



# The Role of Extracurricular English Clubs in Training Students' English Reading and Speaking Skills at MBS Prambanan Elementary School



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## ARTICLE INFORMATION

## ABSTRACT



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In the global era, English is the key to uniting the nation and is important for communication, job opportunities, and international socialization. Therefore, English education is mandatory from Elementary School to College. At SD MBS Prambanan, many students have difficulty in speaking English, so the English Club is needed to help them. This study analyzes the implementation of the English Club program, including its implementation, activity process, student activity, and difficulties faced. The method used is a qualitative approach with field studies and data collection through observation, interviews, and documentation. The results of the study indicate that the English Club activity succeeded in improving students' English reading and speaking literacy skills. This is supported by the implementation of the activity, the role of the supervising teacher, and student motivation. Students showed significant improvements in reading and speaking skills through activities such as reading, discussion, debate, dialogue, and listening. Although there were obstacles such as shyness, teacher support and a pleasant learning atmosphere helped overcome these obstacles. In conclusion, the English Club plays an important role in improving students' English literacy skills at SD Muhammadiyah MBS Prambanan and is expected to provide insight into the effectiveness of extracurricular activities in teaching English at the elementary school level.

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## 1. Introduction ( Title 1 ) (bold, 11 pt)

English is a language that has been recognized as an international language that is very important to be taught at all levels of schooling, especially at the elementary level. Teaching English from an early age provides benefits for the younger generation in preparing themselves to face global challenges. Therefore, English education is required from Elementary School to College, to equip students with mature basic knowledge and increase their opportunities in employment, scholarships and international socialization. However, according to [1], the English proficiency index in Indonesia in 2020 is still relatively low, ranked 74-100. This is in line with research[2]which shows that the use of English in Indonesia is included in the expanding circle category, where users of English as a foreign language are still limited. This indicates the need for improvement in English teaching, especially through English literacy in schools.

Literacy is an important skill that every individual must have, which includes the ability to understand and produce texts both orally and in writing.[3]. At the Elementary School level, the introduction and development of English literacy becomes a strong foundation for further education. According to[4]Literacy includes the ability to read, write, and speak. However, the implementation of literacy in schools often experiences problems, especially in elementary school students.[5]noted that the development of literacy skills in educational institutions has been delayed, so it needs to be started immediately to achieve quality human resources. The process of improving literacy skills is

not easy, especially regarding reading and speaking literacy in English which certainly requires support from various parties, including students, teachers, and schools. This is in line with the opinion [6] stated that learning difficulties in English subjects often lie in the aspects of reading and speaking literacy and the role of teachers in overcoming these obstacles.

Conventional learning still dominates, resulting in teachers acting as transmitters of information while students are only recipients of information. [7]. The impact of conventional learning causes a lack of creativity and innovation in learning methods, thus affecting students' understanding of the material being taught. In addition, the lack of student motivation towards English lessons is also a common problem. Many students consider English as a difficult and scary subject. To overcome this, teachers need to modify learning to make it more interesting and enjoyable for students. One method that can be applied is project-based learning (PBL), which has proven effective in increasing student learning motivation. [8]

Efforts to obtain competent English language teaching require several important factors such as the role of teachers in learning. According to [6] The role of teachers as a source of learning is a very important role because teachers are facilitators, Learning Managers, demonstrator, guides, motivators and evaluators. So teachers must have the competence to master learning especially for English lessons. In addition to teachers, parental support also plays an important role in children's learning motivation. According to [9] motivation given by parents can increase students' interest and confidence in learning English, not limited to words, but touch and affection can raise students' spirits, by providing facilities and creating home comfort. In addition, school support has a great influence on students' skills, one of the programs that can be implemented to improve students' English literacy is through extracurricular programs such as the English Club.

Extracurricular activities are additional activities carried out outside formal class hours with the aim of developing students' potential. [10]. The purpose of extracurricular activities is to help students identify and develop their potential that may not be apparent during formal learning. [11]. Many students of Muhammadiyah MBS Prambanan Elementary School still have difficulty in English lessons. This is due to learning methods, student motivation, and teachers who are less competent in the field of English. So Muhammadiyah MBS Prambanan Elementary School holds an English Club extracurricular program for students who want to practice their skills, are talented or have a desire in English. English Club is one of the extracurricular activities that focuses on developing students' English skills [12]. According to [13], the main goal of English Club is to improve English language skills through fun and interactive activities. Activities in English Club include speaking, discussion, debate, reading, and writing, all of which are designed to strengthen students' literacy skills in English. [14].

