

**THE IMPORTANCE OF FUN LEARNING IN INCREASING
STUDENTS' SPEAKING COMPETENCE THROUGH ENGLISH
CLUB ACTIVITIES**

THESIS



By:
Mohammad Aufal Maram
NIM. 210107110080

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2025**

**THE IMPORTANCE OF FUN LEARNING IN INCREASING STUDENTS'
SPEAKING COMPETENCE THROUGH ENGLISH CLUB ACTIVITIES**

THESIS



By:
Mohammad Aufal Maram
Nim. 210107110080

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2025**

DECLARATION OF AUTHORSHIP

بسم الله الرحمن الرحيم

With this, I, under the name:

Name : Mohammad Aufai Maram
Nim : 210107110080
Department : English Education Department
Faculty : Education and Teacher Training
Address : Jl. Sawahpuio Gg 8 No. 25 Kec Semampir, Kota Surabaya

Deciare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, September, 10 2025
The Researcher,



Mohammad Aufal Maram

NIM. 210107110080

APPROVAL SHEET

**THE IMPORTANCE OF FUN LEARNING IN INCREASING
STUDENTS' SPEAKING COMPETENCE THROUGH
ENGLISH CLUB ACTIVITIES**

THESIS

By:



Mohammad Aufal Maram

NIM. 210107110080

Has been approved by the advisor for further approval by the board of examiners

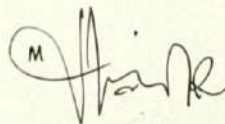
Advisor,



Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

NIP. 197410252008012015

Acknowledged by
Head of English Education Department,



Maslihatul Bisriyah, M.TESOL

NIP. 198909282019032016

LEGITIMATION SHEET
THE IMPORTANCE OF FUN LEARNING IN INCREASING STUDENT'S
COMPETENCE THROUGH ENGLISH CLUB ACTIVITIES

THESIS

By:

Mohammad Aufal Maram

210107110080

Has been defended in front of the board of examiners at the date of ~~September~~ October 1, 2025
2025 and declared PASS

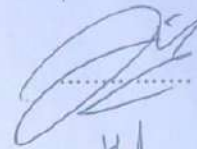
Accepted as the requirement for the degree of English Language Teaching (S.Pd)
in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

Signatures

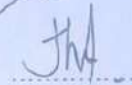
1 Dian Arsitades Wiranegara
198012302023211010

Chairman



2 Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed
197410252008012015

Secretary/Advisor



3 Dr. Suparmi, M.Pd
197704112023212004

Main Examiner




Approved by

Dean of Education and Teacher Training Faculty

Muhammad Malik Ibrahim State Islamic University Malang




Muhammad Walid, MA

NIP. 197308232000031002

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed
Lecturer of Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISORS' NOTE

Page : Mohammad Aufal Maram Malang, September 1, 2025
Appendix : 4 (Four) Copies

The Honorable,
To the Dean of Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamu 'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, technique, and after reading the students' thesis as follow:

Name	: Mohammad Aufal Maram
Student ID Number	: 210107110080
Department	: English Education Department
Thesis	: The Importance of Fun Learning In Increasing Students' Speaking Competence Through English Club Activities

Therefore, we believe that the thesis of Mohammad Aufal Maram has been approved by the advisor for the further approval by the board of examiners.

Wassalamu 'alaikum Wr. Wb

Malang, September 1, 2025

Advisor,



Dr. Hj. Like Raskova Octaberlina, M.Ed

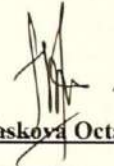
NIP. 197410252008012015

APPROVAL

This is to certify that thesis of Mohammad Aufal Maram has been approved by the advisors for the further approval by the board examiners.

Malang, September 1, 2025

Advisor,



Dr. Hj. Like Raskova Octaberlina, M.Ed

NIP. 197410252008012015

Motto

“Language is best learned when the learner is relaxed and having fun”

-Stephen Krashen

DEDICATION

This thesis is dedicated to my family. To my mother Rachmawati, who always provides me with positive energy and unwavering support during moments of exhaustion, and who never ceases to pray for the best in my life. To my father, Abdul Wachid, S.pd, whose strength and example have taught me what it means to be a man who never gives up. To my younger sibling Muhammad Rizky Rasyad, who inspires me to be a role model and a responsible older brother. This thesis is also dedicated to all of you who are striving in your educational journey. May we all one day become successful young individuals, both in this world and in the hereafter.

ACKNOWLEDMENT

بسم الله الرحمن الرحيم

All praise is due to Allah SWT for the abundance of His grace and gifts so that the author can complete this thesis as one of the requirements to obtain a bachelor's degree. May peace and blessings always be upon the Prophet Muhammad SAW, who has brought humanity from the dark ages to a path full of light and guidance.

This thesis, entitled "The Importance of Fun Learning in Increasing Students' Speaking Competence Through English Club Activities," could not have been completed without the help and encouragement of various parties. The author would like to express their appreciation to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si, the Rector of Maulana Malik Ibrahim State Islamic University of Malang, for his leadership and dedication to academic excellence.
2. Dr. H. Muhammad Walid, M.A, the Dean of the Faculty of Education and Teacher Training, for his support and encouragement.
3. Maslihatul Bisriyah, M.TESOL, the Head of the English Education Department, and Harir Mubarak, M.Pd, the Secretary of the Department, for their guidance throughout my academic journey.
4. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed., as the thesis supervisor, gave continuous guidance, valuable suggestions, and wholehearted support during the completion of this thesis

5. All lecturers who have taught and guided me throughout my studies, especially the lecturers of the English Education Department, for their dedication, knowledge, and inspiration that shaped my academic journey.
6. Harir Mubarak, M.Pd, the instrument validator, for his valuable input and assistance in validating the research instruments.
7. The leaders, teachers, and students of Pondok Pesantren Daruttauhid, for granting permission and providing support during the research process conducted at the Boarding School.
8. My mother, Rachmawati, always provides prayers, love, and unwavering support. My father Abdul Wachid, S.Pd, whose strength and guidance have been a source of inspiration. My younger sibling, Muhammad Rizky Rasyad, who continuously gives encouragement and motivation throughout the completion of this thesis.
9. My fellow Brifone batchmates, especially Class B, for their support, information, and encouragement during the thesis writing process.
10. My friends “*Kontrakan*”, for their constant encouragement, support, and help in completing this thesis
11. My KSR PMI Unit UIN Maulana Malik Ibrahim Malang family, for the support and motivation in completing this thesis.

LATIN TRANSLITERATION GUIDE

The following Arabic-Latin transliteration is guided by the Decrees of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/u/1987 as follows:

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

THESIS	i
ABSTRACT	xiv
CHAPTER I	1
INTRODUCTION	1
1.1 Background of The Study	1
1.2 Research Question	5
1.3 Research Objective	6
1.4 Significances of the Study	6
1.5 The Limitation of the Study.....	7
1.6 Definition of Key Terms	8
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE.....	9
2.1 Speaking Competence	9
2.1.1 Definition of Speaking Competence	9
2.1.2 Components of Speaking Competence	10
2.1.3 Purpose of Speaking in English Language Learning	13
2.1.4 Common Challenges in Improving Speaking	14
2.1.5 Speaking Strategies	15
2.2 Fun Learning	20
2.2.1 Definition of Fun Learning	20
2.2.2 Characteristics of Fun Learning	21
2.2.3 Benefits of Fun Learning.....	22
2.2.4 Implementation of Fun Learning in Increasing Speaking Skill	22
2.3 English Club Activities	23
2.3.1 Definition of English Club	23

2.3.2	Purpose and Benefits of English Club.....	24
2.3.3	Types of Activities in English Club	25
2.3.4	The Role of English Club in Language Learning	26
2.5	Previous Study.....	31
CHAPTER III		33
RESEARCH METHODOLOGY		33
3.1	Research Design	33
3.2	Subject of the Research	34
3.3	Research Instrument	35
	3.3.1 Interview Instrument.....	36
	3.3.2 Observation Instrument	36
3.4	Data Collection	37
3.5	Data Analysis.....	38
CHAPTER IV		40
FINDINGS AND DISCUSSION		40
4.1	Findings	40
	4.1.1 Teachers' Perceptions of Students' Speaking Development through Fun Learning	40
	4.1.2 Role of Fun Learning Activities in Supporting Speaking Competence	42
	4.1.3 Challenges and Opportunities	76
	4.1.4 Summary of Findings	81
4.2	Discussion	83
	4.2.1 Impact of Fun Learning Activities on Speaking Components	83
	4.2.2 Discussion per Activity	90
	4.2.3 Challenges and Opportunities in Implementing Fun Learning	113
	4.2.4 Alignment with Previous Studies	121
	4.2.5 Implications for English Club Activities.....	124

CHAPTER V	130
CONCLUSION & SUGGESTION.....	130
5.1 Conclusion	130
5.2 SUGGESTION.....	131
5.2.1 For English Teachers.....	131
5.2.2 For Students.....	132
5.2.3 For School Administrators	132
5.2.4 For Future Researchers.....	132

ABSTRACT

Maram, Mohammad Aufal (2025). The Importance of Fun Learning In Increasing Students' Speaking Competence Through English Club Activities. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Key word: Fun Learning, Speaking Competence, English Club.

This research aims to explore the importance of fun learning in increasing speaking competence through English Club activities. The study was conducted at Daruttauhid Islamic Boarding School and involved students from both Junior and Senior High School levels who actively participated in the English Club. This research employed a descriptive qualitative method, using interviews and observations as the primary techniques for data collection. The findings show that the majority of teacher and students held positive perceptions toward the use of fun learning strategies in English Club activities. They expressed that interactive methods such as role-play, storytelling, and games not only made learning more enjoyable but also helped them improve their speaking competence. These activities encouraged them to speak more fluently, use a broader range of vocabulary, and organize their ideas more effectively. Although a few students initially faced challenges in pronunciation and grammar accuracy, they reported gradual improvement through repeated practice in a relaxed and engaging environment. Overall, fun learning in the English Club had a significant and positive impact on students' speaking performance.

ABSTRAK

Maram, Mohammad Aupal (2025). *Pentingnya Pembelajaran Menyenangkan dalam Meningkatkan Kompetensi Berbicara Siswa melalui Kegiatan English Club*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

Kata kunci: Pembelajaran Menyenangkan, Kompetensi Berbicara, English Club.

Penelitian ini bertujuan untuk mengeksplorasi pentingnya pembelajaran menyenangkan dalam meningkatkan kompetensi berbicara siswa melalui kegiatan English Club. Penelitian ini dilakukan di Pondok Pesantren Daruttauhid dan melibatkan siswa jenjang SMP dan SMA yang aktif mengikuti English Club. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data utama berupa wawancara dan observasi. Hasil penelitian menunjukkan bahwa sebagian besar guru dan siswa memiliki persepsi positif terhadap penggunaan strategi pembelajaran menyenangkan dalam kegiatan English Club. Mereka menyatakan bahwa metode interaktif seperti role play, storytelling, dan games tidak hanya membuat pembelajaran menjadi lebih menyenangkan, tetapi juga membantu mereka meningkatkan kompetensi berbicara. Aktivitas-aktivitas ini mendorong siswa untuk berbicara lebih lancar, menggunakan kosakata yang lebih beragam, dan menyampaikan ide secara lebih terstruktur. Meskipun beberapa siswa awalnya mengalami kesulitan dalam pengucapan dan ketepatan tata bahasa, mereka melaporkan adanya peningkatan secara bertahap melalui latihan berulang dalam suasana yang santai dan menyenangkan. Secara keseluruhan, pembelajaran menyenangkan dalam English Club memberikan dampak yang signifikan dan positif terhadap performa berbicara siswa.

الملخص

مرام، محمد أوفال (2025). أهمية التعلم الممتع في تحسين كفاءة التحدث لدى الطلاب من خلال أنشطة نادي اللغة الإنجليزية. رسالة بكالوريوس، قسم تعليم اللغة الإنجليزية، كلية التربية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرفة: الأستاذة الدكتورة الحاجة لايك راسكوبا أوكتابيرلينا، ماجستير في التربية.

الكلمات المفتاحية: التعلم الممتع، كفاءة التحدث، نادي اللغة الإنجليزية.

يهدف هذا البحث إلى استكشاف أهمية التعلم الممتع في تحسين كفاءة التحدث لدى الطلاب من خلال أنشطة نادي اللغة الإنجليزية. أُجري هذا البحث في معهد دار التوحيد الإسلامي وشارك فيه طلاب المرحلتين الإعدادية والثانوية الذين يشاركون بفاعلية في نادي اللغة الإنجليزية. استخدم هذا البحث المنهج الوصفي النوعي، معتمداً على المقابلات والملاحظات كأدوات رئيسية لجمع البيانات. أظهرت النتائج أن غالبية الطلاب لديهم تصورات إيجابية تجاه استخدام استراتيجيات التعلم الممتع في أنشطة نادي اللغة الإنجليزية. وأعربوا عن أن الطرق التفاعلية مثل التمثيل القصصي والألعاب جعلت التعلم أكثر متعة وساعدتهم أيضاً في تحسين مهارات التحدث لديهم. شجعتهم هذه الأنشطة على التحدث بطلاقة أكبر، واستخدام مفردات أكثر تنوعاً، وتنظيم أفكارهم بشكل أفضل. وعلى الرغم من أن بعض الطلاب واجهوا صعوبات في البداية في النطق ودقة القواعد، إلا أنهم أبلغوا عن تحسن تدريجي من خلال التمرين المتكرر في بيئة مريحة وممتعة. وبشكل عام، كان للتعلم الممتع في نادي اللغة الإنجليزية تأثير إيجابي كبير على أداء الطلاب في مهارات التحدث.

CHAPTER I

INTRODUCTION

This chapter consists of six sections to discuss. There is the background of the study, research questions, research objective, significance of the study, the Limitations of the study, and definitions of essential terminology.

1.1 Background of The Study

Speaking is an interactive process of meaning-making that involves the production, reception, and interpretation of information. It represents a collaborative activity between two or more individuals within a shared context and time, requiring practical turn-taking skills (Gobena, 2025). As a key component of students' communication development, speaking extends beyond technical mastery and demands active student engagement in discussions and presentations (Rizkyta, 2022). The incorporation of contemporary strategies like technology and simulation also helps with effective speaking, improving students' capacity for verbal expression. Speaking is basically the process of creating and communicating meaning using both spoken and nonspoken symbol (Pambudi, 2023).

Globally, speaking is recognized as the most crucial of the four language skills in the workplace. A majority of individuals, especially job seekers, prioritize speaking improvement, with 74% focusing on speaking over other language skills (Hastuti et al., 2025). In the era of globalization, English has become a vital

employability skill, especially in corporate settings where presentation, persuasion, negotiation, and interpersonal communication are key (Singh, 2024). Moreover, English training programs, especially those emphasizing speaking and listening, have shown a significant impact on individuals' job opportunities and starting salaries, with improved English proficiency accounting for 22% of employability and wage outcomes (Loyalka et al., 2024).

Students often face numerous challenges in developing their English-speaking competence. These difficulties include a lack of speaking practice, weak grammar skills, a small vocabulary, and an unsupportive atmosphere that discourages the use of English, which frequently leads to the habitual use of the mother tongue (Souisa & Gaite, 2020). Students usually struggle with vocabulary, grammar, and pronunciation at the junior high school level, which has a significant impact on their ability to succeed academically and express themselves clearly (Labad et al., 2024). Additionally, several other factors influence students' speaking performance, such as limited topical knowledge, low listening ability, insufficient feedback during speaking activities, time constraints, and weak sentence construction skills factors that often lead to students' reluctance or inability to speak in English (Afebri et al., 2019).

Fun learning has become a viable solution to these problems, mainly when used in unofficial learning environments. Students can study without the pressures of conventional classroom settings in a pleasant and stimulating environment that is fostered by fun learning. Students who enjoy the learning process tend to be

more active, cognitively engaged, and successful academically. Emotionally engaging activities also promote memory retention and support the development of positive learning behaviors (Wikara et al., 2020). Through edutainment and interactive strategies, fun learning nurtures students' emotional, behavioral, and cognitive engagement, key factors in constructing language competence (Zaidi et al., 2024).

One form of implementation of effective fun learning is through English Club activities, which act as an informal learning medium to facilitate the improvement of students' speaking skills in a fun and interactive atmosphere. English Club is an extracurricular activity that aims to improve students' overall English language skills, with a special emphasis on speaking skills. Through this activity, participants get the opportunity to interact using English, participate in discussions, and build confidence in communicating in an informal but supportive environment (Salmiati et al., 2023). In addition, English Club is also a learning platform that covers various aspects of language, such as grammar, listening, reading, writing, and speaking (English CLub, 2025). Additionally, by encouraging participants to become accustomed to using constructive and positive language in everyday situations, this activity helps them enhance their linguistic proficiency as well as their moral and social responsibilities in communication.

This viewpoint is also consistent with Islamic principles, which place a strong emphasis on using positive and constructive language. According to what the Qur'an says:

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ ﴿٢٤﴾

“Do you not see how Allah compares a good word to a good tree? Its root is firm and its branches reach the sky” (QS. Ibrahim: 24).

This verse emphasizes the lasting impact of speaking good words, which, like a tree, can grow strong and bring benefit to others. As a result, improving speaking abilities in constructive, stimulating settings such as the English Club is not only instructive but also consistent with Islamic principles.

Examining teaching methods that are both successful and enjoyable is crucial, given the difficulties students encounter and the possible answers. One relevant approach is fun learning, particularly through English Club activities, where students have greater freedom and flexibility to speak English in a relaxed and engaging atmosphere. Fun learning encourages active use of the target language. It provides opportunities for students to improve important aspects of speaking ability, such as fluency, pronunciation, vocabulary use, grammatical competence, and discourse management. Therefore, this study aims to examine the importance of fun learning in improving students' speaking ability through English Club activities at the secondary education level.

Numerous earlier research has demonstrated how Activities in the English Club help students become more proficient speakers. Reskiyani (2024), for instance, found that students who participated in English Club programs at UIN Alauddin Makassar experienced improvements in pronunciation, vocabulary,

grammar, confidence, and engagement. Similarly, Octaberlina and Muslimin (2022) found that speaking exercises in the English Club, including group debates, storytelling, and speeches, greatly enhanced students' fluency and conceptual organization. Riyadini (2021) highlighted that English Speaking Clubs were thought to help boost students' self-esteem and speaking proficiency, even in virtual settings. However, while these studies confirm the general effectiveness of English Clubs, they tend to focus on speaking outcomes or general student perceptions. Little attention has been given to how fun learning strategies within English Club settings specifically influence students' speaking development. This study seeks to fill that gap by exploring the role and importance of fun learning in enhancing speaking competence among junior and senior high school students.

1.2 Research Question

This study aims to explore the importance of fun learning in increasing students' speaking competence through English Club activities. Using a qualitative approach, the research focuses on teachers' perceptions of English Club activities and the challenges and opportunities they experience in the process. The following questions guide the research:

- 1) How do teachers perceive the implementation of fun learning in English Club activities to increase students' speaking competence?
- 2) What challenges and opportunities do students experience in the application of fun learning through English Club activities?

