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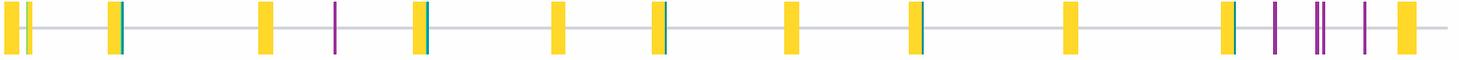
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The Reflection of an English Club Supervisor on the Implementation

to Support Speaking

[Refleksi Seorang Pembimbing Klub Studi Bahasa Inggris Tentang

Implementasinya Untuk Mendukung Kemampuan Berbicara]

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Abstract.

This study investigates the implementation of learning methods within an English Study Club to support students' speaking practices. Using a qualitative approach with in-depth interviews, the research examines the application of a performance-based framework, including thematic activities such as news reading and storytelling. Findings highlight that the English Study Club functions through a structured instructional design that prioritizes a real-life context approach, allowing students to relate materials to their daily experiences.



The study emphasizes the

significance of the instructor's participation in applying a non-judgmental response method, which establishes an active area for continuous language use. Despite problems such as inconsistent showing up and conflicts with the program, the team guarantees the steady provision of instruction by employing strategic modifications, such as

frequent evaluations and changes to the planned time. This points out the vital role of activities outside the typical classroom as an adaptable forum for practicing language abilities, noting the benefit of a well-functioning communication system in offering consistent openings for students to engage in genuine speaking opportunities.

Keywords - English Study Club, speaking practice, learning methods, instructional framework, qualitative research.

Abstract. Penelitian ini mengkaji pemakaian metode mengajar dalam Kelompok Belajar Bahasa Inggris guna meningkatkan latihan bicara siswa. Riset ini mengambil metode kualitatif melalui dialog mendalam, sambil menilik pelaksanaan kerangka kerja berorientasi hasil, meliputi kegiatan bertema seperti menyimak berita dan mendongeng. Temuan menyoroti bahwa Klub Studi Bahasa Inggris berfungsi melalui desain instruksional terstruktur yang memprioritaskan pendekatan konteks kehidupan nyata, memungkinkan siswa untuk menghubungkan materi dengan pengalaman sehari-hari mereka. Studi ini juga mengungkapkan peran instruktur dalam menerapkan strategi umpan balik yang tidak menghakimi, yang menciptakan lingkungan yang fleksibel untuk keluaran linguistik yang berkelanjutan. Terlepas dari tantangan seperti ketidakkonsistenan kehadiran dan konflik terjadwal, klub mempertahankan kontinuitas instruksionalnya melalui adaptasi metodologis strategis, seperti evaluasi berkala dan konfigurasi ulang jadwal. Hal ini menunjukkan peran penting kegiatan ekstrakurikuler sebagai tempat adaptif untuk praktik bahasa, menekankan potensi kerangka komunikasi fungsional dalam memberikan peluang yang konsisten bagi siswa untuk terlibat dalam interaksi berbicara alami.

keywords - Klub Studi Bahasa Inggris, praktik berbicara, metode pembelajaran, kerangka pengajaran, penelitian kualitatif.



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I. INTRODUCTION

Extracurricular activities such as English Clubs, play a crucial role in supporting students' speaking skills through practical, interactive instructional methods beyond formal classroom learning. The English Club provides a platform

for students to engage in structured activities like speeches, Discussions and simulations which focus on the application of specific speaking strategies [1]. The formal English learning process in school is often limited to theoretical lessons, leaving little room for flexible practise [2]. To address this, the English Club offers an alternative space where the supervisors implements real-life context approaches to develop students english proficiency. These methods allow students to apply their knowledge in practical situations, such as preparing for speaking performances and monthly evaluations. In speaking instruction, Communicative Language Teaching (CLT) emphasizes spoken performance and meaningful communication over grammatical accuracy. Within this approach, corrective feedback is commonly delivered after speaking activities to avoid interrupting communication [3].

