



Community Service Contributions: Impact on the English Club's Growth

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ABSTRACT

This study aims to describe the activities and outcomes of the English Club at SMA G after one year, using a qualitative case study approach to examine the program's impact on students' language learning. The researcher facilitated the club's activities and served as a mentor. Through discussions with the school's English teachers, counselors, and vice principals, club activities were developed to meet student interests and language levels. Data collection involved observations, lesson plans, attendance records, formative assessments, and photovoice, a method allowing students to capture and reflect on their experiences visually. During the year, the program had 15 sessions, and the average student attendance rate was 74.03 percent out of 32 and 24 students, respectively, for the first and second semesters. Although some students had scheduling conflicts because of academic obligations, those who attended showed strong motivation, especially for conversational practice. The findings suggest that speaking skills have improved significantly, particularly among lower-proficiency students who have gained confidence and vocabulary fluency. The analysis of photovoice revealed high levels of social engagement and collaboration, which reinforces the importance of interactive, supportive environments in language development. This study emphasizes the significance of structured extracurricular programs in improving student language abilities and presents a framework for integrating similar community-supported initiatives in educational settings. The findings suggest that programs such as the English Club can be essential in fostering language acquisition and student engagement.

INTRODUCTION

English-language mentoring, as a community service action, has proven to benefit both mentors and community members. Warni and Apoko (2022) reported that throughout their community service, they noticed the community members' perseverance and desire for English language training. According to Hariyanti et al. (2023), half of the teachers who participated in English as the medium of instruction training at SMK Al Hasra in Depok believe they have increased their abilities to use English for instruction. In addition, the community service conducted by Fadhillah et al. (2022) from IAIN Lohseumawe increased Sukma Bangsa High School students' confidence in speaking English.

Previous studies have shown that English clubs are an effective way to teach English to high school students, with the goal of helping them become more proficient speakers and writers. According to Desmiyanti (2022), the English Club at a high school in Jambi, which primarily prepares students for competitions, can also boost students' confidence and proficiency in using English for active communication. Faculty members of Duta Wacana Christian University perform community service for high school students, demonstrating that the quality of tasks completed and active participation in online and offline activities clearly identify the success of students who participate in the English Club (Winardi et al., 2023). Another community activity conducted by Simbolon et al. (2023) at SMA St. Thomas 2 Medan demonstrated that English Club activities increase students' speaking and writing abilities.

High school students who are interested in English would love to have the English Club at their school. A shortage of teachers who can provide mentorship makes it impossible for all schools to organize English clubs. Since then, the increased workload for English teachers and the COVID-19 pandemic have led to the termination of the English Club at SMA G Pontianak. During the 2023–2024 school year, the researcher, a lecturer at STAB Nalanda, offered to be a mentor teacher for the English Club, and the school accepted the offer. Working with the school's English teachers, the researcher designed programs, mentored students, and assessed their English ability over the span of a year.

This study aims to explain the English Club's activities at SMA G as part of the research community's service commitment. This activity's description is based on the researcher's learning initiatives, the assessment of student learning outcomes, and student feedback via images (photovoice) of club activities. This study describes the benefits and barriers encountered by researchers during the English Club implementation. For faculty members who want to provide services using the same or similar methods, this research can help them build better ideas and plans for community service implementation.

RESEARCH METHOD

The design for this study was determined to be a qualitative case study. This design is ideally suited to provide a deep, contextualized understanding of the impact of the English Club program on student language learning. This approach allows for an in-depth exploration of students' engagement and development over time, offering insights that a quantity or broader multi-case study might overlook. By focusing on a single, bounded case, this research can capture the unique dynamics of the club. The unique dynamics include the students' responses to specific instructional activities, their individual and collective learning trajectories, and the role of mentorship in an informal, extracurricular setting.

Multiple sources were used to comprehensively collect data to depict the English Club activities. Data was collected from lesson plans, instructional materials used throughout the program, direct observations, and the photovoice method. The documents created with assistance from the school's English teachers provided valuable insights into the learning objectives, activities, and instructional strategies used during the club sessions. Understanding the intended learning experiences and comparing planned outcomes to observed student behaviors were made possible by their presence. Including lesson plans and materials is crucial for addressing student needs, particularly in speaking practice, vocabulary enrichment, and confidence-building activities.