1.3 Research Objective

The main objectives of this study are to explore and identify key aspects of students' engagement with fun learning in English Club activities.

- 1) To explore teachers' perceptions of the implementation of fun learning in English Club activities and how these activities contribute to the enhancement of students' speaking competence.
- 2) To identify the challenges and opportunities students experience when participating in English Club activities that are based on fun learning approaches. This includes examining the obstacles that may hinder speaking progress as well as the opportunities these activities offer for improving speaking skills in a relaxed and supportive environment.

1.4 Significances of the Study

This study is expected to provide both theoretical and practical contributions:

Theoretically, the findings are intended to contribute to the existing body of knowledge on second language acquisition and language learning environments. It is anticipated that this research will add to the understanding of how fun learning within English Club settings can improve students' speaking competence, with a specific focus on Junior and Senior High School students.

Practically, the results of this study will have several applications. For

teachers and facilitators, it will provide insights into the role of fun learning strategies in English Club activities, offering effective methods to increase student engagement and improve speaking skills. For school administrators, this study may serve as a guide to create more engaging and supportive language programs within the school curriculum, especially those focusing on speaking competence. Additionally, the findings will support the development of fun learning approaches in English Clubs, contributing to more dynamic and enjoyable learning environments. For students, this research may inspire greater participation and confidence in using English in informal, low-pressure settings, fostering their overall speaking competence.

1.5 The Limitation of the Study

This research is limited to the study of the importance of fun learning in improving students' speaking competence specifically through English Club activities. This research does not discuss the general effectiveness of the English Club program, but rather emphasizes on how fun learning approaches such as interactive games, storytelling, role-playing, and other fun methods are perceived as important and meaningful in improving speaking skills in the context of club activities. The participants in this study consisted of students and English Club coaches at Daruttauhid Islamic Boarding School at the junior and senior high school levels who actively participated in English Club activities. Since this research uses a qualitative approach, the findings produced aim to provide in-depth understanding, not statistical generalization. Therefore, the context and experiences examined in this study are specific to the school under study, and may

not be fully representative of other institutions with different teaching methods or learner characteristics.

1.6 Definition of Key Terms

Below are several definitions that used to explain the key terms of this research:

1. Fun Learning

Fun learning is an instructional approach that emphasizes enjoyable, engaging, and student-centered activities. It aims to create a relaxed and positive learning atmosphere where students feel motivated to participate actively, especially in speaking-related tasks. This includes the use of role play, debate, storytelling, peer teaching and games.

2. Speaking Competence

Speaking competence describes a student's ability to communicate ideas clearly, fluently, and accurately in spoken English. It encompasses essential elements such as fluency, pronunciation, vocabulary use, grammatical competence and discourse management.

3. English Club

The English Club in this study represents an extracurricular platform where students practice their English, particularly speaking, in a more flexible and informal setting. At Daruttauhid Islamic Boarding School, this club provides a supportive environment that integrates fun and interactive activities to increase students' speaking performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer described some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

2.1 Speaking Competence

This section will discuss the definition of speaking competence, its components, the purpose of speaking in English language learning, common challenges in improving speaking skills, and effective strategies for improving speaking skills.

2.1.1 Definition of Speaking Competence

Brown (2006) states that speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. This definition emphasizes that speaking skills are not just about conveying words but also about how one responds to and understands the interlocutor in an active interaction. Harmer (2007) adds that the ability to speak fluently relies not only on knowledge of the elements of language but also on the skills to process information and use language spontaneously in a short time. This means that fluency is closely related to the speed of thinking and mental readiness in communication. Meanwhile, Thornbury (2005) asserts that speaking is a skill that must be developed directly and separately from the grammar curriculum because only with continuous practice and practice can this skill develop. Based on these three views, it can be concluded that speaking is a complex skill that requires active interaction, spontaneity, and consistent

practice to form practical communication skills.

2.1.2 Components of Speaking Competence

Speaking competence is a complex skill because it requires not only linguistic mastery but also social, emotional, and cognitive abilities. Goh and Burns (2012) explain that speaking ability consists of three main dimensions, namely cognitive (language knowledge such as grammar, vocabulary, and discourse), affective (confidence, motivation, and anxiety), and social (understanding of interaction norms in various contexts). Meanwhile, Nation and Newton (2009) emphasize that speaking ability includes three key aspects, namely fluency, accuracy, and pronunciation. Thornbury (2005) also adds that speaking is a skill that requires mastery of articulation, lexical-grammatical structure, and effective message delivery through repeated practice. Based on these views, this study focuses on five main linguistic components in speaking ability, namely fluency, pronunciation, vocabulary use, grammatical competence, and discourse management, as they are considered most relevant to the purpose of this study. The following is a detailed description of each component.

2.1.2.1 Fluency

Fluency refers to the ability to speak fluently, continuously, and spontaneously without much pause, repetition, or hesitation. Fluency indicates that the learner can produce utterances with a natural flow that the interlocutor can understand. Fluency also relates to speaking speed and the ability to maintain communication in genuine interactions.

Indicators of fluency include:

- Speech flows naturally and is easily understood.
- Minimal pauses or unnecessary repetitions.
- Not too often correcting oneself in the middle of a conversation.

(Nation & Newton, 2009; Thornbury, 2005).

2.1.2.2 Pronunciation

Pronunciation covers the correct pronunciation of words, including intonation, word stress, and articulation. This aspect has a significant influence on comprehension in speaking. Errors in pronunciation can cause the message to be difficult to understand and even misinterpreted.

Indicators of pronunciation include:

- Pronunciation of words is precise and clear.
- Intonation and word stress are appropriate.
- Does not cause ambiguity in communication.

(Brown, 2004; Celce-Murcia et al., 2010)

2.1.2.3 Vocabulary Use

Vocabulary use refers to the ability to use a variety of vocabulary that is appropriate and relevant to the topic of conversation. The mastery of a vast vocabulary allows the speaker to express ideas in a varied and more targeted manner.

Indicators of vocabulary use include:

- Use of varied vocabulary.
- Selection of words according to the context of the conversation.
- Not repeating the same word too often.

(Nation, 2006; Thornbury, 2002).

2.1.2.4 Grammatical Competence

Grammatical competence is the ability to use grammar correctly and consistently. This includes the use of tenses, sentence structure, and agreement between subject and predicate.

Indicators of grammatical competence include:

- Sentences are structured correctly.
- Tenses are used according to time and context.
- Agreement (subject-verb, pronominal) is used appropriately.

(Canale & Swain, 1980; Larsen-Freeman, 2003).

2.1.2.5 Discourse Management (Coherence & Cohesion)

Discourse management refers to the ability to organize utterances coherently and logically. Coherence indicates a good organization of ideas, while cohesion refers to the use of connectors or discourse markers so that the sentences are connected.

Indicators of discourse management include:

- Structured delivery of ideas.
- Using conjunctions and logical connectors appropriately.

- The flow of the conversation is easy for the listener to follow.

(Celce-Murcia & Olshtain, 2000; Hughes, 2003).

2.1.3 Purpose of Speaking in English Language Learning

Speaking is a productive skill that demands creativity, spontaneity, and uniqueness in expressing ideas. In an educational context, integrating speaking components into the curriculum has proven effective in improving students' ability to use language naturally, especially in academic activities such as presentations and discussions (Tomak, 2021). In the realm of English for Specific Purposes (ESP), speaking proficiency not only includes mastery of grammar and vocabulary but also involves pragmatic and cultural awareness. This is important to ensure appropriate professional interactions, such as in tourism or business, where students are required to be able to deliver product pitches or guide tours with contextualized discourse structures (Saptiany & Prabowo, 2024). Various speaking activities, such as debates and simulations, contribute to enriching vocabulary while building students' courage to face real communication situations. This kind of activity is a significant asset for EFL learners to participate in international forums actively (Kadamovna, 2021).

Furthermore, the results of a six-week experiment showed that the role-play technique was able to increase fluency by 23% in EFL students in Jordan, as it allowed them to practice the target language in authentic scenarios such as business negotiations or medical consultations (Rababah, 2025). Speaking skills also play an important role in professional contexts, such as during job interviews or cross-cultural collaboration. In this case, speaking mastery

involves not only linguistic accuracy but also the ability to convey complex and convincing arguments in meetings or presentations (R. & MuthuKrishnan, 2021). The use of digital media, such as simulation videos and the Zoom platform in role-playing, has been shown to increase student interaction by up to 40% while practicing pronunciation and intonation appropriate to academic contexts, including the presentation of research results (Togimin & Jaafar, 2020). Moreover, speaking skills are also closely related to cognitive development, especially in terms of critical thinking and problem-solving. This can be seen from the 35% increase in problem-solving ability in corporate trainees who were trained to speak in English through a communicative approach (Yunizha, 2022). Thus, teaching speaking skills not only aims to improve linguistic abilities but also to form students who are ready to communicate effectively and reflectively in various contexts.

2.1.4 Common Challenges in Improving Speaking

In the process of developing speaking skills in English, students often face various linguistic and environmental challenges. A review study showed that limited vocabulary, poor pronunciation, grammatical inaccuracies, and lack of fluency are the most common linguistic barriers that interfere with clarity and accuracy in communication (Kulsum et al., 2025). In addition, self-confidence issues arise when learners feel their speaking ability is inadequate. Although it does not directly address psychological theories, research shows that many students become hesitant to speak if they feel their pronunciation or grammar is not correct. This lack of confidence often leads to passive

participation, even in interactive activities. Environmental factors also play an important role. Studies show that limited opportunities for practice, teacher dominance in the classroom, and low exposure to interactions in English further reduce students' opportunities to speak (Jamoom & Bahron, 2024). Even when interactive tasks such as interviews or group discussions are given, some students remain passive due to unfamiliarity with the task format or lack of supportive classroom norms.

2.1.5 Speaking Strategies

English language skills require not only mastery of grammar and vocabulary, but also the application of interactive, enjoyable, and contextual learning strategies. One widely used approach is Communicative Language Teaching (CLT). According to Richards and Rodgers (2001), CLT emphasizes the importance of real communication in language learning. In this approach, language is viewed as a communication tool, so learning focuses on the use of language in authentic social situations, not just on grammar rules.

Apart from CLT, another relevant approach to learning to speak is Task-Based Language Teaching (TBLT). Ellis (2003) explains that TBLT focuses on the use of meaningful tasks as the core of learning. These tasks encourage students to use language actively and authentically to solve problems or achieve specific goals, making learning more contextual and functional.

Both approaches are in line with the concept of fun learning, as they both emphasize active student involvement, meaningful communication, and learning that is packaged in a fun and informal way. In fun learning, learning

activities are designed to make students feel more comfortable, interested, and motivated to use language naturally. CLT and TBLT can be seen as part of the application of fun learning because both provide interactive, real-life-based activities and allow for creative language exploration.

Many of the speaking strategies implemented in English Club activities adopt these two approaches as they encourage active interaction, meaningful communication, and increased learner confidence. These strategies can be seen as follows:

2.1.5.1 Role Play

Role play is a speaking strategy that allows students to portray certain characters and interact in the context of real situations. This technique provides space for students to express ideas freely, use language in different social contexts, and increase courage in speaking (Sagimin, 2016). In addition, role play is in line with the principle of experiential learning, where learning occurs through direct experience. It also supports non-verbal communication skills and helps students overcome shyness when speaking in public (Hasibuan et al., 2024).

2.1.5.2 Debate

Debate is one of the speaking strategies that train critical thinking and argumentative skills. In this activity, students are required to express opinions in a structured, logical, and persuasive manner within a limited time. Through debate activities, students not only learn to compose arguments but also

practice listening and responding to the other person's opinion quickly and accurately. This activity is also helpful in improving speaking fluency, vocabulary mastery, and the ability to organize coherent and cohesive ideas (discourse management). In addition, debates encourage active participation and foster the courage to speak in public. In the context of debate, students tend to use positive diction, first-person pronouns, and hedges to convey arguments more subtly and avoid social conflict. This shows that in presenting arguments, debate participants try to reduce the impression of impoliteness through the use of more polite language (Jeong & Chiu, 2024).

2.1.5.3 Storytelling

Storytelling is a learning strategy that emphasizes narrative skills and oral expression. In this activity, learners are asked to retell stories or personal experiences orally by involving voice expressions, intonation, and supporting body movements. This strategy has been proven effective in training aspects of coherence, pronunciation, and speaking courage (Jufri et al., 2024). In addition, storytelling provides a meaningful learning experience because students are required to understand the content of the story, reorganize it, and deliver it interestingly. This approach is also in line with constructivist learning theory, where students construct meaning through interaction and reflection. Storytelling is considered an appropriate learning model to train students' pronunciation, vocabulary, and speaking fluency because this strategy plays an important role in developing the main aspects of speaking,

such as vocabulary, fluency, grammar, and pronunciation. Through this activity, teachers can also identify students' speaking skills from grammatical aspects, fluency, pronunciation, and vocabulary choices to students' understanding of the story (Purwasari & Nugraha, 2023).

2.1.5.4 Peer Teaching

Peer teaching is a learning strategy that allows learners to teach and learn from each other. It encourages active engagement in communication and strengthens language comprehension as students explain the material in a language that peers more easily understand. In addition, peer teaching also develops interpersonal communication skills, hones explanation skills, and encourages the active use of language in authentic situations. The informal and supportive atmosphere makes students feel more comfortable to talk and ask questions. Research shows that peer tutoring can improve students' English language skills, including grammar, vocabulary, fluency, and general speaking ability. This technique has potential because it allows students to enrich their vocabulary and grammar while practicing speaking in English confidently with peers (Pudiyono et al., 2021).

2.1.5.5 Speaking Games (Charades, Taboo, etc.)

Language games such as charades, taboos, and word-guessing games are fun strategies that encourage students to speak spontaneously. Games like charades involve non-verbal communication and practice the ability to understand meaning from context (*5 Fun English Speaking Games To Help*

You Level Up Your Language Skills, 2023). Meanwhile, games like Taboo encourage students to look for synonyms, explain words without mentioning the word itself, and hone language creativity. This game is efficacious in improving fluency and enriching vocabulary (Fatimatus Zahro & Firdaus, 2025). In addition, these games also make the learning process less boring and create a fun learning atmosphere (Nurjannah, 2016).

Various speaking strategies such as role play, debate, storytelling, peer teaching, and language games have been proven to improve students' oral communication skills significantly. These strategies support the development of linguistic competence and boost students' confidence through interactive, meaningful, and student-centered learning experiences. However, to overcome common challenges in speaking skills, such as limited vocabulary, lack of fluency, difficulty managing discourse, and lack of speaking practice opportunities, the implementation of strategies alone is not enough. The strategies need to be implemented in a fun learning approach and build a positive classroom atmosphere.

The fun learning approach can accommodate these needs. Through this approach, strategies such as role-play, storytelling, and language games become more effective because they are implemented in a pressure-free, fun atmosphere and involve students' active participation. Therefore, it is important for educators to not only choose the right speaking strategy but also consider the learning approach so that the strategy can really encourage students to speak actively and confidently.

2.2 Fun Learning

This section will discuss the definition of fun learning, its characteristics, benefits, and its application in language learning.

2.2.1 Definition of Fun Learning

The concept of fun learning in education can be understood through various theoretical perspectives that emphasize the importance of an interactive, student-centered, and meaningful learning environment. Vygotsky's Sociocultural Theory (1978) states that learning will be more effective if students engage in social interactions. Fun learning activities such as games, storytelling, or collaborative tasks encourage students to build understanding through meaningful dialog, thus supporting the development of communication skills.

Furthermore, the Input Hypothesis proposed by Krashen (1982), emphasizes that language acquisition will occur optimally when students receive comprehensible language input in a non-stressful atmosphere. Fun learning strategies provide opportunities for students to receive such input in a relaxed environment so that the language acquisition process takes place more effectively and naturally.

In addition, Bonwell and Eison (1991) through the concept of Active Learning explain that effective learning involves students directly in the learning process through meaningful activities and reflection. Fun learning is in line with this principle as it invites students to engage in practical tasks, discussions, and problem-solving that require the active use of English. Thus,

fun learning is not just entertainment, but a pedagogical strategy designed to create an effective and engaging learning experience.

2.2.2 Characteristics of Fun Learning

Fun learning is a learning approach designed to create a learning atmosphere that is fun, interactive and encourages students' active involvement in the learning process. This method utilizes various activities such as educational games, guessing, and storytelling to maintain students' enthusiasm and avoid boredom. In addition, fun learning also creates a relaxed yet purposeful classroom atmosphere, so that even abstract concepts can be accepted more easily. This approach not only increases student participation, but also builds positive emotional relationships between teachers and students, creating a learning environment conducive to the optimal development of student potential (Nur & Herman, 2025). The main characteristics of fun learning include students' creativity in following the learning process through varied methods, such as role play, group projects, and creative presentations. The high level of student satisfaction with learning activities and increased active participation in discussions and educational games are indicators of the success of this approach (Tarigan, 2024). In addition, fun learning pays special attention to students' psychological aspects by providing a comfortable and supportive learning environment. This positive atmosphere has been proven to foster the spirit of learning and encourage students to be more expressive and innovative in learning activities (Arqiya et al., 2025).

2.2.3 Benefits of Fun Learning

The fun learning approach is designed to create a comfortable, engaging, and student-centered learning environment. Such an environment helps students feel more relaxed and open to participating in speaking activities. This approach encourages creativity, active involvement, and meaningful interaction, which are important in supporting the development of speaking skills (Arqiya et al., 2025). By reducing tension and providing opportunities for authentic communication, fun learning fosters students' confidence and enthusiasm in expressing ideas during class activities. In addition, the interactive nature of this method strengthens students' engagement, particularly in speaking tasks such as asking questions, giving opinions, or participating in discussions (Nur & Herman, 2025). Fun learning, therefore, serves as a strategic method not only to make the learning process enjoyable, but also to enhance students' speaking competence through increased participation and practice (Fauzia, 2024).

2.2.4 Implementation of Fun Learning in Increasing Speaking Skill

The application of fun learning in English speaking activities aims to create a fun learning environment while supporting students' confidence and fluency in speaking. One effective approach is the integration of game-based learning apps. For example, the Qlango app provides interactive, game-based lessons using spaced repetition techniques and speaking challenges. This approach helps users improve their speaking skills in a fun way (New York Post, 2025). In addition, the use of movies as learning media is also proven to

improve speaking skills. Movies provide authentic language examples and contextualized conversational situations, which help students express ideas more naturally. This approach has been proven effective in improving the speaking skills of high school students (Pambudi et al., 2024). Thus, fun learning can be implemented through various methods and media, ranging from game-based applications, interactive learning modules, to the utilization of films as teaching materials. All these approaches contribute to improving students' speaking skills in a fun and pressure-free learning atmosphere.

