where participants are selected based on specific characteristics or qualities that are relevant to the research question or objectives. This sampling approach aims to purposefully select individuals who possess the information, knowledge, or experiences that are deemed essential to provide rich and in-depth insights into the research topic[37]

C. Technique of Collecting Data

This study will use several data collection techniques including observation, interviews and documentation.

1. Observation

According to Narbuko and Achmadi observation is a data collection tool that is carried out by systematically observing and recording the

---

[37] Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches. Sage Publications.

symptoms being investigated[38]. In this study, researchers used observation to observe the process of implementation of English Club to enhance The Students' self-confidence to speak English. Therefore, the researcher attended to the English Club activity to observe it. Researchers used an observation checklist to find out how implementation of the English Club to improve the students' confidence to speak English. In observing the English Club process, the researchers use statements by using a sign (√), which includes the implementation of the English Club in increasing students' self-confidence to speak English. in this study, researchers were not involved in the English Club process, because the researcher is only an observer. Researchers use field notes to record the process of English Club activities. The researcher used non-participation observation to gain the data.

2. Interview

According to Esterberg in Sugiyono Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic[39]. In this study, researchers used interviews as an instrument to find data. There are two interviews used in this research. Interview one was used to gain the data from the teacher as the English Club supervisor. Interview was used to gain the data from students who followed the English Club. Interview to

---

[38]Narbuko, Cholid dan Achmadi, Abu, Metodologi Penelitian, Jakarta: PT. Bumi Aksara, 2013.

[39] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, R&D, Bandung: CV. Alfabeta, 2013.

students was used to investigate how the English Club can enhance students' self-confidence to Speak English.

Researchers conducted interviews to obtain information from English club tutors and English club members. This study uses structural interviews. That means all the questions accurately formulated and accompanied by guided interviews. This lesson uses an Interview to English club tutors and English club members to focus on how English club can enhance students' self-confidence to speak.

D. Instrument of The Research

For collecting data, the researcher used two different theories for the observation and the interview in the instrument of the research. The observation used the theory from García-Carbonell and Ruiz-Madrid. For the interview, the researcher used theory from Hashemi, M., & Damavandian. The researcher used these theories due to completing the data from the students and the teacher in building students speaking self-confidence of English Club at MAN Rejang Lebong.

1. Observation checklist

An observation checklist is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher or both. Observation checklists not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable. The observation instrument in this study was an observation

checklist. In the study, the researcher used an observation checklist to observe the implementation of the English Club. This instrument was used by the researcher to find out how the implementation of the English Club was in improve students' Self Confidence to Speak English. The researcher made the blueprint of Observation Checklist based on theory proposed by García-Carbonell and Ruiz-Madrid. The blueprint can be seen in table below;

Tabel 3. 1
Observation Blueprint of The Implementation of English Club in Enhancing Students' self-confidence to speak English

No	Theories	Description	Indicator	Observation	
				Yes	No
1	Identify Goals and Objectives	Clearly define the goals and objectives of the English club.	1. The supervisor Determine what specific speaking skills or language areas that want to focus on improving		
2	Plan Club Activities	Develop a plan for club activities that align with the identified goals and objectives	1. The supervisor determines a variety of structured activities that provide opportunities for speaking practice, such as discussions, debates, role-plays, presentations, or language games.		
3	Recruit Participants	Advertise and recruit participants for the English club	1. Supervisors Reach out to interested students or individuals who		

			want to improve their speaking skills 2. Supervisors promoting the club through announcements, posters, social media, or word of mouth.		
4	Establish a Schedule	Determine the frequency and duration of English club meetings	1. Establish a consistent schedule that allows participants to engage in regular speaking practice 2. Consider factors such as participants' availability and other commitments		
5	Facilitate Discussion and Practice	During club meetings, facilitate discussions and provide opportunities for participants to practice speaking in English	1. Encourage active participation and create a supportive and inclusive environment where everyone feels comfortable expressing themselves.		
6	Provide Guidance and Feedback	Offer guidance and feedback to participants as they engage in speaking activities.	1. Provide constructive feedback on pronunciation fluency, vocabulary use, and grammar when necessary 2. Encourage peer feedback and self-reflection		

				among participants.		
7	Incorporate Authentic Materials	Integrate authentic materials into the club activities, such as videos, articles, or audio recordings, to expose participants to real-world English language use	1. The supervisor used video, audio, song lyrics to connect the learning process to real-world language use		
8	Encourage Self-Study	Encourage participants to engage in self-study outside of club meetings.	1. The supervisors Recommend resources such as websites, podcasts, books, or language-learning apps that can support their individual language development to students.		
9	Assess Progress	Regularly assess participants' progress in their speaking skills.	1. Use informal assessments, such as observations, self-assessments, or short presentations, to monitor their improvement over time.		
10	Reflect and Adapt	Reflect on the effectiveness of the English club activities and make necessary adjustments based on participant feedback and observed outcomes.	1. Continuously evaluate and improve the club's structure and activities to meet the needs and preferences of the participants.		

2. Interview Guidance

Interview is an oral activity of questioning to get answer from whoever needed such as opinion, information, or explanation as the data of study. The researcher used an interview guide when the researcher interviewed English Club tutors and outstanding students in the English club, the interview guide served to facilitate interviews. Researchers use interviews as one of the instruments to gain data. The interview was made from theory proposed by Hashemi, M., & Damavandian, M. tabel below showed the blueprint of Interview to answer the second question, how English Club can enhance students 'self-confidence to speak.

a. Interview Guidance to English Club Supervisor

The first blueprint was given to the teacher/supervisor to investigate how English Club can enhance students' self-confidence. The data gave a clear information about the connection between English Club and Self-confidence to speak English.

Tabel 3. 2
Interview Blueprint of How the Implementation of English Club can Enhance Students' self-confidence to speak English

No	Theory	Description	Questions
1	Supportive and Non-Judgmental Environment	English Clubs often create a relaxed and supportive atmosphere where students feel comfortable practicing their speaking skills. This encourages them to take risks, make mistakes, and learn from each other without fear of judgment.	1. Why is a supportive and non-judgmental environment important for increasing students' self-confidence in speaking? How does such an environment impact students' self-confidence? 2. Why is a supportive and non-judgmental environment important

			for increasing students' self-confidence in speaking? How does such an environment impact students' self-confidence?
2	Peer Interaction and Feedback	Interacting with peers who have similar language learning goals can boost students' confidence. English Clubs facilitate group discussions, role-plays, and collaborative activities that promote active participation and constructive feedback from peers.	1. How does peer interaction contribute to the development of students' self-confidence in speaking? Can you provide examples of how students' self-confidence has improved through peer interactions in your teaching experience?
3	Targeted Language Practice	English Clubs focus specifically on English language skills, providing targeted practice in speaking, listening, and pronunciation. This focused practice allows students to develop their language skills and build confidence in using English effectively.	1. Why is targeted language practice important for increasing students' self-confidence in speaking? How does it help students feel more confident in using the language?
4	Real-Life Communicative Situations	English Clubs often simulate real-life communicative situations, such as debates, presentations, or discussions on various topics. Engaging in these activities helps students apply their language skills in practical contexts, reinforcing their confidence in using English outside the classroom	1. How do you incorporate real-life communicative situations in your speaking classes to boost students' self-confidence? Can you provide examples of how you create opportunities for students to practice speaking in authentic contexts? 2. Why are real-life communicative situations important for increasing students' self-confidence in speaking? How do

			these situations contribute to students' language development and confidence?
5	Motivation and Enjoyment	Participating in an English Club can be a fun and motivating experience for students. Engaging in enjoyable activities, games, and cultural exchanges within the club setting can foster a positive attitude towards English learning and boost students' self-confidence.	1. How do you foster motivation and create an enjoyable learning environment in your speaking classes? What strategies or techniques do you use to keep students engaged and motivated to participate in speaking activities? 2. Why is motivation important for increasing students' self-confidence in speaking? How does a positive and enjoyable learning environment contribute to students' willingness to take risks and express themselves in the target language?

b. Interview guidance to Students

The second interview was used to students who followed English Club actively. The researcher investigated from students' view about how English club can enhance their self-confidence to speak. Table below showed the blueprint of interview.

Tabel 3. 3
Interview Blueprint of How the Implementation of English Club can
Enhance Students' self-confidence to speak English

No	Theory	Description	Questions
1	Supportive and Non-Judgmental Environment	English Clubs often create a relaxed and supportive atmosphere where students feel comfortable practicing their speaking skills. This encourages them to take risks, make mistakes, and learn from each other without fear of judgment.	1. When you are in a supportive and non-judgmental environment during English speaking activities in English Club? Do you notice any difference in your self-confidence when you feel supported and free from judgment? 2. Why is a supportive and non-judgmental environment important for building self-confidence in speaking English at English Club? How does feeling safe and encouraged impact your willingness to take risks and communicate in the language?
2	Peer Interaction and Feedback	Interacting with peers who have similar language learning goals can boost students' confidence. English Clubs facilitate group discussions, role-plays, and collaborative activities that promote active participation and constructive feedback from peers.	1. When you have opportunities for peer interaction and feedback in your English speaking class at English Club? Do you notice any difference in your self-confidence when you engage in these activities? 2. Can you share an experience where peer interaction and feedback helped you improve your self-confidence in speaking English? How did the input and support from your peers contribute to your ability to express yourself more effectively?

3	Targeted Language Practice	English Clubs focus specifically on English language skills, providing targeted practice in speaking, listening, and pronunciation. This focused practice allows students to develop their language skills and build confidence in using English effectively.	2. When you engage in targeted language practice activities in your English speaking class at English Club? Do you notice any difference in your self-confidence when you have the opportunity to practice specific language skills? 3. Can you share an experience where targeted language practice helped you improve your self-confidence in speaking English? How did the focused practice contribute to your ability to express yourself more effectively?
4	Real-Life Communicative Situations	English Clubs often simulate real-life communicative situations, such as debates, presentations, or discussions on various topics. Engaging in these activities helps students apply their language skills in practical contexts, reinforcing their confidence in using English outside the classroom	1. When you engage in real-life communicative situations in English? Do you notice any difference in your self-confidence when you have the opportunity to use the language in authentic contexts? 2. Can you share an experience where you participated in a real-life communicative situation in English? How did it impact your self-confidence in speaking the language?
5	Motivation and Enjoyment	Participating in an English Club can be a fun and motivating experience for students. Engaging in enjoyable activities, games, and cultural exchanges within	1. When you are motivated and enjoying your English speaking activities? Do you notice any difference in your self-confidence when you

		the club setting can foster a positive attitude towards English learning and boost students' self-confidence.	are motivated and having fun? 2. Why is motivation important for building self-confidence in speaking English? How does feeling motivated and engaged in the learning process affect your willingness to take risks and communicate in English?

E. Technique of Analysis Data

Because this study used a qualitative approach, the data were analyzed using qualitative data analysis. According to Miles, Huberman, & Saldaña, the raw data from this study in the form of observations and interviews will be analyzed usinginteractive model consisting of 4 elements, namely data collection, data compaction, data presentation, and drawing conclusions. These elements can be seen below:

1. Data collection

   At this step the researcher used data collection techniques using research instruments, namely observation and interviews using field notes and interview procedures.

