THE NEW SHIFTING OF COMMUNITY OF PRACTICES IN LEARNING SPEAKING

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Abstract
Speaking is a productive skill that cannot be learned quickly but through a process requiring time, energy, and effort. To accelerate the development of speaking skills, English learners, such as those in senior high school, frequently participate in learning communities, such as Community of Practice. Several studies related to community practices have been conducted, which reported teacher learning community and learning with peers. However, there is a scarce discussion on the concept of a Community of Practice for learning English-speaking skills. Therefore, this research investigated whether the English Club supports students’ speaking skills. The research methodology used in this study is Narrative Inquiry. The subjects of the research were the students and the coach. The research was conducted at SMA Negeri 6 Banjarmasin. Researchers employed instruments such as observation checklists and interview guidelines. The findings of the study showed that the English Club at SMA Negeri 6 Banjarmasin supports students in developing their speaking skills. The English Club is a community of students who actively practice using English for communication. The club supports informal learning, focusing on developing public speaking skills through storytelling, speech, and debate. The club’s activities are designed to enhance students’ fluency and pronunciation.

Keywords: Community of Practice, Speaking Skills, English Club

1. INTRODUCTION
English is a language that students must master in this communication and globalization era. The four domains of language proficiency that should be
emphasized in student learning are listening, speaking, reading, and writing. Speaking is one of the four most essential skills for students to learn since communicating successfully in a second or foreign language is a sign of accomplishment. According to Brown (2004), speaking is productive since it produces ideas, messages, and suggestions. Speaking needs more training for students to be proficient in speaking English, so they are expected to use English and discuss it every day. However, interaction is one of the important activities in the language learning process (Salma, 2018).

There are several approaches to improving speaking skills outside the classroom. Melviza (2017) states that one alternative approach to improving speaking skills through extracurricular is the English Club. The students in the school environment participate in extracurricular activities. Neno & Siahaan (2021) state that using the English Club as an extracurricular made English learning activities more enjoyable and exciting, especially speaking. Students who love English can enjoy the fun environment of the English club. They can express themselves with friends who also love English. Speaking as a productive skill cannot be mastered quickly but rather through a process that takes time, energy, and effort. This skill is used to produce language to encourage meaning. Febriyanti (2011) states that speaking requires habit formation because it is a productive skill and actual communication. Thus, it should be practiced as frequently as possible. To accelerate the development of speaking skills, English learners frequently participate in learning communities, such as the Community of Practice.

There have previously been several types of research about the English Club. One is “The Effectiveness of English Club Discussion in Improving Students’ Speaking Skill at SMP Muhammadiyah Limbung,” conducted by Muchlis (2014). The research results demonstrated that the experimental class of speaking fluency had significantly improved. However, the results of this study revealed that speaking fluency among students in the control class did not significantly improve.

Moreover, this research has been similar to others conducted by Virawan et al. (2021). The results of this research indicated that by fostering a positive environment, a helpful learning environment, and activities suitable for children, the English Club enhances its members' abilities. The similarity is that the study aims to investigate the English Club in supporting students' speaking skills. The difference is that this research uses the theory of community of practice. There is also a difference in the method or stages used to collect the data and the research setting. The subjects of this study are the members of the English Club at SMAN 6 Banjarmasin.

2. LITERATURE REVIEW

According to Brouwer et al. (2012), Communities of Practice are made up of people who routinely connect and learn from one another about a similar interest or problem. The idea of a "community of practice" is comparatively new. The idea gained popularity with Jean Lave and Etienne Wenger's 1991 book
Situated Learning: Legitimate Peripheral Participation. A Community of Practice is in human nature to congregate with others when there is a shared interest, problem to solve, or set thoughts to discuss; a Community of Practice is formed by Wenger (2002) as cited in (Mercieca, 2017). One research has been conducted on the Community of Practice titled A Community of Practice in Teacher Education; Insight and Perceptions by Silva & Olson (2012), where the objective is to facilitate the growth of pre-service teachers' knowledge of culture, community, and educational background.

Despite that, the Community of Practice has only been utilized by professionals such as teachers. Wenger (2009) states that in education, the first applications of Community of Practice have been in teacher training and in providing remote administrators access to colleagues. There was research conducted by Hermita et al. (2021) entitled “The Importance of the Community of Practice (CoP) in Improving the Primary School Teachers’ Performance in Riau Province.” They state that CoP (KKG in the Indonesian context) is a forum for primary school teachers' professional development. However, it has yet to explain the Community of Practice for learning a speaking skill, which is essential to research.