Thus, enjoyable learning can be achieved through various interactive methods and media. One effective platform for implementing this approach is the English Club, which provides a non-formal learning environment and encourages students to practice their speaking skills through fun and meaningful activities.

2.3 English Club Activities

This section will discuss the definition of English Club, its purpose and benefits, the types of activities carried out in English Club, and the role of English Club in language learning.

2.3.1 Definition of English Club

Social Learning Theory developed by Bandura (1977) states that learning occurs through observation and imitation of the behavior of others in a social environment. Learning does not have to be through direct experience, but can take place through modeling, which is when individuals observe the behavior of others and imitate it. In the context of informal learning, students

can acquire language skills as well as social abilities through observing the interactions that occur around them. A supportive environment where students feel safe and encouraged to practice and interact is essential to support the effectiveness of this learning process.

In line with this, the Interaction Hypothesis proposed by Long (1983) asserts that interaction has a crucial role in second language acquisition. According to Long, language comprehension and acquisition can be increased through interactions that involve negotiation of meaning between speakers and listeners. In this process, students not only receive language input, but also engage in active language use that strengthens their understanding. A learning environment that supports active participation and provides space for students to make mistakes without fear is key to the success of these interactions. Therefore, informal learning such as daily conversations play an important role in shaping language competence through natural and meaningful interactions.

2.3.2 Purpose and Benefits of English Club

English Club is a strategic forum that aims to improve the English language skills of students and college students through various structured and interactive activities. The main objective of this activity is to provide a space for intensive English language practice, especially in the aspect of speaking. Through various activities such as language games, presentation simulations, discussions, and direct communication practices, participants are encouraged to use English in a fun and supportive context. These activities are proven to expand vocabulary and increase confidence in using English actively and

communicatively. A number of studies support the effectiveness of English Club as a means of improving English language competence.

The English Club at SMKN 3 Baleendah aims to improve individual skills in grammar, listening, and provide space for intensive speaking practice, in addition to expanding vocabulary and increasing students' confidence in using English (*English CLub*, 2025). The English Club at Abdi Wacana Christian College provides a platform for students to develop their speaking, listening, reading and writing skills through intensive and interactive communication practices (*English Club Di Sekolah Tinggi Agama Kristen Abdi Wacana*, 2024). Another study also shows that activities such as games, presentations, and discussions in English Club can increase self-confidence and significantly expand students' vocabulary (Salmiati et al., 2023). Meanwhile, the English Club at PGSD Unipas Surabaya emphasizes the importance of speaking practices and regular discussions to help students use English properly and correctly, as well as increase self-confidence and vocabulary mastery (*EKSTRAKULIKULER ENGLISH CLUB*, 2023).

2.3.3 Types of Activities in English Club

The English Club at SMP 14 Jember carries out various extracurricular activities such as storytelling, speech, and debate. In addition, students are also involved in drama activities, role play, and educational games designed to improve English speaking skills through interesting and interactive methods (Ismailia et al., 2025). The English Club at SMKN 3 Baleendah organizes various language-based activities such as speeches, poetry recitation, singing,

news reading, storytelling, debates, and English games. All these activities aim to improve students' speaking skills in a communicative and fun learning atmosphere (*English CLub*, 2025).

The program also applies interactive learning media through educational games such as Simon Says, Catch It!, and Hi! My Name Is... which is designed to train students' fluency, vocabulary acquisition, and confidence in using English orally in various classroom contexts (Maharani & Widiastuty, 2024). Meanwhile, the English Club at SMP Negeri 9 Kota Bumi organizes activities such as discussions, role plays, and speech competitions aimed at building a supportive and communicative English learning environment to improve students' speaking competence (Astari & Hadi, 2023).

2.3.4 The Role of English Club in Language Learning

English Club is an effective and fun means of learning English outside of formal classes. Through various pressure-free activities, the English Club can create a conducive learning environment, help students reduce shyness, and improve communication skills in English (Maharani & Widiastuty, 2024). Research shows that involvement in English Club activities can improve students' speaking fluency, expand vocabulary, and encourage active interaction in English. The club provides an informal yet effective practice space for developing speaking skills (Andi et al., 2025).

In addition, the English Club offers a structured yet fun platform for students to practice their speaking skills. Through activities such as language games, presentation simulations, and group discussions, students are not only

trained to speak but also to develop overall oral communication skills (Salmiati et al., 2023). In fact, English Conversation Club (ECC) is proven to have a significant positive impact on students' speaking fluency. The success of ECC as an informal learning tool is also influenced by the quality of facilitators and the frequency of activities carried out regularly (Ramadhania & Christanti, 2024).

2.4 Interconcept Relationship

In this study, the three main concepts of Speaking Competence, Fun Learning, and English Club Activities have a mutually supportive relationship and form a unified whole in the English learning process. Although each has a different role, they interact synergistically to achieve the main goal, which is to improve students' speaking ability effectively and sustainably. According to Brown (2006) and Harmer (2007), speaking ability is a complex language skill because it includes various components, such as fluency, accuracy of grammar usage, pronunciation, and vocabulary, as well as the ability to manage discourse cohesively and coherently. To achieve this competence, students need not only linguistic knowledge but also a learning environment that can foster courage and readiness to speak.

In this context, fun learning acts as a learning approach that creates a positive, active, and fun atmosphere. Based on the concept of Active Learning proposed by Bonwell and Eison (1991), learning will be more effective if students are actively involved in the learning process through discussions, games, group work, and direct engagement with the material, rather than just

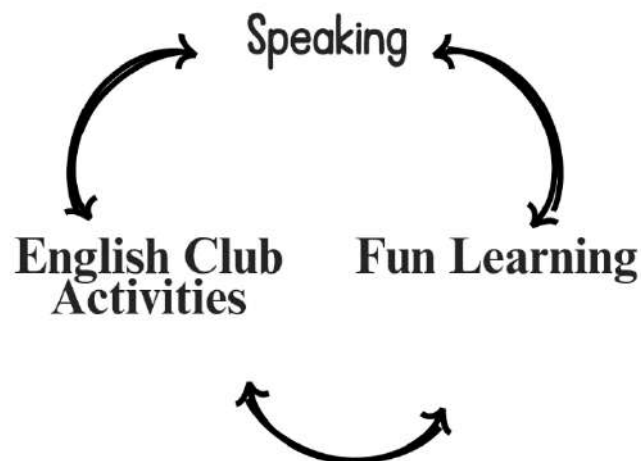
being passive recipients of information. This kind of enjoyable learning environment will provide greater opportunities for students to actively engage in the use of English in real situations.

This theory is also in line with the Input Hypothesis by Krashen (1982), which states that language acquisition will occur optimally if students receive language input that can be understood in a communicative context. In other words, a fun and interactive learning atmosphere will facilitate students' understanding of the language input provided, and ultimately accelerate the development of their speaking competence.

The concept of fun learning is then realized concretely through various activities in the English Club. English Club provides a communicative and authentic learning environment, where students can interact freely without rigid academic pressure. Various activities such as role play, storytelling, language games, peer teaching, and group discussions are designed with a fun approach that not only provides entertainment but also facilitates the real use of English. By the principles of Communicative Language Teaching (Richards & Rodgers, 2001), these activities place students as active language users in meaningful contexts. Thus, fun learning serves as an approach that encourages students' active involvement in learning, the English Club becomes the medium of implementation, and speaking competence becomes the expected outcome. When students take part in English Club activities that apply fun learning principles, they get more opportunities to speak in a supportive and fun atmosphere, which indirectly strengthens their language skills.

This connection is also reinforced by Bandura's Social Cognitive theory (1977), which emphasizes that learning occurs through observation, social interaction, and positive reinforcement. In the collaborative and fun learning-based environment of English Club, students learn from their peers through imitation and positive modeling. In addition, Vygotsky's (1978) Sociocultural Constructivism theory also emphasizes the importance of social interaction in the language learning process. Activities in the English Club provide a real context for students to actively engage, construct meaning together, and develop speaking skills gradually.

As a visualization of the relationship, the following conceptual diagram shows the interrelationship between Speaking Competence, Fun Learning, and English Club Activities:



After looking at the concept map, the relationship between speaking competence, fun learning, and English Club activities can be explained as an

integrated and mutually supportive process to improve students' speaking ability effectively. Speaking competence is the main goal to be achieved, which is the ability of students to speak English fluently, precisely, and confidently. To achieve this speaking competence, media is needed that can provide real and meaningful speaking practice opportunities. This is where the role of English Club activities as a forum for implementing interactive and communicative learning approaches. Through various activities such as debate, role play, storytelling, and language games, students can practice speaking in a fun and supportive atmosphere. English Club becomes a place where students learn while developing their social and communication skills in a relevant context.

However, the success of this process is highly dependent on the learning approach used, which is fun learning. This approach creates a learning atmosphere that is fun, free from pressure, and encourages students to be more active in participating. Through fun learning, students become more motivated and encouraged to dare to use English orally. This positive learning condition supports the natural and sustainable improvement of speaking competence. In other words, the relationship between these three concepts forms an interrelated learning cycle: fun learning creates a conducive learning climate, English Club activities become an effective medium for practicing speaking, and students' speaking competence improves as a result of a fun and meaningful learning experience. This synergy between approach, media, and goal is the key to developing students' speaking skills in English optimally.

2.5 Previous Study

Several previous studies have examined the importance of fun learning in supporting students' speaking competence.

No	Researcher(s)	Title	Focus & Findings	Research Gap
1	Reskiyani (2024)	<i>The Effect of English Club Activities on Students' Speaking Skill at UIN Alauddin Makassar</i>	Found improvement in pronunciation, vocabulary, grammar, confidence, and engagement through English Club activities.	Did not specifically investigate the role of fun learning strategies in English Clubs.
2	Octaberlina & Muslimin (2022)	<i>Students' Perception toward the Implementation of English Club to Improve Speaking Skill</i>	Reported that activities like speech, storytelling, discussion, and reading aloud helped students' fluency and idea organization.	Focused on general perception, lacking discussion on student-centered fun learning approaches.

3	Riyadini (2021)	<i>Students' Perspective on English Speaking Club as a Strategy to Improve Speaking Skill in Online Learning</i>	Students gained confidence and speaking improvement through online English Clubs.	Context is online higher education; does not address secondary school context or fun learning elements.
---	--------------------	--	---	---

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the information about the process of data collection and analysis. This chapter consists of five parts. These are research design, subject of the study, research instrument, data collection, and data analysis.

3.1 Research Design

This study employs a descriptive qualitative approach because it enables the researcher to explore teachers' perceptions of fun learning in English Club activities and examine how such activities contribute to the improvement of students' speaking competence. A qualitative approach is suitable when the goal is to understand the meanings that individuals assign to social phenomena (Creswell & Poth, 2018). In this study, the researcher focuses not only on the outcomes, but also on the processes, experiences, and perspectives of teachers and students during the implementation of fun learning.

Qualitative research is naturalistic, with data collected in real settings without manipulation of variables. In a descriptive qualitative design, the researcher aims to present a detailed account of the phenomenon based on in-depth information obtained through interviews and observations (Moleong, 2019). This approach is appropriate because aspects such as teachers' perceptions and students' experiences in learning cannot be measured quantitatively. It also allows the researcher to describe learners' experiences in using the language, which aligns with the objective of investigating how

English Club activities support speaking competence (Oranga & Matere, 2023).

Thus, the descriptive qualitative design provides a comprehensive understanding of how fun learning contributes to speaking competence in English, making it the most suitable approach for this study.

3.2 Subject of the Research

The subjects of this research consist of English teacher and 20 students who actively participate in the English Club activities at Pondok Pesantren Daruttauhid. The students were drawn from both junior high school (grades 8–9) and senior high school (grades 10–12), so that perspectives across different education levels could be represented. The inclusion of teachers was intended to capture professional insights into the planning and implementation of fun learning activities, while the students' involvement provided direct experiences of how these activities influence speaking development.

The technique used to select the research subjects was purposive sampling, chosen because it allows the researcher to focus on participants who best meet the needs of the study. The criteria for selection were determined based on key aspects of speaking competence discussed in the theoretical framework, namely fluency, pronunciation, vocabulary use, grammatical competence, and discourse management (Nyimbili & Nyimbili, 2024). These criteria ensured that the chosen participants had sufficient engagement with English Club activities and could provide meaningful insights regarding the implementation of fun learning.

The research was conducted at Daruttauhid Islamic Boarding School, which offers programs from junior high to senior high school. This school has an established English Club program as one of its flagship extracurricular activities to enhance students' English skills, particularly speaking. The boarding school environment also supports informal and interactive learning, which aligns with the principles of fun learning applied in this study.

3.3 Research Instrument

In this qualitative research, the main instrument used is the researcher themselves. As the main instrument, the researcher plays an active role in designing, implementing, and analyzing the data collection process. A deep understanding of the research context, the ability to build good relationships with participants, and sensitivity to emerging data are essential to obtain valid and meaningful findings (Creswell & Poth, 2018). To support this role, the researcher also used supporting instruments in the form of interview guidelines and observation sheets. These instruments were designed flexibly in order to explore data in depth and be responsive to the dynamics in the field. The interview guideline was prepared in a semi-structured format to allow unexpected but relevant information to emerge, while the observation sheet was used to record students' speaking improvement based on speaking components and indicators. The use of more than one instrument aims to triangulate the data, thus increasing the validity and reliability of the research findings (Moser & Korstjens, 2018).

3.3.1 Interview Instrument

The interview instrument in this study was self-developed by the researcher based on the theoretical framework of speaking competence (Brown, 2004; Celce-Murcia et al., 2010; Goh & Burns, 2012; Nation & Newton, 2009; Thornbury, 2005). A total of thirteen main questions were designed, each accompanied by probing questions to explore more detailed aspects of students' speaking competence. The questions were systematically constructed to cover the five main components of speaking competence, namely fluency, pronunciation, vocabulary use, grammatical competence, and discourse management. In addition, the instrument was tailored to the context of fun learning activities in the English Club, such as role-playing, debating, storytelling, peer teaching, and English games, to investigate teachers' perceptions of how these activities contribute to students' speaking development. This design ensured that the instrument was comprehensive, theory-based, and contextually relevant to the research focus.

3.3.2 Observation Instrument

In addition to interviews, the researcher collected data through direct observation to complement and strengthen the findings. The observation focused on students' speaking performance during English Club activities by assessing five components of speaking and their indicators. This method was intended to identify students' actual improvements through fun learning activities and to enrich the interview results. All observations were systematically recorded using detailed assessment rubrics as part of the

research documentation (Saldaña, 2009).

3.4 Data Collection

The data in this study were collected through two main techniques: semi-structured interviews and direct observation. First, the researcher conducted interviews with teachers, outside English Club hours. The interviews were audio-recorded and later transcribed to ensure the accuracy and completeness of the data. The purpose of the interviews was to obtain teachers' perspectives on the implementation of fun learning in English Club activities and its contribution to improving students' speaking competence.

After the interviews, the researcher carried out direct observations of English Club sessions to record students' speaking performance in actual activities. The observations focused on five components of speaking (fluency, pronunciation, vocabulary use, grammatical competence, and discourse management), which were assessed using detailed rubrics. The combination of interviews and observations represents method triangulation, which increases the validity and credibility of the findings by allowing the researcher to cross-check self-reported information with students' real performance in the field (Guion et al., 2011). In addition, triangulation supports the principle of depth and wholeness of understanding in qualitative research, where the subjective meaning of participants' experiences becomes a central concern (Ravitch & Carl, 2021).

3.5 Data Analysis

The data were analyzed using a qualitative descriptive analysis. This approach was chosen because the study aimed to present a comprehensive account of teachers' and students' experiences in English Club activities without reducing them into abstract codes or categories (Sandelowski, 2000). The essence of qualitative descriptive analysis lies in staying close to the data by describing and interpreting participants' views in detail (Merriam & Tisdell, 2016).

The analysis process began with transcribing all interview recordings and compiling the notes from the observation sheets to ensure accuracy and completeness. The data were then organized based on the types of fun learning activities implemented in English Club, namely role play, debate, storytelling, games, and peer teaching (Moleong, 2019). Each activity served as the primary unit of analysis, and within each activity the data were further examined according to the five components of speaking competence: fluency, pronunciation, vocabulary use, grammatical competence, and discourse management.

After being organized in this way, the findings were described narratively by connecting teachers' perspectives with the results of classroom observations. Finally, the researcher interpreted the data by linking them to relevant theories and previous studies, so that the analysis remained systematic and aligned with the objectives of the study. This process allowed the study to

highlight how each fun learning activity contributed to the improvement of students' speaking competence.

CHAPTER IV

FINDINGS AND DISCUSSION

This section presents the main results from interviews and observations, highlighting how English Club activities based on fun learning, such as role-play, debate, storytelling, peer teaching, and games, contribute to the improvement of students' speaking skills. Each activity is analyzed in terms of five key components of speaking: fluency, pronunciation, vocabulary use, grammatical competence, and discourse management.

4.1 Findings

This section contains findings from teacher interviews and student observations in English Club, focusing on fun learning activities and their relation to improving the 5 components of speaking.

4.1.1 Teachers' Perceptions of Students' Speaking Development through Fun Learning

The teacher observed that students demonstrated significant improvement in their speaking competence after participating in the fun learning activities implemented in the English Club. As the teacher stated, "There has been an improvement in students' speaking competence, especially in terms of fluency, vocabulary enrichment, and pronunciation." This suggests that integrating fun learning strategies provided an effective platform for developing several components of speaking, particularly those that often remain challenging in formal classroom settings. Students were perceived to express their ideas more smoothly, with clearer pronunciation and a wider

vocabulary that was better suited to various communicative contexts.

The teacher also emphasized that students appeared more enthusiastic and engaged during the learning sessions. Fun learning activities such as role play, debate, storytelling, peer teaching, and games were seen to create a more relaxed and motivating environment. These activities encouraged students to participate actively in classroom interactions and practice speaking more frequently. Instead of perceiving speaking tasks as anxiety-inducing evaluations, students treated them as enjoyable challenges and opportunities for creative expression. This shift in perspective from performing to participating was noted to reduce their anxiety and build greater confidence in speaking.

In addition, the teacher highlighted that students' development was not limited to the technical aspects of speaking. They also gained social and collaborative skills through peer-based fun learning formats. The interactive nature of the activities required them to engage in meaningful exchanges, listen attentively, respond appropriately, and express their thoughts clearly to their peers. For instance, in peer teaching and debate sessions, students needed to organize their ideas, present them in front of others, and respond to different viewpoints. Such opportunities provided authentic contexts for practicing language production while simultaneously fostering interpersonal competence and cooperative learning.

In summary, from the teacher's perspective, fun learning in the English Club played a vital role in fostering students' speaking development. The

integration of enjoyable and student-centered strategies not only improved specific aspects of speaking, such as fluency, vocabulary, and pronunciation, but also enhanced students' attitudes, engagement, and participation in the learning process. These findings underline the importance of designing speaking activities that are linguistically rich, emotionally supportive, interactive, and motivating.