2. Data Reduction

   At this stage the data will be simplified to fit the needs. The amount of data will make it difficult for researchers to get information quickly. Therefore the data needs to be simplified first.

3. Data Display

   In the aspect of data display, the researcher presents the findings of the data by using tables. Furthermore, detailed data is presented using explanatory quotations supported by interview quotations and observation portraits that have been described. The raw data that has been displayed is then interpreted. In the end, after all the data has been interpreted, the data is discussed by combining the current findings with previous findings.

4. Drawing Conclusion

   In the last step is to draw conclusions based on the data that has been arranged in a neater form. The researcher concludes the data with an effective and presentative language.

CHAPTER IV
FINDINGS AND DISCUSSION

The researcher discusses the findings from the interviews and observations in this chapter. The purpose of this study was to look at "The implementation of English Club to Improve Students' Students' self-confidence to speak English". The researcher utilized an observation checklist for observations and interview guidelines for interview questions for gathering the data. The study findings and discussion are included in this chapter

A. FINDINGS

The researcher delivers the findings and analysis from the observation and interview to gain the data about the implementation of English Club to improve students' self-confidence to speak and interview to investigate how English club can improve students' self-confidence to speak English.

1. **Activities of English club implement in building student self-confidence to speak English.**

To investigate the implementation of English Club to Improve Students' self-confidence to speak English, the researcher used observation checklist as the instrument to gain the data. The observation was conducted 8 times; 26th July – 16th September, 2023 at MAN Rejang Lebong. The researcher conducted the observation during English Club process and learning process in the class. There are 10 items were investigated during the observation in the field. The researcher was assisted by co. observer who is the English teacher in MAN Rejang Lebong. The result of co. Observer is

the same with the result done by the researcher. The result can be seen in the

table below:

Tabel 4. 1
The Observation Result of The Implementation of English Club to
Improve Students' Self Confidence to speak English

N o	The Impleme ntation	Indicator	Meeting 1		Meeting 2		Meeting 3		Meeting 4		Meeting 5		Meeting 6		Meeting 7		Meeting 8		%
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Facilitate Discussi on and Practice	1. The Teacher encourages active participation and creates a supportive and inclusive environment where students feel comfortable expressing themselves.	√		√		√		√		√		√		√		√		100%
		2. The teacher provides clear instructions, prompts, and guidance specially tailored to English Club discussions and practices sessions, promoting self-confidence in students'' language skills.	√		√		√		√		√		√		√		√		100%

No	Category	Statement																%
		3. The teacher manages the flow of the discussion, ensuring equal opportunities for all students to share their thought and ideas and develop self-confidence in their English communication abilities during English club activities.	√		√		√		√		√		√		√		√		100%
2	Provide Guidance and Feedback	1. The teacher offers feedback to students on their speaking skills, language and self-confidence during English Club activities	√		√		√		√			√		√	√		√		75%
		2. The teacher gives individual attention and support to students, helping them build their self-confidence during English club	√		√		√		√			√		√	√		√		75%

No	Category	Statement																	Percentage
		speaking activities																		
		3. The teacher offers suggestions for improvement, boost, and self-confidence during English club activities.	√		√			√		√	√		√		√		√		75%
3	Incorporate Authentic Materials	4. The supervisor used video, audio, song lyrics to connect the as the authentic Materials in English club	√		√		√		√			√		√	√		√		75%
		5. The teacher incorporates articles as authentic materials into English club		√		√		√		√		√		√		√		√	0
		6. The teacher incorporates audio as the authentic materials in English club	√			√	√			√		√	√		√		√		62.5%
		7. The teacher incorporates other relevant authentic materials into English club activities	√			√		√	√		√			√	√		√		62.5%

4	Encourage Self-Study	1. The supervisor Actively encourage self-confidence among students in the English club by recommending websites, book, language-learning apps for individual language development	√		√		√		√			√		√	√		√		75%
		2. The teacher establishes designated times or guidelines for self-study and self-confidence, utilizing recommended websites, book, apps especially within the English club activities.	√			√	√			√	√			√	√		√		62.5%
5	Assess Progress	1. The teacher observes students' active engagement and self-confidence	√		√		√		√			√	√			√	√		75%

No	Activity	Statement																	Percentage
		2. The teacher notes students' level of self-confidence and speaking skills during English club	√		√			√	√			√	√		√			√	75%
		3. The students engage in self-confidence in speaking English, note any improvements, and their overall progress	√		√			√		√	√		√		√			√	75%
		4. Students reflect on their level of self-confidence in speaking English	√		√		√		√		√			√		√	√		75%
		5. Students deliver short presentation in English to demonstrate their progress in speaking skills and self-confidence	√		√		√		√		√		√		√			√	100%
6	Reflect and Adapt	1. The teachers collects feedback from students regarding the effectiveness of the English club on students	√			√		√		√	√		√			√	√		50%

		Statement																	%
		self-confidence																	
		2. The teacher actively seeks students feedback during and after the English club sessions, specifically, focusing on their self-confidence improvement		√		√		√		√	√		√			√		√	0%
		3. The teacher documents and analyzes students feedback and observations of the English club activities including the impact on students' self –confidence	√		√		√		√			√		√	√		√		75%
		4. The teacher reviews the collected feedback and observations to identify areas of improvement for enhancing students' self-confidence to speak English	√			√	√			√	√		√			√	√		62.5%

			√		√			√		√	√		√		√		√		75%
		5. The teacher makes adjustment to the English club activities based on students feedback and observed outcomes with the aim of improving self-confidence in English speaking regarding the effectiveness of the English club on students self-confidence																	

Note: Y: Yes
N: No

The table demonstrates that the English Club's approach to enhancing the confidence of students in speaking English incorporated many elements from the observation checklist. The outcome appeared to be same across meetings 1 to 8 throughout the English club activities. The researcher provided a detailed breakdown of the data during each meeting, using the observation checklist. During the initial English club meeting, the researcher observed that the teacher enhanced the classroom environment to make it more captivating for students, resulting in an enjoyable speaking experience for the students. From the table above, it shows that the results of the Facilitate Discussion and Practice item in eight English club meetings. The

teacher consistently applied three indicators during ongoing observations to determine the overall percentage score for this item, which is 100%. This suggests that the teacher responsible for English Club activities consistently assists students in organizing resources and creating a conducive environment where students can feel at ease participating in English Club. Furthermore, the teacher allocates time equitably to ensure that each student has an equal opportunity to express their thoughts and take their turn in communication. For the second most significant appearance, specifically, 80% of it is focused on the Assess Progress item, also known as item 5. Evidence suggests that teachers frequently form assessments based on students' speaking appearance. The purpose of each student gathering is to enhance both English-speaking skills and self-confidence. A 75% percentage indicates that students' self-assurance is progressing, which teachers frequently record. Furthermore, students are required to assess their daily development at the English club in addition to the teacher's evaluation. The display of a 75% completion rate at the end of the class serves as an illustration of this. The teacher consistently requests that each student explain or substantiate their daily progress by delivering a brief presentation in front of their peers. The next item, item 2, titled Provide Guidance and Feedback, had a percentage score of 75%. This suggests that the teacher consistently provides comments on the student's oral presentation. Teachers consistently provide support to students in order to enhance their abilities, even when the students' skills are still lacking. Despite this, teachers continue to offer

encouragement to foster growth and provide constructive feedback that genuinely aids in the development of each student. Item 4, Encourage Self-Study, is ranked third with a total score of 68.75% based on two indications. This suggests that teachers are highly effective in fostering pupils' self-assurance in speaking. Additionally, regarding the third aspect, the utilization of genuine materials, the overall score achieved throughout the inspection was 66.67%. The percentage displayed on this item was limited in size due to the teachers' material contribution, which did not closely mirror the existing checklist observations at that time. Teachers typically do not provide students with articles for use as speaking material. Teachers predominantly utilize technology for their English Club activities, employing various mediums such as video, audio, and song. A 75% prevalence of percentages serves as evidence for this. Subsequently, the item with the most diminutive display can be seen on item 6, titled Reflect and Adapt. The overall representation of this sixth component is 57.5%. This is due to the teacher's practice of soliciting input from the students only once every two meetings. Teachers seldom solicit feedback directly from the students themselves; instead, they tend to observe and assess the students' strengths and weaknesses during the activity. In addition, the teacher modifies the English club activities in response to students' comments and observed results, with the goal of enhancing self-assurance in English speaking, specifically in relation to the impact of the English club on students' self-confidence. The percentage is displayed at a 75%.

A conclusion that can be drawn by the researcher is that the English club at MAN Rejang Lebong considerably increases the students' confidence in their ability to communicate in English. The majority of the instruments that were included in the checklist received a good reaction, as indicated by the data that is presented in Table 4.1. The English club has also offered more proof to back up this assertion, which is quite significant. The teaching staff at MAN Rejang Lebong regularly participates in activities with the objective of enhancing students' self-confidence in spoken English, as demonstrated by eight observations that were carried out at the English club. The researcher could conclude that there are three dominant activities of English club to build students' speaking confidence, namely Facilitate Discussion and Practice, Assess Progress, and Provide Guidance and Feedback.

2. **The Implementation of the Activities in Building Self Confidence to Speak English**

Tabel 4.2
The Implementation of the English Club Activities in Building Self Confidence to Speak English

No	Activities	Implementation
1	**Facilitate discussion and Practice**	1. The teacher applied group discussion for the English club 2. The teacher applied a role play to improve the student' speaking confidence 3. The teacher gave same amount of time to students to deliver their argument 4. The teacher encouraged the students to speak when they have doubt to speak
2	**Provide Guidance and Feedback**	1. The teacher always gives a feedback to every student who has delivered their argument, such as pronunciation, fluency, vocabulary use, and grammar 2. The teacher always asks another student to

		give a comment that motivate their peer to keep improving 3. The teacher tells the students the right way to deliver the argument 4. The teacher suggests the student how to improve their confidence when they speak in front of people
3	**Incorporate Authentic Materials**	1. Before the activity started, the teacher used some media to support the activity, such as videos, audios, and song 2. The teacher allows the students to watch a short movie then they have to give their pint of view about the movie 3. The teacher plays the song and the students are asked to tell the meaning of the song
4	**Encourage Self-Study**	1. The teacher always give suggestion to the students to use other media to improve their confidence in speaking, such as websites, YouTube channel, E-book, or language-learning apps. 2. For the next meeting, the teacher asked the students what kind of media that they have found and let them to share each other
5	**Assess Progress**	1. Teacher always observes the progress of the students by taking note of their improvement 2. Teacher asked other students to give a judgement to their friend to help them trigger in speaking English 3. Each student is asked to take note regarding their own improvement 4. After two meetings, the improvement of the students will be checked by the teacher. The teacher asked them to deliver short presentation.
6	**Reflect and adapt**	1. The teacher collects the progress note from the students 2. Teacher reviews the students' progress 3. The teacher gives some suggestions which part that the students have to improve

a. **Tutor's Interview Result**

The researcher used the interview to gain the second question about how does the Implementation of the activities in building students' self-confidence to speak English. The first interview was given to the teacher/supervisor to investigate how English Club can enhance students' self-confidence. The data gave clear information about the connection between English Club and Self-confidence to speak English. The interview section conducted in 28th July 2023. At 10. 00 AM. The result of interview can be seen in the table below;