The English Club can be classified as a Community of Practice since it possesses numerous essential characteristics associated with this theory. This theory provides a conceptual framework that explains why the English Club functions as a forum for learning English in a social context. There are interrelated characteristics of a Community of Practice, according to Wenger (1998) as cited by Jensen (2020): the domain, the community, and the practice. Community of Practice theory includes the characteristics such as the domain, the community and the practice that underlie the success of the English Club as a language learning community.

3. RESEARCH METHODS
3.1 Research Design
A qualitative research approach was used in this study. According to Creswell (2014), qualitative research is a method of investigating and comprehending how individuals or groups describe human social problems. Qualitative research concerns the individual’s thoughts, perceptions, views, or beliefs, which cannot be quantified. The method employed in this research is Narrative Inquiry. Ford (2020) states that Narrative Inquiry is qualitative research focused on human stories, autoethnography, or other human experience narrative methods. It explores the human experience through storytelling techniques such as autoethnography, biography, oral histories, photovoice projects, interviews, and life tales.

3.2 Participants
The subjects of the study were the students of the English Club at SMAN 6 Banjarmasin. Moreover, the setting of the research was conducted at SMAN 6
Banjarmasin. It was located on Jl. Belitung Darat No. 130, Belitung Utara, Kec. Banjarmasin Barat, Kota Banjarmasin, Kalimantan Selatan.

3.3 Instruments

According to Wasterfors as cited in Flick (2017), collecting observational data entails producing first-hand reports: seeing, hearing, feeling, and 'being there' personally. The researchers used specific instruments to collect the information needed for the research. The instruments used in this study to collect data include an observation sheet and interview guidelines. The researchers applied observation to investigate the natural phenomena at the English Club at SMAN 6 Banjarmasin. This method examined the English club aspect supporting students' speaking skills at SMAN 6 Banjarmasin—the observation checklist used throughout the teaching-learning process to monitor the students and teachers. The observation was conducted six times. Through the interview, the researchers discovered more profound things in interviewer situations and phenomena that occur, where this could not be found through observation. The interview guidelines guided the researchers during the interview with the teacher and members of the English Club. The researchers asked several questions related to the English Club that supports students' speaking skills. The researchers intended to use semi-structured interviews. According to Robson & McCartan (2015), this style of interview is frequently utilized in flexible and multi-strategy setups.

3.4 Data Analysis

This research employed multiple case study. Thematic analysis is the data analysis technique. According to Barkhuizen et al. (2014), thematic analysis is a classification and categorizing process where specific objects related to a phenomenon connect to a broader concept. The steps are as follows: repeated reading, data coding, categorizing data extraction, and restructuring under theme headings. Important themes in published narrative studies are usually included in various sections of the report, where they are further divided into subthemes and supported with story excerpts. In qualitative research, good data can be categorized if it is valid. To check the trustworthiness of the data, the researchers used theoretical Triangulation. According to Denzin (1988), as cited in Robson & McCartan (2015), data triangulation refers to the process of gathering data using many methods (e.g., observation, interview, documentation).

4. FINDINGS

The research was conducted at SMA Negeri 6 Banjarmasin. Observation and interviews were conducted to collect the data for this study. The researchers combined both of the instruments to support the research data. Data collection started from July 28th, 2023, to August 19th, 2023. The first step was to observe the English club activities. The observation was conducted six times. In addition, the
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Researchers interviewed after finishing the observation session. The face-to-face interview was conducted twice, with three students and an English Club coach. The interview was conducted in Bahasa to collect more accurate information.

Table 1. The Schedule of Observation and Interview

<table>
<thead>
<tr>
<th>NO.</th>
<th>Day &amp; Date</th>
<th>Activity</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Friday, July 28th 2023</td>
<td>Observation</td>
<td>Introducing Self (Story Telling)</td>
</tr>
<tr>
<td>2.</td>
<td>Saturday, July 29th 2023</td>
<td>Observation</td>
<td>The members’ interests or hobbies (Story Telling)</td>
</tr>
<tr>
<td>3.</td>
<td>Friday, August 4th 2023</td>
<td>Observation</td>
<td>Write and Analyze the Favorite Song</td>
</tr>
<tr>
<td>4.</td>
<td>Saturday, August 5th 2023</td>
<td>Observation</td>
<td>Scrabble Game</td>
</tr>
<tr>
<td>5.</td>
<td>Friday, August 11th 2023</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saturday, August 12th 2023</td>
<td>Observation</td>
<td>The result of Analyze in Favorite Song (Story Telling)</td>
</tr>
<tr>
<td>7.</td>
<td>Friday, August 18th 2023</td>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Saturday, August 19th 2023</td>
<td>Observation</td>
<td>The Folklore (Story Telling)</td>
</tr>
</tbody>
</table>