4.1.2 Role of Fun Learning Activities in Supporting Speaking Competence

This section describes the main English Club activities observed, and outlines how they relate to the 5 components of speaking.

4.1.2.1 Role Play and Its Contribution to Speaking Competence

Role-play activities make a significant contribution to the development of students' speaking skills in the English Club, particularly in terms of fluency. Based on the interview results, the teacher stated that students' fluency improved significantly as a result of thorough preparation and vocabulary enrichment before the activity. As the teacher explained, "Students can speak fluently and naturally because previously there has been an increase in vocabulary, because before activities on certain topics we have prepared which must be memorized so that students can speak fluently." This statement reflects that structured input and topic-specific vocabulary exposure before the role play enabled students to produce more fluent and confident speech during performance.

This enhancement in fluency aligns with one of the key features of

communicative competence, namely, the ability to maintain speech continuity and respond appropriately without long delays or hesitation. By engaging in role-play, students are required to simulate real-time interactions, which provides them with valuable practice in producing language spontaneously within contextualized situations. In addition, the teacher observed that students rarely made self-corrections in the middle of the conversation because they had memorized and prepared their dialogues beforehand. This indicates a higher level of fluency, as students were able to maintain the flow of conversation without frequent interruptions or verbal repairs. The teacher further noted, "They rarely stop, hesitate, or repeat words when doing this activity because they have prepared and practiced it." In classroom observations, this was evident in students' ability to maintain the rhythm of their speech and complete their turns in conversation naturally. Although some minor hesitation was still observed in lower-level students, the overall fluency across participants had improved compared to earlier sessions before role play was introduced.

The observation data supports this finding. Students were seen speaking in complete utterances with minimal pausing or filler words such as "uh" or "umm." For example, during a restaurant-themed role play, a student confidently delivered the line, "May I help you?" followed immediately by, "Would you like the chicken sandwich or the beef steak?" without breaking the flow or showing signs of hesitation.

This fluent delivery reflects the students' readiness and growing control over their spoken language production. In a second role-play performance with the theme of planning a weekend trip, students similarly displayed a smooth and natural flow of conversation. One student began the conversation with, "Hey B! Do you have any plans for the weekend?" and the dialogue progressed seamlessly through a range of realistic and contextually appropriate exchanges. Lines such as "We can take the train on Saturday morning. It leaves at 7 a.m. and arrives around 10" and "Don't worry, we'll take it slow" were spoken confidently and with very few disruptions.

Throughout the role play, students consistently maintained fluency in multi-turn interactions, showing their ability to communicate clearly and coherently under time-bound and performance-based conditions. These examples illustrate that with preparation and repeated exposure to meaningful scenarios, role play significantly enhances students' speaking fluency. It allows learners to rehearse real-life conversations and improve their verbal flow in an enjoyable and purposeful setting.

This preparation stage included vocabulary introduction and memorization. From the vocabulary aspect, the observation data showed that students actively used a variety of words that were contextually appropriate and made visible efforts to avoid repetition. For instance, during a restaurant-themed role play, students demonstrated variation in service-related expressions such as "May I

help you?”, “Would you like...?” and “Anything else?” Although semantically similar, these expressions were used flexibly depending on the scenario, reflecting the students’ growing sensitivity to lexical choices and their ability to adapt language use appropriately. A similar pattern was found in a second role-play performance, where students enacted a dialogue about planning a weekend trip. The vocabulary used in this activity was also diverse and contextually fitting. Instead of overusing the verb “go,” students said “go somewhere new,” “take the train,” “get there,” and “ride around” to describe different travel actions. When referring to accommodation, they used “check into the guesthouse” instead of simply repeating “stay” or “hotel.” For relaxing activities, the vocabulary included “relax by the beach,” “explore the market,” “rent bikes,” and “take it slow,” showing lexical variation within a shared theme. Students also used expressive vocabulary to convey enthusiasm, such as “That sounds amazing!”, “Perfect!” and “I’m so excited,” rather than relying on generic phrases like “It’s good.” This avoidance of redundant words not only enriched the dialogue but also made the role play more natural and engaging.

Furthermore, students demonstrated an understanding of how word choice can affect tone and formality. The ability to switch between similar expressions and tailor their vocabulary to specific situations illustrates an essential step in building productive vocabulary use. Overall, the role-play activity fostered a meaningful space for students

to explore and apply diverse vocabulary in interactive, real-world scenarios.

In terms of discourse management, students were considered capable of conveying their ideas in a coherent and logical order. The teacher emphasized this by stating, “Students organize their ideas and play a scene coherently and logically to perform a scene.” This was evident in the way students structured their dialogues and presented their lines smoothly according to the role and scenario. They also employed a wide range of connective devices to link ideas, such as “and,” “also,” and “in addition” for adding information, “or,” “would you like... or...?” to offer choices, and “for example,” “such as” to elaborate with examples. Sequencing words like “first,” “then,” “after that,” and “finally” were used to indicate the progression of actions, while causal connectors such as “so” and “because” and temporal expressions like “after,” “later,” and “soon” helped construct cause-effect relationships and chronological flow.

This variety of connectives contributed to better flow and clarity, allowing the audience to follow the conversation more easily. The teacher concluded that the student’s ideas were easier to understand because they had practiced frequently and become accustomed to the structure of a good dialogue. This finding was also evident in another role-play activity in which students discussed weekend travel plans. In this scenario, the discourse structure was maintained effectively

throughout the dialogue.

For example, Student A initiated the conversation by asking, “Do you have any plans for the weekend?” a clear opening line to establish context. The conversation continued logically, with responses like “I found this small beach town...” followed by supportive details about its characteristics. Students used sequencing and elaboration effectively: “First, we can take the train on Saturday morning. Then we can check into the guesthouse... After that, we could relax by the beach...” This use of temporal connectors created a smooth flow that mirrored a real-life planning dialogue. They also used causal explanations like “I thought it would be perfect for a short trip because it’s quiet and not too crowded” and added personal reactions such as “That sounds amazing!” to maintain engagement and coherence between turns.

These examples show that the students were not only able to deliver ideas relevant to the role but also managed to structure them in a coherent order, which helped maintain continuity and listener comprehension. Overall, role-play activities proved effective in promoting students’ ability to organize discourse meaningfully and fluently in spoken interactions.

Regarding grammatical competence, students were able to use various sentence types, statements, questions, requests, and commands with grammatically correct structures. They showed control over tenses

according to situational needs and maintained subject-verb agreement appropriately. This was particularly evident in the restaurant-themed role play, where students applied a wide range of grammatical forms naturally used in everyday interactions.

Examples include: “May I help you?” (simple present using modal may), “Yes, I’d like to see the menu, please.” (present conditional with would), “I’ll have the chicken sandwich, please.” (simple future using will), “Would you like something to drink?” (conditional question), “No, that’s all. Thank you.” (polite closure in the simple present), and “Can I pay with cash?” (modal question in the present). These expressions demonstrated correct sentence structure, modal usage, and appropriate response strategies in a service-oriented context.

Additionally, shorter but grammatically sound expressions like “Here you go” and “Keep the change” showed students’ familiarity with natural, idiomatic English structures. Further evidence of grammatical competence was also observed in another role play involving a casual weekend trip planning scenario. Students were able to produce well-formed sentences across various tenses and forms. For instance, the sentence “Do you want to go somewhere new this weekend?” reflects the appropriate use of the simple present tense for asking for general plans. A student responded with, “Yeah, I was thinking about that!” which uses the past continuous tense accurately to indicate an ongoing past thought. Suggestions were also presented in

natural forms, such as “How about going to the beach?” which uses a gerund phrase to propose an idea, and “That sounds amazing!” which maintains subject-verb agreement and tense consistency. When discussing plans, students produced accurate modal constructions such as “We could check into that little guesthouse near the coast” and “Let’s meet at eight on Saturday morning,” which shows the correct usage of could and imperative structures (let’s + base verb) for collaborative planning. Emotive responses like “I’m so excited already” also followed correct grammar, with “I’m excited” expressing the present emotional state.

These examples indicate that students not only understood how to apply different tenses and sentence types but also were able to adapt their grammar usage to fit various real-life speaking contexts. The teacher confirmed this trend by stating, “Students have paid a lot of attention to grammar so that later their grammar is not wrong when delivering the material and does not create misunderstandings.” This suggests that the preparation phase in fun learning activities, primarily through role play, encourages students to internalize proper grammar in an interactive and meaningful way. Consequently, role-play not only provides speaking practice but also strengthens students’ grammatical awareness, especially in spontaneous and situational language use.

Overall, the role-play activity provided a rich and realistic environment where students could practice speaking holistically,

combining fluency, vocabulary, grammar, and discourse management in one integrated performance. The structured preparation, combined with the imaginative and interactive nature of role-play, created a low-pressure yet meaningful opportunity for students to experiment with language in ways that mirror real-life communication. As a result, students gained not only confidence but also internalized patterns of effective spoken English, making role-play one of the most impactful and enjoyable fun learning strategies in the English Club activities.

4.1.2.2 Debate Activities and Students' Ability to Organize and Express Ideas

Debate, as one of the fun learning strategies applied in the English Club, has proven to play a crucial role in training students to present arguments in a structured manner and to expand their speaking competence. According to the teacher, the debate activity offers students a speaking experience that not only promotes fluency but also challenges their spontaneity and readiness. The teacher explained, "Students speak quite fluently and naturally because of frequent practice, and they have improved their speaking skills." This suggests that repeated exposure to meaningful and interactive contexts, such as debates, can strengthen students' fluency.

The observation supports this view, as several students were able to present their arguments with a smooth and natural delivery without

frequent hesitation. For instance, in a debate about school uniforms, one student confidently stated, “Wearing uniforms reduces social pressure and creates equality,” and followed up with a logical example. This indicates that fluency was supported by content familiarity and repeated structured practice. However, the teacher also noted that fluency often declined when students had to respond to unexpected rebuttals. The teacher stated, “There are some that make them stop or repeat words when presenting arguments because there is vocabulary that wants to be said... they are still thinking before supporting or speaking.” This implies that while debate encourages spontaneity, it also tests students’ real-time language processing skills. One example from the observation showed a student pausing awkwardly and repeating phrases like “I think... I mean... what I mean is...” when attempting to counter an opposing point, demonstrating that fluency can be hindered when lexical access is delayed.

From the aspect of discourse management, the teacher observed that although some students still experienced miscommunication when expressing ideas, consistent practice helped minimize these issues over time. As teacher explained, “Some students often make misunderstandings, but because of frequent practice, the misunderstandings are reduced.” An illustrative example comes from a debate on the use of English in the dormitory environment. In the past, similar discussions had confused, with some students believing they

were required to speak English continuously without regard for their language level. This caused anxiety and resistance. However, after repeated practices and more open dialogue sessions, students became more capable of expressing their ideas clearly and constructively.

For instance, in a recent debate on this topic, Student A supported the idea of using English in the dormitory but offered a compromise by proposing “English hours” rather than full-time usage. Student B, who initially disagreed, was able to articulate his concerns, such as feeling overwhelmed and excluded, and responded to the proposal with a suggestion for flexibility. This dialogue demonstrated the use of logical sequencing, effective turn-taking, and respectful disagreement. It also reflected improved discourse management as both students structured their responses using appropriate transitions such as “however,” “on the other hand,” “therefore,” and “in my opinion.” This progression suggests that students are developing both their linguistic and interpersonal communication skills.

In terms of vocabulary use, the teacher observed that students began to make efforts to use richer and more varied vocabulary that was relevant to the debate topic. According to the teacher, “Students have tried to avoid excessive repetition of words and because students are already required to bring a dictionary so they can still look for another vocabulary.” This habit was also evident in how students articulated their ideas during debate sessions. For example, in a debate regarding

the use of English in the dormitory, students employed expressions such as “speak English every day,” which directly addressed the core of the motion. Other phrases like “improve our speaking skills” and “practice is essential” were used to emphasize the benefits of using English consistently, particularly from the pro side.

In the debate session, students used expressions that showed concern for speaking barriers, such as "afraid to make mistakes," "students will not feel too much pressure," "some students will feel uncomfortable," and "it can be confusing" indicating that students were beginning to be able to express opinions with polite language and consider others' points of view. This reflects development in the use of expressive vocabulary and more subtle communication strategies. Students are not only expressing their opinions but also beginning to structure their arguments in a more structured, clear, and comprehensible manner.

Additionally, rebuttals like “making mistakes is part of learning” and phrases like “help each other and learn together” reflected not only lexical variation but also the ability to construct persuasive and collaborative responses. Students also demonstrated conscious attempts to avoid lexical repetition. For instance, Student A initially stated, “We should speak English every day in the dormitory.” At the same time, Student B, rather than echoing the same expression, rephrased the idea as “It’s better to use English only during English time.” Though the

concept remained similar, the variation in wording displayed awareness of discourse variety. Likewise, Student A alternated between phrases like “improve our speaking skills” and “get used to it,” both contributing to the same point but expressed through different structures. Instead of repeating the word “practice,” he expanded his idea by saying, “We can help each other and learn together,” thus maintaining coherence while avoiding redundancy. From Student B’s side, the shift from “students will feel uncomfortable” to “students won’t feel too much pressure” showed deliberate variation in diction to convey similar sentiments using more subtle and nuanced language.

Furthermore, students showed a growing awareness of using formal vocabulary appropriate for academic or structured discussions. As the teacher noted, “Students choose vocabulary that is appropriate to the topic and formal context, and the vocabulary used should be appropriate to the theme so that students can develop new vocabulary.” This is evident in Student A’s choice of the word “improve” in the sentence “It will help us improve our speaking skills faster,” which is more formal and academic in tone compared to a casual expression like “get better.” Likewise, phrases such as “practice is critical” are clear, direct, and suitably polite, reflecting the norms of formal argumentation. Student B also demonstrated an appropriate use of formal language. Teacher stated, “Some students will feel uncomfortable or afraid to make mistakes,” which expresses concern

respectfully. The choice of words like “uncomfortable” and “afraid” adds emotional depth without sounding accusatory or dismissive. When proposing a compromise, Student A used a polite and diplomatic tone: “Maybe we don’t have to use English all the time, but at least we can have ‘English hours’ in the dormitory.” Phrases such as “at least we can have...” serve as softeners, which are typical in polite negotiations. In response, Student B acknowledged the idea by saying, “That sounds better. Speaking English sometimes is okay, but not all the time.” This kind of polite partial agreement is an effective rhetorical move in debate, showing both respect and a personal stance.

In the aspect of grammatical competence, the teacher stated that students were able to construct sentences with correct word order and structure. According to the teacher, “Students apply the correct word order, structure, tenses, subject, and predicate so that the order is correct.” This observation was supported by several examples taken from students’ debate performances. For instance, Student A began his argument with the sentence, “I think we should speak English every day in the dormitory.” This sentence demonstrates correct grammatical construction using the structure Subject + Verb + That-clause. The use of the modal verb “should” followed by the base verb “speak” is also accurate, as it appropriately conveys a suggestion or recommendation. Student B responded, “If we speak English every day, some students will feel uncomfortable.” This is a clear example of a Type 1

conditional sentence, which uses the present simple in the if clause and the future simple in the main clause. The accuracy in tense combination and clause structure reflects the student's understanding of conditional grammar forms commonly used in argumentative speech.

Throughout the debate, students also demonstrated the ability to use simple and compound sentences correctly. For example, in the sentence "We can help each other and learn together," the parallel use of two base verbs (help and learn) corresponds well with the plural subject "we." In terms of subject-verb agreement, students maintained grammatical consistency: sentences like "Practice is imperative" show correct agreement between the singular subject "practice" and the singular verb "is." Similarly, "Some students will feel uncomfortable" correctly matches the plural subject "students" with the plural auxiliary "will" and the base verb "feel." Students also showed consistency in tense selection. Students used present simple to express general truths or habits, as in "We don't have to speak English all the time," and future simple to describe outcomes or consequences, as seen in "It will help us improve our speaking skills faster." The choice of tenses aligns well with the context of argumentative discourse, where both current realities and future possibilities are discussed.

This finding was reinforced by direct observation of four students involved in the debate activity. The observation results showed that the students had achieved a solid performance across several speaking

components. In terms of fluency, most students demonstrated a smooth and continuous flow of speech with minimal hesitation or self-correction. In the pronunciation aspect, words were articulated clearly, and intonation was generally appropriate, which supported the intelligibility of their messages. Vocabulary use was rich and contextually accurate, showing that students had internalized and practiced a range of topic-specific terms. In the grammar component, sentence structures were appropriately constructed, and the usage of tenses was consistent with the communicative purpose. Discourse management was also visible through the use of logical connectors and well-structured arguments, making their presentation coherent and persuasive.

In summary, debate as a form of fun learning activity has proven to be more than just a speaking exercise. It has provided students with an interactive and intellectually stimulating platform to practice structured communication, develop grammatical accuracy, and engage in meaningful language use. The dynamic format of debate encourages students to combine linguistic elements with critical thinking, making it a powerful strategy for improving speaking competence in an engaging and enjoyable manner.

4.1.2.3 Storytelling and Students' Fluency, Grammar, and Pronunciation

The storytelling activity in the English Club serves as a practical,

fun learning strategy that significantly contributes to the development of students' speaking skills, particularly in the aspects of fluency, sentence structure, and pronunciation. According to the teacher, students were given the freedom to create and perform their own stories based on predetermined themes. This flexibility, combined with careful preparation, encouraged students to become more confident and organized in delivering their ideas orally. As the teacher noted, "Students are given the freedom to create their own stories so that students fit the theme, and students prepare the materials carefully preparation so that students can prepare well." This process supports learner autonomy while reinforcing essential elements of spoken discourse.

In terms of discourse management, students demonstrated an apparent ability to structure their ideas sequentially and coherently from the beginning to the end of their stories. The teacher observed that the provision of sample materials aided this coherence before the performance: "Students' ideas follow a clear sequence from beginning to end because students have previously been given material to make a story." This statement is reflected in students' storytelling structure, which typically begins with conventional narrative openers like "Once upon a time," a phrase that effectively signals the start of a tale and sets the tone for a past event. Furthermore, students used temporal expressions such as "One day," "A few days later," and "Suddenly" to

indicate the flow of time and event transitions. These phrases helped maintain chronological coherence and guided the listener through the narrative arc.

For instance, in "The Lion and the Mouse," after the lion falls asleep, the story progresses with "Suddenly," introducing the mouse's arrival and marking a significant turn of events. The conjunction "but" was also frequently used to introduce contrast, as in the line where the lion doubts the mouse's ability to help but chooses to release him anyway. This not only supports logical coherence but also enhances the dramatic tension within the narrative. In conditional statements, students employed "if" to express cause-and-effect relationships, such as the mouse keeping its promise to help the lion. Similarly, connectors like "hearing the roar" and "soon" conveyed logical and temporal progression, while the closing line "but now I see..." reflected the character's transformation, providing both resolution and a moral conclusion.