This research discusses the instructional methods implemented within the English Club at a Senior High School in Sidoarjo, where the program is specifically designed as a strategic venue for students to develop their speaking practices through structured creative activities. Many students at this senior high school encounter difficulties in oral communication due to limited opportunities for immediate practical use. These challenges arise because regular classroom activities primarily focus on theoretical aspects, such as grammar and writing. As emphasized by the club's key informant, relying solely on the regular school curriculum is insufficient for comprehensive oral practise, which led to development of specific instructional strategies within the club. To address these needs, the club implements diverse speaking-oriented methods, including daily conversations, news broadcasting simulations, and role-playing. Approximately 60 members participated during the 2024/2025 school year, indicating a strong interest in engaging with these interactive approaches. Consequently, the english club serves as a platform that facilitates students in navigating speaking challenges through the application of a real-life context approach.

The implementation of English Club instructional strategies has been widely documented in recent studies, emphasizing their role as a practical complement to format instruction. Romli et al., for instance, identified that the core of club activities lies in the application of regular interactive practice that focuses on developing fluency, vocabulary, and pronunciation [4]. Following this, Nuraeni et al. examined the thematic approaches utilized in club settings, such as movie, discussions and games, which are designed as specific methodological tools to encourage oral participation [5]. While these strategies are central to the program, Nawati et al. observed that the implementation of such methods is sometimes challenged by operational issues like irregular attendance and varied proficiency levels among members [6]. In terms of empirical support for these pedagogical frameworks, Mursidin et al. described how structured club activities provide a different learning atmosphere compared to formal classroom [7]. Finally, providing specific context, Raskova Octaberlina's study in a vocational school highlighted diverse club activities, with storytelling being a primary method used to organize ideas and practise grammatical accuracy in a communicative way [8].

While these studies underline the general structure of English Clubs, most have focused on broad activity descriptions without exploring the specific pedagogical strategies implemented by informant [9]. Previous research by Romli et al.; Nuraeni et al.; Nawati et al. [4] [5] [6] has consistently established that English Club serve as a crucial platform for regular practise and interactive activities [10]. These studies indicate that club environments provide a necessary space for language engagement, yet limited attention has been given to how the methods are carried out from the perspective of the club primary provider [11] [12]. This study fills the gap by providing a localized analysis that focuses on the instructional framework of an english club within the Indonesian public high school context. This very important subject is often not given enough attention in writing for those learning English as a foreign language. Furthermore, the existing literature often fails to provide dedicated insight into the internal evaluation and supervisor's reflection regarding the consistency of these methods over an extended period.

Therefore, this research offers novelty by examining the specific methodological approaches of the English club and incorporating the supervisor's reflective insights as an authoritative evaluation of the program's ongoing implementation.



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Engaging in such events gives students structured avenues to take part in various oral exercises [13]. Moreover, these instructional approaches foster a more lively learning environment for using English in a supportive atmosphere [14]. This study emphasizes the importance of developing diverse teaching methods and providing separate openings for speaking practice in both structured and casual settings. The findings suggest that carefully planned and varied tasks in the English Club are vital for using a practical context method that improve the informant. In addition, incorporating perspectives from primary sources deepens the grasp of how these educational approaches are sustained and evaluated across periods, confirming that the teaching structure matches the club's desired outcomes.

This study looks closely at the teaching ways used in the English Club. The goal of the informant is to make students better at talking out loud. Many students at this high school struggle to speak well. [15]. They know grammar and words, but speaking is hard for them. Specifically, this study seeks to provide an in-depth analysis of the instructional methods employed by the informant and how these approaches are documented through the supervisor's evaluative insights, covering aspects of activity design and the application of a real-life context approach.

The approaches implemented allow for practical application of language elements such as words and flow within a useful educational environment where instruction remains central [16]. This structured environment permits consistent rehearsal of oral exercises, thereby encouraging learner engagement and facilitating their relationship with the English language both inside the group and externally [17]. Ultimately, the group links theoretical knowledge to practical application through a framework centered on common scenarios. Through focusing on these instructional pursuits, this research intends to examine the inquiry: What instructional techniques are employed in the English Club to assist students with their speaking skills?

II. Method

This study employs a qualitative research design. According to Creswell, a qualitative approach is used to explore and understand



[18]. It emphasizes depth of

understanding through participants' perspectives, experiences, and interactions rather than numerical measurement.

Similarly, Denzin and Lincoln explain that qualitative research involves an interpretive, naturalistic approach to the world, aiming to study phenomena in their natural settings. Based on ini foundations, this study uses a qualitative design to systematically, factually, and accurately describe the instructional methods and strategies of the English Club and the supervisor's evaluative insights in supporting students' speaking activities. [19].