Table 4. 2
Interview of How the Implementation of English Club can Improve
Students' self-confidence to speak English

No	Aspects	Questions	Answers
1	Supportive and Non-Judgmental Environment	3. How does the establishment of a supportive and non-judgmental environment in an English Club contribute to the improvement of students' self-confidence in speaking English? What specific benefits do students experience when they are provided with such an environment?	The students enjoy the situation I have made during the English club. Because they enjoy the situation do they can speak freely and feel comfortable. Finally, they feel their self-confidence improvement.
2	Peer Interaction and Feedback	4. How do you think the English Club's peer interaction and feedback component can improve students' self-confidence in speaking English? Can you share some specific strategies or examples that you believe would encourage active	Peer interaction gives students opportunity to check their own work. They feel comfortable when they friends check their performance. That activity will improve their self-confidence. The strategies is peer correcting feedback, the students give comment

		participation and constructive feedback among club members?	after they see their friends performance.
3	Targeted Language Practice	5. Can you describe how the implementation of the English Club specifically targets language practice to enhance students' self-confidence in speaking English? How do you ensure that students are provided with sufficient opportunities to practice speaking, listening, and pronunciation within the English Club??	Usually, I give them material concerning the specific topic and ask them to practice in pairs, group work and the last individually after that I evaluate them. By giving them change to practice in three steps (pairs, group and Individual) students 'self-confidence are increasing.
4	Real-Life Communicative Situations	6. As a teacher or supervisor, how do you ensure that the English Club activities effectively simulate real-life communicative situations for students? Can you provide specific examples of activities or strategies that you implement to create practical contexts for language practice?	I give students simulation to give real-life situation to communicate with. The simulation can be seller and buyer, teacher and students. Friends talk. Bank conversation etc. By doing this activity can improve students' self-confidence because they feel interesting to talk.
		7. In your experience, what observable changes have you noticed in students' self-confidence to speak English after participating in English Club activities that simulate real-life communicative situations? Can you share any specific instances that demonstrate the impact of these activities on students' confidence levels?	In the beginning joins the English club they have less self-confidence after doing simulation and practices in simulation circumstances, they self-confidence is increasing. It can be seen from the evaluation I have made every week.

5	Motivation and Enjoyment	8. How do you ensure that the activities and games conducted in the English Club are both enjoyable and motivating for the students? Can you provide examples of specific activities that have been successful in fostering a positive attitude towards English learning and boosting students' self-confidence?	I can see from their happiness when they followed the English club. I once also asked the students how they feel after the English club, they said they feel happy and enjoy the games and activities in English club
		9. As a teacher/supervisor, what strategies do you employ to encourage active participation and engagement from students in the English Club? How do you assess the impact of the club activities on students' self-confidence in speaking English?	I promote the English club to the students by giving a poster or announcement on wall magazine. I also give my students options to follow English club based on their interest; debate, solo song, speech etc. I evaluate them once a week and give them questionnaire to be answered

From the table above it can be seen that there are many aspects in English club that trigger students to have self-confidence to speak English. It can be seen in the explanation below;

1. Supportive and Non-Judgmental Environment

In this phase, the researcher found that the students enjoy the activities of the English club because the environmental of the English club never gave negative comment to each student. It also said by the teacher:

"Students are focused, happy, conducive in such an environment that will support students' self-confidence in speaking English"

It means that by conducting such environment to teach Englis, it will make the students are brave to speak up in front of their classmate or the friends. Furthermore, the students will enjoy the situation do they can speak freely and feel comfortable. Finally, they feel their self-confidence improvement.

2. Peer Interaction and Feedback

The second aspect was peer interaction and feedback during the English club activities. The researcher saw that the teacher used peer feedback and interaction to give the comment regarding the topic that delivered by her students. The teacher stated that:

"I think it's very important because they can complement each other with interaction and feedback so their confidence level in speaking increases"

Which means, peer interaction and feedback could be more accepted by the students rather than teacher did. This activity will boost students to improve students' self-confidence.

3. Targeted Language Practice

In this third aspect, teacher usually gives students' material concerning the specific topic and asks them to practice in pairs, group work, and the last the teacher would evaluate the students. The teacher said that:

"Usually give material first, test their understanding and then practice and interact with their friends too, then evaluate again"

By giving them change to practice in three steps (pairs, group and Individual) students' self-confidence is increasing. More practicing makes students improve their self-confidence naturally.

4. Real-Life Communicative Situations

The teacher gives the students a simulation to give real-life situation to communicate with. For example, seller and buyer, teacher and students, and many else. Friends talk, Bank conversation etc. this kind of activity can trigger students to talk because by doing this activity can improve students' self-confidence because they feel interesting to talk. Besides, in the interview, the teacher said that:

"From that learning, conducive and effective learning will be conditioned and then applied in practice"

By making the situation like in real-life, the students are more enjoyable in discussion and build the conversation. This is proved by the teacher, where:

"At first they joined, they tended to be passive, shy and had difficulty speaking, but after we tried to mix with games, discussions, interact with each other, I saw a huge change and their level of confidence in speaking English increased. Those who initially did not dare to speak became brave and I saw that their abilities were extraordinary"

It indicates that the simulation makes students' self-confidence increased. Teacher also realize that in the beginning joins the English club they have less self-confidence after doing simulation and practices

in simulation circumstances, their self-confidence is increasing.

5. Motivation and Enjoyment

The researcher found that the students motivated following the English club. It can be seen from their happiness when they followed the English club. The teacher once also asked the students how they feel after the English club, they said they feel happy and enjoy the games and activities in English club. It can be reflected by the teacher, the teacher stated that:

> *"One class is fun if we see the children are happy, we see how the activities and games are, what the lessons are, are they happy or not, and are they able to follow or understand the material or not"*

It means that, the enjoyment seems the factor that students' self-confidence is increasing.

Besides that, the teacher also said that:

> *"In this English Club, we will divide into several groups, such as the Scarable, Speech, Solo Song groups, so they will exchange ideas and work together and we will see how they interact with each other. see the impact of this club activity is very helpful in increasing student confidence"*

The teacher promotes the English club to the students by giving a poster or announcement on wall magazine. The teacher gives the students' options to follow English club based on their interest; debate, solo song, speech etc. By giving the activities that appropriate with their interest of the students, it can trigger students' self-confidence improvement.

b. **Students' Interview Result**

The researcher used the interview to gain the second question about how the English club can improve students' self-confidence to speak English at MAN Rejang Lebong. The second interview was given to students to investigate how English Club can enhance students' self-confidence. The data gave clear information about the connection between English Club and Self-confidence to speak English. The interview section conducted in 1st to 7th, August 2023. At 14. 00 PM. There are 10 students to be interviewed. The result below is the conclusion from all students' answers the complete interview can be seen in the appendix. The result of interview can be seen in the table below;

Table 4. 2
Interview of How the Implementation of English Club can Enhance
Students' self-confidence to speak English

No	Aspects	Questions	Answers
1	Supportive and Non-Judgmental Environment	1. How do you perceive the role of a supportive and non-judgmental environment in enhancing your self-confidence to speak English within an English Club setting?	Students feels enjoy because of the circumstances created by supervisor comfortable. There is no judgment so students can speak freely without worry anything. That finally it can trigger students' self-confidence improvement.
		2. Can you share an experience from your participation in English Club activities where the supportive and non-judgmental environment positively influenced your self-confidence to speak	The students say that their never get laugh or correction directly when they speak or read something in front of class. By this experience, students feel comfortable to speak and increase their

		English? How did it impact your willingness to take risks and learn from mistakes?	willing to talk.
2	Peer Interaction and Feedback	3. In what specific ways have opportunities for peer interaction and feedback in English Club activities impacted your self-confidence? Please provide examples	When the students have discussion, they feel comfortable because they talk to their friends then they feel enjoy without any hesitation. When students discuss, they also ask to give comment by turn then they friends give positive comment to the performer. It trigger them to have high self-confidence
		4. Can you describe a specific instance where peer interaction and feedback in English Club activities significantly enhanced your self-confidence in speaking English? How did it contribute to your ability to express yourself more effectively?	When the students discuss with their friends in group or pairs. They feel enjoy because all friends give their best positive comment toward others. The students brave telling their opinion because they feel enjoy
3	Targeted Language Practice	5. In what ways do you feel the targeted language practice in the English Club has helped you improve your English speaking skills? Can you share any examples where you noticed a significant improvement in your speaking ability as a result of participating in the English Club?	When the teacher explains, the students get lot info so they can improve their self-confidence. Other students say that they can improve their speaking by practicing speaking using kind of games Students also can improve their self-confidence by storytelling, speech etc. those games make them brave to talk

4	Real-Life Communicative Situations	6. When you engage in English Club activities that simulate real-life communicative situations, how do you feel? Have you noticed any difference in your self-confidence?	Debate, presentation and discussion make students have high self-confidence. Simulation given by teacher makes me talk willingly like Bank simulation, restaurant, airport etc.
		7. Could you share a specific experience in which you participated in an English Club activity that simulated a real-life communicative situation? How did this experience impact your self-confidence in speaking English, specifically within the English Club context?	Students involved themselves in a Drama performance in English. They feel interesting when performing something in front of audience. The performance make their self-confidence is up Sharing and caring also give opportunity to students to talk freely. This kind of activity trigger students' self-confidence development
5	Motivation and Enjoyment	8. How do you feel when you participate in English Club activities that motivate and engage you? Have you noticed any difference in your self-confidence when you are motivated and having fun during English Club sessions?	Enjoying the English club makes students happy that is one of factors that can increase their self-confidence They also get motivated with activities that are created by the teacher. They feel happy following the English club.

		9. Based on your experience, why is motivation important for building self-confidence in speaking English within the context of English Club activities? How does feeling motivated and engaged during English Club sessions influence your confidence in speaking English?	By having good motivation so the students are not unwilling to talk. They also have high self-confidence by having English club activities. As long the students join the club, they feel that motivation is important to the improvement of their self-confidence.

From the students' interview result, it can be seen that all aspect that teacher done in English club can trigger students' self-confidence improvement. There are several aspects in the implementation of English club that can trigger students' self-confidence to speak. As follow;

1. Supportive and Non-Judgmental Environment

Base on the interview result, the researcher found that the students feel enjoy because of the circumstances created by supervisor. The teacher made the environment with no negative judgment so students can speak freely without worry anything. That finally it can trigger students' self-confidence improvement. It is supported by the student's statement.

> **Student 6:** *"The role of a supportive and non-judgmental environment is very important to increase confidence in speaking English. And the English club, a friendly and positive environment will help us feel more comfortable and confident to practice speaking English without fear of making mistakes"*

> **Student 1:** *"From our own experience, we learned how to make many divisions, we were asked to read the story in advance, even though there were still many mistakes, because most people were still afraid or embarrassed because speaking in English was*

afraid of being wrong, whereas in the club we were never laughed at or other things and so on but was told that there was something wrong in terms of speaking English. Because we are always taught that if any of our friends make mistakes in pronunciation or other things, we are told not to be laughed at, angry or ridiculed, but here we are taught again if something is wrong"

In the situation where the students had a chance to speak, other classmates never laugh at their friend's weaknesses. By this experience, students feel comfortable to speak and increase their willing to talk.