In another storytelling performance entitled "Tom and Jerry: The Cheese Trap," students also apply cohesive devices to build a well-structured and comprehensible narrative. The story begins with the sentence "Once upon a time, Tom the cat was hungry," which effectively establishes the setting and purpose of the main character. Temporal markers such as "Suddenly," "But wait!" and "When Tom pressed the ON button" are used to sequence events coherently and

maintain the flow of the story. The use of opposition and cause-and-effect markers such as “but that cheese was not just cheese... it was a trap!” and “Or so he thought” also enriches the narrative structure while maintaining the coherence of the text. Students also close the story with a clear concluding sentence: "And so, once again, Jerry won the game, and Tom... well, he needed a towel. The end." This story structure, which moves from orientation to complication, climax, to resolution, demonstrates a complete narrative flow and confirms the student's ability to manage discourse sequencing effectively.

In the aspect of pronunciation, the teacher mentioned that the students' articulation had become more transparent and more understandable, mainly due to the ample time allocated for practice before the performance. This preparation enabled students to rehearse and improve their ability to pronounce challenging words. As the teacher noted, "Students' pronunciation is clear and easy to understand because students have time to practice before performing. However, students' intonation still uses Indonesian or local language."

Observation during the storytelling sessions supported this statement. Students were able to correctly pronounce several multisyllabic and phonetically complex words such as "jungle"/'dʒʌŋɡl/, "roar"/'rɔːr/, "trembling"/'trɛmblɪŋ/, "creature"/'kriːtʃər/, "promised"/'prɒmɪst/, "struggled"/'strʌɡəld/, "sharp"/'ʃɑːrp/, and "mighty"/'maɪti/. These examples demonstrate the

students' increasing mastery of syllable segmentation, consonant clusters, and diphthongs. Pronunciation progress was also noted in the second storytelling activity.

In Tom and Jerry: The Cheese Trap, students attempted to articulate expressive and emotional dialogue, which introduced new phonetic challenges. Despite improvement, some common pronunciation errors were still identified. For instance, the word "once"/wʌns/ was sometimes mispronounced as /ɒns/, and "lived"/lɪvd/ was rendered as /li:v/, indicating omission of the final voiced /d/ sound. Similarly, words like "nap"/næp/ were pronounced as /neɪp/, "begged"/bɛgd/ as /bɛg/, and "laughed"/læft/ as /lɑ:ged/. Mispronunciations were also evident in abstract and irregularly spelled words like "chew"/tʃu:/ pronounced as /tʃeu/, and "gratitude"/'grætɪtju:d/ pronounced as /gre'titud/. These errors reflect common learner difficulties related to spelling-pronunciation mismatches and L1 (first language) transfer. Nonetheless, the fact that students attempted to use these words in a communicative context shows increasing confidence and a willingness to engage with more advanced vocabulary.

From the aspect of fluency, the teacher observed a notable improvement in the flow of students' speech following practice, although minor issues persisted. "Because students have practiced, students' speaking is more fluent than before. There are some mistakes,

and students need to be corrected so that students can be maximized," the teacher stated. Observation results corroborated this, showing that most students delivered their stories with more natural pacing, fewer filler words, and fewer interruptions to self-correct. However, it was also noted that not all students achieved complete fluency consistently.

In some cases, students spoke noticeably slower, particularly when faced with longer or less familiar words. For example, the word "gratitude" was articulated with prolonged syllabic pauses, indicating cognitive hesitation. Similarly, the word "strong" was mispronounced and then corrected mid-sentence, momentarily breaking the speech flow. These issues suggest that while automaticity is developing, it has not yet been fully internalized for all vocabulary items.

In a different storytelling performance titled "Tom and Jerry: The Cheese Trap," similar patterns of partial fluency were identified. Students generally delivered the storyline with confidence and appropriate rhythm, especially in short and dramatic utterances such as "AH!" or "Not today, Tom!" which were spoken expressively and without hesitation. However, in longer sentences such as "He built a robot cat to catch Jerry," a few students spoke more cautiously, pausing slightly before saying "robot" or "to catch Jerry," indicating limited familiarity or processing delay. Some students also exhibited hesitation when delivering unexpected or humorous lines, such as "Better luck next time, buddy!" where slight laughter or uncertainty disrupted their

fluency. These moments show that while the students are becoming more fluent, certain types of content, especially those that are unfamiliar, idiomatic, or emotionally expressive, still pose challenges.

In terms of grammatical competence, the teacher stated that students were quite good at using sentence structures correctly, particularly in the simple past tense. The teacher explained, "Students are quite good regarding the use of grammar and sentence structure, especially in the simple past tense. But it needs more improvement and accuracy for the use of this grammar." This statement is supported by the observation results, which show that students successfully applied a range of correct grammatical patterns during the storytelling performance. In the story "The Lion and the Mouse," for instance, students accurately used the past tense to construct a narrative with temporal consistency. One example is the sentence, "Once upon a time, in a jungle far away, there lived a strong lion." The verb "lived" is used appropriately in the simple past tense to indicate a completed action.

Additionally, the sentence "All the animals feared the lion" demonstrates the correct use of passive voice in the past tense, effectively conveying the lion's reputation. Students also used other regular and irregular verbs correctly, such as "ran," "caught," "growled," "begged," and "promised," indicating their growing mastery of tense consistency and subject-verb agreement.

Tense variation was also observed, such as in "The lion was taking

a nap," showing accurate use of the past continuous, followed by sequential past actions like "the mouse ran across his face" and "the lion caught the mouse." These transitions reflect students' ability to switch between tenses while maintaining grammatical coherence. Toward the end, sentences such as "The mouse remembered his promise" and "The lion became friends with the mouse" further demonstrate consistent control over the past structures.

Similarly, in the "Tom and Jerry: The Cheese Trap" story, students demonstrated command of basic sentence structures in the past tense. For positive declarative sentences, students used appropriate verb forms such as "Tom sneaked into the kitchen," "Jerry laughed," and "The robot turned around." These show a clear understanding of the verb 2 (past form) usage in narrative contexts. For negative sentences, students correctly constructed "Tom did not expect that!" and "He didn't understand the trap," demonstrating the use of the "did not + verb 1" pattern. Interrogative forms were also appropriately used, such as in "Did Tom catch Jerry?" and "Did Jerry win again?" indicating an ability to construct past tense yes-no questions using "Did + subject + base verb." Beyond simple tense use, students occasionally varied sentence types, incorporating compound or complex clauses, for example, "When Tom pressed the ON button, the robot turned around and chased Tom," which combines a time clause with sequential action. Such structures show progress in syntactic development as learners begin

moving from isolated past tense clauses to more complex narrative forms. This is supported by their successful application of subject-verb agreement and word order in sentences that include adverbials and conjunctions.

In the aspect of vocabulary use, both the teacher's remarks and observational data indicate meaningful progress in students' lexical ability, particularly in their selection and variation of words during storytelling. The teacher noted that students made conscious efforts to avoid using the same vocabulary repeatedly, stating, "Students avoid using the same vocabulary repeatedly because this will make it boring."

This statement was reflected in the students' performances, where students employed a diverse set of words that were contextually appropriate and enhanced the expressiveness of their stories. In "The Lion and the Mouse," students used vocabulary such as "nap," "paw," "growled," "trembling," "hunter's net," "back free," and "chew through" to accurately and vividly describe the sequence of events. Rather than relying on general or repetitive terms, students opted for stronger, more specific expressions. For example, to tell the lion's anger or power, students used "roared" or "mighty," which provided greater emotional impact than simpler alternatives like "angry" or "strong." This not only demonstrated their understanding of word meaning but also their growing stylistic awareness in adapting vocabulary to suit the tone and context of the narrative.

A similar pattern emerged in another story titled "Tom and Jerry: The Cheese Trap." In this tale, students creatively used varied vocabulary to portray a humorous and dynamic sequence of events. Expressions such as "sneaked into the kitchen," "delicious cheese," and "It was a trap!" "laughed," "built a robot," "screamed," and "waved" illustrated an apparent attempt to use more descriptive and engaging language. Instead of saying "walked," students used "sneaked" to emphasize stealth; instead of "hit," students used "smacked" or "slammed" to create a more vivid image. This choice of words contributed to the overall humor and liveliness of the story.

Moreover, the storytelling data also revealed improvements in lexical diversity. Rather than repeatedly using a single verb or expression, students substituted synonyms or contextually equivalent alternatives to maintain narrative interest. For instance, instead of writing, "Tom was angry. Tom ran. Tom shouted," students produced more varied sentences such as "Tom was furious. He dashed into the room, yelling loudly." This deliberate variation in language choices illustrated their developing ability to enrich their speaking with lexical variety, a crucial component of communicative competence.

In conclusion, storytelling as a fun learning activity has proven to be highly effective in improving students' grammatical accuracy and enriching their vocabulary in a meaningful context. By engaging in story-based speaking tasks, students were able to consistently apply the

simple past tense, demonstrate tense variation, and make correct use of passive and active voice constructions. Their growing ability to diversify word usage further reflects the benefits of integrating narrative activities into speaking practice. Overall, the combination of creativity, preparation, and contextual use of language makes storytelling a valuable tool in supporting the development of students' speaking competence within an enjoyable and learner-centered environment.

4.1.2.4 Peer Teaching and Students' Grammatical and Vocabulary

Development

Peer teaching activities in the English Club made a meaningful contribution to the development of students' speaking skills, particularly in the aspects of grammatical competence and vocabulary use. According to the teacher, students' speaking fluency during this activity was relatively similar to other speaking practices. However, the nature of peer teaching, where students are responsible for explaining materials to their friends, demands a different kind of mental readiness. The teacher explained, "The students' speaking fluency is the same as in other activities, but because this activity is a bit different, students need to be mentally prepared so that their vocabulary is not lost when dealing with their friends. With continuous practice, students are better at speaking to learn to teach to their friends." This suggests that peer teaching not only challenges students linguistically but also trains their confidence, preparation skills, and ability to communicate clearly under

pressure.

From the aspect of discourse management, the teacher observed that students were able to organize their spoken delivery in a logical and structured manner. The teacher commented, "The order of students' delivery is perfect and neat, and students can use connecting words." This indicates that students not only understood the material but were able to present it using a precise sequence, making their explanations easy to follow. For example, when teaching grammar topics such as parts of speech, students used connecting phrases like "First, let's talk about nouns," "Then, we will look at verbs," "After that, we move to adjectives," and "Finally, we will review adverbs." These phrases helped segment the content effectively and showed students' developing ability to structure their speech coherently and pedagogically.

In terms of vocabulary development, students demonstrated active effort to use precise and varied language to make their teaching more understandable and engaging. The teacher noted, "Students try to develop a diverse vocabulary so that students can be easily understood." This was evident in the way students introduced and defined grammar-related terms. For example, one student explained, "A noun is a word that names a person, place, thing, or idea such as 'teacher,' 'school,' or 'happiness,'" while another elaborated on adjectives using comparative examples: "An adjective describes a noun, like 'big,' 'beautiful,' or 'fast.'" For example: "The fast car." This shows that students were not only

repeating definitions but also using appropriate vocabulary in contextual examples, reflecting both understanding and communicative clarity. Moreover, students tried to avoid repetition and chose synonyms to clarify concepts. For instance, instead of repeating the word "describe," a student used "explain" or "show the quality of" when referring to adjectives. This effort to vary vocabulary demonstrates not just memorization but also strategic selection of language based on audience understanding.

Additionally, some students used simple analogies to explain abstract concepts, such as, "Think of a verb like an action. It's something you do, like run, eat, or write." These expressions highlight students' ability to adjust their language to fit the peer context, making complex content more accessible.

In terms of grammatical competence, the peer teaching setting provided students with valuable opportunities to practice constructing sentences accurately while explaining English grammar rules. Since the activity required them to take on the role of a teacher, students were expected to give grammatically correct examples, especially when presenting material such as parts of speech. For instance, when explaining verbs, one student used the sentence "She runs every morning," which correctly demonstrates subject-verb agreement in the simple present tense. When introducing adjectives, a student provided the example, "The tall man is my uncle," which shows the correct

placement of the adjective before the noun. To clarify the distinction between adjectives and adverbs, students offered paired examples such as "He runs quickly" (where quickly is an adverb modifying the verb runs) and "He is quick" (where quick is an adjective describing the subject he).

These examples illustrate how students were able to contextualize grammar rules and apply them accurately in real-time explanations. Moreover, students were observed to be more cautious and deliberate in constructing their sentences, mainly because students were aware that their peers relied on their explanations. The teacher affirmed this by stating, "Students have paid a lot of attention to grammar so that later students' grammar is not wrong when delivering the material and does not create misunderstandings." This suggests that peer teaching helped raise students' grammatical awareness by placing them in a position of responsibility not only to speak accurately but also to model correct language use for others.

Observation results supported this statement. Most students delivered explanations using grammatically correct sentence structures, selected appropriate tenses based on context, and maintained proper subject-predicate agreement. For example, when explaining noun forms, a student said, "A noun is the name of a person, place, or thing, like 'teacher,' 'city,' or 'book,'" clearly demonstrating both grammatical understanding and clarity in explanation. When introducing

conjunctions, another student stated, "We use 'because' to explain reasons, like in the sentence: 'I was late because I missed the bus.'" These examples reveal students' increasing command of grammar in both usage and explanation. Although not all students reached perfection in their delivery, the process of peer teaching provided a low-pressure yet purposeful environment where students could practice, make mistakes, and improve through interaction and collaboration. Minor grammatical slips were still present, especially when students spoke spontaneously. However, those errors became part of the learning process, often leading to peer correction or self-correction. In this way, peer teaching reinforced grammatical accuracy while still maintaining the spirit of fun learning.

Overall, peer teaching served not only as a student-centered strategy rooted in fun learning principles but also as a collaborative platform where learners took ownership of their language use. The activity helped students internalize grammar rules by explaining them out loud, supported richer sentence structure through contextual examples, and fostered accuracy in a way that was both engaging and meaningful. As students taught and learned from each other, students gradually became more confident and precise in their spoken grammar, an essential step in developing overall speaking competence.

4.1.2.5 English Games and Spontaneous Speaking Practice

English games such as vocabulary races, charades, and other

interactive group activities have proven to be effective, fun learning strategies in enhancing students' spontaneous speaking skills. According to the teacher, these games are successful in creating dynamic learning environments where students are required to think quickly and respond immediately without excessive hesitation. The teacher remarked, "Students can speak spontaneously and or answer the games given," indicating that the fluency aspect of their speaking has improved due to frequent exposure to time-limited speaking tasks. Because the games demand fast-paced interaction, students gradually develop the habit of speaking more fluently, even under pressure.

One of the main advantages of the game lies in its ability to encourage vocabulary development in a competitive yet fun atmosphere. The teacher observed that students were encouraged to look for and use a variety of vocabulary as a strategy to win the game. As the teacher explained, "Students look for new vocabulary to win the game and try to use more varied vocabulary to excel in this activity." This shows that the competitive format of the game can encourage students to expand and actively apply vocabulary in meaningful contexts.

For instance, in the Vocabulary Race game, students were given spontaneous prompts such as: "Say three jobs that use uniforms!" (e.g., police officer, doctor, teacher), "Give three expressions to show happiness!" (e.g., I'm so glad!, That's amazing!, I'm excited!),

“Mention five fruits!” (e.g., banana, mango, orange, pineapple, apple), “Give nouns that begin with ‘T’!” (e.g., table, truck, tree), and “Say three things you bring to school!” (e.g., notebook, pencil, bag). These rapid-fire questions encouraged students to activate their lexical knowledge under time constraints, reinforcing vocabulary recall and spontaneous production. More importantly, these game formats simulate real-life communicative pressure, requiring learners to retrieve and articulate words quickly while maintaining logical coherence in their answers.

Similarly, the Charades game offered an interactive and kinesthetic approach to vocabulary learning. In this activity, students were asked to act out a variety of words or phrases ranging from actions (brushing teeth, taking a shower, dancing, driving a car) to occupations (doctor, farmer, pilot, photographer) and everyday activities (baking cookies, riding a bike, reading a book, buying snacks).

Their peers were tasked with guessing the word based on the performed cues. This not only reinforced students’ understanding of vocabulary through context but also encouraged the development of descriptive and interpretive language. For example, when a student mimed playing guitar, others quickly responded with related vocabulary, showing their familiarity with both the concept and the expression. The game also offered indirect speaking opportunities, as students shouted guesses or explained their reasoning with expressions

such as “Is it swimming?”, “No, it looks like a painting!” or “It’s something you do in the morning!”. These spontaneous verbal responses fostered active engagement and quick-thinking language use, both of which are essential in building communicative competence.

In terms of discourse management, the teacher also noted significant progress. Students began to speak more smoothly and in more structured ways than before. The teacher mentioned, “Students speak with the flow because there is an improvement from before.” During game activities, students were observed using simple linking words such as and, or, but, then, and because, which helped them build short but coherent utterances. For example, in the Vocabulary Race game, a student might say, “I bring a book, a pencil, and a ruler to school,” or “A lion is big and strong.” Though basic, these sentence patterns reflect an improving ability to connect ideas and express complete thoughts within short turns.

In the Charades game, students displayed discourse management through brief yet connected spoken responses while guessing the mimed words or actions. As one student acted out brushing teeth, others responded with phrases like, “Is it brushing your hair or brushing your teeth?” or “I think it’s taking a shower because of the hand movement.” These quick exchanges show not only lexical retrieval but also the ability to extend or revise utterances based on peer input. The use of conjunctions and sequencing words like or, because, and then appeared

naturally, particularly when students justified or refined their guesses, e.g., “Maybe it’s baking cookies because she pretended to hold a tray, then smiled.” This interactive format encouraged spontaneous, connected speech even within brief turns.

Moreover, the teacher emphasized that the fast-paced and competitive atmosphere of the games pushed students to be more responsive and reflexive in conversation. “Students are quite active in using simple linking words or transitions and are reflexive in following this game and responsive,” the teacher explained. This suggests that the fun and dynamic nature of the games, especially Charades, which relies heavily on quick interpretation and immediate verbalization, promoted a communicative environment where students could practice connecting ideas naturally and in real-time. The reduced pressure and increased engagement helped students focus more on conveying meaning rather than fearing mistakes, which is essential for improving discourse-level speaking skills.

Thus, language game activities conducted in the English Club not only foster a fun and engaging learning environment but also serve as a powerful medium to promote spontaneous speech, expand vocabulary knowledge, and strengthen discourse management. These activities, by combining enjoyment with linguistic challenge, prove to be an effective and meaningful strategy in supporting students’ overall speaking development.

4.1.3 Challenges and Opportunities

This section discusses the various challenges and opportunities encountered by students in the application of fun learning strategies through English Club activities. Although the implementation of fun learning has shown significant benefits in developing speaking competence, several challenges emerged during its practice. Conversely, these activities also opened many positive avenues that support student engagement and language acquisition in meaningful ways.