One public high school serving just final-year students in Sidoarjo provided the backdrop for this investigation into oral communication instruction strategies. The English Club advisor was the main interviewee and first source of evidence for this inquiry. Choosing this certain person is very important given the guided method used in gathering the data from conversations. The advisor knows a lot about the instructional aspects of the curriculum, problems encountered during putting it into practice, and internal assessments on how the group progresses because this person controls the learning structure's growth and arranges weekly events. The perspectives presented by this source therefore provide required fast evidence for a thorough review of the teaching strategies employed in the English Club and their ongoing nature over time.

To gather the required information, the research group used a semi-structured interview technique. The investigators selected this approach as they wished to have a full grasp of the founder of the English Club's academic opinions and teaching techniques [20]. The researcher interviewed the person in charge of the club's activities in order to confirm the veracity of the conclusions. The discussion centered on the source's instructional strategies, implementation issues experienced, and insightful evaluations of the use of the teaching techniques including a mix of prepared questions and chances to talk about fresh academic topics.

Data in this research were collected through semi-structured interviews. The research instruments utilized were an audio recorder to capture the informant's detailed explanations and an interview protocol containing a set of pedagogical questions. The recorded dialogue was then meticulously converted into a written transcript to ensure data accuracy and facilitate the coding process. The selection of the English Club Supervisor as the single key informant is highly relevant because, as the sole designer and implementer of the program, he possesses the comprehensive authority and detailed knowledge of the instructional methods developed over the past two years. Therefore, the depth of the data obtained from this authoritative source, which includes the supervisor's evaluative



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insights, ensures the credibility of the findings by prioritizing information richness regarding the club's methodological framework.

The acquired qualitative data were examined using thematic analysis following the model by Miles and Huberman, which consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. In this study, the process began with data preparation, where all verbal information from the audio-recorded interviews was converted into a written verbatim transcript [21]. The second stage was data reduction, involving selecting and focusing on information strictly relevant to the instructional methods and speaking activities. During this stage, the researchers simplified the raw transcript by identifying core pedagogical units. The reduced data were then organized in the data display stage by categorizing them into key themes, such as the instructional framework, real-life context approaches, and supervisor's evaluative reflections. Finally, conclusion drawing and verification were conducted by interpreting these categories and cross-referencing them with the original transcript to ensure that the findings accurately represent the informant's methodological perspectives.

III. Findings and Discussion

I. Finding

The results of this qualitative inquiry are categorized into specific sections to describe the implementation of instructional methods within the English Club. To address the research question, the researcher analyzed the interview data to identify the framework of the pedagogical approach. The findings are detailed into three primary pillars based on the supervisor's evaluative insights: the implementation of the real-life context approach to ensure material relevance (Section 1), the integration of interactive learning media and digital platforms (Section 2), and the strategic adjustments made to the program based on instructional reflections (Section 3). These sections provide a comprehensive description of the club's methodological strategies for supporting language practice.

The Implementation of Real-Life Context Approach and Instructional Materials

A primary finding of this research is the implementation of a learning approach oriented toward a real-life context, which serves as the core methodological strategy [22]. This approach is the primary framework employed by the club to ensure that instructional materials are relevant and applicable to students' daily experiences [23]. As noted by the supervisor: "The approach I use is usually more of a real-life context... I try to connect the English Club material and activities to the students' daily lives, so that it can be more relatable in terms of students developing their speaking skills." (source of the data of Q3)

To support students' speaking practices, the supervisor focuses on providing materials that serve as a "pedagogical bridge". The method involves selecting topics that are closely related to the students' actual situations to reduce instructional barriers during speaking practice. By using this strategy, the supervisor ensures that the material is not just theoretical but practical enough so support smoother transitions from material delivery to speaking practise. The supervisor clarified this bridging method: "And also with the material I provide, it is related to the students' real situations, of course. This will be a bridge for students to not feel awkward when practicing their English... in their daily lives." (source of the data of Q15)

By structuring the materials as a bridge, the supervisor's method focuses on creating a seamless transition from learning the material to practicing it, ensuring that the instructional content directly supports the students' ability to use the language naturally within the club's framework.