The English Club at SMA Negeri 6 Banjarmasin used debate, speeches, and storytelling to help students practice and enhance their public speaking skills. In this club, Scrabble games were also played. Based on the results of the coach interview, there has yet to be a set syllabus for this English Club activity. The coach used the Banjarmasin competition’s typical syllabus. The coach’s strategy is not to establish boundaries like in regular classes. The regular class and the English Club had some differences. Therefore, the English Club was made less formal so members would feel comfortable there. Some students agreed that studying in the English club was more enjoyable. Observation showed that speaking skills are the focus of the English Club. The English Club at SMA Negeri 6 Banjarmasin used debate, speeches, and
storytelling to help students practice and enhance their public speaking skills. In this club, Scrabble games are also played.

Based on the observation, interview, and documentation, it was identified that the member and coach in English club activities. The English Club supports students in developing their speaking skills. There are various points from the club that can be highlighted.

1. The Students’ Interest in Learning English

Interest was demonstrated by paying attention to and enjoying any activity. This factor could influence students with their English Club peers and their willingness to improve their speaking skills. The English Club is a community of students who share the same intense desire to actively practice using English in communicating. From the observation, the research demonstrated that the participants paid attention to the club’s activity. As a result, members could sense the atmosphere since club members respected one another, and the club provided equal opportunity for students to engage in the club. Moreover, the previously indicated conclusions were supported by the researchers’ interviews. When the question was asked of the member, 'How long have you joined the English Club?'

Respondent 1 stated,

“So, I joined the English Club in 10th grade. ……… So, I just chose the English Club because I really have an interest in the English Club”.

Respondent 2 stated,

“One year from grade 10, during the extracurricular demonstration in the extracurricular prayer room, it looked interesting”.

Respondent 3 stated,

“I joined from the beginning of grade 10. I just found out that there was an English Club, so I joined and was really interested in joining the English Club”.

The students stated that they have the same interest in English. Students who are interested in learning English are more likely to be actively involved in club activities. After that, they introduced themselves and stated their reasons for joining the English Club. Most students have the same reason: they want to improve their English skills through the English Club. The students’ interest is one of the internal factors that students must have when learning English. The research showed that students perceive English club extracurricular activities in practicing speaking positively.
2. The Students' Motivation for Joining the English Club

The students' motivation is the desire to learn and succeed in their academic pursuits. It involves factors like personal interest, curiosity, goals, and the influence of external rewards or recognition—motivated students like being engaged, persistent, and successful in their learning endeavors. As a result, most students were excited to participate in English Club activities. The students already knew the basic concepts and had a personal motivation to learn and use English. At that time, they continued to improve their skills until they reach a higher level. They also discussed the goal they had in mind. They discussed joining the English Club to achieve their goal of improving their English-speaking skills. Furthermore, the findings mentioned before were also supported by the interviews conducted by the researchers. The members were asked, ‘What is your goal in participating in English Club?’.

Respondent 1 stated,

“So, my goal is first I want to improve my English skills, speaking, grammar and others of course. I want to improve it. Making friends also and having fun”.

Respondent 2 stated,

“My personal goal is to improve my ability to speak English without a dictionary and adapt to the new world. This means being able to understand what other people are saying. And within 3 months, I can speak English right away because I participated in a debate competition”.

Respondent 3 stated,

"I want to achieve, so I take part in competitions. Many seniors also win competitions here, so I am amazing and want to be like them."

Following the statement above, the English Club is critical in enhancing students' speaking skills. Students chose the English Club, which was an extracurricular activity that would help them improve their English skills. Here, all students were required to share the knowledge they had. Besides, in this club, they met people with the same goal: improving their speaking skills. Some students enjoyed being a part of this club because they might talk to one another about their challenges and then attempt to resolve them together. They needed to find solutions to various issues in this club because it was difficult for them to communicate with students who had yet to join the English Club.