4.1.3.1 Opportunities

One of the most significant opportunities offered by fun learning in English Club activities is the freedom to learn and speak in a pressure-free, student-centered environment. In contrast to a conventional classroom setting that often emphasizes grammatical correctness and written exams, English Club places more emphasis on spontaneous communication, speaking fluency, and personal expression. This shift in focus allows students to use English as a fundamental communication tool, not just an academic subject. As stated by the teacher, students show greater enthusiasm and willingness to speak when engaged in fun and meaningful activities such as role-play, storytelling, debates, peer teaching, and interactive games.

The activities mentioned reduce the fear of making mistakes and replace it with curiosity and enthusiasm so that students feel responsible for their learning. In addition, the dramatic and playful elements in

games and performances help students relax and not feel judged, making it easier for them to speak naturally and confidently in front of others. This relaxed and non-intimidating environment supports the courage to try, encourages more frequent speaking practice, and gradually builds communication competence through enjoyable interactions. This relaxed and non-intimidating environment supports the courage to try, encourages more frequent speaking practice, and gradually builds communication competence through fun and task-based interactions.

In addition, the fun learning activities in the English Club provide an authentic and meaningful context for students to use English. Instead of just doing isolated exercises or dialogs from the textbook, students are placed in communication situations that resemble fundamental interactions. For example, debate sessions help students hone their reasoning skills, develop convincing arguments, and improve their ability to defend their opinions with good language structure. Storytelling encourages coherent narration, the use of time and sequence connectives, and contextual reinforcement of past tense structures. Games such as charades or vocabulary races train quick thinking, spontaneous responses, and immediate language production.

All the activities mentioned are in line with the principles of Communicative Language Teaching (CLT), which emphasizes meaningful language use rather than mechanical repetition. In addition,

the collaborative elements embedded in these activities, such as group work, peer feedback, and joint problem solving support the peer learning process. Students often learn by observing their peers' strategies, vocabulary choices, and ways of responding to and correcting each other's mistakes in a supportive and informal setting. This peer interaction not only strengthens language acquisition but also builds social closeness and mutual encouragement, making the learning process more thorough and enjoyable.

Another opportunity that arises is the increased language awareness and learning independence that develops through these fun activities. Fun learning not only encourages students to participate actively but also inspires them to take more responsibility for their language development. Many students were seen taking initiatives outside of formal learning sessions, such as looking up new vocabulary in the dictionary, drafting and editing a script before a performance, or practicing pronunciation independently. This behavior shows a growing sense of ownership of the learning process and a desire to use English more appropriately.

Instead of relying solely on corrections from the teacher, students begin to self-monitor their language use, reflecting a more mature and conscious engagement with vocabulary, grammar, and pronunciation. This effort is not borne out of external pressure to meet exam demands but rather from an internal motivation to convey ideas effectively in

English. This awareness reflects an important shift from passive learners to active learners, which is the foundation for long-term language development and improved communication competence. Thus, fun learning activities not only develop speaking skills but also foster students' independent, reflective, and intrinsically motivated character.

4.1.3.2 Challenges

Despite the opportunities, several challenges also arise in the implementation of fun learning strategies through the English Club. One of the key challenges is the over-reliance on memorization in certain activities like role play and storytelling. While preparation and memorization can boost vocabulary and fluency, students can also lead to scripted performance rather than honest communication. Some students struggle to improvise or respond flexibly when something unexpected occurs during an activity. This was noted by the teacher, particularly during debate sessions, where mental readiness and spontaneous thinking are essential. When students had to deliver rebuttals or answer questions without preparation, some were hesitant, paused frequently, or repeated words, which suggests that fluency in spontaneous contexts still needs to be nurtured. Another challenge is the uneven speaking proficiency among students. In peer teaching activities, for instance, some students became overly cautious or anxious when explaining material to friends. The pressure to become a

linguistic role model made them fear making grammatical or pronunciation mistakes. This challenge is particularly relevant for students who are still at a lower level of speaking competence and lack the vocabulary or confidence to teach their peers effectively. Without sufficient scaffolding, such students may participate less or deliver more straightforward explanations, thereby reducing the learning potential of the activity.

Additionally, pronunciation and intonation remain persistent issues. Although many students have improved in articulating words, the influence of their first language is still evident, particularly in the stress patterns and intonation. This occasionally led to misunderstandings or lack of clarity. Teachers reported that students need more guided practice to overcome first-language interference in speaking. However, since most fun learning activities prioritize fluency and meaning-making, specific pronunciation drills are often overlooked.

Finally, managing time and classroom dynamics during interactive activities can also be a practical challenge. Activities like debate or storytelling require adequate preparation time, clear instructions, and teacher facilitation to ensure all students are involved meaningfully. In contexts such as Islamic boarding schools, where academic and religious obligations are tightly scheduled, balancing these activities with other responsibilities can also limit their frequency and depth.

In summary, fun learning in the English Club offers diverse and impactful opportunities for students to develop their speaking competence through active, meaningful, and enjoyable experiences. Students benefit from increased vocabulary use, fluency, grammar awareness, and improved discourse management. However, its implementation also brings challenges, such as the need to balance memorization with spontaneity, address varying proficiency levels, and manage classroom time effectively. These findings highlight the importance of designing fun learning activities that are not only engaging but also responsive to students' needs. Teachers should continue to scaffold speaking tasks, provide appropriate modeling, and create a supportive environment that fosters linguistic experimentation and growth. With thoughtful application, fun learning can become a powerful strategy for developing students' speaking skills in a holistic and sustainable way.

4.1.4 Summary of Findings

Based on teachers' statements from all observed activities, it can be concluded that fun learning in English Club activities contributes significantly to improving students' speaking competence, especially in the aspects of fluency, vocabulary use, and discourse management. These three components appear consistently in every activity and are repeatedly emphasized by the teacher as the most visible aspects of development. Of the five speaking activities conducted, play, debate, storytelling, peer

teaching, and English games role play activity was most often cited as the most impactful. In the early part of the interview, the teacher stated, "Roleplay is role play, so these students are more active... and also in the Boarding School environment there are often dramas that students can later use English," indicating that active involvement in simulating real situations allows students to practice spontaneous communication, organize ideas coherently, and improve their speaking fluency.

The fluency aspect has developed quite prominently through repeated practice and introduction of vocabulary before performing. Vocabulary use also improved as students were consistently encouraged to find and use varied words according to the topic of each activity. In terms of discourse management, students began to be able to organize ideas more coherently and logically, especially in activities such as storytelling and peer teaching, where sequence and the use of conjunctions were essential elements. Although the grammar and pronunciation aspects also showed improvement, teachers noted that these two components still require more in-depth attention and practice. For example, in storytelling, students have used the simple past tense quite well, but there are still sentence structure errors that need to be corrected. Similarly, students' pronunciation has started to be clear but is still influenced by local language intonation patterns.

Overall, the findings corroborate that the fun learning strategy, primarily through role play, is effective in encouraging students to be more

active and confident in speaking, as well as supporting the development of speaking components in a fun and non-stressful atmosphere.

4.2 Discussion

Another opportunity that arises is the increased language awareness that develops through these fun activities. Students tend to voluntarily expand their vocabulary, make efforts to pronounce words correctly, and practice grammar because students want to convey their ideas effectively rather than because students have to take an assessment. Teachers also observed that students often used dictionaries and prepared scripts in advance, which showed initiative in improving the accuracy and appropriateness of language use. These behaviors reflect improved language control and linguistic independence in the learning process.

4.2.1 Impact of Fun Learning Activities on Speaking Components

Descriptive qualitative of teacher interview data reveals that the fun learning activities implemented through English Club sessions have had a significant and observable impact on the development of various components of students' speaking competence. These components include fluency, vocabulary use, pronunciation, grammatical competence, and discourse management. In particular, fluency, vocabulary use, and discourse management were consistently mentioned as the areas that showed the most prominent progress.

These findings are in line with the conceptual framework provided by Nation and Newton (2009), who emphasize that fluency, accuracy, and

pronunciation are key dimensions in developing speaking skills, especially when students are given opportunities to use language meaningfully in communicative tasks. Moreover, the activities in the English Club-such as storytelling, debates, games, and role-playing-reflect what Thornbury (2005) describes as repetitive and meaningful practice, which is essential to foster articulation, grammar awareness, and effective message delivery.

In line with the framework proposed by Goh and Burns (2012), the development of these components reflects growth in the cognitive domain of speaking competence, particularly in students' knowledge and use of linguistic resources. The interactive and playful nature of the fun learning strategy also promotes communicative competence by lowering participation barriers and allowing students to experiment with language more freely. This suggests that playful learning activities serve not only as motivational tools but also as structured pedagogical strategies to improve linguistic outcomes across different aspects of speaking performance.

Fluency development emerged consistently across all the fun learning activities. Teachers noted that students became more confident, responded more naturally, and demonstrated a more fluent flow of speech, especially during role-play, storytelling, and debate sessions. This progress was attributed to the repeated exposure, thematic preparation, and no-pressure environment created by these fun activities. The teacher emphasized this by stating that during role-playing, "students rarely stop, hesitate, or repeat words because students have prepared and practiced them." The repeated performance

opportunities inherent in playful learning allow students to internalize language patterns, reduce hesitation, and gradually speak more freely.

This finding is in line with Nation and Newton's (2009) view that fluency develops most effectively when students are given opportunities to use language in real-time communication, especially in environments where pressure is minimized. Students argue that fluency is supported through tasks that provide meaning-focused input and output, with minimal distractions, which corresponds to the structure of role-play and storytelling activities in English Clubs. In addition, Thornbury (2005) emphasizes that fluency involves the ability to maintain speech flow without excessive pauses or self-correction, which is shown to be achieved through repeated practice in performance-based tasks. Therefore, the relaxed yet structured repetition in this fun learning activity not only reduces students' speaking anxiety but also improves their fluency in producing language, making them more fluent and spontaneous in expressing ideas.

Pronunciation, although showing relatively moderate improvement compared to the other aspects, also benefited from the fun learning activities, particularly storytelling. As the students were given time to prepare and practice their scripts, their articulation of key vocabulary improved. Students were able to pronounce multisyllabic and unknown words more clearly, although their intonation and stress were still sometimes influenced by Indonesian or local language patterns. This shows that although fun learning encourages students to practice pronunciation in a more enjoyable and

meaningful context, continuous guidance and feedback are still needed to perfect suprasegmental features such as rhythm and stress. Nonetheless, the ability to pronounce difficult words correctly in front of peers signifies increased phonological awareness and confidence in speaking.

This is in line with the views of Celce-Murcia et al. (2010), who emphasize that pronunciation involves not only accurate articulation of sounds but also mastery of prosodic features such as intonation, stress, and rhythm. Brown (2006) also states that intelligible pronunciation is essential for successful oral communication and that exposure to contextualized speaking practices can improve students' phonological skills. In this case, storytelling provides students with repeated oral practice in a meaningful setting, which allows them to pay more attention to word form and articulation. Although there is still influence from the first language, consistent use of English in front of an audience encourages self-awareness and monitoring. By focusing not only on segmental accuracy (individual sounds) but also on suprasegmental features, fun learning activities serve as a valuable platform for developing more natural and comprehensible pronunciation in a supportive and non-threatening environment.

Vocabulary use was another strong and recurring theme, especially in debates and game-based activities. Teachers observed that students actively sought out new and relevant vocabulary to use in live communication. In debates, students explored persuasive expressions and specialized topics, while in games such as vocabulary races, students were challenged to produce lexical

items quickly and accurately. As the teacher explains, "The students look for new vocabulary to win the game and present arguments clearly in the debate." This highlights how a competitive yet fun atmosphere can motivate students to expand their vocabulary range. Moreover, students learn not only to remember vocabulary but also to apply it appropriately according to the topic, audience, and communicative purpose, which are essential for effective speaking.

This finding is in line with Nation's (2006) perspective that an extensive and well-developed vocabulary is essential for successful speaking, as this enables students to express ideas more precisely and fluently. Thornbury (2002) also emphasizes the importance of lexical variety and contextualized word choice in improving speaking performance. In game-based tasks, students are encouraged to use synonyms or more expressive words to stand out and win, which contributes to their lexical diversity. Moreover, debates offer a communicative atmosphere where word choice should be strategic and meaningful, supporting the idea that vocabulary development is best achieved when students are placed in real and functional language use scenarios. Through this fun learning strategy, students not only gain vocabulary recall but also lexical flexibility and pragmatic awareness in oral interactions.

The data also showed growth in grammatical competence, especially during peer teaching and storytelling sessions. These contexts require students to use proper sentence structures and verb tenses to explain content and avoid misunderstandings accurately. Although some errors still exist, teachers report that students are becoming more aware of grammar rules, especially when

acting as language models for their peers. At these times, the students had to demonstrate their understanding of subject-verb agreement, proper use of verb tenses, and sentence precision. This reflects that when students are placed in roles where students have to teach or narrate content, students become more aware of grammatical precision, thus fostering a deeper understanding and application of language forms.

This finding is in line with Canale and Swain's (1980) concept of grammatical competence, which refers to the mastery of linguistic codes, including vocabulary, morphology, syntax, and phonology. In addition, Larsen-Freeman (2003) emphasizes that grammar learning will be more effective if it involves form, meaning, and use in context. In line with this view, peer teaching and storytelling offer authentic contexts where students must not only remember grammar rules but also apply them appropriately for communication. Rather than treating grammar as a separate exercise, these activities integrate grammar with communicative practice. Students learn to construct accurate sentences in meaningful interactions, which encourages deeper internalization of grammatical structures. Students' role as peer teachers further increases their responsibility and grammar awareness, as students must model correct usage and avoid mistakes that could mislead their classmates.

Discourse management, or the ability to organize and connect ideas logically, is specifically enhanced through storytelling and peer teaching. The students are asked to organize their thoughts, use transitional phrases, and maintain logical coherence in their narratives or explanations. According to the

teacher, "students use linking words and convey ideas in a structured and logical way." These skills are essential for building communicative competence, as students allow students to create messages that are meaningful and easily understood by listeners. Storytelling activities, in particular, train students to follow a narrative structure by using appropriate sequencing words such as once upon a time, then, suddenly, and finally, which guide the listener to follow the story. Peer teaching, on the other hand, helps strengthen academic discourse skills, as students have to explain grammatical concepts in an organized and easy-to-understand manner.

This finding is in line with Celce-Murcia and Olshtain's (2000) framework on discourse competence, which emphasizes the importance of coherence (logical flow of ideas) and cohesion (appropriate use of discourse markers and connectors). Hughes (2003) also underlines that successful discourse management involves organizing ideas in a way that facilitates listeners' understanding, especially in long speeches such as storytelling and explanation. In this study, fun learning activities created opportunities for students to practice these features authentically. Storytelling helps students internalize narrative structures, while peer teaching demands a precise sequence and logical progression of thought. As students become more familiar with these formats, students gain better control over how to present and connect ideas in speaking, making their speeches more structured, listener-friendly, and communicatively effective.

Overall, the descriptive qualitative confirmed that the incorporation of

fun learning activities in the English Club played a meaningful role in advancing students' speaking competence. Role-playing and debating were particularly effective in improving fluency and expanding vocabulary, while storytelling and peer teaching made significant contributions in improving discourse coherence and grammatical correctness. Although pronunciation development is relatively limited, there is still observable progress in terms of articulation and clarity at the word level. These findings collectively suggest that a fun, contextualized, and interactive learning environment supports more effective speaking performance by facilitating the natural use of language in various communicative situations. When students are engaged in fun and well-structured tasks, students are more likely to actively participate and use language meaningfully, which promotes the continuous development of their speaking skills.

4.2.2 Discussion per Activity

In this section, the researcher discusses how each fun learning activity implemented in the English Club contributes to the students' speaking competence, referring to the five speaking components: fluency, pronunciation, vocabulary use, grammatical competence, and discourse management.

4.2.3.1 Role Play

Role-play activities in the English Club provide a dynamic and meaningful fun learning strategy that significantly supports the development of students' speaking competence. As evidenced in the findings, the combination of topic preparation, vocabulary

memorization, and contextual performance creates a low-anxiety environment where students are more willing to express themselves without fear of making mistakes. This aligns with the core principle of communicative language teaching, which emphasizes fluency, spontaneity, and student engagement. The observation data confirms that students who engaged in role-play performed with minimal hesitation, demonstrated smooth turn-taking, and displayed growing confidence in delivering complete utterances. The importance of fun learning is further highlighted by the student's ability to apply a variety of expressions and maintain coherent discourse during role-play performances. As students practiced real-world scenarios, such as ordering food in a restaurant or planning a weekend trip, students employed a range of vocabulary and discourse markers that reflect natural communication patterns.

For instance, in addition to using formulaic expressions like "May I help you?" or "Would you like...?", students also experimented with paraphrasing and context-specific phrases such as "Let's meet at the station" or "That sounds amazing!". This lexical flexibility shows how fun learning settings allow students to internalize language use meaningfully rather than through rote memorization alone. The structured nature of role-play also promotes discourse management, as students must logically organize their ideas to perform scenes effectively. Through rehearsal and peer collaboration, students develop

a clearer sense of how to structure spoken interaction, from introducing topics, providing details, and asking questions to conclude conversations. This process strengthens their ability to maintain coherence and cohesion in speech, which is often challenging in traditional classroom settings. Furthermore, the use of conjunctions and transition words, as observed in their performances, indicates growing discourse awareness facilitated by engaging, scenario-based learning.

Notably, the repeated practice inherent in role-play supports the automaticity of speaking. Students no longer rely solely on mental translation or rigid sentence models but begin to produce language with a more natural rhythm and less reliance on prompts. This illustrates that fun learning activities like role play can bridge the gap between controlled practice and spontaneous speech production, making them particularly valuable in second language learning contexts where communicative confidence is often a barrier.

Therefore, the findings from this study support the view that role play is not only enjoyable but also pedagogically powerful. It enhances students' speaking competence across multiple components: fluency, vocabulary use, grammatical accuracy, and discourse management while simultaneously lowering affective barriers. Compared to more formal or assessment-driven speaking tasks, role play fosters a more authentic, learner-centered atmosphere where students can take communicative risks, explore new language forms, and experience

speaking as both a linguistic and creative act.

Theoretically, these findings are well aligned with Thornbury's (2005) perspective that speaking is a productive skill that must be developed through direct and contextualized practice rather than through grammar-focused instruction alone. According to Thornbury, fluency emerges from repeated exposure to meaningful interaction and not merely from theoretical knowledge of linguistic forms. Role play offers such a platform by simulating authentic communicative situations where students are expected to organize their ideas, use relevant vocabulary, adjust to a character, and deliver messages coherently and effectively. These tasks demand more than rote memorization. Students require students to engage in constructing and providing language in real time actively. Thornbury also emphasizes that key components of speaking competence include the mastery of articulation, lexical and grammatical control, and the ability to convey messages appropriately within social contexts. These were all observed in the students' role-play performances. Students not only speak fluently with minimal hesitation but also structure their utterances logically, incorporate appropriate connectors, and shift their language to fit the tone and situation of the role, whether as a waiter in a restaurant or as a friend planning a trip. This kind of improvisational and adaptive use of language reflects what Thornbury describes as speaking as an "emergent skill," where competence develops through performance, not

simply practice.