2. Peer Interaction and Feedback

    When the students have discussion, they feel comfortable because they talk to their friends then they feel enjoy without any hesitation to deliver the topic.

    When students discuss, they also ask to give comment by turn then they friends give positive comment to the performer. It triggers them to have high self-confidence when the students discuss with their friends in group or pairs. They feel enjoy because all friends give their best positive comment toward others. The students brave telling their opinion because they feel enjoy. It is supported by the interview result where the students stated that:

    Student 1: *"In my opinion, it was during the discussion session, because if you were with friends your own age, you wouldn't be too awkward or embarrassed in the discussion session and your friends' responses were also good, so we weren't afraid to speak English."*

    Student 2: *"Thanks to the support and encouragement from my peers, I feel more courageous to try to speak English without fear of being wrong or humiliated. The more I practice and speak*

in a supportive environment like this, the more confident I become in communicating in English."

3. Targeted Language Practice

The activities of English club become more engaging because the teacher applied some game to engage the students, so they can react actively. The activities of English club can make the students' self-confidence increase to the higher level. It is supported by the interview result where the students stated that:

> **Student 1:** *"When mam explained. So focus on listening and getting used to people who speak English. At the club, we were told to use English, even if we don't fully speak English. The important thing is that we have English, such as borrowing things, going to the toilet, asking questions, so everything is in English. With this, we will get used to speaking English. so this is very effective to improve our ability to speak English."*

> **Student 3:** *"Language games such as charades, serial stories, or role-playing games, invite my friend and I to talk in fun and relaxed situations. This helps reduce pressure and increase confidence in using English"*

4. Real-Life Communicative Situations

The students have been treated by the teacher like they play a role in the real-life, for example like Bank simulation, restaurant, airport etc. Students involved themselves in a Drama performance in English. They feel interesting when performing something in front of audience. The performance makes their self-confidence is up. Sharing and caring also give opportunity to students to talk freely. These kinds of activity trigger students' self-confidence development. It also confirmed by the

students' statement:

> **Student 6:** *"My special experience was when I joined an English club which was simulated in real life, namely during the promotion of the English club extracurricular where we spoke in front of younger classmates to increase their interest in participating in the English club extracurricular activities. In this experience it affected my self-confidence, especially in the context of the English club because speaking in public right in front of my underclassmen, it has increased my self-confidence, from me who previously joined was not brave or afraid to speak English in front of many people, after I joined then My confidence and courage have increased and now I have the courage to speak English in public"*

> **Student 2:** *"Being involved in English Club activities that simulate real-life communicative situations can help increase my confidence in speaking English. The practice of talking to other people in simulated situations can improve my communication skills and overall confidence."*

5. Motivation and Enjoyment

Enjoying the English club makes students happy that is one of factors that can increase their self-confidence. They also get motivated with activities that are created by the teacher. They feel happy following the English club. By having good motivation so the students are willing to talk.

They also have high self-confidence by having English club activities. As long the students join the club, they feel that motivation is important to the improvement of their self-confidence. In line with students' statement during the interview:

> **Student 1:** *"In my opinion, motivation to build self-confidence is incredibly important. Many of us, especially myself, tend to fear others' judgments and responses. So, when motivated with phrases like "It's okay, just give it a try, making mistakes is fine,*

" it boosts our confidence to speak in English. Once motivated, it becomes much easier for me during English club sessions, as I feel comfortable, free from fear, awkwardness, or embarrassment, when speaking English".

Student 2: *"Based on my personal experience, motivation is important to build self-confidence, because as long as I joined the club, one of my motivations for mastering English was to get relationships and relationships with friends who have the same interests and talents as me, feelings being motivated to learn English grows self-confidence along with the knowledge that I learn"*

B. DISCUSSION

In this section the researcher discusses about "The implementation of English Club to enhance students' self-confidence to speak English at MAN Rejang Lebong". Here, some points

1. The Implementation of English Club to Improve Students' Self-confidence to Speak English

Based on the observation done by the researcher, it can be seen that there are several steps that teacher did during the English club activity. The steps are very important to have a comprehending English club and support the students to improve their self-confidence. The steps are:

a. Facilitate discussion and Practice

In the first step of the implementation of English club at MAN Rejang Lebong to improve the students' confidence in speaking English, the teacher builds the environmental become enjoyable for students to speak. After that, the students will have the instructions from the teacher. The teacher gives the instructions clearer, so the

students are easy to understand and know what they have to deliver. After the instructions have been given, each student will have amount of time to deliver their thoughts. By doing this, it can improve the students' self-confidence. As stated by Haxon, facilitating discussions and engaging in deliberate practice are vital components of building up students' self-confidence[40]. These activities promote active learning by encouraging participants to become actively involved in the subject matter. Through discussions, individuals can exchange ideas, share personal experiences, and collaborate on solving problems, which leads to a deeper understanding and increased knowledge retention. Moreover, discussions enable the practical application of theoretical concepts, allowing participants to see firsthand how theories translate into real-world scenarios. In conclusion, this step is important to be applied in English club in order to trigger students' self-confidence. Furthermore, participating in facilitated discussions requires participants to exercise critical thinking and analytical skills. They must evaluate different perspectives, construct well-reasoned arguments, and make informed decisions based on the information at hand. This process not only sharpens cognitive abilities but also encourages participants to become more adept at expressing their thoughts and defending their viewpoints.

---

[40] Anee Haxon (2017). Discussion and self-confidence Priority. University Press. P. 23

b. Provide Guidance and Feedback

For the next phase, the students always have good feedback from the teacher. The teacher gave an assist to the student when they could not deliver the topic well. Besides that, the researcher found that the teacher never gets bored to encourage the students to speak up more without any hesitation to speak. Then, the teacher gave a comment to the students what part or aspect that they have to improve such as on pronunciation, vocabulary usage, grammar, and overall language proficiency, so the students know what they should do next. This is in line with the research conducted by Bruce L who stated that providing guidance and feedback within an English club setting holds significant importance for triggering students' self-confidence[41]. Firstly, guidance helps participants navigate the complexities of language learning and usage. Whether its clarifying grammar rules, explaining idiomatic expressions, or offering vocabulary suggestions, guidance from experienced facilitators or educators can prevent misconceptions and accelerate learning. Besides, according to the result of the interview, the students stated that when they have positive feedback from the teacher or their classmate, they feel it can increase their self-confidence.

---

[41] Bruce L (2018) feedback and Self-confidence Prespective. Plenary Press. P. 156

c. Incorporate Authentic Materials

In the English club, the teacher is seldom to use conventional technic to teach her students. The teacher used video, audio, song lyrics to connect the as the authentic materials in English club. By using this media, the students could feel more enjoyable because they did not just learn, but watching movie and listening to music also. These materials, derived from real-life sources like newspapers, videos, podcasts, and songs, serve as authentic examples of how the language is used in everyday communication. In the English club activities, the students were asking to give their point of view of the movie or the music. It is confirmed by Art et. al who stated that integrating authentic materials into an English club holds immense significance due to the myriad benefits it brings to language learners and learners' self-confidence[42]. By exposing learners to authentic materials, they gain insights into the language's nuances, cultural references, and idiomatic expressions, contributing to a deeper understanding. The inherent real-world relevance of these materials sparks higher engagement, as learners are drawn to the authenticity and practicality they offer, in contrast to contrived exercises.

Moreover, the incorporation of authentic materials enriches learners' vocabulary by exposing them to a wider range of words and

---

[42] Ary et. al (2014). Authenticity in triggering students' Self-Confidence in Speaking. University Press. P. 89

expressions not typically found in textbooks. Additionally, learners' listening skills are honed as they encounter different accents, intonations, and speaking speeds present in authentic audio and video materials. This exposure improves comprehension and prepares learners to understand various speakers encountered in real-life situations. By giving the situation in real life situation, students' have a confidence to talk with their partner.

d. Encourage Self-Study

When the English club class is over, the teacher actively encourage self-confidence among students in the English club by recommending websites, book, language-learning apps for individual language development. The teacher did this to help the students keep learning when they do not have any activity in the English club. This step is very crucial to be implemented as the Clark and Jones stated that Promoting self-study within an English club holds significant importance due to its array of benefits for students' language learners' confidence. Encouraging participants to engage in self-directed learning fosters independence, enabling them to take control of their learning trajectory. This approach tailors the learning experience to individual needs and interests, allowing learners to focus on specific areas they wish to enhance, be it vocabulary, grammar, or listening skills.

The flexibility that self-study offer is particularly valuable, accommodating diverse schedules and commitments. Learners can engage with learning materials at their own convenience, making it accessible for those with busy lifestyles. The digital era brings a vast array of resources to learners' fingertips, from online courses and interactive apps to videos and articles, ensuring a wide range of options that cater to various learning preferences. By this phase students have their own decision in learning in the end; they have a confidence to speak English.

e. Assess Progress

At the end of the meeting, the teacher always observes the development of her students. The teacher notes students' level of self-confidence and speaking skills during English club. Besides that, the students also give a note for their own improvement, and their overall progress. So that, students reflect on their level of self-confidence in speaking English. After that, the students were asked to deliver short presentation in English to demonstrate assessing progress within an English club is a fundamental practice driven by several compelling reasons. Regular assessments provide participants with a comprehensive understanding of their language skills, identifying strengths and areas for improvement. This clarity serves as a roadmap, aiding learners in setting meaningful and achievable goals. The process of monitoring progress serves as a powerful motivational tool, as

learners witness tangible improvement over time, fostering a sense of accomplishment and encouraging continued engagement in the learning journey.

Progress assessments play a pivotal role in effective goal-setting. Armed with a realistic picture of their current proficiency, learners can fine-tune their objectives to address specific weaknesses. Moreover, assessments encourage accountability by creating a sense of responsibility among participants to consistently invest effort into their language learning endeavors.

The evidence of growth provided by progress tracking serves as a tangible testament to learners' advancement, boosting their confidence and bolstering their dedication to learning. Furthermore, these assessments provide a structured framework for facilitating targeted feedback. This feedback is instrumental in addressing specific areas that require attention, enabling learners to focus their efforts on meaningful improvements.