Instructional Framework Based on Real-Life Context

The instructional strategy in the English Club is implemented through a systematic process of designing materials that prioritize relatability and functionality. This methodological framework distinguishes the club from formal classrooms by focusing on how language is used in social environments [24]. The approach is executed by selecting

topics that directly correlate with teenage life, such as reviews of movies or music, which serve to bridge the gap between theoretical knowledge and practical use. [25]. Additionally, this method emphasizes Language Application. The focus of these activities is on clearly sharing thoughts, not on perfect grammar. These hands on tasks fit into



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various forms, like talking things over, short speeches, and acting out scenes. In these exercises, the teacher sets up a supported space for students to build skills in making up and answering points right away.

Table 3.1: Documentation of English Club Instructional Materials

Component	Methodological Description	Key goal
-----------	----------------------------	----------

Material		
----------	--	--

Selection		
-----------	--	--

Choosing topics related to students'		
--------------------------------------	--	--

daily environments (teenage issues,		
-------------------------------------	--	--

movies, music).		
-----------------	--	--

To sustain the practice		
-------------------------	--	--

of contextual speaking.		
-------------------------	--	--

The Pedagogical		
-----------------	--	--

Bridge		
--------	--	--

Create materials that serve as a		
----------------------------------	--	--

"bridge" between theory and		
-----------------------------	--	--

practice.		
-----------	--	--

To facilitate smoother		
------------------------	--	--

speaking practise.		
--------------------	--	--

Functional Roles	Implementing simulation-based	
------------------	-------------------------------	--

methods (e.g., Reporter,		
--------------------------	--	--

Storytelling).		
----------------	--	--

To focus on		
-------------	--	--

Functionality and		
-------------------	--	--

message conveyance.		
---------------------	--	--

Structured		
------------	--	--

Routine		
---------	--	--

Weekly meetings followed by a

"Monthly Presentation" for

practical application.

To provide a consistent

and predictable

learning framework.

Integration of Interactive and Performance-Based Methods

The second aspect of the instructional method involves the integration of interactive media and performancebased

tasks to facilitate speaking practice. The supervisor implements an interactive learning method by utilizing digital

platforms such as Quizziz to deliver materials in a way that maintains student interest during the learning process.

This is viewed not merely as a tool, but as a methodological strategy to ensure the instructional delivery remains

engaging for the students. As the supervisor noted: "...if it is not combined with that [technology]... it will make the

activity less interesting for students... for example using Quizziz to provide interesting interactive quizzes to

students." (source of the data Q13)

Furthermore, the club employs a performance-based evaluation method as a systematic way to measure how

students implement the speaking topics provided in earlier meetings. This method concludes each instructional cycle

with a "Monthly Presentation," where students are required to perform a specific role related to the month's theme,

such as a news anchor or news reading. The informant explained: "...at the end of the month we will evaluate in the

form of a performance demonstration... this month's theme is about news anchors, news reading... asking students to

practice their role as news anchors." (source of the data Q7)

This structured approach ensures that the method is not only about receiving information but also focuses on the

consistent practice of speaking skills through role-play and simulations.

Pedagogical Support and Spontaneous Performance Techniques

This section identifies specific techniques implemented by the instructor to facilitate student engagement in

speaking practice. This pedagogical approach is defined as a teaching strategy in which the instructor acts as a

facilitator to create an interactive learning environment. This methodological choice is executed through two main

techniques [26]. First, the instructor employs a spontaneous speaking method by giving students random topics to

present to the group without any prior script preparation. This technique is a deliberate teaching action designed to



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foster students' spontaneity in constructing arguments. Second, the instructor employs a delayed corrective feedback

strategy as a core part of the teaching style. Rather than correcting every grammatical error, the instructor prioritizes students' opportunity to complete speaking performances as the primary goal of the activity. —This teaching reflection is reflected in the instructor's statement: "I still encourage them to try and of course, I don't judge whether they are bad or lacking, but I still motivate them whatever their results. The important thing is to dare to appear first." (source of the data Q11)

Using the approach of feedback

Before providing comments, the teacher enables pupils complete what they are stating. When pupils are talking, they do not interject. Comments meant to correct mistakes come after the job is finished. This guarantees that the spoken practice goes on without break. The strategy aims at clearly specified educational goals. It wants to stress that the only thing of importance is excellent spoken practice.