Harmer (2007) further reinforces the role of spontaneous communication in speaking development. He asserts that speaking proficiency is not only about mastering vocabulary or grammar rules but also about the ability to process language under real-time conditions. Role-play activities naturally involve this kind of mental processing, as students must listen, think, and respond without scripting every word. The findings from this study, where students spoke with fluency, used varied and situation-appropriate expressions, and structured conversations, logically illustrate how role play strengthens this rapid cognitive linguistic coordination.

Moreover, Harmer highlights the importance of the affective filter in language learning, arguing that learners speak more fluently when students feel safe and confident. Fun learning strategies such as role play help lower students' affective barriers by creating a relaxed and imaginative environment. Instead of feeling evaluated or judged, students are allowed to explore language use through dramatization and storytelling, which promotes risk-taking and creativity. As students take on new roles, students focus on communicating meaning rather than avoiding errors, an approach consistent with communicative language teaching principles. This emphasis on expression over perfection is significant in language acquisition. The low-stakes nature of role-play activities, where mistakes are treated as part of the performance rather

than as failures, encourages learners to explore new vocabulary, practice grammatical structures in context, and gradually develop automaticity. This was reflected in students' willingness to vary their expressions, experiment with sentence forms, and respond flexibly during their role-play interactions.

Therefore, drawing from both the empirical findings and the theoretical frameworks of Thornbury (2005) and Harmer (2007), it is evident that role play is more than just an entertaining classroom activity. It serves as a powerful pedagogical tool that supports speaking development holistically, enhancing fluency, vocabulary richness, grammatical accuracy, discourse coherence, and communicative confidence. Within the broader framework of fun learning, role play holds a strategic position in creating meaningful, student-centered, and interactive learning experiences that mirror real-life communication. Through such practices, students not only improve their language proficiency but also grow more motivated, expressive, and independent in their English-speaking journey.

In this sense, role play offers a meaningful, fun learning experience by allowing students to engage in language use through contextual and experiential tasks actively. From the teacher's perspective, this activity is considered valuable not only because it improves speaking performance but also because it invites students to explore language creatively while simulating realistic communication.

The significance of role play lies in its ability to bridge structured language input with spontaneous output, enabling learners to move beyond memorization toward real language application. Compared to formal instruction, which often prioritizes correctness, role play promotes a more interactive and student-centered environment where learners are encouraged to take part, take risks, and refine their language organically through repeated participation.

4.2.3.2 Debate

Debate activity in English Club is one of the most effective strategies to encourage students to use formal vocabulary and organize arguments in a structured and logical manner. Based on the interview results, the teacher said that students showed improvement in speaking fluency and began to choose vocabulary that was appropriate to the context and theme of the debate. Students were also encouraged to avoid excessive repetition of words and to express their opinions by paying attention to sentence structure and grammar. The teacher emphasized that in a formal and competitive debate situation, students indirectly learn to express their views in a polite and controlled manner by the norms of good discussion.

This finding was reinforced by the observation that the five students involved in the debate activity performed well in almost all aspects of the speaking component. In the fluency aspect, students were able to speak in a natural flow, with few pauses or unnecessary

repetitions. Although there was still some self-correction, this happened naturally and did not interfere with the delivery of ideas. In the aspect of pronunciation, students showed quite clear pronunciation and appropriate intonation and did not cause ambiguity of meaning. In terms of vocabulary use, students actively use a variety of vocabulary relevant to the situation and formal context. Students also avoid excessive repetition of words and consciously carry dictionaries to enrich their vocabulary.

In terms of grammatical competence, students have been able to compose sentences with the correct structure, use tenses appropriately, and maintain compatibility between subjects and predicates. The discourse management aspect is also strong, with a structured arrangement of ideas, logical use of connectives, and speech that the interlocutor easily understands.

This finding is in line with the Interaction Hypothesis theory by Long (1983), which emphasizes that interaction between speakers and listeners plays a crucial role in second language acquisition. In the context of the debate, students engage in active negotiation of meaning; students do not merely receive language input but also produce language output in the form of arguments, rebuttals, and clarifications. When communication breakdowns occur, such as misunderstandings or ambiguous expressions, students are naturally prompted to repair their utterances by repeating, rephrasing, or elaborating on what students

mean. According to Long, this interactional process is essential because it pushes learners to stretch their linguistic resources and adapt their language use in real time, which in turn fosters the deeper acquisition of the target language.

Moreover, debate activities in the English Club create authentic communicative pressure, where students are required to respond to their peers with clarity and logic, simulating real-life conversation dynamics. This aligns with Long's notion that meaningful interaction facilitates modified output and comprehensible input, both key components in acquiring language naturally. Unlike more passive or controlled classroom tasks, debate provides opportunities for immediate feedback, reformulation, and spontaneous language use, which are difficult to achieve in conventional, form-focused instruction. In this sense, debate serves not only as a speaking exercise but also as a rich site for interaction-driven language learning, where fun learning and communicative competence go hand in hand.

Furthermore, debate activities create authentic and meaningful communication situations where students feel students have a real purpose in communicating, which is to convey and defend opinions. The teacher also shared that students even bring dictionaries to look for the right word equivalents and try to use more varied vocabulary to make their arguments sound strong and convincing. This shows that debates not only challenge students to speak but also encourage them

to enrich their lexicon contextually and be more sensitive to appropriate language use.

Overall, debates not only train speaking skills in the aspects of fluency, grammar, and vocabulary but also develop students' ability to interact effectively. According to Long's theory, negotiation of meaning in debate activities provides an interactive, responsive, and immersive language learning experience that strongly supports the natural and continuous improvement of students' speaking competence.

Overall, the descriptive qualitative confirms that the incorporation of fun learning activities in the English Club plays a meaningful role in advancing students' speaking competence. Role play and debate were especially effective in enhancing fluency and expanding vocabulary, while storytelling and peer teaching contributed significantly to improving discourse coherence and grammatical accuracy. Although pronunciation development was relatively limited, there was still observable progress in terms of articulation and clarity at the word level. These findings collectively indicate that fun, contextualized, and interactive learning environments support more effective speaking performance by facilitating the natural use of language in varied communicative situations. When students are engaged in enjoyable and well-structured tasks, students are more inclined to participate actively and use language meaningfully, which promotes the continuous development of their speaking skills.

4.2.3.3 Storytelling

Storytelling activities in the English Club have shown a meaningful contribution to the development of students' speaking competence, particularly in terms of fluency, grammatical competence, vocabulary use, pronunciation, and discourse management. Based on the teacher interview, students were increasingly able to deliver their stories fluently and coherently. The teacher explained that students have become accustomed to using appropriate temporal connectives such as then, after that, and finally, which helped in building a structured storyline. In addition, students began to internalize the use of the simple past tense, an essential feature in narrative storytelling, as most stories involve past events. This habit was fostered through regular exposure and guided practice during English Club sessions.

The observation data reinforced these statements. All five observed students were able to deliver their stories with relatively smooth pacing, minimal filler words, and very few self-corrections. Their utterances flowed naturally, and even when faced with longer or more complex lines, students were generally able to maintain rhythm and clarity. For instance, in the story *The Lion and the Mouse*, students used lines such as, "The lion was taking a nap when a small mouse ran across his face," showing a coherent use of the past continuous and past simple tense in sequence. In terms of pronunciation, most words were pronounced clearly and intelligibly, though some traces of mother

tongue intonation were still evident, as noted by the teacher: “Students’ pronunciation is clear and easy to understand because students have time to practice before performing. However, students’ intonation still uses Indonesian or local language.” This suggests that while segmental features (individual sounds) were primarily accurate, suprasegmental aspects like stress and intonation still need reinforcement.

In the grammatical competence domain, students demonstrated improved mastery in structuring sentences correctly, particularly using regular and irregular verbs in the past tense. Examples from student narratives include: “He sneaked into the kitchen,” “The robot turned around,” and “Jerry laughed at him.” These sentences show that students were beginning to apply rules of tense consistency and sentence variation, including the use of interrogatives and negatives, such as “Did Tom see the trap?” and “Tom did not expect that!” These examples align with the teacher’s comment that although accuracy still needs improvement, students are progressing well in forming grammatically correct sentences.

Vocabulary development was also evident in both the interviews and observation findings. According to the teacher, students made deliberate efforts to avoid repetitive vocabulary because students were aware it could make their stories monotonous. This was supported by data from performances where students used a range of expressive and precise language, such as sneaked, roared, trembled, trapped, and

chewed through, instead of overused or generic terms. In one instance, instead of simply stating that “Tom was angry,” a student said, “Tom was furious,” and described him as “dashing into the kitchen,” which reflected a firmer grasp of lexical variation and stylistic enhancement. These vocabulary choices not only increased the impact of the storytelling but also trained students in selecting words that best convey character emotion and narrative tone.

In terms of discourse management, students showed the ability to structure their stories with a clear narrative arc beginning, middle, and end. Students opened with expressions like “Once upon a time,” transitioned with temporal markers such as “Suddenly,” “One day,” and “A few days later,” and closed their stories with moral or reflective conclusions like “Better luck next time, buddy!” or “Now I see that even small creatures can be mighty.” Furthermore, students used connectives such as “but,” “so,” “because,” and “if” effectively to maintain coherence and develop cause-and-effect relationships within the plot. This shows that students not only memorized lines but were beginning to understand how to use discourse markers to maintain logical flow and engage the listener throughout the performance.

These findings are in line with the view of Nation and Newton (2009), who assert that fluency develops most effectively when learners are given frequent opportunities to use the language students already know in meaningful, communicative tasks within a low-anxiety

environment. In this context, storytelling offers an ideal platform to foster speaking fluency, as it allows students to focus on the natural flow of communication rather than being overly fixated on grammatical correctness. By shifting the emphasis toward meaning-making and narrative delivery, students are encouraged to speak more spontaneously and with greater continuity, which supports the development of oral fluency over time.

Furthermore, as emphasized by Nation and Newton, fluency-building activities like storytelling not only enhance verbal flow but also promote the development of discourse competence. Students are trained to structure their narratives logically, using sequencing devices such as then, after that, and finally, phrases that were consistently observed in students' performances. These discourse markers help them organize their thoughts and guide listeners through a chronological storyline. Such practice improves students' awareness of how spoken language unfolds in time, enhancing both clarity and engagement.

In addition to fostering fluency and discourse management, storytelling also enables learners to internalize key grammatical patterns contextually and engagingly. The frequent use of the simple past tense in stories such as *The Lion and the Mouse* and *Tom and Jerry: The Cheese Trap* helps students absorb correct sentence structures naturally without relying on mechanical drills. When narrating events with expressions like "The lion caught the mouse" or "Tom sneaked

into the kitchen,” students reinforce their understanding of tense usage, sentence construction, and subject-verb agreement. Unlike traditional approaches that often isolate grammar from use, storytelling integrates form and function seamlessly, allowing learners to build grammatical accuracy while focusing on meaningful communication.

Overall, storytelling in the English Club serves as a powerful, fun learning strategy to support the development of students’ speaking competence. It effectively cultivates fluency, accuracy, and discourse organization in an atmosphere that is both enjoyable and low in pressure.

From a pedagogical standpoint, storytelling offers a creative and personalized outlet for students to express themselves through language. This activity is seen as valuable by both the teacher and students because it blends linguistic practice with imagination and interpretive thinking. By encouraging students to create or retell narratives based on a given theme, storytelling promotes the use of English in ways that are enjoyable, contextually relevant, and student-centered. Unlike rigid, form-focused instruction, storytelling emphasizes freedom of expression, engagement, and communicative intent. As students recognize that their narratives are appreciated for clarity and coherence rather than just accuracy, students become more confident and motivated to participate. In this way, storytelling becomes not only a low-stakes exercise but also a highly effective

method for enhancing speaking skills through meaningful and authentic interaction.

4.2.3.4 Peer Teaching

Peer teaching activities in the English Club make a meaningful contribution to increasing students' awareness of using correct sentence structure and appropriate vocabulary. Based on interviews with teachers, it is known that when students are asked to convey material to their peers, students tend to be more careful in speaking, especially in the aspect of grammar, to avoid delivery errors that can confuse them. The teacher also observed that students try to use a variety of vocabulary so that the explanation is easier to understand and not boring.

This finding aligns with Bandura's (1977) Social Learning Theory, which posits that learning occurs not only through direct experience but also significantly through observation, imitation, and modeling within social interactions. In peer teaching activities, students do not merely function as knowledge transmitters but also as linguistic role models for their peers. When students are aware that their explanations and language use are being attentively observed and potentially emulated by classmates, students tend to become more mindful of their grammar, vocabulary choices, and overall clarity of communication. This awareness promotes a heightened sense of linguistic responsibility, encouraging them to speak more accurately

and coherently.

Bandura emphasizes the importance of attention, retention, reproduction, and motivation in observational learning, all of which are engaged during peer teaching activities. The collaborative and interactive structure of peer teaching facilitates these processes: students observe their peers' speaking performances, retain commonly used language forms, reproduce them in similar situations, and participate actively due to the shared learning goals. Compared to conventional teacher-led approaches, peer teaching encourages greater learner interaction and provides relatable models of language use. As students explain, correct, and support each other, this activity promotes clearer and more accurate speaking, making peer teaching an effective strategy for reinforcing appropriate language structures through social engagement and linguistic modeling.

The observation results support the teacher's statement. Students spoke with a relatively smooth flow, rarely doing excessive repetition or self-correcting. Students were able to pronounce words clearly, and intonation and word stress were quite appropriate. In the use of vocabulary, students show efforts to avoid repetition and try to use a variety of word choices according to the teaching-learning situation between friends. This shows an improvement in lexical competence (vocabulary competence).

On the grammatical competence aspect, students showed great

attention to the accuracy of sentence structure, including the use of tenses, proper subject-predicate, and proper sentence structure. The teachers stated that students pay a lot of attention to grammar because students feel responsible for delivering the material correctly. Meanwhile, in discourse management, students also demonstrated the ability to convey ideas in a structured and logical manner, as well as using appropriate conjunctions to connect sentences in their explanations.

From a fun learning perspective, peer teaching is meaningful because it promotes language learning through student collaboration and shared responsibility rather than one-way instruction. This activity is considered necessary by teachers because it encourages students to engage in speaking practice with the real purpose of teaching their peers, which motivates them to communicate more accurately and clearly. For students, this task feels relevant and empowering, as students are trusted to deliver knowledge, which increases their sense of competence. Compared to conventional formal classroom methods that often rely on teacher-led explanations, peer teaching provides a more relaxed and interactive platform where students can naturally develop speaking competence. The informal setting reduces the pressure of being assessed and replaces it with a sense of shared learning, making the experience both effective and enjoyable.

This activity is carried out in a supportive and nonstressful

atmosphere so that students feel comfortable to try and practice without fear of being wrong. The informal atmosphere created in peer teaching makes the interaction feel more natural and meaningful. In line with Bandura's theory, this social interaction and modeling-based activity creates an active, collaborative learning experience and encourages the natural formation of language awareness. Thus, peer teaching not only plays a role in improving students' speaking fluency and discourse structure but also strengthens language awareness and linguistic responsibility in a fun learning atmosphere that is in line with the spirit of the English Club.

4.2.3.5 English Games

English game activities such as Charades, Vocabulary Races, and other types of interactive games have a positive impact on students' ability to speak spontaneously and encourage the natural and contextual use of vocabulary. Teachers report that students become more fluent and active during game-based activities, mainly due to the motivation to win and participate fully in a relaxed and fun learning atmosphere. This finding supports the view that a fun learning atmosphere can reduce speaking anxiety and increase students' willingness to communicate. In line with the interview data, classroom observations showed that students responded quickly to game instructions and displayed increased verbal spontaneity. In Vocabulary Race, for example, students were able to produce coherent phrases under time

pressure, such as naming a list of objects (“I bring a book, a pencil, and a ruler to school”) or answering thematic commands (“Say three jobs that use uniforms!”). Similarly, in Charades, students guess or describe activities and professions using short but meaningful utterances, such as “He is dancing,” “She is brushing her teeth,” or “It is a doctor.”

Although simple, these expressions reflect learners' developing ability to retrieve and use language meaningfully in real-time. From a discourse management perspective, students showed increased control over short utterances by employing basic linking words such as and, but, or, then, and because. These connectors, though elementary, contributed to better flow and cohesion in their speech. The teacher noted that students were "quite active in using simple linking words or transitions and are reflexive in following the game." This indicates that language games also serve to build students' ability to manage brief but coherent discourse turns while enhancing responsiveness and communicative adaptability skills essential for everyday spoken interaction.

This finding is in line with the second language acquisition theory proposed by Krashen (1982), specifically the Affective Filter Hypothesis, which states that emotional factors such as anxiety, motivation and self-confidence have a significant influence on success in language learning. When learners experience stress or fear of failure, their affective filter increases, thus inhibiting new language input.

Conversely, a low affective filter created through a relaxed, fun, and supportive learning atmosphere facilitates optimal language acquisition. In the context of English language games such as Charades and Vocabulary Race, the competitive yet non-threatening nature of these activities helps lower students' anxiety levels and build a sense of comfort and security. Since the focus is on participation, fun, and teamwork in linguistic perfection-students feel freer to experiment with vocabulary and expressions even if students are not fully confident. Such an environment encourages risk-taking and reduces the fear of making mistakes, two important conditions that support spontaneous speaking.

Furthermore, Krashen's Input Hypothesis also supports the role of language games in promoting speaking competence. He argues that learners acquire language best when students are exposed to comprehensible input language that is slightly beyond their current proficiency level ($i+1$) in meaningful contexts. English games offer this type of input naturally through gestures, contextual clues, and repeated exposure. For example, in Vocabulary Race, students are required to respond to rapid prompts like "Give three things you bring to school" or "Say three expressions for happiness." In contrast, in Charades, students guess and mime actions like "praying," "playing football," or "taking a selfie." These tasks require students to process input quickly and produce language in real-time, often using new vocabulary

supported by context and interaction. Such conditions make language not only understandable but also memorable as learners engage cognitively, physically, and socially.

Additionally, the repetitive and interactive nature of these games enhances retention and reinforces language patterns. As students repeat and reuse vocabulary and structures across rounds or through peer interaction, students unconsciously internalize useful phrases and grammatical forms. The immediate feedback from peers or the teacher, combined with the positive atmosphere of the game, supports both correction and encouragement. In this way, English language games create an ideal low-anxiety setting for natural language use, where language acquisition occurs incidentally and meaningfully, a core principle in Krashen's theory.

Based on the observation, students demonstrated a noticeable ability to speak more fluently during game activities, with fewer instances of repetition or self-correction. Their utterances showed a flowing rhythm, and students made efforts to diversify their vocabulary rather than repeating the exact words. Pronunciation was also generally precise and accurate, contributing to comprehensibility. Although the sentence structures employed were mostly simple, the word order was appropriate, and ideas were conveyed in a coherent sequence. Students also employed basic conjunctions, such as *and*, *but*, and *because*, to link their thoughts, indicating an emerging capacity for managing discourse

within brief conversational exchanges.