Extracurricular activities *English Club* have aspects of implementation to support students' English reading and speaking literacy skills, such as a well-arranged extracurricular schedule so that students can balance academic and non-academic activities. A structured schedule helps students manage their time more effectively and maximize their potential. [15]. The number of participants is also an important factor in planning activities to suit the needs and facilities available. Student activeness in participating in English Club activities greatly influences the improvement of reading and speaking literacy skills. Active participation allows students to practice language skills that have been learned in class. [15]. In addition, understanding the difficulties faced by students during the activities is also important to design relevant programs and provide the necessary support. Activities related to reading literacy include reading, group discussions, listening, and writing, while activities for speaking literacy include speaking, debate, and dialogue in discussions. [14]. Thus, the aspects of the implementation of the English Club include the schedule of activities, the number of participants, and the types of activities that support the development of reading and speaking literacy.

Through this activity, students can improve their English skills more intensively and confidently. Previous research shows that extracurricular activities can have a positive impact on the development of students' English skills. [12]. This activity not only focuses on academic aspects but also on developing students' social skills and creativity. [16] English Club activities also play a role in helping to deepen the understanding of grammar through practical exercises. By creating a supportive and motivating atmosphere, English Club not only makes learning English fun but also provides valuable experiences that motivate students to continue improving their language skills. Overall, English Club contributes significantly to building strong English literacy through an interactive and holistic approach.

## 2. Method

### 2.1. Type of Research

This study uses a qualitative approach with a descriptive field study method. The qualitative approach aims to explore and understand the experiences of researchers and participants. In this context, the researcher acts as the main instrument in data collection, which is carried out in natural situations.[17]. Descriptive research produces data in the form of written words from sources such as interviews, observations, and documentation, with a focus on describing phenomena in detail without manipulating variables. The research strategy applied is a phenomenological study, which aims to understand the subjective experiences of individuals or groups related to certain phenomena.

### 2.2. Time, Subject and Object of Research

This research was conducted at Muhammadiyah Elementary School MBS Prambanan, located in Cepit, Bokoharjo, Prambanan District, Sleman Regency, Special Region of Yogyakarta. The subjects of the research were the English Club extracurricular teacher and grade 4 and 5 students registered at Muhammadiyah Elementary School MBS Prambanan who participated in the English Club level 2 extracurricular. The object of the research was the English Club level 4 extracurricular at Muhammadiyah Elementary School MBS Prambanan.

### 2.3. Research Techniques

Data collection techniques in the study are Observation, interviews and Documentation. So in this study, the researcher uses data collection procedures that include observation, interviews, field notes and documentation.[18]. For the data validity checking technique, the researcher used a credibility test with the source triangulation method and technique triangulation. The Data Analysis Technique used in this study refers to the model developed by Miles and Huberman[19]which includes data collection, data reduction, data presentation, and drawing conclusions.

## 3. Results and Discussion

English Club extracurricular at SD MBS Prambanan is held routinely on Saturdays from 07.50-10.00. English Club is divided into 2 levels, level 1 for grades 1, 2, and 3, while level 2 is for grades 4 and 5. The division of levels is implemented to maximize learning according to the needs and abilities of students, and this discussion will focus on English Club level 2. The number of members of English Club level 2 is 28 students from grades 4 and 5.

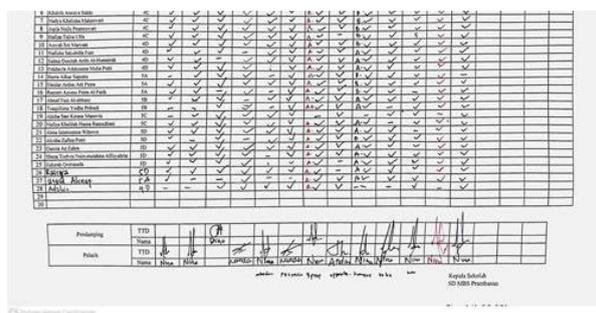


Fig. 1 Number of

members and

attendance of English Club lv 2

In activities *English Club* Students are taught some interesting materials to practice reading and speaking skills. The activities taught include reading, debate, dialogue, discussion, and listening. These activities have been planned and prepared by the supervising teacher in advance. This is in line with the statement of the English Club extra-curricular supervising teacher in an interview conducted on November 30, 2024:

"The schedule has been routinely implemented every Saturday, from 07.50-10.00, and has a clear schedule because before starting the activity, the teacher has made an

activity plan or what is called an Extra Work Program, which will later be submitted to the school before the extracurricular activities begin. The work program also includes the budget needed for one semester of extracurricular activities". (source: NQA English Club Teacher interview results on November 30, 2024).

