



Journal of Education and Learning Research

Journal homepage: <https://jelr.greadc.org/index.php/jelr>

JELR
Journal of Education and Learning Research
E-ISSN
3024-9589

Examining the Implementation of Speaking Teaching Strategies in English Club Activities

Azizatul Nisa*, Abdul Kodir Al-Baekani, Indah Purnama Dewi

English Language Education Department, Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang,
Karawang, 41361, Indonesia

ARTICLE INFO

Article history:

Received: 21 April 2026

Accepted: 15 July 2026

Published online: 10 Aug 2026

Keywords:

English Club;
Speaking Activities;
Teaching Strategies

* Corresponding author.

E-mail: *2210631060009@student.unsika.ac.id
akodir.albaekani@staff.unsika.ac.id
indah.purnama@fkip.unsika.ac.id

Article Doi

Doi: <https://doi.org/10.62208/jelr.4.1.p.22-29>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

Speaking is an essential skill in English language learning, yet students often have limited opportunities to practice speaking in meaningful communicative contexts. Therefore, English Club can provide an alternative environment that encourages students to develop their speaking skills through interactive activities. This study aimed to identify the speaking teaching strategies used in English Club and describe how these strategies were implemented. A qualitative case study design was employed using observation, semi-structured interviews, and documentation. The data were analyzed using the interactive model of Miles et al. (2014), including data condensation, data display, and conclusion drawing. The participant was one English Club advisor, while six students voluntarily participated in the observed debate preparation activities. The findings revealed that the advisor implemented discussion, simulation and role-play, acting from a script, and other strategies based on English Club work program. Overall, the findings indicate that flexible speaking teaching strategies implemented through English Club activities effectively support meaningful speaking practice. This study contributes to the limited literature on speaking teaching strategies in English Club activities, a context that remains less explored than formal classroom learning, and provides practical insights for English teachers and English Club advisors.

1. Introduction

Speaking is one of the main skills in learning English. Brown (2001) states that the main purpose of speaking is to build meaningful interaction and communication. Therefore, speaking learning needs to be directed at activities that enable students to actively use language in communicative situations. In the context of English as a Foreign Language (EFL), speaking skills are an

important indicator of success in learning English (Shofi, 2020).

However, many EFL students still experience difficulties in developing their speaking skills. Previous research reported that students commonly face linguistic challenges, such as limited vocabulary and grammar knowledge, as well as non-linguistic factors, particularly low self-confidence, which reduce

their participation in speaking activities (Lestari & Nugraha, 2023). These challenges indicate the importance of providing students with more opportunities to practice speaking in meaningful communicative situations.

The success of speaking learning is not only determined by the students' abilities, but also by the strategies used by teachers in the learning process. Brown (2001) explains that the role of teachers is very important in creating a learning environment that encourages active student participation. Teaching strategies refer to plans, methods, or techniques used to achieve learning objectives (Hasanova et al., 2021). Research shows that communicative and interactive strategies can increase student participation and speaking practice (Wulansari & Uyun, 2023). Conversely, when learning focuses more on grammar than communication practice, students' opportunities to develop their speaking skills become limited (Asefa & Enashe, 2024).

To overcome these challenges, students need learning environments that provide greater opportunities for meaningful speaking practice beyond regular classroom instruction. One alternative learning environment that provides students with greater opportunities to practice speaking is the English Club. Unlike formal classroom learning, English Club activities allow students to engage in interactive speaking practices through various communicative activities in a more relaxed atmosphere. Romli et al. (2024) reported that English Club activities improve students' confidence, vocabulary, pronunciation, grammar, and fluency because students participate in meaningful speaking practices supported by teacher feedback and peer collaboration.

Various studies have examined teaching strategies in speaking learning. Octavia et al. (2023) reported the use of strategies such as drilling, discussion, modeling, storytelling, questioning, cooperative learning, and games to support the development of students' speaking skills. Purnamawati and Abbas (2024) also found that role-play and group discussions were effective in increasing student engagement. In addition, Sunarti (2024) stated that choosing strategies that suit students' needs and ability levels can significantly improve speaking performance. In the context of English Club, Jufri et al. (2024) found that discussion, storytelling, and games contributed to students' speaking development through structured speaking activities.