3. The Role of Coach in Designing English Club Curriculum

The English club program supported teaching and learning outside the classroom as an extracurricular activity. The Ministry of Education creates the curriculum for formal classes. However, the coach created the curriculum as a material designer in an English club. The formal
institution had severe regulations. Therefore, the students could learn in an exciting and comfortable environment at the English Club.

The findings of this study generally demonstrated that the English Club offers English language learners the chance to practice expressing themselves in English in a comfortable, friendly learning atmosphere. The needs of the club's members completely determine the theme of the club's activities. In order to encourage members' active engagement, it is essential to accommodate their interests. The coach also positioned himself as humble as possible so that his students would not be afraid of him and he would be regarded as his friend.

The researchers knew how the students were being taught by their coach, who employed techniques to help them grasp more about studying English outside of the classroom. The English Club aimed for students to feel joyful, content, and unburdened while studying English. Their coach was engaging and used engaging approaches. All students can express their opinions through the English club without fear. In regular classes, the students lacked motivation to speak English and struggled to practice speaking it. It made sense that each student who joined the English club had an impact on the atmosphere in the classroom.

4. The Cozy Learning Community of The English Club

The students could enhance their speaking skills by participating in a supportive learning environment. The students concurred throughout the interview that the ideal learning and practice environments depended on the quality of the learning environment. In accordance with the study, the club provided practice time, comfortable surroundings, and engaging activities for the students. The English Club allowed students to practice speaking by employing the theories they used. The findings showed that students are very enthusiastic about practicing in the club. Furthermore, the findings mentioned before were also supported by the interviews conducted by the researchers. The members were asked, ‘Is the English Club a better place to improve your speaking skills?’.

Respondent 1 stated,

"Yes, it's a good place. So far, I've never felt bored unless there are a few people.

Respondent 2 stated,

"Yes, it is true. Maybe I like English SEO even more because of the debate."

Respondent 3 stated,

"Yes. Because it's just a place that feels like you can improve, so the only place that can improve my English is here, so it feels like it's exciting to have friends like that because I've never had them before, so I'm happy."
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The members of the English club felt that they needed help practicing their English because many students find speaking challenging. To make speaking simpler for the students, they could work with their peers, improving their speaking ability. They could create new ideas without being frightened to make mistakes, freely share their ideas, and speak more actively. They could overcome their shyness and anxiety issues by working on them together.

5. The Contribution of The English Club in Supporting Students’ Speaking Skills

The activities in the club had the most considerable influence on students' skills. At the first observation, which also coincided with the first meeting of the new teachings in 2023/2024 at the extracurricular English Club, they introduced themselves to each other—starting from the coach, old English club members, and new English club members. The coach explained a little about the background of the English Club and a general description of the activities at the English Club. Based on the observation, English extracurricular activities focused on developing public speaking skills through storytelling, speech, debate, et cetera. Furthermore, the findings mentioned before were also supported by the interviews conducted by the researchers. The members were asked, ‘How does the English Club affect your English-speaking skills?’.

Respondent 1 stated,

“I think speaking skills are more pronounced than in the past; maybe I already spoke, but it was. However, I feel like I am empty. Can I get here? I am learning English like that. Like I still feel unsatisfied”.

Respondent 2 stated,

"Increase. From grade 4, if I am not mistaken, it is like watching a film or listening to a song. It can help healing. Oh, yes, there is such a penchant for listening to English that it makes me curious how to pronounce it."

Respondent 3 stated,

“Before that, when I spoke in English, I did not have any friends, but after joining here, I started to have the courage to chat with each other, so I practiced my speaking skills and also chatted with each other in English and continued in public speaking. Maybe a speech or something like storytelling is usually what the coach tells you to do, so it is practiced there."

The activities of the English Club may have some beneficial benefits for students' performance, particularly in speaking. In the regular class, the emphasis is mainly on the four English proficiency skills, and the English Club activities are mostly focused on the students' speaking skills. The statement above explains that students have identified pronunciation as
essential to their speaking skills. In particular, respondents emphasized that the English Club is a valuable platform for honing this aspect of language skills. By participating in English Club activities, students could actively engage in targeted and structured practice sessions to improve their pronunciation skills. It underlined the critical role of English Clubs in providing a supportive environment for students to perfect their oral language skills, thereby contributing to a comprehensive and practical language learning experience. The extracurricular activity allowed students to communicate and interact with their peers in a less formal learning environment than in the classroom.