For the English club itself, progress assessments serve multiple purposes. They enable facilitators to tailor activities, discussions, and materials to cater to participants' evolving needs. Additionally, these assessments act as a quality assurance measure, ensuring that the club's learning objectives are being effectively met. They also enable organizers to evaluate the efficacy of teaching methods and curriculum, allowing for informed adjustments that enhance the overall learning

experience. Moreover, this can be their progress in speaking skills and self-confidence.

f.   Reflect and Adapt

For the last phase, teacher always collect the students note regarding the advantage and the weaknesses of their todays learning. The teacher did this to check how far the self-confidence of the students have improved. The teacher reviews the collected feedback and observations to identify areas of improvement for enhancing students' self-confidence to speak English. After that, the teacher makes adjustment to the English club activities based on students' feedback and observed outcomes with the aim of improving self-confidence in English speaking regarding the effectiveness of the English club on student's self-confidence, regarding the effectiveness of the English club on student's self-confidence. In line with Hanna Miler in her theory says that Integrating reflection and adaptation into an English club is a pivotal practice with multifaceted benefits one of them is students' self-confidence increase automatically[43]. These processes foster an environment of continuous improvement by allowing the club to assess its past activities, identifying successes to build upon and areas that might require refinement. By reflecting on the outcomes and effectiveness of club activities, ongoing adjustments can be made to

---

[43] Hanna Miler (2019). Reflect and Adopt in Speaking Perspectives. Apparel Press. P. 234

ensure that sessions remain engaging, effective, and aligned with the diverse learning preferences and goals of participants' self-confidence.

2. **How the implementation of English Club can Improve Students' Self Confidence to Speak English**

From the interview to teacher and students, it can be seen that there are some ways in which English Clubs can contribute to improving students' self-confidence. As follows:

a. Supportive and Non-Judgmental Environment

In this phase, students the students enjoy the situation because the environment is non-judgmental. Nobody gives negative judgment here. So, the students can talk freely and comfortable during the English club activities. Furthermore, they enjoy the situation do they can speak freely and feel comfortable. Finally, they feel their self-confidence improvement. It is confirmed by Norman in his theory who stated that when learners feel safe to express themselves without fear of criticism or ridicule, they are more inclined to take risks and engage actively in the language learning process. Such an environment nurtures a sense of acceptance, allowing students to embrace their imperfections and view mistakes as stepping stones to improvement rather than as failures.

In a supportive setting, students can experiment with new vocabulary, try different sentence structures, and practice speaking without apprehension. The absence of judgment encourages them to communicate

freely, building their confidence in using English as a means of expression. As learners experience positive responses and constructive feedback, they internalize the belief that their efforts are valued and that they have the potential to develop their language skills.

Moreover, a non-judgmental environment reduces anxiety and performance pressure, which often hinder language acquisition. Students become more willing to participate in discussions, share their thoughts, and engage in activities without the paralyzing fear of making mistakes. This level of comfort facilitates a more organic language learning experience, allowing learners to focus on effective communication rather than solely on accuracy. In the end of the activity will trigger students' self-confidence increased.

b. Peer Interaction and Feedback

The second aspect was peer interaction and feedback during the English club activities. In this phase the teacher ask students to do peer interaction in conversation and after that teacher give opportunity to evaluate their partner. Peer interaction and feedback give students' courage to accept the correction rather than teacher did. This activity will boost students to improve students' self-confidence.

According to Penzer et. al in his theory stated that Peer interaction and feedback within an English club play a pivotal role in boosting students' self-confidence [44]. Engaging with peers in discussions, activities, and

---

[44] Antony Penzer (2019). Feedback in Speaking Club Pradigm. University Press. P. 45

language exercises creates a collaborative learning environment where individuals feel valued and supported. Through peer interactions, students gain exposure to diverse language use, accents, and communication styles, which broadens their linguistic understanding and prepares them for real-world conversations.

Feedback from peers provides a unique perspective on language proficiency. Constructive comments help students recognize their strengths and areas needing improvement, promoting a balanced view of their abilities. This informed feedback allows for targeted practice and growth, nurturing a sense of competence and progress over time.

c. Targeted Language Practice

Teacher usually gives students' material concerning the specific topic and asks them to practice in pairs, group work and the last individually after that I evaluate them. By giving them change to practice in three steps (pairs, group and Individual) students 'self-confidence are increasing. More practicing makes students' improve their self-confidence naturally. In line with Daniel M. S who says that Implementing targeted language practice within an English club holds the key to elevating students' self-confidence[45]. By focusing on specific language aspects, such as grammar, vocabulary, or pronunciation, participants are afforded the opportunity to hone their skills in a controlled and supportive environment. This deliberate practice allows

---

[45] Daniel. M. S (2017). Controling Language Through Targeted Material. Plenary Prentice Press. P. 67

students to tackle areas where they might feel less confident, gradually building proficiency and expertise.

Furthermore, targeted practice offers a chance to address individual challenges. Whether it's mastering difficult sounds or perfecting sentence structures, participants receive focused guidance and feedback that aids their development. Overcoming such challenges in a club setting translates to increased self-assurance when confronted with real-life language use.

d. Real-Life Communicative Situations

The teacher, here gives students simulation to give real-life situation to communicate with. The simulation can be seller and buyer, teacher and students. Friends talk, Bank conversation etc. this kind of activity can trigger students' to talk because by doing this activity can improve students' self-confidence because they feel interesting to talk. The simulation makes students' self-confidence increasingly. Teacher also realize that in the beginning joins the English club they have less self-confidence after doing simulation and practices in simulation circumstances, they self-confidence is increasing. It can be seen from the evaluation I have made every week.

It is confirmed by Hoxa that integrating real-life communicative situations within an English club is a powerful catalyst for boosting students' self-confidence[46]. By simulating genuine interactions that mirror everyday conversations, participants are provided with a practical bridge between

---

[46] Hoxa Anne (2009). Communication, Confidence and Simulation. University Press. P. 67

classroom learning and real-world language use. Engaging in discussions, role-plays, and problem-solving scenarios equips students with the tools to navigate language challenges confidently.

Experiencing language in authentic contexts allows students to witness firsthand the applicability of their skills. As they successfully communicate ideas, share opinions, and respond to prompts in the club, they develop a tangible sense of achievement. This triumph in turn contributes to a heightened self-belief in their language abilities.

e. Motivation and Enjoyment

It clear those students motivated following the English club. It can be seen from their happiness when they followed the English club. The teacher once also asked the students how they feel after the English club, they said they feel happy and enjoy the games and activities in English club. The enjoyment seems the factor that students' self-confidence is increasing. The teacher promotes the English club to the students by giving a poster or announcement on wall magazine. The teacher gives the students' options to follow English club based on their interest; debate, solo song, speech etc. by giving the activities that appropriate with their interest can trigger students' self-confidence improvement. The teacher finally evaluates them once a week and gives them questionnaire to be answered. The same aspect has been deliverd by Jonas et. al who stated that when learners are genuinely motivated and find pleasure in their language learning experience, they are

more likely to engage actively and consistently. This intrinsic motivation propels them to overcome challenges and invest effort, ultimately leading to a deeper sense of accomplishment and self-belief[47].

The presence of enjoyable activities and engaging content enhances the overall learning environment. As participants eagerly participate in discussions, games, and creative exercises, their enthusiasm becomes contagious. This positive atmosphere not only makes learning enjoyable but also creates a sense of camaraderie among students, making them feel valued and supported.

Motivation and enjoyment fuel a cycle of success. The satisfaction derived from successfully completing activities and understanding content boosts learners' confidence. As their self-confidence grows, they become more willing to participate and contribute, leading to further accomplishments and a reinforcing cycle of positive reinforcement.

Participation in enjoyable activities also provides learners with a sense of ownership over their learning journey. As they take initiative and actively engage, they recognize their ability to shape their progress. This realization fosters self-assurance as they become active agents in their language development.

Moreover, motivation and enjoyment counteract feelings of inadequacy or anxiety that might hinder language learning. When students

---

[47] Jonas et. al (2019). Belief and Self-Confidence as Motivation Booster. University Press. P. 345

are motivated by their personal interests and find joy in the learning process, their focus shifts from worrying about mistakes to embracing learning opportunities.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion and suggestions is the final component of this research after the analysis and interpretation of the data obtained in the previous chapter. The conclusion that follows provides an answer to the study's research question while also making some recommendations for future researchers who might be interested in this topic.

A. Conclusion

Based on the data in the previous chapter, the researcher formulated the conclusion into two parts; the first part is how the implementation of English Club to enhance students' self-confidence to speak English, and the second part is how the implementation of English club can improve students' self-confidence to speak English. The conclusions are;

1. The implementation of English club to enhance students' self-confidence to speak English consists of several steps. There are facilitating discussion and practice, Provide Guidance and Feedback, Incorporate Authentic Materials, Encourage Self-Study, Assess Progress, Reflect and Adapt.

2. How the implementation of English club can enhance students' self-confidence to speak English.

3. There are some ways in which English Clubs can contribute to improving students' self-confidence. As follows: Supportive and Non-Judgmental Environment, Peer Interaction and Feedback, Targeted Language Practice, Real-Life Communicative Situations, Motivation and Enjoyment

B. Suggestions

The suggestions for a brighter future are now offered. Particular suggestions are made as follows:

1. The School

    The implementation of English club at school can be vary so that school need adopt more techniques and involve technology in maintaining the English club.

2. Teacher/ English Club Supervisors

    The implementation of English Club must be continuing activity that involved students in it so the supervisor must find the best way to promote the activity to enhance the amount of students who follow English club.

3. The researcher

    The researcher expects that this study will be improved and inspire further research in the field.

REFERENCES

Ahmada, Thesis: *Implementation of English club as an extracurricular program at Mts Muslimat Nu Palangka Raya"*(IAIN Palangka Raya)

Arsyad, A . 2009. *Media Pembelajaran.* Jakarta: Raja Grafindo Persada.

Baihaqi, 2016, *The influence of speaking club in improving students' speaking ability.* (S1 thesis, Ar-raniry state islamic university, Darussalam,), 11-13.

Brown, D. H. 2006. Teaching by principles : *An Interactive Approach to Language Pedagogy.* New York: Person Education.

Brown, H Douglas, 2004 *An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, P. 141.

Burton and Brinley Platts, 2006, *Building Confidence for Dummies.*

Cambridge Online Dictionary. (2018). *Cambridge Advanced Learner's Dictionary and Taurus"*
Cambride University press. Retrieved from: https://dictionary. cambridge. org

Cresswell J. 1998. *Research Design: Qualitative & Quantitative Appproach.* Thousand Oaks. CA: Sage Publications.

Creswell, J. W. 2013. *Qualitative inquiry and research design*: Choosing among five approaches. Sage Publications.

Dale Carnegie, 1990, *How to Develop Self-Confidence & Influence People by Public Speaking.*
Deborah Cameron, 2001, *Working With Spoken Discourse*, (London: Sage Publication), 47.

Devi Mulatsih, 2015, *Pronounciation ability by using English song in indonesian students of unswagati cirebon,* Journal of English Language and Learning.

Diska Fatima Virgiyanti, 2013, *A study on English club as an extracurricular Program at smpn1 malang*, *State University of Malang.*

Galanes, G. &Adams. K. 2013, *Effective group discussion: theory and practice.* New York, NY: McGraw-Hill.

García-Carbonell, A., & Ruiz-Madrid, N. 2017. *The Impact of English Conversation Clubs on EFL Speaking Skills.* Porta Linguarum, 28, 115-130.

H Douglas Brown, 2000, *Teaching by Principle: An Interactive Approach in Language Peadagogy Second Edition*, (New York: Pearson education,)

Hingorani, P. 2016. *Components of Verbal Communication.*

Jack C. Richards, 2006 *Communicative Language Teaching Today* (United States of America:Cambridge University Press), 14.