In carrying out extracurricular activities, the English Club certainly has several series to support the success of the activity.

### 3.1. Implementation of Extracurricular Activities 3.2.

English Club extracurricular is a way for schools to facilitate students in developing their English language skills. So there are several ways to maximize the implementation of English Club activities. Initial preparation before extracurricular activities begin is for the supervising teacher to submit a proposal for an extra work program to the school for coordination regarding the number of meetings, facilities needed, implementation procedures and materials to be taught.

NO	PERENCANAAN KEGIATAN	ALAT DAN BAHAN
1	Spelling bee	Kertas HVS, pulpen, speaker
2	Singing a song "I Have a Dream"	Kertas HVS, pulpen, speaker
3	A and An in English	Kertas HVS, pulpen
4	Talk About Food and Cooking	Kertas HVS, pulpen
5	Introducing Myself	Kertas HVS, pulpen, speaker
6	Improving vocabulary based on text part 1 (Possessive Adjective)	Kertas HVS, pulpen
7	Improving vocabulary based on text part 2 (Reading Folk Tales)	Kertas HVS, pulpen
8	Improving vocabulary based on text part 3 (Opposite Words)	Kertas HVS, pulpen
9	Improving vocabulary based on text part 4 (Tongue Twisters)	Kertas HVS, pulpen, speaker
10	Improving vocabulary based on text part 5 (Verb To Be)	Kertas HVS, pulpen
11	How much and How Many	Kertas HVS, pulpen
12	Improving vocabulary based on text part 5 (Transportation Preposition)	Kertas HVS, pulpen
13	How to debate in English	Kertas HVS, pulpen
		Sieman, 3 Agustus 2024
	Mengetahui,	Pengampu
	Kepala Sekolah	
	Rizana Avida, S.T., S.Pd.	Nadia Qurrota Ayunina

Fig. 2 English Club Work Programs

The materials taught are varied and tend to be related to daily life that has been adjusted to the needs and abilities of students. The materials taught are conventional, where teachers are free to explore the material and are not fixated on school textbooks. Students who take part in extracurricular activities are active students so that extracurricular activities can run optimally. So that overall the English Club activities at SD MBS Prambanan have shown a commitment to supporting the development of students' English skills through careful planning, regular implementation, and materials that are relevant to the needs of students.

### 3.2. English Club Extracurricular Activities

English Club Iv 2 learning focuses on reading and speaking skills, so that each material is always accompanied by reading, singing, dialogue, repeated pronunciation, and reading and speaking deposit activities to ensure that students' reading and speaking are correct. The activities implemented are to train reading and speaking skills.

#### a). Reading

Reading activities in the English Club extracurricular at SD MBS Prambanan play an important role in students' English reading and speaking skills. Through data analysis from observations, interviews, and documentation, it was found that this activity not only improves language skills but also builds students' self-confidence. Reading is a key component in English learning, where students can expand their vocabulary and understand sentence structures, according to the opinion[20]Reading activities carried out collectively enable students to learn from each other, in line with the theory[21]which emphasizes the importance of social interaction in learning. In addition, the relationship between reading and speaking skills is clearly visible, where good understanding of texts increases students' confidence in speaking, as stated by[22]. Interview results added by the English Club extracurricular mentor teacher:

"The students' abilities tend to be different, as I explained at the beginning. However, many have been able to read, although some still have difficulty. Usually in learning they will write, so besides assessing their writing, I will also assess their

pronunciation. In addition, there are also activities such as tongue twisters and spelling bees. Where students will advance and read. Therefore, by being taught exciting materials, their abilities can be significantly improved." (Source: interview results with the English Club QNA extracurricular teacher on November 30, 2024)

Despite progress, some students still have difficulty with new sentences, so additional support from the teacher is needed. Fun activities such as tongue twisters also contribute to student motivation, in accordance with motivation theory.[23]. Overall, reading activities at English Club not only improve language skills but also build students' confidence, with the hope that their English skills will continue to develop in the future.