Although previous studies have highlighted the benefits of English Club activities and various

speaking teaching strategies, most of them primarily focused on identifying learning activities or measuring their contribution to students' speaking development. Relatively few studies have specifically examined how speaking teaching strategies are implemented by teachers or advisors throughout English Club activities. Consequently, limited attention has been given to describing how teachers select, adapt, and implement speaking strategies in extracurricular settings. This gap indicates the need for further investigation into the implementation of speaking teaching strategies within English Club activities.

In the context of this study, speaking skills were taught through English Club activities as part of the school program. These activities were chosen as the location for this study because they provided a more communicative space for speaking practice. However, the main focus of this study was not on the English Club activities themselves, but rather on the strategies used by teacher as the English Club advisor and how these strategies were implemented in the speaking learning process.

Unlike previous studies that mainly examined the effectiveness of English Club activities or identified speaking activities, this study focuses on the implementation of speaking teaching strategies employed by the English Club advisor throughout speaking activities. Specifically, this study explores how different teaching strategies are selected, adapted, and implemented in an extracurricular context. Therefore, this study provides a more comprehensive understanding of speaking strategy implementation beyond formal classroom instruction and contributes to the limited literature on English Club-based speaking instruction.

This research is important because appropriate teaching strategies influence not only students' speaking abilities but also their confidence and active participation in using English. Therefore, this study is expected to contribute both theoretically and practically to the field of English language education, particularly in relation to speaking teaching strategies in English Club activities as a non-formal learning context. Theoretically, this study enriches the limited body of literature on the implementation of speaking teaching strategies in extracurricular English learning by extending previous research that has mainly focused on formal classroom settings. Practically, the findings are expected to provide useful insights for English teachers and English Club advisors in designing more effective speaking activities across various learning contexts.

This research focuses on the implementation of teaching strategies in speaking learning through English Club activities. The study is limited to identifying the types of strategies used by the advisor and how these strategies are applied in the speaking learning process in English Club activities. The study does not discuss the influence of strategies on students' affective aspects, nor does it examine all linguistic aspects of English learning.

Based on the research background, this study seeks to answer two main questions concerning the types of teaching strategies used in English Club speaking activities and how the advisor implements these strategies to support students' speaking participation. Therefore, this study aims to identify the teaching strategies used in English Club speaking activities and analyze how these strategies are implemented in facilitating students' speaking participation.

2. Methodology

This study employed a qualitative case study design to explore the teaching strategies used by the advisor in conducting speaking activities in the English Club. A case study design was selected because it enables an in-depth investigation of a phenomenon within its real-life context (Yin, 2009). The study was conducted at a senior high school in Telukjambe Timur, Karawang, West Java. The site was selected purposively because the school had an active English Club that regularly conducted speaking activities relevant to the focus of this study. The research was carried out over approximately six months, including preparation, data collection, documentation, and data analysis. The participant was one English Club advisor who was selected through purposive sampling because of their direct involvement in conducting English Club speaking activities. The English Club consisted of approximately 30 active members from grades X, XI, and XII. During the observed debate preparation activity, six students voluntarily joined the debate training program and actively participated in the speaking activities. The observation was conducted during one English Club meeting lasting approximately 135 minutes. The observation focused on the debate preparation program, including discussion, argument preparation, debate simulation, role-play through the participation of a swing team acting as the opposing debate team, students' argument presentation, acting from a script, and feedback provided by the advisor.

Although the advisor was the primary participant, observations were conducted during speaking

activities involving student members. Data were collected through observation, semi-structured interviews, and documentation. The data were analyzed using the model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing or verification. To ensure the credibility of the findings, this study employed methodological triangulation by comparing data obtained from observations, interviews, and documentation, as well as source triangulation by comparing information obtained from the English Club advisor with the observed speaking activities of the students.

Instrument

This study employed observation sheets and semi-structured interview guidelines as the main research instruments. Observation sheets were used to identify the teaching strategies used by the advisor during English Club speaking activities and to examine how these strategies were implemented. Semi-structured interview guidelines were used to explore the advisor's experiences and explanations regarding the implementation of speaking teaching strategies. In addition, documentation, including photos, activity records, students' written work, and other relevant materials, was collected to support the data obtained from observations and interviews.