The data analysis was descriptive and explanatory, enabling the study to detail the activities and interpret their significance. Textual descriptions are supported by tables that present attendance data and photos from photovoice sessions, illustrating student involvement levels and providing a direct view of their learning experience. This combination of evidence validates the findings and provides a balanced, triangulated understanding of the club's influence on language learning. The study enhances credibility and provides insights into students' learning processes and outcomes using multiple data forms using this design. Observations, student feedback, attendance records, and lesson content collectively provide a holistic picture, enabling a nuanced analysis that respects each student's context while demonstrating overall trends in engagement and language growth.

FINDING AND DISCUSSION

This section is divided into four sections: a full description of the English Club activities, an analysis of student engagement, a description of student abilities, and an investigation of student perceptions. This comprehensive method provides an integrated view of the club's activities and outcomes, analyzing not only the concept and implementation of the activities but also student participation and impressions of the learning experience. Furthermore, it provides a theoretical framework for contextualizing the data within recognized second language acquisition theories, resulting in a better understanding of the English Club's educational impact at SMA G.

Activities

Throughout the academic year, the English Club at SMA G organized a range of exciting and intriguing activities aimed at improving students' English language skills (Table 1 and 2). The exercises covered a wide range of topics and approaches to meet the needs and interests of various student populations and address various aspects of language acquisition.

Table 1

The First Semester Activities

Date	Activities
23-08-2023	Get to Know You, Program Orientation, and Yell it to My Heart
30-08-2023	What Would You Bring to the Moon? Answer Random Question, Closing Circle
06-09-2023	Singing with Rhyme and Tounge Twister
13-09-2023	Quiz: Opposite Words and Free Conversation
04-10-2023	How to Response to Polite Request, Chinese Whisper
18-10-2023	Countries, Nationalities, and Languages (Conversation Drill)

08-11-2023 Group Discussion Extreme Sports and How to Survive in the Forest

15-11-2023 Quiz: What am I? and Who am I? Singing, End of Semester Celebration

Source: Primary Data, 2023

The program commenced on August 23, 2023, with an initial session that encompassed introductions, program orientation, and a dynamic activity named *"Yell it to My Heart"*. This workshop was pivotal in creating a congenial and inclusive atmosphere, which is essential for proficient language acquisition because it diminishes apprehension and cultivates a sense of togetherness among students. The third session, held on August 30, 2023, focused on engaging in imaginative thinking by considering the question, *"What Would You Bring to the Moon?"*. This was followed by responding to random questions and concluding with a closing circle. This practice fostered creativity and facilitated natural language use, motivating students to think and communicate in English without the strain of testing.

On September 6, 2023, the club held a singing session that included tongue twisters and rhymes, which are known to enhance fluency and pronunciation. Singing offers a rhythmic and melodic method of language practice that can improve memory retention and pronunciation. Tongue twisters are notably beneficial for enhancing speech clarity and articulation. The following week, on September 13, 2023, students had a quiz on opposite words and engaged in free conversation. Free conversation allows students to engage in unscripted speaking in a casual setting, whereas quizzes can help reinforce vocabulary acquisition.

The October 4, 2023, session centered around strategies for handling polite requests and featured the game Chinese Whisper. This activity not only developed polite expressions but also improved listening skills and memory, as students were required to deliver appropriate messages. On October 18, 2023, the attention turned towards engaging in discussion drills centered around countries, nationalities, and languages. These subjects expanded students' cultural awareness and offered a framework for utilizing new vocabulary in conversations.

Table 2

The Second Semester Activities

Date	Activities
31-01-2024	Two truths and a Lie, Friendship, Describing Pictures/Photos
21-02-2024	Do What I Say! Phrasal Verbs, Wh-Questions with Phrasal Verbs
28-02-2024	Talk for a Minute Food, Kitchenware, Friendship Soup
13-03-2024	Dream Vacation: Reading, Discussion, Speaking
20-03-2024	Chain Story, Conversation Drill
27-03-2024	Game: Find the Pair, Answering Random Questions
27-04-2024	Guessing by the Act, Learning Reflection, End of Semester Celebration

Source: Primary Data, 2023

The mentor organized a group discussion on extreme sports and survival skills on November 8, 2023, with the objective of fostering critical thinking and cooperation in the English language. On November 15, 2023, a singing exercise and an end-of-semester celebration accompanied an additional quiz. Quizzes and singing activities are effective in consolidating learning and offer an enjoyable method of evaluating progress.