Fig. 3 Reading Activities



Fig. 4 Deposits

#### b). Discussion

English discussion activities through English Club are one of the effective methods to improve students' English language skills. This discussion not only trains pronunciation, but also grammar, vocabulary, and fluency in conveying ideas, in line with research[24] which shows that regular discussions can form good speaking habits. In addition, this activity increases students' confidence in expressing opinions, as found by[25], which emphasizes that regular speaking practice helps students recognize English sentence structures and expressions. This was also found in the results of student interviews, all of which stated that:

"Discussion activities are carried out by talking to each other. Yes, sometimes we are shy, but when it starts to flow smoothly, we start talking to each other. But we are still asked to speak" (source of interview results of students AH, SN, AL, and RA on December 7, 2024)

The activity supports the opinion[26] about the importance of interaction in language learning. The supervising teacher added that:

"Indeed, discussion activities are important to implement because students can hone their speaking skills. Through discussions, children can try to speak English, of course we also accompany them so that we can provide direction to the children. (source: NQA English Club Teacher interview results on November 30, 2024)

Thus, students' English language skills cover grammatical as well as social and cultural aspects, helping them overcome their fear of speaking. In addition, discussion activities encourage students to read the given text, which contributes to their ability to process and evaluate information.[27] stated that active interaction with English texts during discussions deepened understanding of reading materials. Interview results also showed an increase in students' vocabulary, in line with research.[28], who noted that the discovery of new words during the discussion enriched their vocabulary. Overall, the discussion activities in the English Club not only improved students' speaking and reading skills but also enriched their vocabulary knowledge in English. The discussions implemented were classical regarding questions and answers on the material being taught. With the characteristics of active students, the discussion activities could run optimally.



Fig. 3 DiscussionClassical

## c). Debate

Debate activities play a significant role in improving speaking and reading skills in English. The debate process involving the exchange of opinions encourages students to think critically and use English actively. Research by [29] emphasized that through debate, participants are trained to formulate ideas that support opinions with evidence and respond to questions well, which directly improves fluency and accuracy of speaking. The results of student interviews show that:

"During the debate we work together to find strong opinions to support our opinions. Usually we are also taught in advance about the debate topic a few days before." (source of interview results of students AH, SN, AL, and RA on December 7, 2024)

The accompanying teacher also added that:

"Debate activities at school are very beneficial for students. The topics are also adjusted to the age and understanding of the students. Through debate, students are trained to dare to express their opinions in English, as well as improve their ability to listen and respond to other people's opinions. In addition, debate is also a forum for students to develop self-confidence and the ability to work together in a team. In addition, when the debate was held, the enthusiasm of students in participating in the debate activity was very high, and they often asked interesting questions after the debate session was over." (source of the results of the NQA English Club Teacher interview on November 30, 2024)

This is in line with the opinion [30] which states that the reading process not only improves understanding of the topic but also enriches vocabulary and the ability to understand texts in English. Thus, it can be concluded that debate activities are an effective method to improve students' speaking and reading skills, as expressed by [31], which emphasizes the involvement of both abilities in the debate process.



Fig. 4 Simple Debate Activity

#### d). Have a dialogue

Dialogue activities are one of the main activities in the English Club which are effective in improving the reading and speaking skills of elementary school students. As expressed by [32]. This activity not only trains speaking skills, but can also be used to train reading skills, especially when having a dialogue about the book that has been read. The results of the interview with the supervising teacher are as follows.

"For simple pronunciation that has been taught, they can do it. Because they are accustomed to speaking or pronouncing English, so they can do it. But when reading something foreign, they are sometimes still confused or blank because their vocabulary is still limited and they still need some bait." (source: NQA English Club Teacher interview results on November 30, 2024)

Research by [33] showed that when students discuss a text, they try to identify the main idea, summarize the information, and convey it to their friends, which helps them understand the content of the text better. In addition, dialogue expands students' vocabulary and improves their ability to use language appropriately. Interaction with peers and teachers provides exposure to various new words and expressions that can be used in everyday conversation. The supervising teacher also emphasized that dialogue activities increase students' confidence in speaking, in line with research [34] which states that frequent speaking practice makes students more fluent in expressing opinions. In addition, dialogue helps children develop social skills such as active listening, respecting other people's opinions, and working together in groups.

The results of the study show that dialogue plays a role in improving students' reading skills through interaction with text. [35] added that dialogue activities encourage students to read actively rather than just reading word by word. Through dialogue, students can explore the meaning of the text more deeply, analyze information, and connect it to existing knowledge. Research by [36] supports this by showing that dialogue allows students to exchange ideas, ask questions, and provide opinions based on the text given. Dialogue activities taught include Greeting, Intruding, singing, and repeated pronunciation. In addition, the supervising teacher will also carry out deposit activities to ensure that students have understood the material taught.