Data Collection

Data were collected through observation, interviews, and documentation. Observation was conducted during one English Club meeting as part of the debate preparation program. The observation lasted approximately 135 minutes and focused on the implementation of speaking teaching strategies, students' participation, classroom interaction, and the sequence of activities, including discussion, argument preparation, debate simulation, role-play through the participation of a swing team acting as the opposing debate team, students' argument presentation, acting from a script, and feedback sessions.

The researcher observed the types of strategies used in speaking activities, students' participation, and the advisor's instructions during the sessions. Semi-structured interviews were conducted with the English Club advisor to obtain deeper information about the implementation of teaching strategies, supporting activities, challenges, and solutions applied during speaking activities. Documentation, including photos, activity records, students' written work, and other relevant materials related to speaking activities, was also collected to support the findings from

observations and interviews. The use of multiple data collection techniques enabled methodological triangulation to enhance the credibility of the research findings.

Data Analysis

The data were analyzed using the interactive model proposed by Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing or verification. During the data condensation stage, observation notes, interview transcripts, and documentation were reviewed, selected, simplified, and coded. The coding process involved identifying meaningful units of data related to the research objectives, assigning initial codes, and grouping similar codes into broader categories. These categories were then interpreted to generate themes representing the implementation of speaking teaching strategies in English Club activities. The categorized data were systematically organized through data display to identify patterns and relationships among the findings. Finally, conclusions were drawn and continuously verified by comparing findings from observations, interviews, and documentation through triangulation to ensure the credibility, consistency, and trustworthiness of the results.

3. Results and Discussion

Result

Teaching Strategies Used in English Club Speaking Activities

Based on the results of observations, interviews, and documentation, several strategies used by the advisor in speaking activities at the English Club were identified. The strategies include discussion, simulation and role-play, acting from a script, as well as supporting activities such as asking and answering questions, the ATM method (Observe, Imitate, Modify), and shadowing practice. These strategies were used flexibly according to the activity theme and students' needs. A summary of the teaching strategies identified during the study and the corresponding sources of data is presented in Table 1.

Based on Table 1, the speaking activities in the English Club were implemented through discussion, simulation and role-play, acting from a script, and several supporting activities. These strategies were identified from observation and interview data and were applied according to the activity objectives and students' needs.

Table 1. Teaching Strategies Found in English Club Speaking Activities

Strategies Found	Source of Data
Discussion	Observation, Interview
Simulation and Role-play	Observation
Acting from Script	Observation
Supporting Activities (Asking and Answering Questions, ATM Method, Shadowing Practice)	Interview

The implementation of speaking activities in the English Club followed a sequential process during the debate preparation program. First, the advisor introduced the debate materials, including the concepts of reason, evidence, and linkback, as well as the roles of each speaker. Next, students were divided into government and opposition teams to discuss the debate motion and prepare their arguments collaboratively. After completing the preparation stage, students participated in debate simulations and presented their arguments according to their assigned speaker roles. Finally, the advisor provided direct feedback on pronunciation, vocabulary, and speaking performance to improve students' speaking abilities.

To begin the debate preparation program, the advisor explained several important elements in debate activities, including reason, evidence, and linkback. The advisor also explained the role of each speaker in the debate. The first speaker was responsible for explaining the definition and main arguments, the second speaker provided evidence or supporting data, while the third speaker restated and strengthened the team's arguments before the judges.

Afterward, the advisor divided the students into two groups, namely the government team and the opposition team. The advisor also explained that the students involved in the debate practice were not selected through a formal selection process. Instead, participation was offered to students who were willing to join and develop their speaking abilities through debate activities. According to the advisor, students who willingly participate are generally more motivated to practice and improve their English speaking skills. The remaining students assisted the debate preparation process by acting as a swing team during the simulation activities.

Based on the observation conducted during the English Club debate preparation session, students were divided into government and opposition teams to discuss a debate motion, develop arguments, and present them orally. The observation was supported by documentation presented in Figures 1-4, which

illustrates the implementation of the speaking activities during the debate practice.