Students participated in the *"Two Truths and a Lie"* game and described images or photographs during the first meeting of the new semester, which commenced on January 31, 2024. These activities are designed to foster the development of descriptive language skills and creative thinking. The sessions in February 2024 were divided into two categories: food-related discussions and friendship soup activities on February 28, 2024, and phrasal verbs and WH-questions with *"Do What I Say!"* on February 21, 2024. These sessions were

designed to address specific grammar principles and vocabulary that are pertinent to interpersonal relationships and daily life.

The club held a chain story and conversation exercise on March 20, 2024, following a reading, discussion, and speaking session on March 13, 2024, regarding dream vacations. These activities fostered the development of narrative skills and vocabulary by allowing students to engage in collaborative storytelling and utilize their imaginations. Students engaged in the game "*Find the Pair*" and responded to random queries on March 27, 2024, which facilitated the retention of vocabulary and the development of quick thinking.

The program concluded on April 27, 2024, with a session involving guessing by the acts, learning reflections, and an end-of-semester celebration. This final session provided an opportunity for students to engage in more physical activity, reflect on their learning journey, and celebrate their achievements.

Examining these activities from the perspective of second language acquisition paradigms demonstrates how effective the club activities are in promoting language acquisition. Relevant input plays a vital role in language acquisition, as stated by Krashen's hypothesis. Engaging in activities such as conversation drills, storytelling, and group discussions exposes students to input that is slightly more advanced than their current level of proficiency ($i+1$), which allows them to comprehend and tackle the material with some difficulty.

Krashen's Affective Filter Hypothesis suggests that an environment with low levels of fear enhances language acquisition (Febriani et al., 2021). The English Club prioritizes enjoyable and participatory activities such as games, singing, and quizzes, which effectively reduce students' affective filters and enhance their receptiveness to learning (Subekti & Wati, 2020). These activities are also in accordance with Vygotsky's sociocultural theory, which highlights the significance of social interaction and scaffolding in the process of learning (David, 2014). The club activities foster a collaborative environment where students can mutually assist each other in their studies, creating a social setting that amplifies language growth (Desmiyanti, 2022).

Cognitive load theory (Evans et al., 2024) can also be utilized, specifically in activities that necessitate students to concurrently process and generate language, such as Chinese Whisper and chain storytelling. These tasks necessitate a significant mental effort from the individual, thereby enhancing their working memory and language processing abilities. Furthermore, the club's activities clearly demonstrate the implementation of the Communicative Language Teaching (CLT) approach, which emphasizes authentic communication and the practical use of language over memorization (Akatsuka, 2019). Through participating in conversations on common subjects, students develop their English language skills in real-life situations, improving their ability to effectively communicate (Adawiyah, 2021; Allo & Priawan, 2019).

The English Club at SMA G effectively incorporated a range of activities that covered several areas of language acquisition, including pronunciation, vocabulary, fluency, and cultural understanding. The club used methods derived from second language acquisition theories to establish a successful and pleasant learning environment, fostering language development and student involvement.

Student Participation

Club meetings took place 15 times in one academic year, each lasting 90 minutes (about 1 and a half hours). During the first semester, the meeting was held on eight occasions, whereas in the second semester, it was carried out seven times. Engagement in club activities is optional, and students must prioritize their coursework. After-school activities include various curricular activities, such as remedial tests, make-up exams, and group work meetings. Therefore, students who wish to participate in club activities must request permission. For one semester, the average calculation yielded an average student attendance rate of 74.03 percent (Table 3). This attendance level falls into the satisfactory category, given the presence of numerous extracurricular activities that students must also prioritize (Table 4). The activity's timing may coincide with club activities' execution.

Of the 111 permissions students obtained for a semester, group work and remedial tests accounted for the most common excuses, accounting for 58.56 percent and 27.93 percent, respectively. The subject teacher sets up these two activities on request, without adhering to a

predetermined schedule. Students must always prioritize these two tasks before extracurriculars. According to information from the last meeting before the final semester examinations, permits for these two activities are primarily on the rise. The permit list also includes a few students who participate in committees for organizational activities and school associations. Insignificant reasons for permission also include sickness and follow-up exams. Remedial tests are not the same as make-up exams. If a student is unable to attend the scheduled exam period in the classroom, this test will replace the main exam.