Jeremy Harmer, 2001, *The Practice of English Language Teaching* (Cambridge: longman), 183.
Kathleen F. Malu and Bryce Smedley, 2015, *The English club handbook a guidefor English club leaders,* (Kinshasa: Republique Democratique du Congo), 11.

Lee. & Park. n. d., 2004, *L2 Learners Anxiety, Self-Confidence, and Oral Performance.* Kunsan National University, Concordia University.

Lisa Garrett, 2003, *Teaching Grammar In An English As A Foreign Language (EFL) Contex*t, Australian journal of Indigenous Education.
Malu, K. F & Smedley, B. 2016. *Community-Based English Clubs: English Practice and Social Change outside the Classroom.* English Teaching Forum. Retrieved fromhttps://www. scribd. com
Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya

Monalisa Dewa Ayu et al., 2016, *A correlation between the eight grade students' participation in English extracurricular activities and their speaking ability at smpn 6 pekanbaru, "* Student of English Study Programe Language and Arts Department Faculty of Teachers Training and Education Riau University, :3.

Mouleka &Fouty B. 2013. *English club guide book a contribution to bilingualism in Gabon.* Los Angeles, CA: Trafford publishing

Murcia Celce Marianne et al., 2014*Teaching English as a Second or Foreign Language,* (Boston: Heinle Cengage Learning), P 106.

Mustafa, E. 2015. *Psycologycal factor affecting sudanese EFL learners' oral performance.* A case study of sudan University of science and Technology. (A Thesis Degree of M. A in English Language). Sudan University, Sudan.

Nadila, Ulfa, Thesis "*Factors of Student Confidence in Speaking English in Banjarmasin, this research uses a quantitative descriptive method"*(Universitas Islam Kalimantan MAB)
Nama penulis, tahun terbit, judul artikel, nama penerbit, tempat terbit,

Narbuko, Cholid dan Achmadi, Abu, 2013. *Metodologi Penelitian*, Jakarta: PT. Bumi Aksara.

Nursalma, Thesis *"Student Perception on English Club as Extracurricular in Speaking English"* (Universitas Muhammadiyah Makassar)

Safaa Mohammad Al-Hebaish, 2012, *The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course,* Theory and Practice in Language Studies.

Steven Wesley Craft, 2012, *The Impact Of Extracurricular Activities OnStudent Achievement At The High School Level* (S3 dissertations, University of Southern Mississippi), 2.

Sugiyono, 2013, *Metode Penelitian Kuantitatif, Kualitatif, R&D*, Bandung: CV. Alfabeta.

Utama., IM, Marhaeni, Permadi., I. Adi Jaya. Nyoman., A. A. I. N. Putra. 2013. *The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Scond Grade Student of Smpn 6 Singaraja*. Journal program Pascasarjana Universitas Pendidikan Ganesha (Vol. 1).

Wright, J. H. 2009. *Building self-confidence with encouraging words*. United States of America: Total Recall Publications.

APENDIXCES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 849 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.137/FT.5/PP.00.9/05/2023
	2.	Berita Acara Seminar Proposal Pada Hari Rabu, 08 Maret 2023

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	**Jumatul Hidayah, M.Pd** NIP. 19780224 200212 2 002
	2.	**Hadi Suhermanto, M.Pd** NIP. 19741113 199903 1 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I
dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Della Astrina**
N I M	:	**18551018**
JUDUL SKRIPSI	:	**The Implementation of English Club to Improve The Student Self Confidence to Speak English**

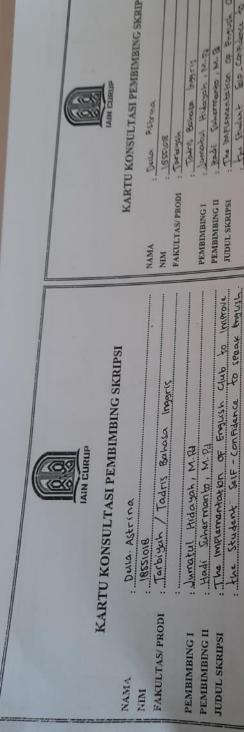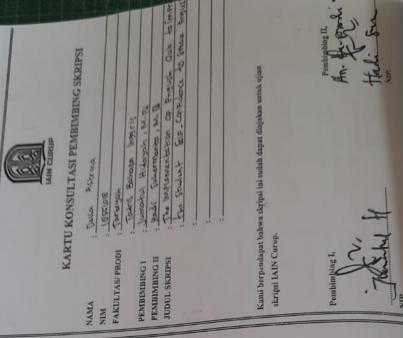|		
Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 14 Mei 2023
Dekan,

Hamengkubuwono

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Dwta Astrina
NIM : 18551018
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : The Implementation Of English Club to improve the Student Self - Confidence To speak English

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Dwta Astrina
NIM : 18551018
FAKULTAS/ PRODI : Tarbiyah

PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Hadi Suhermanto, M.Pd
JUDUL SKRIPSI : The Implementation Of English Club to improve The Student Self-Confidence to speak English

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

NIP.

Pembimbing II,

NIP.

Nomor	: /In.34/FT/PP.00.9/7/2023	
Lampiran	: Proposal dan Instrumen	12 Juli 2023
Hal	: Permohonan Izin Penelitian	

Kepada Yth Kepala Kantor KEMENAG RI Kabupaten Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Della Astrina	
NIM	: 18551018	
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris	
Judul Skripsi	: The Implementation of English Club to Improve The Student Self Confidence to Speak English	
Waktu Penelitian	: 12 Juli 2023 s.d 12 Oktober 2023	
Tempat Penelitian	: MAN Rejang Lebong	

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I

Sakut Anshori, S.Pd.I, M.Hum
198110202006041002

Tembusan :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **THE IMPLEMENTATION OF ENGLISH CLUB TO IMPROVE THE STUDENT SELF CONFIDENCE TO SPEAK ENGLISH (At MAN Rejang Lebong)**

Penulis : **DELLA ASTRINA**

NIM : **18551018**

Dengan tingkat kesamaan sebesar 27%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 06 November 2023
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

...anti, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN REJANG LEBONG
Jalan S.Sukowati Nomor 62 Curup
Telp. (0732) 21041-21851 Fax. (0732) 21851

SURAT IZIN PENELITIAN

Nomor: 956 /Kk.07.03.2/TL.00/07/2023

Berdasarkan surat Institut Agama Islam Negeri (IAIN) Curup Fakultas Tarbiyah Nomor: 613/In.34/FT/PP.00.9/06/2023 Tanggal 12 Juli 2023 Perihal Permohonan Izin Penelitian, dengan ini memberikan izin penelitian kepada:

Nama	:	Della Astrina
NIM	:	18551018
Fakultas/Prodi	:	Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi	:	The Implementation of English Club to Improve The Student Self Confidence to Speak English
Waktu Penelitian	:	12 Juli 2023 s/d 12 Oktober 2023
Tempat Penelitian	:	MAN Rejang Lebong

Dengan ketentuan sebagai berikut:

1. Sebelum melakukan penelitian harus melapor kepada Kepala Madrasah yang bersangkutan
2. Selama pelaksanaan penelitian tidak mengganggu kegiatan proses belajar mengajar yang dilaksanakan pada Madrasah yang bersangkutan
3. Setelah selesai melaksanakan penelitian, agar menyampaikan hasil penelitian kepada Kepala Kantor Kementerian Agama Kabupaten Rejang Lebong Cq. Kepala Seksi Pendidikan Madrasah

Asli: Surat Izin penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Rejang Lebong, 17 Juli 2023
An. Kepala
Kasi Pendidikan Madrasah

Adri Hadi, S.Ag, MH
NIP 197706092007101002

SURAT KETERANGAN PENELITIAN
Nomor : 524/Ma.07.03/PP.00.6/08/2023

Berdasarkan Surat Rekomendasi dari Institut Agama Islam Negeri (IAIN) Curup Fakultas tarbiyah Nomor : 613/In.34/FT/PP.00.9/06/2023 tanggal 12 Juli 2023, Maka yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri Rejang Lebong:

Nama	: H.Yusrijal, M.Pd
NIP	: 196904181990031003
Jabatan	: Kepala MAN Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama	: Della Astrina
NIM	: 18551018
Jurusan/Prodi	: Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi	:**"The Implementation of English Club to Improve The Student Self Confidence to Speak English)"**

Telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri Rejang Lebong dari tanggal 12 Juli 2023 sampai dengan 12 Oktober 2023.

Demikianlah surat keterangan ini di buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Curup, 21 Agustus 2023
Kepala

H.Yusrijal, M.Pd
NIP.196904181990031003

OBSERVATION SHEET

Meeting   :

Date   :

No	Theories	Description	Item	Observation	
				Yes	**No**
1	Facilitate Discussion and Practice	During club meetings, facilitate discussions and provide opportunities for participants to practice speaking in English	2. The teacher/supervisor actively encourages active participation and creates a supportive environment where all students feel comfortable expressing themselves and building self-confidence during English Club activities.		
			3. The teacher/supervisor provides clear instructions, prompts, and guidance specifically tailored to English Club discussions and practice sessions, promoting self-confidence in students' language skills.		
			4. The teacher/supervisor manages the flow of the discussion, ensuring equal opportunities for all students to share their thoughts and ideas and develop self-confidence in their English communication abilities during English Club activities.		
2	Provide Guidance and Feedback	Offer guidance and feedback to participants as they engage in speaking activities.	3. The teacher/supervisor offers feedback to students on their speaking skills, language usage, and self-confidence during English Club activities.		
			4. The teacher/supervisor gives individual attention and support to students, helping them build their		

			self-confidence during English Club speaking activities.		
			5. The teacher/supervisor offers suggestions for improvement, boosts self-confidence, and encourages students to continue practicing their English speaking skills during English Club activities.		
3 4	Incorporate Authentic Materials	Integrate authentic materials into the club activities, such as videos, articles, or audio recordings, to expose participants to real-world English language use	8. The teacher/supervisor incorporates videos as authentic materials into the English Club activities.		
			9. The teacher/supervisor incorporates articles as authentic materials into the English Club activities.		
			10. The teacher/supervisor incorporates audio recordings as authentic materials into the English Club activities.		
			11. The teacher/supervisor incorporates other relevant authentic materials (specify examples if necessary) into the English Club activities.		
	Encourage Self-Study	Encourage participants to engage in self-study outside of club meetings.	2. The teacher/supervisor actively encourages self-study and self-confidence among the students in the English Club activities by recommending websites, podcasts, books, or language-learning apps for individual language development.		
			3. The teacher/supervisor establishes designated times or guidelines for		

			self-study and self-confidence, utilizing recommended websites, podcasts, books, or language-learning apps specifically within the English Club activities.		
5	Assess Progress	Regularly assess participants' progress in their speaking skills.	2. The teacher/supervisor observes students' active engagement and self-confidence in English Club activities.		
			3. The teacher/supervisor notes students' level of self-confidence and speaking skills during English Club activities.		
			4. Students engage in self-assessments of their progress in speaking English and self-confidence during English Club activities.		
			5. Students reflect on their level of self-confidence in speaking English, note any improvements, and their overall progress.		
			6. Students deliver short presentations in English to demonstrate their progress in speaking skills and self-confidence.		
6	Reflect and Adapt	Reflect on the effectiveness of the English club activities and make necessary adjustments based on participant feedback and observed outcomes.	2. The teacher/supervisor collects feedback from students regarding the effectiveness of the English club activities and their impact on students' self-confidence.		
			3. The teacher/supervisor actively seeks student feedback during and after the English club sessions, specifically focusing on their self-confidence improvements.		
			4. The teacher/supervisor documents and analyzes		

			student feedback and observations of the English club activities, including the impact on students' self-confidence.		
			5. The teacher/supervisor reviews the collected feedback and observations to identify areas of improvement for enhancing students' self-confidence to speak English.		
			6. The teacher/supervisor makes adjustments to the English club activities based on student feedback and observed outcomes, with the aim of improving self-confidence in English speaking.		