Figure 1. Students Participating in English Club Debate Practice

Based on Figure 1, students actively participated in debate practice activities as members of the government and opposition teams. These activities indicated the implementation of discussion, simulation and role-play, and acting from a script. Students collaboratively prepared arguments according to their assigned speaker roles before presenting them orally during the debate simulation. The findings were supported by interview data in which the advisor explained that discussion was frequently used in debate activities:

"Okay, and then there's also a discussion. For example, if the chapter is about debate." (AAP, Interview, May 4, 2026)

The findings also revealed the use of supporting activities such as asking and answering questions, the ATM method, and shadowing practice. According to the advisor, these activities were used to encourage students to speak more actively while improving vocabulary and pronunciation. Overall, the findings showed that speaking activities in the English Club were implemented through various communicative strategies that encouraged students to participate actively in spoken English practice.

The Implementation of Teaching Strategies in the English Club

The findings showed that speaking strategies in the English Club were implemented flexibly and adjusted to students' needs and the club's work program. Speaking activities were not conducted in a formal classroom manner but focused on direct speaking practice through communicative activities. According to the advisor, English Club activities were not strictly tied to the school curriculum, allowing greater

flexibility in selecting speaking materials and strategies:

"Because we're not so tied to the curriculum. So we can focus directly on the points that are truly useful for the students." (AAP, Interview, May 4, 2026)

The implementation of speaking strategies was mainly observed through debate practice sessions. Students discussed debate motions, prepared arguments, and delivered their opinions orally. Based on Figure 2, students discussed the debate motion and prepared arguments collaboratively before delivering their speaking performance.



Figure 2. Students Preparing Debate Arguments

During the discussion process, students were given about 30 minutes to prepare their arguments before speaking in front of the other group. Based on the observation results, some students were seen writing down their arguments first before presenting their opinions orally. Several students initially wrote their arguments in Indonesian before translating them into English. After the discussion session ended, each speaker took turns presenting according to the debate speaker order. Based on Figures 3 and 4, the speaking activity involved students presenting their arguments orally during the debate session, followed by direct feedback from the advisor regarding pronunciation, vocabulary use, and overall speaking performance to support students' speaking development.



Figure 3. Speaking Performance



Figure 4. Feedback Provided by the Advisor

During these activities, the advisor provided direct feedback on pronunciation, vocabulary, and speaking performance to the students. Interview data also showed that the advisor consistently gave students opportunities to speak individually so that mistakes could be identified and directly corrected. In addition to acting as a facilitator, the advisor positioned themselves as a partner in the learning process to create a comfortable learning atmosphere. This approach helped students feel more confident and less afraid of making mistakes when speaking English. The findings also revealed the implementation of supporting speaking activities through the Asking and Answering Questions, ATM method, and shadowing practice. According to the advisor, the ATM method was used to help students observe language examples, imitate them, and then modify them into their own speaking practice. In addition, shadowing practice was occasionally used to help students improve pronunciation and accent through imitation of native speakers from YouTube videos.

Several challenges were identified, including inconsistent student attendance, limited space, and changing activity schedules. These challenges affected the implementation of speaking strategies in several ways. Inconsistent student attendance reduced opportunities for continuous speaking practice and made it difficult for the advisor to maintain balanced group discussions and debate simulations. Limited space also restricted students' movement during role-play and debate activities, while changes in the activity schedule occasionally reduced the time available for speaking practice. To minimize these challenges, the advisor conducted online meetings through Google Meet or Zoom and provided individual speaking opportunities so that students could continue practicing despite the existing constraints. Nevertheless, these constraints did not hinder the overall implementation of the speaking strategies because the advisor adapted the learning activities by providing online meetings and individual speaking opportunities.

Documentation data supported the observation and interview findings. The researcher obtained several supporting documents, such as the English Club work program, students' written work, and photos of speaking activities during the study. The documentation showed that speaking activities in the English Club were implemented through discussions, debate practice, speaking performances, and direct feedback from the advisor.