Table 3*Percentage of Present and Absent*

Meeting	Present	Percentage	Absent	Percentage
1	27	84,38	5	15,63
2	29	90,63	3	9,38
3	26	81,25	6	18,75
4	22	68,75	10	31,25
5	21	65,63	11	34,38
6	19	59,38	13	40,63
7	24	75,00	8	25,00
8	18	56,25	14	43,75
9	18	75,00	6	25,00
10	21	87,50	3	12,50
11	22	91,67	2	8,33
12	21	87,50	3	12,50

13	17	70,83	7	29,17
14	18	75,00	6	25,00
15	10	41,67	14	58,33
313		74,03	111	25,97

Source: Primary Data, 2024

The Self-Determination Theory (SDT) developed by Deci and Ryan (2000) allows us to examine student involvement in the English Club at SMA G. SDT centers on the fundamental human requirements of self-governance, self-sufficiency, and social interaction (White et al., 2024). Students who voluntarily join English clubs do so out of a personal interest in the subject and a desire to get better at the language. This demonstrates intrinsic motivation (Evans et al., 2024). Nonetheless, the fact that the attendance rate only managed to attain 74.03 percent in a single semester is indicative of the presence of outside barriers that impede their involvement. These challenges are primarily caused by routine activities such as remedial tests and group projects, which are organized by subject teachers on an as-needed basis without a set schedule.

Table 4

Distribution of Reason for Absent

Reason for Absent	No of Student	Percentage
Group Work	65	58,56
Remedial Test	31	27,93
Make-up Test	2	1,80
Meeting	6	5,41

Sickness

7

6,31

Source: Primary Data, 2024

In this situation, academic priorities take precedence over the students' desires for competence and autonomy (Collins, 2008). The students' choice to prioritize curricular activities indicates the presence of intrinsic responsibilities, whereby students feel obligated to perform compulsory academic responsibilities. According to the data, the primary causes of absence were remedial tests and group work, accounting for 58.56% and 27.93%, respectively. The surge in permits, particularly in the latter part of the semester, indicates a rise in academic stress. Nevertheless, the enthusiastic involvement of certain students in English clubs, along with their active participation in school groups, demonstrates their ability to effectively manage and harmonize their internal and external impulses (Simbolon et al., 2023). To enhance participation in English clubs, it is crucial to have a well-coordinated timetable that balances curricular and extracurricular activities (Desmiyanti, 2022). Additionally, it is essential to offer sufficient support to fulfill students' fundamental requirements for autonomy, competence, and connectivity (Subekti & Wati, 2020).

Student Abilities

The English Club activities at SMA G attempt to enhance students' oral communication abilities in a comfortable environment, free from the formal assessment obligations seen in curricular activities. Despite the absence of a formal test, the companion closely monitors the student's development through organized observation. The observation rubric classifies students' speaking talents into four distinct areas (Table 5). Firstly, students who possess the ability to articulate their thoughts with ease and in great depth across a wide range of subjects demonstrate proficiency in elucidating intricate concepts, engaging in debates, and communicating effectively in many social and professional contexts. This category represents the highest level of proficiency that a student can attain in various activities. Furthermore,

students who possess the ability to articulate concepts with clarity and precision, engage in discussions including many subjects, offer their viewpoints, and narrate intricate events using complicated sentence structures.

Table 5

Assessment Rubric

CEFR Level	Indicators
B2	Be able to speak fluently and in detail on a wide range of topics. Be skilled at explaining complex ideas, debating and interacting with fluency in a variety of social and professional situations.
B1	Be able to express ideas with more clarity and detail. Can participate in conversations involving broader topics, give opinions, and describe experiences with more complex sentences.
A2	A better ability to communicate with more complete and structured sentences. Be able to talk about slightly more complex topics such as personal experiences, daily routines and future.
A1	Be able to communicate simply with short sentences, conveying basic information about oneself, family and daily activities. Comprehend general conversation and can ask questions to get basic information.

Source: Primary Data, 2023

Students included in the third category demonstrate proficiency in expressing themselves through well-constructed and comprehensive phrases. They show the ability to engage in discussions with moderately complicated subjects, such as their own stories, daily schedules, and future goals. Meanwhile, the fourth category comprises students who possess the ability to effectively communicate using concise words, conveying fundamental information regarding their personal lives, families, and daily routines. They can comprehend everyday dialogue and inquire to obtain fundamental facts. These observations assist the facilitator in assessing and fostering the personal development of students' speaking skills, ensuring that

each student receives personalized attention. Club activities can greatly enhance students' speaking skills without the need for an official assessment, yielding a beneficial outcome.