INTERVIEW GUIDANCE

Meeting :

Date :

Focus : Teacher/Supervisor

No	Theory	Description	Questions
1	Supportive and Non-Judgmental Environment	English Clubs often create a relaxed and supportive atmosphere where students feel comfortable practicing their speaking skills. This encourages them to take risks, make mistakes, and learn from each other without fear of judgment.	10. How does the establishment of a supportive and non-judgmental environment in an English Club contribute to the improvement of students' self-confidence in speaking English? What specific benefits do students experience when they are provided with such an environment?
2	Peer Interaction and Feedback	Interacting with peers who have similar language learning goals can boost students' confidence. English Clubs facilitate group discussions, role-plays, and collaborative activities that promote active participation and constructive feedback from peers.	2. How do you think the English Club's peer interaction and feedback component can improve students' self-confidence in speaking English? Can you share some specific strategies or examples that you believe would encourage active participation and constructive feedback among club members?
3	Targeted Language Practice	English Clubs focus specifically on English language skills, providing targeted practice in speaking, listening, and pronunciation.	2. Can you describe how the implementation of the English Club specifically targets language practice to enhance students' self-confidence in speaking English? How do you ensure that students are provided with sufficient

		This focused practice allows students to develop their language skills and build confidence in using English effectively.	opportunities to practice speaking, listening, and pronunciation within the English Club?
4	Real-Life Communicative Situations	English Clubs often simulate real-life communicative situations, such as debates, presentations, or discussions on various topics. Engaging in these activities helps students apply their language skills in practical contexts, reinforcing their confidence in using English outside the classroom	3. As a teacher or supervisor, how do you ensure that the English Club activities effectively simulate real-life communicative situations for students? Can you provide specific examples of activities or strategies that you implement to create practical contexts for language practice? 4. In your experience, what observable changes have you noticed in students' self-confidence to speak English after participating in English Club activities that simulate real-life communicative situations? Can you share any specific instances that demonstrate the impact of these activities on students' confidence levels?
5	Motivation and Enjoyment	Participating in an English Club can be a fun and motivating experience for students. Engaging in enjoyable activities, games, and cultural exchanges within the club setting can foster a positive attitude towards English learning and boost students' self-confidence.	3. How do you ensure that the activities and games conducted in the English Club are both enjoyable and motivating for the students? Can you provide examples of specific activities that have been successful in fostering a positive attitude towards English learning and boosting students' self-confidence? 4. As a teacher/supervisor, what strategies do you employ to encourage active participation and engagement from students in the English Club? How do you assess the impact of the club activities on students' self-confidence in speaking English?

TRANSKIP WAWANCARA TUTOR

1. How does the establishment of a supportive and non-judgmental environment in an English Club contribute to the improvement of students' self-confidence in speaking English? What specific benefits do students experience when they are provided with such an environment?

   Answer: Children are focused, happy, conducive in such an environment that will support students' self-confidence in speaking English.

2. How do you think the English Club's peer interaction and feedback component can improve students' self-confidence in speaking English? Can you share some specific strategies or examples that you believe would encourage active participation and constructive feedback among club members?

   Answer: I think it's very important because they can complement each other with interaction and feedback so their confidence level in speaking increases

3. Can you describe how the implementation of the English Club specifically targets language practice to enhance students' self-confidence in speaking English? How do you ensure that students are provided with sufficient opportunities to practice speaking, listening, and pronunciation within the English Club?

   Answer: Usually give material first, test their understanding and then practice and interact with their friends too, then evaluate again.

4. As a teacher or supervisor, how do you ensure that the English Club activities effectively simulate real-life communicative situations for students? Can you provide specific examples of activities or strategies that you implement to create practical contexts for language practice?

   Answer: From that learning, conducive and effective learning will be conditioned and then applied in practice

5. In your experience, what observable changes have you noticed in students' self-confidence to speak English after participating in English Club activities that simulate real-life communicative situations? Can you share any specific examples that demonstrate the impact of these activities on students' confidence levels?

> **Answer: At first they joined, they tended to be passive, shy and had difficulty speaking, but after we tried to mix with games, discussions, interact with each other, I saw a huge change and their level of confidence in speaking English increased. Those who initially did not dare to speak became brave and I saw that their abilities were extraordinary.**

6. How do you ensure that the activities and games held in the English Club are both enjoyable and motivating for the students? Can you provide examples of specific activities that have been successful in fostering a positive attitude towards English learning and boosting students' self-confidence?

> **Answer: One class is fun if we see the children are happy we see how the activities and games are, what the lessons are, are they happy or not, and are they able to follow or understand the material or not**

7. As a teacher/supervisor, what strategies do you employ to encourage active participation and engagement from students in the English Club? How do you assess the impact of the club activities on students' self-confidence in speaking English?

> **Answer: In this English Club, we will divide into several groups, such as the Scarable, Speech, Solo Song groups, so they will exchange ideas and work together and we will see how they interact with each other. see the impact of this club activity is very helpful in increasing student confidence**

TRANSKIP WAWANCARA SISWA

1. How do you perceive the role of a supportive and non-judgmental environment in enhancing your self-confidence to speak English within an English Club setting?

Answer

a. Respondent 1: In my opinion, the role of a supportive and non-judgmental environment in improve self-confidence is really needed because if the environment is comfortable learning becomes easier and also more confident in improving English speaking skills

b. Respondent 2: In my opinion the role of a supportive environment can make me bolder and more confident in learning English, support and motivation from friends who are not judgmental also make English skills such as speaking, listening, reading improve and understand a wider vocabulary .

c. Respondent 3: In my opinion if the environment is supportive and non-judgmental it makes it easier for me to understand the material presented and makes me more confident

d. Respondent 4: In my opinion, the role of this supportive and non-judgmental environment can improve my confidence in speaking English

e. Respondent 5: In my opinion the role of a supportive and non-judgmental environment really supports me to further increase my confidence in speaking English

f. Respondent 6: The role of a supportive and non-judgmental environment is very important to increase confidence in speaking English. And the English club, a friendly and positive environment will help us feel more comfortable and confident to practice speaking English without fear of making mistakes

g. Respondent 7: In my opinion the role of an environment like this is very important where in this English club environment it encourages and supports me to be confident in speaking English even though the grammar is still often wrong but my friends never judge me

h. Respondent 8: In my opinion, with a supportive and non-judgmental environment, we will feel comfortable and that can increase my confidence in speaking English

i. Respondent 9: In my opinion, the role of a supportive and non-judgmental environment can increase my confidence in speaking English

j. Respondent 10: In my opinion, the role of a supportive environment can make me bolder and more confident in learning to speak English.

2. Can you share an experience from your participation in English Club activities where the supportive and non-judgmental environment positively influenced your self-confidence to speak English? How did it impact your willingness to take risks and learn from mistakes?

Answer

a. Respondent 1: From our own experience, we learned how to make many divisions, we were asked to read the story in advance, even though there were still many mistakes, because most people were still afraid or embarrassed because speaking in English was afraid of being wrong, whereas in the club we were never laughed at or other things and so on but was told that there was something wrong in terms of speaking English. Because we are always taught that if any of our friends make mistakes in pronunciation or other things, we are told not to be laughed at, angry or ridiculed, but here we are taught again if something is wrong.

b. Respondent 2: My experience participating in English club activities that are supportive and not judgmental positively, made me more confident to prepare for the story telling contest last year's language month, with the preparation, support, and motivation from my club friends. 3rd place in the story telling contest at the language month event

c. Respondent 3: My experience while participating in this English club activity with a supportive and non-judgmental environment has made my confidence to speak English increase

d. Respondent 4: According to my experience, the role of a supportive and non-judgmental environment is very influential in increasing my confidence to speak English

e. Respondent 5: According to my experience With a supportive and non-judgmental environment, I have the courage to try and not be afraid if I make mistakes so that I can feel an improvement in my ability to speak English and gain greater confidence to communicate with others in foreign language.

f. Respondent 6: According to my experience in the English club a friendly and non-judgemental atmosphere is created by the members of the English club, they give positive encouragement, appreciate and are happy to help correct our mistakes in speaking English in a relaxed manner. With an environment like this, the confidence of members of the English club can grow, we feel more courageous to take risks and practice speaking English without being burdened by feelings of fear of mistakes.

g. Respondent 7: According to my experience when I was in this environment I felt more confident in speaking English in public

h. Respondent 8: According to my experience when I took part in a competition, my friends supported me there, and if I made a mistake there we both looked for a way out of it which made my confidence in speaking English increase

i. Respondent 9: According to my experience, the role of a supportive and non-judgmental environment is very influential in increasing my confidence to speak English

j. Respondent 10: According to my experience when I am in an environment like this I feel more confident to speak English

3. In what specific ways have opportunities for peer interaction and feedback in English Club activities impacted your self-confidence? Please provide examples.

Answer

a. Respondent 1: In my opinion, it was during the discussion session, because if you were with friends your own age, you wouldn't be too awkward or embarrassed in the discussion session and your friends' responses were also good, so we weren't afraid to speak English.

b. Respondent 2: When speaking in group meetings, sharing ideas, and getting positive responses from friends can increase confidence in speaking English.

c. Respondent 3: During the discussion, we are given the opportunity to talk, share ideas and get positive responses from friends which makes self-confidence increase

d. Respondent 4: When we share about activities, it indirectly increases our confidence to speak English

e. Respondent 5: Interaction among club members, we can provide corrections and suggestions to improve skills in speaking English, furthermore interaction in the English club also helps us improve social skills such as listening well and responding appropriately.

f. Respondent 6: In the club members have the opportunity to speak English in front of the group or in group discussions which are divided when they are together. Secondly, in a supportive atmosphere, members feel more comfortable trying to speak English without fear of making mistakes because when one is wrong, the coaches from the English club can correct the mistake so that the error will not be repeated in the future.

g. Respondent 7: When the tutor teaches us there we are asked to practice it directly so that I am more confident in speaking English

h. Respondent 8: In discussions and in games there we interact and there is feedback, so that it can increase my confidence to speak English

i. Respondent 9: When speaking in group meetings, and getting a positive response from friends can increase confidence in the ability to speak English.

j. Respondent 10: During the discussion, we were given the opportunity to talk, share ideas and get positive responses from friends which made our self-confidence increase

4. Can you describe a specific instance where peer interaction and feedback in English Club activities significantly enhanced your self-confidence in speaking English? How did it contribute to your ability to express yourself more effectively?