Fig. 5 Dialogue Activity

#### e) Listening

Listening activities are an important aspect in developing students' speaking skills. Research by [37] showed that listening activities can increase students' confidence in interacting using English, so that they become more accustomed to speaking. The supervising teacher added that the frequency of listening activities has a positive effect on students' speaking ability, because they become more familiar with English accents. This finding is in line with research [38], which states that students who regularly listen to English teaching materials, such as songs, stories, or conversations, tend to have better speaking skills compared to those who rarely listen. In addition, active listening helps students build sentence structures, enrich vocabulary, and improve speaking fluency. Listening activities are carried out in conditions that are not silent, where the teacher will pronounce English sentences while students will focus on understanding, listening and then pronouncing the sentences they hear. The activity is accompanied by a supervising teacher until the pronunciation is correct. In addition, the supervising teacher will also provide English songs or games to train students' ability

to understand sentences and pronounce English. This activity is also equipped with activities to write sentences that are spoken, spelling, and conveying what they write. From these activities, teachers can see students' ability to capture information from what they hear.



Fig. 7 Listening Activity

### 3.3. Student Activity

Activeness is one of the main keys to smooth learning, especially in improving their English speaking and reading skills. Research by [14] support this finding, indicating that students who regularly attend and actively participate in various English Club activities tend to have better speaking skills compared to students who are less active. Interviews with students also revealed that their active participation in English Club activities contributed to improving their speaking and reading skills, especially in the context of daily learning. [27] emphasizes that students' activeness provides an opportunity to practice English directly, so that their speaking ability develops rapidly and they become more accustomed to English-speaking situations. With increased confidence, students can focus more on the message they want to convey or understand from the text, as explained by [39], which also has a positive impact on their reading and comprehension skills.

Active participation in group discussions also allows students to share their understanding of the reading text, ask questions, and provide opinions, which stimulates analysis of information and the connection of ideas in the text. [37]. Students showed a high level of activeness and enthusiasm during learning, especially in English Club lv 2 activities. Although there were some students who were less active, especially female students who felt awkward when combined with male students due to the habit of gender separation in regular classes, the learning process continued in a conducive and dynamic manner. This is inseparable from the role of teachers who are able to create an interesting learning atmosphere, encourage students to ask questions, answer, and participate in discussions. This level of activeness has a positive impact on students' speaking and reading abilities in English, while increasing their self-confidence, and showing a striking difference in ability compared to students who do not participate in English Club [4]

### 3.4 Student Difficulties

The main difficulty faced by students, according to the accompanying teacher, is the shame of speaking English, especially in front of friends of the opposite sex. This shame hinders students in reading and speaking, as expressed by [40] which states that shyness is the main barrier for many students to actively speak English, because they are afraid of making mistakes. The fear of judgment or ridicule from friends when making mistakes further exacerbates this condition, so that students are reluctant to communicate in English. Research by [41] also shows that shyness and an unsupportive environment can reduce students' confidence in using English.

According to [42] in a study on factors that influence English speaking fluency, found that low self-confidence is one of the causes. Their theory explains that students who have self-confidence tend to have a positive outlook, while students who are less confident doubt their abilities. This causes some students to be less active, have difficulty understanding new material, and are reluctant to express opinions or ask questions. In addition to gender segregation in regular classes that cause embarrassment, difficulty in pronouncing English words is also an obstacle that requires continuous practice. Therefore, to emphasize the importance of building self-confidence through support, motivational strategies, and adequate practice.

#### 4. Conclusion

Based on the research results discussed in this journal, it can be concluded that:

1. English Club Activity Influence: English Club extracurricular activities have a positive impact on students' English reading and speaking skills at the elementary school level. The methods applied, such as discussions in English, serve to improve students' pronunciation, grammar, vocabulary, and speaking fluency. Activities such as Spelling Bee and Tongue Twister also contribute to training good spelling and pronunciation skills.
2. English Club's Role in Literacy: English Club serves as a platform for students to develop English literacy, especially in reading and speaking. Through various activities such as debate, discussion, and listening, students get the opportunity to practice and improve their English language skills.
3. Supporting Factors: The success of this program is supported by creative and innovative teaching methods from teachers, interesting materials, and active student participation. Competent teachers in English also play an important role in an effective learning process.

Overall, English Club activities have proven effective in honing students' English language skills, especially in the areas of reading and speaking literacy through a fun and interactive approach.

#### Confession

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