The improvement achieved through English Club extracurricular activities is due to activities that provide a pleasant, fascinating, and enjoyable manner of learning English, allowing students to be active and have great self-confidence when practicing speaking skills. The majority of students had effectively participated in English club activities. The students needed help to work on their English. They needed to work together with their peers and give them positive development. By practicing together, their problem with anxiety and shyness could be overcome.

5. DISCUSSION

The discussion aims to discuss the data findings and draw a conclusion related to the research question. The study focused on how the English club supports students' speaking skills. The description of the phenomena identified during this study is included in the discussion. It is concerned with the learning process of the English Club. Grounded in the Community of Practice, the English Club at SMA Negeri 6 Banjarmasin is an extracurricular program whose goal is to accommodate the aspirations of students who want to develop their talents in English, especially speaking skills. It is supported by Wenger (1999), with the interrelated characteristics of a Community of Practice: the domain, the community, and the practice.

Communities of Practice involve a shared practice. The community of practice developed in the school environment is referred to as the English Club, which refers to the members' shared interests and learning process when a community consists of a group. Communities of practice are voluntary groups of people who come together to discuss issues and ideas, share and develop their practice, and share a common interest or concern. It is in line with the research of Nasrullah et al. (2021), which suggested that teachers learn and develop new methods and approaches for teaching in order to make the learning process more exciting. Paying attention to the nature of the Community of Practice and looking at the activities carried out by The English Club are practice activities and learning English through the Community of Practice platform. The students are encouraged to study together, talk to each other about their problems, and solve them. The club
members convene to share their stories about learning from the experience. Communities of Practice require interaction between their members to survive as a living community, based on the experience of Wenger, McDermott, and Snyder (2002). Therefore, the contribution of this Community of Practice results in a non-structured learning pattern that tends to focus more on the personal development of community members.

English learners need to participate in learning communities to accelerate the development of speaking skills. The most crucial component of speaking is practice. Speaking practice is quite effective in the area of English. According to Zahra et al. (2019), Speaking is typically the most difficult aspect of learning a second language for most individuals. Therefore, the school provides the English club as an extracurricular activity. By joining an English club, students might enhance their speaking skills. In English as a Second Language teaching, at least five types of speaking occur in the classroom. According to Brown (2004), students are expected to carry out six types of oral production. They are imitative, intensive, responsive, interpersonal, and extensive. The research findings demonstrated that the activities of the English club were carried out using basic types of speaking.

Moreover, the most common type is responsive. In one of the example activities, the coach gave an exciting topic and gave an example to the students. Then, students develop the topic and practice individually in front of the class. The methods that the coach in the English club used were modeling and practicing. It is also supported by Widiyawati et al. (2020), who state that the tutor strives to engage EFL students in the lesson by including expressions and selecting themes that are relevant to EFL students.

In English Club activities, the common type of speaking activity is responsive; it can contribute to developing oral communication skills, which involve responding to the topic given by the coach. This responsiveness can affect several aspects of speaking, including comprehension, pronunciation, fluency, and vocabulary. It is supported by Harmer (2007), as cited in Masroh et al. (2019), who state that speaking has five components: grammar, vocabulary, fluency, pronunciation, and comprehension. In comprehension, students interact in the English Club; students can improve their understanding of English contextually. It includes the ability to understand questions or statements from other members, as well as provide appropriate responses. Then, in pronunciation, responses to conversations in English in the English Club can help participants practice and improve their pronunciation. Participants can adjust their pronunciation by listening to and responding to other members' speech. In fluency, responsive activities such as speaking spontaneously in response to specific topics can help develop fluency. The ability to respond quickly and smoothly can develop over time through active participation in these activities. Moreover, the last is vocabulary; responses to various topics in English Club conversations can help participants expand and enrich their vocabulary. Participants can use new words in different contexts to deepen their understanding of multiple words and phrases.

The findings of this study generally demonstrated that English clubs offer opportunities for English learners to practice using the language in a comfortable
and pleasant learning environment. It is in line with recent research of Annur & Nasrullah (2023) that the phrase "external factors" refers to circumstances, people, or objects in the learner's immediate surroundings that are beyond their control and might contribute to anxiety related to learning a foreign language. The club is an excellent place to improve students' speaking skills and practice their English. It is also supported by Nasrullah et al. (2023), who said that the learning environment is more than just the physical look of the space in which learners can learn; it is also about the feelings that are formed to support a pleasant, conducive, and flexible setting in which learners can build mutual communication. The club follows some competitions in English. So, by participating in these competitions, they gain experience and learn lessons about English-speaking competitions.