Discussion

The findings revealed that the English Club advisor employed several speaking strategies, namely discussion, simulation and role-play, acting from a script, as well as supporting activities such as asking and answering questions, the ATM method, and shadowing practice. Among these strategies, discussion was the most dominant because it was regularly implemented through debate activities. Students were encouraged to discuss issues, formulate arguments, and express their opinions orally. This finding is consistent with Ikbal et al. (2024), who found that discussion and question-and-answer activities can increase student participation in speaking activities. The dominance of discussion was closely related to the primary objective of the English Club, which emphasized debate preparation. Debate activities required students to exchange ideas, defend arguments, and respond to opposing opinions, making discussion the most appropriate strategy to support meaningful speaking practice. In addition, discussion encouraged active participation because students were continuously involved in expressing and negotiating ideas before delivering their arguments publicly.

The findings also showed the use of simulation and role-play through debate practice. Students were assigned specific roles as government and opposition speakers, creating a learning environment that resembled an actual debate competition. This finding supports previous studies by Ikbal et al. (2024) and Putri et al. (2025), which reported that role-play can help students practice speaking in meaningful and communicative situations. However, unlike previous studies conducted in formal classrooms, the implementation in this study occurred within an extracurricular context focused on debate preparation. The use of simulation and role-play was particularly effective because students practiced speaking in situations that closely resembled real debate competitions. By assuming the roles of government and opposition speakers, students became more engaged in spontaneous communication and developed greater confidence in presenting and defending their arguments.

Another important finding was the use of acting from a script. Students prepared written arguments before presenting them orally. This strategy helped students organize ideas and develop confidence before speaking. Similar findings were reported by Putri & Susiati (2025), who found that presentation-based speaking activities support students in delivering ideas more effectively. This strategy was particularly useful because many students initially experienced difficulty expressing ideas spontaneously in English. Preparing written arguments before speaking reduced hesitation and provided students with linguistic support, enabling them to deliver their ideas more confidently during the debate session.

The implementation of speaking strategies in the English Club was flexible and adapted to students' needs and activity programs. Because the English Club was not strictly bound by the formal curriculum, the advisor had greater freedom to select activities that were functional and engaging for students. This finding highlights the unique contribution of the study, as most previous research focused on speaking instruction in formal classroom settings. This flexibility allowed the advisor to adjust teaching strategies according to students' abilities and the objectives of each speaking activity rather than following predetermined classroom procedures. As a result, speaking practice became more authentic and responsive to students' learning needs.

The findings also showed that the advisor acted not only as a facilitator but also as a partner who created a supportive learning atmosphere. Direct feedback on pronunciation, vocabulary, and speaking performance helped students improve their speaking skills while reducing anxiety during speaking activities. These findings support Siregar et al. (2025), who emphasized the importance of the teacher's role in creating a comfortable learning environment. Direct feedback enabled students to recognize pronunciation and vocabulary errors directly after speaking, allowing them to improve their performance during subsequent activities. The advisor's supportive role also reduced students' anxiety and encouraged greater willingness to participate in English communication.

4. Conclusion

Based on the research results, it can be concluded that the English Club advisor employs various strategies in speaking instruction activities, namely discussion, simulation and role-play, acting from a script, as well as several supporting activities such as asking and answering questions, the ATM method (Observe,

Imitate, Modify), and shadowing practice. These strategies are applied flexibly according to the activity theme, student needs, and the English Club's work program. Of all the strategies identified, discussion is the most dominant, particularly through English debate activities that encourage students to actively express their opinions, construct arguments, and engage in direct interaction using English.

The research results also indicate that the implementation of speaking strategies in the English Club takes place in a more relaxed and flexible atmosphere that is not strictly bound by the formal curriculum. The advisor serves not only as an instructor but also as a partner who provides opportunities for students to speak directly and receive feedback on pronunciation, vocabulary, and speaking performance. Although several challenges were identified, the advisor addressed these through alternative learning activities and individual speaking opportunities.

This study provides practical implications for English teachers, English Club advisors, and schools by demonstrating how flexible and communicative speaking strategies can be implemented to promote students' active participation in extracurricular speaking activities. Nevertheless, this study was limited to one English Club advisor and one senior high school, so the findings cannot be generalized to all English Club contexts. Therefore, future research is recommended to involve more schools, a larger number of participants, or employ mixed-methods research designs to obtain a broader understanding of the implementation and effectiveness of speaking teaching strategies in extracurricular English learning.