This strategy is supported by the instructor's explanation during the interview, as stated:
—I still encourage them to try, and of course I don't judge them as bad or lacking. || (Interview data, Q11)

The statement indicates that the instructor avoids interrupting students during their performance and postpones feedback until the activity is completed. In this way, the feedback strategy functions as an instructional method rather than an evaluative judgment during speaking practice.

The Supervisor's Role in Providing Scaffolding and Modeling

The second aspect of the teaching strategy involves the supervisor's role as a facilitator who provides structural support for students during speaking tasks. This pedagogical approach is executed through two specific methods. First, the supervisor utilizes a modeling technique where they provide clear directions and examples before students begin their activities. Rather than merely lecturing, the supervisor guides the students on how to engage in structured speaking practice. As the supervisor reflected on this facilitative role:

"The supervisor here plays more of a facilitator role, yes, we prioritize the students' language production... the teacher here doesn't talk much but rather directs the children on how to develop their English skills." (source of the data Q5)

Second, the club applies a scaffolding method through a staged approach to instructional tasks. This is evidenced by the use of gradual difficulty levels in speaking exercises, starting from familiar topics, such as personal hobbies, before moving on to more complex spontaneous tasks. The supervisor provides the initial "topic fuel" (supply of material), such as their hobbies, and then requires students to expand that topic into a narrative story. This methodological framework ensures that students who are active in the club have consistent opportunities to try, practice, and refine their skills through structured repetition. By implementing this scaffolding strategy, the supervisor ensures that the instructional process focuses on active linguistic use and the practical application of speaking skills within a supportive teaching framework.

Strategic Integration of Real-Life Context and Creative Performance

The final aspect of the pedagogical method is the strategic alignment between classroom theory and practical linguistic usage. The supervisor employs a contextual integration technique where the club's materials are specifically curated to match the students' social and personal environments. This methodological choice is intended to facilitate a natural transition from being a passive learner to engaging in active speaking practice. By focusing on the practicality of the topics, the supervisor ensures that the instructional content provides sufficient "pedagogical fuel" for students to engage in spontaneous interactions outside formal hours.

Moreover, as the final component of the series of instruction, the informant employs a method based on

competence. This approach lets students show their verbal abilities across several subject categories. Rather than typical success indicators, this approach highlights the importance of demonstration chances. These activities are created by the instructor so that pupils may accept particular work or social responsibilities, therefore guaranteeing

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that the speaking practice mirrors actual conditions. Via this last model component, the learning system connects group activities with applying the language to real-world situations effectively.

Utilizing Contextual Linkage to Facilitate Language Use

The instructor employs a contextual teaching method by acting as a provider of an instructional connector that aligns theoretical knowledge with real-life application. This approach is specifically executed through the selection of relatable resources and structured performance themes. Based on the data, this linking strategy consists of two primary teaching actions. First, the instructor aligns the club's materials with the students' daily social circumstances, such as using topics like "hobbies" and "common conversations," to ensure the language remains functional. Second, the instructor provides a structured framework for performance,



such as "news reading" and "storytelling,

" which

allows students to practice speaking in a systematic and purposeful manner.

The informant way of thinking shows that the primary goal of this technique is to supply pupils with enough "subject matter content" so that they can engage in speaking practice while conversing in English throughout their daily activities. Using this exact structure enables the instructor to support the efforts of the kids at speaking by simplifying their transition from the classroom setting to actual discussions. By means of imaginative presentations, this method ensures that every lesson focuses on the honest application of speech.

Table 3.2: Contextual Linkage Framework in Speaking Activities

Methodological

Phase

Instructor's Pedagogical

Action

Target of Speaking

Practice

Environmental

Scanning

Selecting topics based on

students' daily reality and

teenage interests.

Social interaction that is

practical.

Priming the

Content

Offering fundamental

vocabulary and "Subject

Matter Content" to serve as a

foundation for

communicating.



Readiness for spontaneous

expression.

Performance

Simulation

Assigning situational

responsibilities, such as news

reader and storyteller.

linguistic production that

is both creative and

relevant.