Table 6

Distribution of Student's Abilities

CEFR Level	Sem. 1	Percent	Sem. 2	Percent
B2	14	43,75	12	50,00
B1	11	34,38	8	33,33
A2	5	15,62	4	16,67
A1	2	6,25	-	-

Source: Primary Data, 2024

By the end of the first semester, it was determined that 14 students could articulate fluently and comprehensively on a diverse range of subjects (Table 6). This included their proficiency in elucidating intricate concepts and engaging in seamless communication within various social and professional contexts. Eleven students demonstrated enhanced proficiency in articulating concepts with clarity, precision, and elaboration, while also engaging in more expansive and comprehensive discussions. Five individuals have shown proficiency in expressing themselves through coherent and well-organized phrases, discussing relatively intricate subjects including personal anecdotes and everyday activities. Meanwhile, there were just two children who fell into the lowest category, demonstrating the ability to communicate using only brief and uncomplicated sentences. At the end of the second semester, there was a significant change in the student population, with 12 students at the highest level, 8 at the second level, and 4 at the third level. The absence of students in the lowest category suggests that the two students who were previously at this level have achieved substantial advancements and transitioned to the level above. This development demonstrates the efficacy

of English Club activities in enhancing students' oral communication skills. However, it is noteworthy that there has been minimal change in the progress of students at the advanced level, suggesting that there is a more significant hurdle in further increasing the abilities of high-level students.

With the help of a companion or peer support, we can analyze the gap between a student's autonomous abilities and their potential using the Zone of Proximal Development (ZPD) Theory (Newman & Latifi, 2021). At the end of the second semester, most students achieved proficiency at the upper and intermediate levels. Specifically, the English Club classified 14 students in the highest group and 11 students in the second category. This demonstrates that the English Club has successfully created a nurturing educational atmosphere in which students can enhance their skills beyond their initial capabilities. The data shows that two students initially in the lowest group could move up to the higher category in the second semester. This suggests that the chaperone's support has been beneficial in helping these students surpass their initial skills (David, 2014). Nevertheless, the lack of progress in development at the highest level (from 14 to 12 students) suggests that students at this stage may have hit their ZPD limit within the current learning environment. Consequently, they may need more demanding tasks or sophisticated learning approaches to further enhance their skills. Furthermore, this finding emphasizes the importance of customizing teaching methods and adapting instructional approaches based on each student's unique requirements to ensure continuous improvement of their English language proficiency.

Student Impressions

The evaluation of student impressions in the English Club at SMA G utilizes photovoice techniques to look further into students' experiences and perspectives during the learning process. In this section, the researcher randomly selected three photographs and included brief student comments about the club's activities. The initial photograph depicts students showcasing their mastery of singing rhyming tunes, which were instructed by the teacher as a

component of tongue-twister exercises. The goal of this activity is to improve students' oral communication and pronunciation skills in a beneficial way. The second photo portrays students engaging in a practice of relaying messages from the teacher to their colleagues seated behind them, commonly known as the game of "*Chinese Whisper*". Furthermore, engaging in this exercise not only enhances oral communication skills but also improves memory capacity. The third photo is a collective presentation on the "*friendship soup*" concoction, wherein students engage in public speaking exercises and collaborate in teams to communicate their concepts. These three images allow us to examine the perceptions and encounters of students who took part in club activities, offering valuable insight into the efficacy of the applied learning methods and their influence on the enhancement of their English language proficiency.

Figure 1
Rhyming Song



The first photograph portrays a gathering of students engaging in the process of reciting rhymes while chanting the phrase "*If you're hungry, touch your belly.*" The session's overall atmosphere appeared cheerful yet somewhat uncomfortable, as evidenced by the countenances of numerous students who wore hesitant smiles and engaged in gentle nudging. The student in

the center is grasping a sheet of paper, presumably with the song's lyrics, while his companions seem to be encouraging and joining in the singing. Despite initial hesitation, the practice session exuded a collaborative attitude, characterized by mutual support among club members. This practice not only enhances their oral fluency and pronunciation using pleasurable techniques but also fosters social connections among students, establishing a positive and pleasant learning atmosphere. The student who provided this photo conveys the idea that despite the group's timidity while singing, they nevertheless actively participate in and enjoy the activity.