Moreover, this study showed that English clubs could improve students' speaking achievement. These findings are related to Umar's (2016) findings that the English Club program plays an important role in enhancing students' speaking abilities. It indicates that students are motivated to participate in all club activities. While in the regular class, the emphasis is mainly on the four English proficiency skills, the English club activities primarily focus on the students' speaking skills. Moreover, The English club offered engaging, exciting, and entertaining alternatives for students to practice speaking English, leading to active participation and a high confidence level while speaking and expressing their opinions. Highly motivated students typically have the proper awareness, attitude, habits, and goal-setting when learning English (Widiyawati et al., 2020).

To be successful in oral communication, speakers must consider several factors, including micro- and macro-skills. Moreover, implementing the English Club aligned with the principles of learning speaking based on Brown (2004), who classified speaking skills into micro-skills and macro-skills. The macro skills deal with the more important language components, whereas the micro-skills concentrate on the smaller language units. The macro skills imply the speakers’ focus on the more significant elements: fluency, discourse, pronunciation, vocabulary, accuracy, function, style, cohesion, non-verbal communication, and strategic options. In the context of the English Club, students have a valuable opportunity to practice and actively improve their critical speaking skills. Through engagement in various activities and discussions, participants can sharpen their macro skills, including fluency, pronunciation, accuracy, and vocabulary. The interactive nature of the English Club facilitates a dynamic environment in which students learn about these macro skills and practice them. By participating in group conversations, debates, and presentations, students can apply the principles of speaking learning outlined by Brown (2004). This hands-on approach in an English Club environment allows students to develop both micro-skills and macro-skills, encouraging comprehensive and effective improvement in their oral communication abilities.

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vocabulary. It is supported by Harmer (2007), as cited in Masroh et al. (2019), who state that speaking has five components: grammar, vocabulary, fluency, pronunciation, and comprehension. In comprehension, students interact in the English Club; students can improve their understanding of English contextually. It includes the ability to understand questions or statements from other members, as well as provide appropriate responses. Then, in pronunciation, responses to conversations in English in the English Club can help participants practice and improve their pronunciation. Participants can adjust their pronunciation by listening to and responding to other members’ speech. In fluency, responsive activities such as speaking spontaneously in response to specific topics can help develop fluency. The ability to respond quickly and smoothly can develop over time through active participation in these activities. Moreover, the last is vocabulary; responses to various topics in English Club conversations can help participants expand and enrich their vocabulary. Participants can use new words in different contexts to deepen their understanding of multiple words and phrases.

Overall, the findings of this study show that English language clubs provide an opportunity to practice the language in a relaxed and fun atmosphere. The club is an excellent place to improve students’ speaking skills and practice their English. In addition, the students can use social media to share their English Club activities. It is also supported by (2022), who states that social media can help students improve their writing ability. The club follows some competitions in English. So, by participating in these competitions, they gain experience and learn lessons about English-speaking competitions.

Furthermore, this study found that English clubs could help students enhance their speaking skills. These findings are related to Umar’s (2016) findings that the English Club program had a significant role in enriching students’ speaking achievement. It indicates that students are motivated to participate in all club activities. While in the regular class, the emphasis is mainly on the four English proficiency skills, the English club activities primarily focus on the students’ speaking skills. Moreover, The English club offered engaging, exciting, and entertaining alternatives for students to practice speaking English, leading to active participation and a high confidence level while speaking and expressing their opinions. Besides, there are numerous advantages to analyzing students' personalities, including improved instructional and learning activities (Octaviani et al., 2023).

6. CONCLUSION

The findings indicate that the English Club is a group of students who share an intense desire to practice actively integrating English into communication. Most students were happy to participate in English Club activities. They discussed joining the English Club to achieve their goal of improving their English-speaking skills. The English club program supports teaching and learning outside the classroom as an extracurricular activity. Formal learning is intentional, whereas informal learning is spontaneous, goal-oriented, and life-long lasting. In the formal class, the students should concentrate on the material.
On the other hand, in the English club, students are more motivated to learn because they can feel more relaxed and fun. The English extracurricular activities focus on developing public speaking skills through storytelling, speech, debate, and so forth. By participating in English Club activities, students can actively engage in targeted and structured practice sessions designed to improve their pronunciation skills. The research's findings demonstrated that the activities of the English club were carried out using basic types of speaking, focusing on responsive and extensive methods. These approaches are employed to enhance students' learning skills in achieving fluency and accurate pronunciation in spoken English.

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