Educational Framework for creative speaking practise

The finding in this category identifies the teaching strategy used to facilitate student creativity beyond the formal curriculum. The instructor executes a creative-based approach designed to provide a dedicated space for students to develop their linguistic talents through non-formal activities. This instructional method is performed through two primary strategic goals. First, the focus is on Creative Innovation, where the teaching design allows students to explore various forms of English expression that are not restricted by rigid classroom schedules. Second, the supervisor uses a technique focused on flow by stressing the importance of real conversation. Rather than focusing upon sentence structure correctness, this practice aims to make talking easier and integrate it within the students'

daily routines. As stated in the interview:

"...how can they engage speaking activities, so that because they can engage English and daily conversation activities, it will certainly be easier for them to develop their English language talents." (source of the data Q2)

By focusing on this specific framework, the instructor ensures that the club serves as a strategic venue for practical talent development. This approach supports speaking practice by providing a less restrictive environment where the primary teaching action is to encourage continuous and natural linguistic output.

Methodological Adjustments for Sustaining Speaking Practice

This finding identifies the strategic adjustments made by the instructor to ensure the consistent implementation of speaking activities despite external constraints. While the English Club follows a structured instructional design, the instructor encountered challenges regarding student attendance due to scheduling overlaps with other activities. To



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address this, the instructor applied a responsive teaching adjustment by evaluating the program's long-term execution and reconfiguring the activity schedule. This decision was not merely administrative but was a deliberate methodological choice to ensure that students have regular and "refreshed" opportunities to engage in English conversations. As reflected in the instructor's evaluation:

"The schedule of activities is changed every Thursday at 3:30 PM because it is a form of refreshment and also because I have evaluated... there are conflicts with other activities... so I feel it is necessary to refresh it by changing the previous activity schedule." (source of the data Q17)

Through this adaptive approach, the instructor ensures that the speaking method remains accessible to the members. By prioritizing a "refreshed" schedule, the instructor maintains the instructional flow, ensuring that the primary goal of providing a consistent venue for speaking practice is not hindered by logistical barriers. This action reflects a commitment to instructional flexibility, where the teacher's role includes evaluating and adjusting the learning framework to support continuous linguistic development through active participation.

Longitudinal Evaluation and Adaptive Instructional Framework

The instructor demonstrates a deliberate approach to maintaining the consistency of speaking activities through a

systematic review process. This framework is rooted in a continuous assessment of how the learning methods are delivered over time. Specifically, after a two-year period of monitoring the program's execution, the instructor performed a comprehensive evaluation of the club's participation patterns. This long-term observation led to a necessary shift in the activity timeline to better accommodate the participants' availability for speaking practice. This action is categorized as a methodological adaptation, ensuring that the instructional flow remains uninterrupted by external logistical constraints.



This adaptable choice is driven by the Informant aim to build a "freshened" setting for language development. By changing the timetable for sessions, the teacher confirms that the speaking method can be used more consistently without interfering with other extracurricular duties. This evaluation procedure mirrors the vital professional self-examination required to sustain the organization's operation. Through this modification, the teacher guarantees that the instructional procedure keeps offering a dependable venue for learners to take part in unplanned conversation. This finding highlights the importance of the teacher's duty in reviewing the pedagogical structure to support the continuing success of speaking exercises, ensuring that the methods stay accessible and helpful for all attendees.

This decision demonstrates the supervisor practical awareness of the external factors affecting the group's method.

II. DISCUSSION

This section provides a comprehensive review of the research findings regarding the instructional methods implemented within the English Club. The discussion focuses on a comparative analysis between the club's core strategies—specifically the real-life context approach and performance-based techniques—with established theories of speaking skill development in extracurricular settings. By examining the instructional adjustments and the supervisor's pedagogical reflections, this discussion aims to interpret how these methods function as a structured framework for supporting students' speaking practices. The integration of relatable materials and the execution of a non-judgmental instructional style are analyzed as deliberate methodological choices designed to facilitate continuous linguistic output without the constraints of formal classroom evaluation.

Nawati et al. explained that extracurricular activities should provide opportunities for students to communicate functionally [6]. This principle is closely aligned with the instructional approach observed in the club, where the instructor implements a real-life context method to ensure that all linguistic materials are directly relevant to the students' social environments. By linking the club's activities to daily life, the instructor creates a functional framework for language use. Furthermore, Octaberlina and Muslimin emphasized that an English club serves as a structured space for practical interaction [27]. This is evident in the club's methodological design, which incorporates activities such as news reading and storytelling performances. These techniques are strategically chosen to allow students to engage in natural conversation processes without being restricted by formal classroom evaluations. Additionally, Muslimin noted the significance of digital tools in language education [28]. In accordance with this, the instructor integrates technology, such as interactive quiz platforms, as a teaching media to maintain engagement during the speaking sessions. Overall, these findings confirm that the methodological focus on interactive environments and functional communication serves as a core component of the club's instructional framework.