The second image shows a group of students participating in a Chinese Whisper exercise, a game that involves passing messages sequentially from one student to the next. Three earnest and concentrated students were observed trying to communicate the lesson they received, with one employing a hand gesture to enhance his remark's clarity. Despite their acknowledged English proficiency, their struggles with recalling and articulating lengthy sentences are evident in their focused looks and subtle perplexity. The student who posted this photo highlighted the difficulties encountered in the English game, particularly in recalling lengthy lines. This observation underscores the difficulty that even proficient students have while playing this game. This activity not only enhances students' listening and speaking skills but also reinforces memory skills and promotes teamwork. This photo illustrates the efficacy and difficulty of using the Chinese Whisper game as a learning tool, demonstrating how the implementation of the photovoice approach may provide an enjoyable and engaging educational experience for students.

Figure 2
Chinese Whisper



The third photograph features a gathering of students showcasing an image they have labeled as their version of *"friendship soup"*. They proudly and enthusiastically showcase their work, which exemplifies collaboration and ingenuity. The students positioned on the left each grasp a fragment of the picture, while the two students on the right prominently display the central image of a bowl brimming with exquisite symbols representing friendship. The intended message of this shot is to highlight the exhilarating nature of the collaborative process of producing something significant. It also strives to showcase how diverse and captivating creative genres can effectively communicate friendship. Their images and presentations are impressive, which truly demonstrates their passion and commitment to this task.

Figure 3

Friendship Soup



Theories of second language acquisition and general learning theory (Jabłońska, 2022; Pathan et al., 2018; Shin & Sok, 2023) can evaluate the speaking activities at SMA G's English Club. Krashen's input hypothesis theory, which emphasizes the significance of understandable input, initially frames the practice of tongue twisters through singing rhyming songs (Febriani et al., 2021). Songs and rhymes provide students with understandable verbal input that is just slightly above their current capacity ($i+1$), challenging them without overwhelming them (Desmiyanti, 2022). The approach also incorporates a component of the affective filter hypothesis, which posits that engaging and enjoyable activities can lower students' anxiety levels and enhance their motivation and engagement (Badrasawi et al., 2021). Singing songs in groups gives kids the opportunity to practice real-world language use in social

circumstances, which is crucial for language development through interaction and peer and teacher scaffolding, as per Vygotsky's sociocultural theory.

Learning theories, particularly the Communicative Language Teaching (CLT) and Cognitive Load theories can also be used to analyze Chinese Whisper activities. According to the Cognitive Load Theory, Chinese Whisper puts students under a cognitive burden that is advantageous for improving their working memory since it forces them to hear, comprehend, and remember information before relaying it effectively (Modrek et al., 2019). Furthermore, the CLT theory underscores the importance of language use in authentic communication, and this exercise replicates real-world scenarios where effective communication of messages is necessary despite obstacles or interruptions (Evans et al., 2024). According to interactionist theory, the game enables students to practice speaking and listening at the same time, and working in small groups fosters social interaction, which enhances the learning process (Moreno & Mayer, 2007). Through this exercise, students learn language not just through memorization but also through functional and communicative language use.

Analysis

The results of this study underscore the English Club's role in enhancing students' English language skills by fostering an engaging and supportive learning environment. Krashen's theories on language acquisition, particularly the Input Hypothesis and Affective Filter Hypothesis, align closely with the observed outcomes. According to Krashen (Febriani et al., 2021), effective language acquisition occurs when students encounter input that is slightly above their current comprehension level ($i+1$), challenging them to understand more complex language without feeling overwhelmed. Club activities like role-play, storytelling, and group discussions provided diverse opportunities for students to experience this level of comprehensible input. These activities, held in a context that promoted natural language use, allowed students to encounter new vocabulary and grammar in meaningful ways, closely

reflecting Krashen's concept of creating an environment rich in input to foster gradual, confident language improvement.

In contrast to the formal classroom, where academic pressures can inhibit participation, the English Club's setting encouraged a more relaxed approach to language learning, thereby supporting Krashen's Affective Filter Hypothesis. This hypothesis posits that lower stress and anxiety enhance language acquisition (Subekti & Wati, 2020). Observations and photovoice reflections demonstrated that students appeared more at ease and engaged during club activities, particularly those involving self-expression and creativity, such as "*What Would You Bring to the Moon?*" and "*Friendship Soup.*" These exercises reduced students' anxiety around language use and encouraged them to participate without fear of error, aligning with Krashen's theory that a lowered affective filter creates a more receptive learning environment (Badrasawi et al., 2021). Compared to traditional classrooms, the club provided a more inviting space for risk-taking, which helped students gain confidence and fluency in their spoken English.