References

- Asefa, D. T., & Enashe, M. B. (2024). Teachers' Role in Enhancing the Students' Speaking Skills. *Language and Text*, 11(1), 131–142. <https://doi.org/https://doi.org/10.17759/langt.2024110112>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.
- Hasanova, N., Abduazizov, B., & Khujakulov, R. (2021). The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies. *JournalNX*, 7(2), 371–375.
- Ikbal, M., Permana, D. R., & Sirayatika, D. (2024). Strategies Unveiled: A Comprehensive Analysis of Teaching Speaking Skills in the

- Context of Madrasah Aliyah. *ELT WORLDWIDE: Journal of English Language Teaching*, 11(1), 89–102. <https://doi.org/http://dx.doi.org/10.26858/eltww.v11i1.61243> ISSN
- Jufri, I., Amin, F. H., & Jefri, R. (2024). The Activities of Improving English Speaking Skills in English Club SMA Negeri 1 Luwu. *Journal of Excellence in English Language Education*, 3(2), 281–290.
- Lestari, R. I. H., & Nugraha, S. I. (2023). EFL Students' Challenges and Strategies In Speaking English. *INNOVATIVE: Journal Of Social Science Research*, 3(4), 2142–2153.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook*. SAGE Publications.
- Octavia, N., Astutik, Y., & Rahayu, E. M. (2023). Teachers' Teaching Strategies for Teaching Speaking Skills at Junior High School. *Borneo Educational Journal (Borju)*, 5(1), 37–47. <https://doi.org/https://doi.org/10.24903/bej.v5i1.1107>
- Purnamawati, N. H., & Abbas, N. (2024). Peran guru dalam meningkatkan keterampilan berbicara bahasa inggris siswa madrasah tsanawiyah negeri 6 sragen. *PANDU: Jurnal Pendidikan Anak Dan Pendidikan Umum*, 2(3), 17–26.
- Putri, A. H., & Susiati. (2025). Techniques in Teaching English Speaking Skills High School Genz Students: Challenges and Coping. *Premise: Journal of English Education and Applied Linguistics*, 14(1), 187–208. <https://doi.org/10.24127/pj.v14i2.11498>
- Putri, L. K., Isna, N., & Tursina, P. (2025). An Analysis of Teachers' Strategies in Teaching Speaking Skills to High School Students. *Journal Informatic, Education And Management (JIEM)*, 7(2), 414–428. <https://doi.org/10.61992/jiem.v7i2.163>
- Romli, S. S. H., Yanie, K. H. D., Safhira, N. I., & Rohimah, I. (2024). Exploring the role of English club for students speaking skills. *Journal of English Language Teaching and Learning (JETLE)*, 6(1), 44–52. <http://ejournal.uin-malang.ac.id/index.php/jetle>
- Shofi, A. T. (2020). Employing Multimedia-Based Learning to Improve English Speaking Skills. *ELTICS: Journal of English Language Teaching and English Linguistics*, 5(1). <https://doi.org/10.31316/eltics.v5i1.525>
- Siregar, H. H., Srisudarso, M., & Wahyuna, Y. T. (2025). English Teaching Speaking Strategies Applied by Teachers at Junior High School in Karawang. *VISA: Journal of Visions and Ideas*, 5(1), 164–181. <https://doi.org/DOI:47467/visa.v5i1.5351>
- Sunarti. (2024). Strategi Pengajaran untuk Meningkatkan Kemahiran Berbicara dalam Pembelajaran Bahasa Asing. *Indonesian Research Journal on Education*, 4(3), 1104–1111.
- Wulansari, D. I., & Uyun, A. S. (2023). Strategi Pembelajaran Keterampilan Speaking. *Jurnal Dimamu*, 2(2), 144–150.
- Yin, R. K. (2009). Case Study Research Designs and Methods, 4th Edition. *Australasian Emergency Nursing Journal*, 12(2), 59–60. <https://doi.org/10.1016/j.aenj.2009.01.005>

How to cite this article:

Nisa, A., Al-Baekani, A. K., & Dewi, I. P. (2026). Examining the Implementation of Speaking Teaching Strategies in English Club Activities. *Journal of Education and Learning Research*, 4(1), 22-29.