Answer

a. Respondent 1: In my opinion, it was during the discussion session, so the discussion session was not too awkward or embarrassed and the response from friends was also good, so we weren't afraid to speak English.

b. Respondent 2: Thanks to the support and encouragement from my peers, I feel more courageous to try to speak English without fear of being wrong or humiliated. The more I practice and speak in a supportive environment like this, the more confident I become in communicating in English.

c. Respondent 3: During the group discussion we were given the opportunity to speak English

d. Respondent 4: When discussing with friends and my friends support me makes me more confident to speak English

e. Respondent 5: During discussions with group friends who always support me to practice speaking English

f. Respondent 6: Positive interaction, these friends approached me in a friendly and enthusiastic way to speak English together, so they invite discussions together in a relaxed atmosphere without fear or awkwardness. When I speak, my friends provide constructive feedback, so that it can increase my confidence in speaking English.

g. Respondent 7: During English Club activities we usually share about our daily lives using English so that it can increase my confidence to speak English

h. Respondent 8: During the discussion, because there is interaction with friends and we will get feedback, we can find out our ability to speak English

i. Respondent 9: During group discussions and exchanging ideas

j. Respondent 10: While discussing here we were given the opportunity to interact and get feedback

5. How have participating in English Club activities enhanced your self-confidence in speaking English?

Answer

a. Respondent 1: Because we studied there, were told which was the correct way of speaking, listening. So we also have more knowledge in English which we didn't know before so we know when we enter the English club

b. Respondent 2: The club provides a friendly and supportive environment for its members. I am around people who share the same interest in learning English, so my self-confidence tends to increase because I feel more comfortable talking to people who have similar goals.

c. Respondent 3: In the English Club, we have the opportunity to speak English regularly. The more I speak, the more familiar I become with using the language, and this helps strengthen my confidence as I feel more and more skilled at communicating.

d. Respondent 4: Because the English Club is a fun environment and doesn't judge when we are wrong, it makes our confidence in speaking English increase

e. Respondent 5: The English club creates a supportive environment where members feel comfortable practicing speaking English without having to be afraid of being judged for mistakes because the mistakes have been or will be corrected by the tutor from the English club.

f. Respondent 6: First practice speaking effectively and actively, by participating in English club activities we have the opportunity to speak English actively through various activities, such as discussions or language games such as scrable then song and others. So that club members can improve their speaking skills, they are more confident when communicating in English

g. Respondent 7: Participating in English Club activities organized by the teacher, so that it can increase my confidence to speak English

h. Respondent 8: During the English Club activities there we were asked to play each other's roles, with that it could increase my confidence to speak English

i. Respondent 9: This English Club is a very pleasant environment and does not judge when we are wrong so it makes our confidence in speaking English increase

j. Respondent 10: This English Club provides a friendly and supportive environment for its members so this can increase our self-confidence

6. In what ways do you feel the targeted language practice in the English Club has helped you improve your English speaking skills? Can you share any examples where you noticed a significant improvement in your speaking ability as a result of participating in the English Club?

Answer

a. Respondent 1: When mam explained. So focus on listening and getting used to people who speak English. At the club, we were told to use English, even if we don't fully speak English. The important thing is that we have English, such as borrowing things, going to the toilet, asking questions, so everything is in English. With this, we will get used to speaking English. so this is very effective to improve our ability to speak English.

b. Respondent 2: In group discussions, I have the opportunity to talk about various topics with other members. This practice helps me improve my fluency and ability to speak spontaneously, as I need to think quickly and express my views in English.

c. Respondent 3: Language games such as charades, serial stories, or role-playing games, invite my friend and I to talk in fun and relaxed situations. This helps reduce pressure and increase confidence in using English

d. Respondent 4: By practicing English pronunciation this has really helped me in increasing my confidence in speaking English

e. Respondent 5: By doing this story telling, my vocabulary will increase, my pronunciation will be better, and it will make me more confident to speak English

f. Respondent 6: The English club forms various programs, such as the best program, speeches, story telling, songs and so on. From these activities, members of the English club are required to choose one of these programs so that when they join the program the English club supervisor will coach members so that members can develop their interests and talents in the selected program. For example, I used to choose the best program, after joining the English club, thank God, my ability to speak English has increased so that my ability to speak English has also increased.

g. Respondent 7: In this English Club they are trained to speak English, so I feel I am more confident in speaking English

h. Respondent 8: Memorizing vocabulary, memorizing vocabulary has helped me to improve my English speaking skills

i. Respondent 9: In group discussions, I have the opportunity to talk about various topics with other members

j. Respondent 10: Language games such as charades and role playing games, invite me and my friends to talk in fun situations.

7. When you engage in English Club activities that simulate real-life communicative situations, how do you feel? Have you noticed any difference in your self-confidence?

Answer

a. Respondent 1: In terms of the context of the debate, presentation and then discussion, I feel more confident

b. Respondent 2: Being involved in English Club activities that simulate real-life communicative situations can help increase my confidence in speaking English. The practice of talking to other people in simulated situations can improve my communication skills and overall confidence.

c. Respondent 3: I feel more confident to speak English

d. Respondent 4: I feel there is an improvement in speaking English

e. Respondent 5: I feel proud and more confident in speaking English

f. Respondent 6: When I was involved in an English club activity that simulated a communicative situation in real life my feelings vary, some people may feel nervous or anxious in dealing with communicative situations that mimic real life, especially if they are new to English or not used to speaking in front of many people, but over time and actively participate in the English club activities , many people experience increased confidence in speaking English. A supportive environment and positive feedback from fellow club members can help reduce feelings of nervousness and increase confidence in communicating. The difference in confidence may show with time and consistent practice,

g. Respondent 7: I feel that I speak English better than before

h. Respondent 8: I feel that there is a difference in my confidence in speaking English, because when I join English club activities I feel more confident to speak English

i. Respondent 9: I feel more confident than before

j. Respondent 10: I feel my confidence to speak English has increased

8. Could you share a specific experience in which you participated in an English Club activity that simulated a real-life communicative situation? How did this experience impact your self-confidence in speaking English, specifically within the English Club context?

Answer

a. Respondent 1: So I took part in a drama using English for an extracurricular promotion for the English club, at that time even though I had little dialogue but I still fully spoke English, so I was confident I could speak English and I would be able to speak English, then in terms of debate, I was alone not yet sis because, not too able to speak English. Then for presentations I myself have used English, and it can increase self-confidence.

b. Respondent 2: When playing roles during drama story telling, experiences like that can be very useful for increasing confidence in speaking English. Through simulating real-life communicative situations, club members can practice speaking, listening and interacting in English in a relaxed and supportive environment.

c. Respondent 3: When discussing By repeatedly participating in this kind of activity, I feel more confident in my English skills and become more comfortable in using the language in everyday contexts.

d. Respondent 4: Experience when participating in competitions, appearing in dramas

e. Respondent 5: Sharing about daily life with friends in a comfortable environment makes my confidence to speak English increase

f. Respondent 6: My special experience was when I joined an English club which was simulated in real life, namely during the promotion of the English club extracurricular where we spoke in front of younger classmates to increase their interest in participating in the English club extracurricular activities. In this experience it affected my self-confidence, especially in the context of the English club because speaking in public right in front of my underclassmen, it has increased my self-confidence, from me who previously joined was not brave or afraid to speak English in front of many people, after I joined then My confidence and courage have increased and now I have the courage to speak English in public.

g. Respondent 7: During group discussions and meetings, where we share ideas and respond positively to each other, it makes my confidence to speak English increase

h. Respondent 8: During the English presentation, there I felt more confident in the English presentation

i. Respondent 9: When playing a role during the story telling drama

j. Respondent 10: During group discussions and sharing about daily activities

9. How do you feel when you participate in English Club activities that motivate and engage you? Have you noticed any difference in your self-confidence when you are motivated and having fun during English Club sessions?

Answer

a. Respondent 1: It's fun and also fun when interacting in English, so if the difference in my confidence is motivated when I'm having fun during the English club session, so I'm more relaxed

b. Respondent 2: Participating in English Club activities that motivate and involve me can increase my self-confidence. When I feel motivated and have fun during an English Club session, it is likely that my self-confidence will increase because I feel more comfortable and confident in communicating in English.

c. Respondent 3: Very fun and motivated so this can increase my confidence to speak English

d. Respondent 4: I feel happy so it can increase my self-confidence

e. Respondent 5: I feel happy and proud, besides the comfortable environment there we are always trained so that my confidence to speak English increases

f. Respondent 6: My feelings are of course very happy when participating in English club activities and I have noticed a difference in my confidence when I am motivated and having fun during an English club session with the reason the coaches guide us very thoroughly and we can because when we make mistakes in speaking English, these mistakes can be corrected directly by the

coach so that indirectly our English skills slowly improve and the mistakes we often make do not happen again in the next life.

g. Respondent 7: I feel happy so it can increase my confidence to speak English

h. Respondent 8: My feelings are very happy and I am also motivated, and in this English Club, previously not confident in speaking English made me confident

i. Respondent 9: I feel very happy and motivated so this can increase my confidence to speak English

j. Respondent 10: I feel happy and also motivated

10. Based on your experience, why is motivation important for building self-confidence in speaking English within the context of English Club activities? How does feeling motivated and engaged during English Club sessions influence your confidence in speaking English?

Answer

a. Respondent 1: In my opinion, motivation to build self-confidence is very important, because most of us, especially myself, are afraid of people's eyes, afraid of other people's responses, so if you are motivated like "it's okay to try it first, it's wrong." it's okay" and that motivated me to be more confident to speak English. When I'm motivated, it helps me even more during the English club sessions, because I feel comfortable and I'm not afraid or awkward or embarrassed to speak English.

b. Respondent 2: Based on my personal experience, motivation is important to build self-confidence, because as long as I joined the club, one of my motivations for mastering English was to get relationships and relationships with friends who have the same interests and talents as me, feelings being motivated to learn English grows self-confidence along with the knowledge that I learn

c. Respondent 3: In my opinion motivation is important to increase my confidence, because if we are motivated we will be passionate about increasing our confidence to speak English

d. Respondent 4: Motivation is very important because if we are motivated then we will be enthusiastic, and our confidence to speak English will also increase

e. Respondent 5: Very important because motivation can make me more enthusiastic about achieving my goals

f. Respondent 6: Motivation is very important to build confidence in speaking English, when we feel motivated we will be more enthusiastic and dare to speak confidently, feeling motivated during the English club increases our confidence especially myself, because I feel supported by a positive environment and environment among fellow club members, apart from that this self-confidence can also be formed through opportunities to practice and get feedback from members of the English club which helps improve skills in English gradually, the more often we speak and feel supported, the better also our confidence in using English.

g. Respondent 7: Motivation is very much needed, motivation in this English club activity fosters our confidence to speak English

h. Respondent 8: Very important because with motivation it makes us more enthusiastic

i. Respondent 9: In my opinion it is very important because if we are motivated then we will be enthusiastic, and the confidence to speak English will also increase

j. Respondent 10: In my opinion motivation is important to increase my confidence to speak English