Vygotsky's Sociocultural Theory also explains the effectiveness of the English Club's collaborative approach. This theory emphasizes the importance of social interaction and scaffolding in learning (David, 2014). Vygotsky argues that students develop skills best within the Zone of Proximal Development (ZPD) when they receive guided assistance, either from peers or mentors. The English Club's structure—incorporating partner activities, small group work, and supportive peer interactions—created opportunities for students to work within their ZPD by learning from more proficient peers. For instance, students with lower proficiency were able to develop their language skills more effectively through this social scaffolding, as more confident peers modeled language use and helped them practice. This peer-mentoring dynamic, evident in group discussions and role-playing exercises, demonstrates the club's alignment with Vygotsky's theory of social learning, where students benefit from cooperative interaction and guided practice (Newman & Latifi, 2021).

Furthermore, the Communicative Language Teaching (CLT) approach underscores the importance of authentic communication in language learning (Akatsuka, 2019). CLT prioritizes real-life, meaningful exchanges over rote memorization, emphasizing language as a tool for genuine communication. The English Club's sessions, such as group discussions about travel plans and personal interests, mirrored this principle by encouraging spontaneous and authentic dialogue. Activities like "*Chinese Whisper*" and "*Friendship Soup*" facilitated unscripted language use, allowing students to convey thoughts and emotions freely, which promoted fluency and the practical application of language skills (Evans et al., 2024). This approach contrasts with traditional methods focused on grammatical accuracy, instead promoting an immersive environment where language serves as a bridge for communication. By engaging in conversations on relatable topics, students practiced language in context, improving their conversational skills in ways that are consistent with the CLT framework.

The Self-Determination Theory (SDT) also adds depth to understanding student motivation within the club environment. SDT emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation (White et al., 2024). The voluntary nature of the English Club allowed students to participate out of personal interest in developing their language skills, rather than as a compulsory activity. This element of choice aligns with SDT's view that autonomy enhances motivation. Additionally, as students improved their conversational skills and vocabulary, they experienced a sense of growing competence, reinforcing their intrinsic motivation to engage with the language further (Simbolon et al., 2023). The club's supportive social environment, where students could freely interact with peers, further fostered relatedness, strengthening their commitment to language learning.

In comparing these theories, it is evident that the English Club's success lies in its alignment with multiple, complementary frameworks. Krashen's emphasis on low-anxiety, input-rich environments, Vygotsky's focus on social scaffolding within the ZPD, CLT's advocacy for authentic language use, and SDT's principles of intrinsic motivation all reinforce the club's

effectiveness. By providing an informal, socially interactive setting with authentic tasks and student-centered goals, the English Club facilitated language acquisition in ways that traditional classroom settings may not achieve as effectively. This holistic, theory-informed approach highlights the potential of extracurricular programs to create inclusive, dynamic, and engaging learning spaces that support language development through genuine, interactive practice.

CONCLUSION

The study's findings demonstrate that students' participation in the English Club at SMA G is relatively high, even though they should prioritize curricular activities. With an average attendance rate of 74.03 percent, students can strike a balance between personal motivation to develop their English abilities and other academic responsibilities. The study used the Self-Determination Theory (SDT) and Zone of Proximal Development (ZPD) theories to find that external barriers made it challenging for students to participate, but that peer support and enjoyable ways of learning helped them improve their speaking skills. However, for students at the highest level of ability to progress, larger difficulties are required.

These findings have practical implications because, if carefully structured and linked with curricular activities, extracurricular programs like the English Club can play an essential role in the development of students' language skills. To increase participation and effectiveness, schools can consider developing a more integrated schedule for curricular and extracurricular activities, as well as providing enough student assistance. Recommendations include enhanced cooperation between topic teachers and club managers, the use of more advanced learning methods for students with the highest ability levels, and the use of photovoice methodologies to better understand students' experiences and needs. With these methods, schools may ensure that all students have an equal opportunity to improve their English language abilities while also engaging in a holistic and pleasurable learning experience.

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