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Salam and Luksfinanto claim that the way a teacher teaches by creating a kind and non-judging environment corresponds with modern educational approaches meant at lowering language acquisition issues [29]. The instructor chooses a cunning approach to offer the English Club feedback that prevents highlighting of mispronounced words during speaking sessions. Instead, the teacher uses appropriate compliments to promote better dialogue. This strategy is consistent with what Zunuaris and Zainil found, showing that more student involvement results from a supportive environment outside of conventional classrooms [30]. This choice places effective communication first by emphasizing how critical it is for them to feel ready to converse instead of speaking perfectly. Furthermore, the informant introspection on their teaching shows that this strategy is a simple move toward building a learning atmosphere where using the language at all times is the main goal. This particular lesson plan ensures students have more chance to speak and hone their speech.

The educator's aim to prepare instructional materials as a "bridge" for conveying knowledge aligns with the concept that actions away from school boost structured education. Although prior studies concerning English Clubs often highlight the gains in language proficiency, this study stresses the methodology employed to encourage English usage beyond the club setting. Through relating materials to genuine scenarios, the instructor employs an instructional style that encourages students to employ the language independently in their common social exchanges. This finding supports the larger notion that the structure of education in activities beyond the required curriculum—especially by integrating pertinent subjects and hands-on speaking practices seeks to build a lasting base for successful interaction. Consequently, the focus remains upon the instructor's deliberate effort to establish a teaching connection between school assignments and actual daily situations. Given this specific method, the act of speaking improves by guaranteeing that the provided content is useful, acting as a working tool for typical discussions.

This study points to an adaptable way for overcoming hindrances to involvement, shown by an in-house assessment performed during a two-year duration. The deliberate decision to shift the timing of events functions as an instructional adjustment meant to generate a "revitalizing" effect, that supports keeping learner focus and ensures speaking tasks feel accessible. This technique aligns with the findings of Agustina and colleagues, who emphasize the need for ongoing and flexible management to make certain that after-school initiatives meet their learning objectives across a prolonged span. These results demonstrate that the club functions as a learning environment that supports a Communicative Language Teaching (CLT) framework [31]. By integrating this strategy with a supportive instructional delivery, the instructor ensures that the primary focus remains on functional communication and continuous speaking practice. Consequently, the adaptive measures taken by the instructor are not merely administrative, but are essential methodological choices to maintain a consistent venue for students to apply their linguistic talents in a non-formal setting

VII. Conclusion

Based on the research findings, it is concluded that the English Club implements a structured instructional

framework to facilitate speaking practices. The core of this implementation lies in a systematic monthly cycle consisting of topic introductions, intensive practice sessions, and performance-based evaluations. This methodological design establishes a supportive learning environment where the instructor acts as a facilitator, prioritizing the students' continuous linguistic output over rigid grammatical accuracy. Consequently, this specific instructional setting ensures that the learning process focuses on the active usage of the language in a non-formal context.

The club's instructional design is centered on two primary methodological pillars. First, the application of a real-life context methodology serves as a pedagogical bridge, allowing students to align instructional materials with their daily social interactions. This approach is intended to reduce linguistic hesitation when students apply their speaking skills in natural settings outside the club. Second, the non-judgmental feedback strategy implemented by the instructor is a fundamental component of the teaching process. By emphasizing the flow of communication and refraining from immediate error correction, this method provides a flexible space for students to engage in spontaneous conversation without the constraints of formal classroom evaluation.

Furthermore, the study identifies a methodological adaptation in response to logistical constraints. Based on a two-year periodic evaluation of the program's execution, the instructor implemented a strategic adjustment by reconfiguring the activity schedule. This decision highlights the necessity of an adaptive instructional framework to maintain the continuity of the learning process. This intervention ensures that the speaking activities remain

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accessible to members, thereby sustaining the program's primary objective of providing a consistent venue for language practice.

Finally, the research shows that carrying out these learning approaches depends on consistent participation. The club should keep refining its methods for participation and scheduling control to guarantee that the instructional framework works as planned. These improvements are crucial for the effective planned completion of speaking

tasks, as they ensure that every student can completely engage in the numerous performance-based activities the teacher has created.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.



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