From the perspective of fun learning, English games provide a lively and engaging context that encourages students to practice speaking without the pressure of formal assessment. These activities are perceived as valuable by both students and teachers because students transform speaking practice into an enjoyable, interactive challenge where language is used spontaneously and functionally. The element of competition embedded in games such as Charades and Vocabulary Race encourages full participation and stimulates students' enthusiasm. At the same time, the informal and playful nature of the activities lowers students' affective barriers, making them more willing to speak and take risks without fear of making mistakes. Teachers recognize the benefits of this atmosphere, highlighting that students are more confident and motivated when strict accuracy demands do not constrain them.

In contrast to traditional instructional methods that often prioritize grammatical precision, language games support the development of fluency and vocabulary through interaction, repetition, and responsive communication. This distinction allows students to experience English not merely as an academic subject but as a tool for meaningful, real-time communication. Repeated exposure to vocabulary and sentence structures in a supportive setting helps students internalize language more naturally.

Thus, English language games are not only entertaining but also

pedagogically effective. Students create a friendly, supportive, and motivating learning environment, reinforcing Krashen's (1982) argument that successful language acquisition depends significantly on learners' emotional state and the nature of the learning activities. In the context of the English Club, games function as an accessible and enjoyable form of fun learning that fosters spontaneity expands lexical knowledge, and strengthens students' confidence in using English for authentic communication.

4.2.3 Challenges and Opportunities in Implementing Fun Learning

This section discusses the challenges and opportunities faced by students in implementing fun learning strategies through English Club activities. Although the integration of fun and student-centered methods has shown significant benefits in improving students' speaking competence-particularly in the aspects of fluency, vocabulary development, and discourse management-it is also important to realize that the implementation of this strategy is not free from obstacles. Some of the challenges that arose during its implementation include teaching inconsistency, time management, and students' lack of familiarity with the learning format used. On the other hand, the use of fun learning strategies also provides valuable opportunities, especially in enhancing students' linguistic engagement, encouraging meaningful interactions, and providing greater exposure to language use in real contexts. These opportunities support the development of speaking competence in authentic communicative contexts.

In line with this, Richards and Rodgers (2001) emphasize that Communicative Language Teaching (CLT) prioritizes language use in meaningful interactions rather than mere mechanical exercises, while Ellis (2003) explains that Task-Based Language Teaching (TBLT) encourages real-world communication through meaningful and purposeful tasks. The following sections will explain these two aspects separately to provide a clearer understanding of the practical implications of fun learning in English Club activities.

4.2.4.1 Opportunities

One of the most important opportunities offered by the implementation of fun learning strategies in English Club activities is the creation of a low-pressure learning environment that supports students' freedom to use English more naturally. In contrast to conventional classroom learning that tends to emphasize grammatical precision and formality, English Club prioritizes fluency and expression. This shift in focus encourages students to use language as a means of conveying meaning, not just as an object of evaluation. This is in line with Harmer's (2007) view that the ability to speak fluently depends not only on the mastery of linguistic elements, but also on the skills to process and use language spontaneously in communication situations.

Teachers observed that students showed greater enthusiasm and willingness to speak, especially during activities such as role play,

storytelling, debates, peer teaching and interactive games. These activities not only made the learning process more enjoyable, but also encouraged active participation and increased confidence, particularly in performance-based or group speaking tasks. This finding is reinforced by Krashen's Affective Filter Hypothesis (1982) which explains that language acquisition will be more effective in an atmosphere of minimal anxiety and high motivation.

In addition, English Club activities provide a real context for language use, which is in line with the core principle of Communicative Language Teaching (CLT) (Richards & Rodgers, 2001). Instead of relying on abstract grammar exercises, students are placed in scenarios that require them to use language functionally and meaningfully. For example, debate activities develop the ability to construct arguments, use connectives, and convey conflicting opinions. Storytelling exercises the use of narrative tense and expression of story sequences, while games such as vocabulary races and charades encourage students to think quickly and speak spontaneously. These authentic communicative tasks reflect real-life situations and provide meaningful exposure to various linguistic forms, thus supporting the development of fluency, vocabulary richness and discourse management. Another important opportunity is the growth of students' learning independence and language awareness.

As seen during the observation, many students voluntarily prepared scripts, looked up new vocabulary in the dictionary, and practiced their pronunciation outside of structured study time. This shows that fun learning activities encourage students to take responsibility for their learning progress not because of external pressure, but because of intrinsic motivation to convey ideas clearly and effectively. This behavior is in line with Bonwell and Eison's (1991) concept of Active Learning which emphasizes students' direct involvement in the learning process through meaningful and reflective activities. In addition, Vygotsky's (1978) Sociocultural Theory supports the idea that learning will be more effective when students are actively engaged in tasks that have social meaning.

The process of preparation, collaboration and practice in peer teaching and role play activities also helps students reflect on their language use, informally correct their own and their friends' mistakes, and experiment with different expressions and sentence structures. These behaviors show that students are not just performing tasks for the sake of entertainment, but are also developing linguistic sensitivity and language independence.

In addition, the collaborative nature of English Club activities allows students to learn from each other in a relaxed and constructive atmosphere. Through pair or group work, students can observe and imitate their friends' speaking strategies, such as the use of

conjunctions, how to express unknown words, or organize the flow of the conversation. This is in line with Bandura's Social Learning Theory (1977) which states that individuals can learn effectively through observation and imitation in a social environment. This social dynamic creates a natural and informal scaffolding mechanism, where students support each other's language development.

Overall, these opportunities suggest that fun learning activities in English Club not only serve as a fun alternative to formal learning, but also as an effective platform for building speaking competence in an authentic, engaging and student-centered context. These activities provide space for students to use language meaningfully, strengthen knowledge of language structures through practice, and develop linguistic and collaborative skills essential for real-world communication.

4.2.4.2 Challenges

While fun learning strategies offer various benefits, their implementation in English Club activities also presents some challenges that need to be overcome in order for their pedagogical effectiveness to be maximized. One of the main problems is the over-reliance on memorization, especially in role play and storytelling tasks. While prior preparation can contribute positively to vocabulary development and speaking fluency, too much focus on memorized scripts can limit students' ability to communicate authentically. In

such cases, interactions turn into mere repetition of prepared sentences rather than spontaneous use of language. This finding is in line with Harmer's (2007) view that the ability to speak fluently depends not only on the mastery of language elements, but also on the skill of processing and producing language quickly and spontaneously.

This tendency is especially evident when students are faced with unexpected questions in activities such as debates, which demand spontaneous responses, critical reasoning and direct articulation. Teachers observed that some students, when faced with rebuttals or follow-up questions, tended to pause frequently, repeat phrases, or even choose silence, which suggests that speaking fluency in impromptu situations is still an area that needs to be strengthened.

Another challenge is the variation in speaking levels among students, which becomes particularly prominent in peer-based activities such as peer teaching. While this strategy encourages collaboration and communicative interaction, it can also cause hesitation, especially for students who lack confidence or have lower abilities. This challenge relates to what Goh & Burns (2012) refer to as the affective dimension of speaking, where confidence and anxiety greatly affect students' ability to perform in interactive tasks.

In some cases, students who are given the task of teaching their peers show reluctance or produce only limited language output, due to concerns about making mistakes in grammar or pronunciation.

Teachers report that such students sometimes deliver overly simplistic explanations, or even avoid interaction altogether, thus reducing the effectiveness of the task and limiting their opportunities for language practice. Without adequate help or assistance from the teacher, such students can struggle to participate fully, and ultimately widen the gap in speaking competence. This is in line with the affective dimension described by Goh & Burns (2012), where anxiety and lack of confidence can hinder students' participation in speaking tasks. In terms of grammar and pronunciation, this situation reflects the cognitive aspect of speaking - specifically the need for linguistic knowledge (such as grammar, vocabulary, phonology) to convey ideas clearly.

In addition to these pedagogical issues, pronunciation and intonation patterns also remain a persistent obstacle in the development of speaking skills. Although many students have improved in word articulation, the influence of mother tongue phonological features such as intonation patterns, stress placement, and syllable arrangement are still often present. This sometimes leads to unclear messages and miscommunication when speaking. The teacher mentioned that guided pronunciation exercises are still very much needed to overcome this problem. However, since most fun learning activities emphasize communicative meaning and interaction, explicit learning of pronunciation is often neglected. In

fact, according to Brown (2004) and Celce-Murcia et al. (2010), clear and accurate pronunciation - especially in suprasegmental features such as stress and intonation - is essential for comprehension, and will not develop naturally without direct guidance.

Furthermore, practical challenges such as classroom management and time allocation also emerged as barriers to optimal implementation. Activities such as debates, storytelling, or role plays require structured planning, adequate preparation time, and consistent monitoring for all students to be meaningfully engaged. In the context of pesantren, where students have to divide their time between academic lessons and religious obligations, teachers often have difficulty in scheduling interactive sessions consistently. This situation reflects Bonwell & Eison's (1991) view in Active Learning theory, which states that active and engaging learning requires careful classroom organization and sufficient time to be effective.

Overall, the implementation of fun learning strategies in English Club activities presents various opportunities as well as challenges that need to be considered in a balanced manner. On the one hand, this approach succeeds in creating a fun, contextualized learning atmosphere and encourages students' active participation in the real use of English. On the other hand, there are still obstacles that need to be overcome, such as dependence on memorization, differences in speaking ability between students, time constraints, and lack of

attention to pronunciation. Therefore, flexible activity planning, adequate teacher support, and adjustment to the existing educational context are key to optimizing the benefits of fun learning in developing students' speaking skills.

4.2.4 Alignment with Previous Studies

The findings of this study reinforce previous research regarding the positive impact of English Club activities on the development of students' speaking competence. Activities such as role play, debate, storytelling, peer teaching, and English games have been proven to provide space for students to develop various aspects of speaking skills, particularly in terms of fluency, vocabulary use, grammatical structure, and the ability to convey ideas coherently and logically.

The findings in this study are in line with the results of Reskiyani's research (2024), which showed that participation in English Club activities at UIN Alauddin Makassar encouraged the improvement of students' speaking skills, especially in the aspects of pronunciation, vocabulary mastery, sentence structure, and active involvement in English learning. In both studies, high student engagement was driven by a supportive learning environment. If in Reskiyani's study the improvement was more emphasized on the positive atmosphere that encouraged students' courage to speak, then in this study, the fun learning approach through activities such as role play, storytelling, debate, peer teaching, and games, explicitly created a fun, pressure-free, and interactive environment so that students felt comfortable

to speak more actively.

In addition, unlike Reskiyani's study which focused on university students in a university setting, this study broadens the context by highlighting junior and senior high school students in a boarding school setting. This enriches the literature by providing a new perspective on the effectiveness of fun learning strategies in the context of boarding school-based secondary education, which has its own time and curriculum challenges. This research methodology which uses a qualitative approach through interviews and observations also provides a more in-depth picture of the process, teacher perceptions, and the dynamics of challenges and opportunities in the implementation of English Club activities.

In addition, the findings in this study also support the results of Octaberlina and Muslimin's study (2022), which showed that speaking activities in the English Club such as speech, storytelling, group discussion, and reading aloud significantly improved students' speaking fluency as well as their ability to organize ideas coherently. These results were directly reflected in this study, especially through role play and storytelling activities, where students proved to be able to construct ideas logically and speak more fluently thanks to fun and structured exercises. These activities not only gave students the opportunity to speak but also created a realistic context, thus encouraging more natural speaking skills.

However, what distinguishes this study is its focus on fun learning strategies that are explicitly applied in every English Club activity, as well

as the context of implementation at the secondary education level in a boarding school environment. If in Octaberlina and Muslimin's research, the improvement of speaking ability is mostly related to the type of activity and teacher support in fostering a positive atmosphere, then in this study the fun learning approach is at the center of the activity design taking into account the elements of creativity, fun, and student interaction as the main means to build speaking competence, especially in the aspects of fluency, vocabulary use, and discourse management.

Furthermore, the findings of this study are also in line with the results of Riyadini's study (2021), which asserts that the English Speaking Club has an important role in improving students' confidence and speaking ability, even in the context of online learning. Although this study was conducted in a face-to-face setting in a boarding school environment, the results still support Riyadini's argument that a supportive English club environment, especially when combined with an engaging approach, can create a learning atmosphere that encourages students to be more confident, active, and comfortable in using English.

In addition, if in Riyadini's study the emphasis was on teachers' perceptions of the individualized and reflective online-based speaking club, then in this study the qualitative approach based on teacher observation and interviews provides a concrete picture of how the fun learning strategy has a direct impact on students' mastery of speaking components, especially in the aspects of fluency, vocabulary use, and discourse management.

Thus, the findings of this research are not only consistent with previous studies but also add a new dimension by emphasizing the importance of fun learning strategies in creating meaningful and enjoyable learning experiences. The English Club serves not only as a speaking practice platform but also as an alternative pedagogical space that integrates educational objectives with enjoyment, motivating students to actively participate and develop their speaking competence more naturally and effectively.

The contribution of this study lies in its focus on enjoyable strategies as a primary approach that enhances not only linguistic aspects such as fluency, grammar, and vocabulary but also fosters a safe and supportive learning environment. This research broadens the scope of previous studies by showing that emotional aspects and classroom atmosphere in English Club activities play a significant role in the effectiveness of students' speaking skill development.

4.2.5 Implications for English Club Activities

Based on the findings of this study, several practical implications can be drawn to improve the design and implementation of English Club activities, particularly in supporting the optimal development of students' speaking competence. These implications not only highlight the effectiveness of various fun learning strategies, but also provide concrete recommendations for future practice in similar educational contexts.

Firstly, role play has proven to be a highly effective activity in

fostering fluency, vocabulary development, and discourse management. The dynamic and contextual nature of role play allows students to engage in simulated real-life interactions, where students must produce language spontaneously while maintaining logical flow. Therefore, role play should be integrated as a regular component in English Club sessions. To further support this activity, it is recommended to provide varied scenarios that reflect students' daily experiences or current issues relevant to their age group. Additionally, incorporating brief training sessions on improvisation, body language, and facial expressions can enhance students' communicative confidence and help convey meaning more expressively.

Secondly, storytelling activities have demonstrated significant contributions to the improvement of students' sentence construction and mastery of verb tenses. However, challenges remain in the area of intonation and stress, where students tend to reflect patterns from their mother tongue. To address this, future storytelling sessions should include focused vocal training components, such as guided reading with intonation modeling, voice projection exercises, and listening tasks that expose students to authentic English rhythms. These enhancements can help students deliver stories in a more engaging, expressive, and intelligible manner.

Third, debate activities have shown strong potential in training students to organize arguments logically and use formal language effectively. However, as some students struggle during rebuttal moments due to limited preparation, it is recommended that predebate workshops be implemented.

These workshops can focus on how to construct arguments, use persuasive and formal expressions, and engage in respectful counterarguments. Structured templates and example phrases can serve as functional scaffolds, ensuring that students are equipped with the linguistic tools and confidence needed to articulate their viewpoints effectively during debate sessions.

Fourth, peer teaching provides a valuable opportunity for students to reinforce their grammatical competence and demonstrate language awareness in a collaborative setting. Because this activity involves explaining content to others, students naturally become more attentive to grammatical accuracy and clarity. To maximize its impact, teachers can supply focused and straightforward teaching materials, for example, on parts of speech or common sentence patterns, and conduct a short briefing session beforehand to ensure students feel confident delivering the content. Additionally, rotating teaching roles among group members can maintain engagement and distribute responsibility equally.

Fifth, English games, such as vocabulary races and charades, have been shown to create a positive, energetic learning environment that promotes spontaneous vocabulary use and quick thinking. The competitive element of these games encourages students to retrieve and apply vocabulary rapidly, making them particularly effective for developing lexical fluency. To deepen their pedagogical value, teachers can design targeted games that focus on specific language features, such as verbs, adjectives, categories (e.g., foods, jobs, places), or language functions (e.g., expressions of feelings, agreement,

or suggestions). This ensures that games not only entertain but also directly support learning objectives.

In addition to activity-specific recommendations, there are some broader implications based on teacher insights. One important thing to note is the variation in students' learning preferences and styles. Some students thrive better in individual tasks, while others perform better in group-based interactions. Therefore, English Club activities should be designed flexibly, striking a balance between individual and collaborative options to accommodate diverse learning needs. This flexibility supports the development of speaking skills by allowing students to learn in contexts that are within their comfort zone, while providing challenges to improve in unfamiliar situations. This is in line with Ellis' (2003) Task-Based Language Teaching (TBLT) approach, which emphasizes the importance of designing meaningful and contextualized tasks that encourage functional language use according to learners' needs.

Such flexibility also encourages inclusivity and creates a more personalized learning experience, especially in a heterogeneous learning environment in terms of students' backgrounds and ability levels. In addition, teachers observed some students' independent learning behaviors, such as bringing their own vocabulary notebooks or proactively using dictionaries. Such practices indicate learning independence that should be encouraged. To reinforce these positive habits, teachers can provide reinforcement through praise, recognition in front of the class, or small incentives to keep students

motivated and continue to develop learning habits that support their speaking skills on an ongoing basis.

Such strategies can foster a culture of self-directed learning and inspire other students to adopt similar habits. When students show initiative in managing their own learning progress, such as carrying a personal vocabulary notebook or proactively using a dictionary this reflects the development of self-regulated learning skills, which are crucial in long-term language acquisition. Encouraging these behaviors not only improves individual learning outcomes, but also creates a supportive learning environment where students can be positive models for their peers. This is in line with Bandura's Social Learning Theory (1977), which emphasizes the importance of observation and imitation in the learning process - students tend to imitate the learning strategies and attitudes students observe from others in their social environment.

Environmental support also emerged as a key factor. For example, vocabulary posters installed in various rooms in the pesantren area proved effective in reinforcing language exposure outside the formal classroom context. This visual media becomes a passive input that students often encounter in their daily activities, which supports the process of incidental vocabulary acquisition. This practice can be optimized by updating and grouping posters thematically according to the context of the room (for example: vocabulary of kitchen objects in the dining room, and action verbs around the sports area). In line with Krashen's (1982) Input Hypothesis,

language acquisition is optimized when students are exposed to comprehensible input in a non-stressful and meaningful setting. Therefore, this visual medium provides a constant and non-stressful means of language input, which can strengthen memory as well as foster curiosity. Although simple, this strategy has high pedagogical value as it naturally integrates language exposure into students' everyday learning environment.

Finally, teachers emphasize that English Club has the potential not only as a routine extracurricular activity, but also as a stepping stone to wider opportunities, such as participation in speech, debate and storytelling competitions. These activities provide opportunities for students to showcase their true speaking skills, gain external recognition, and accumulate achievements in the form of certificates that can be useful for academic purposes or scholarship applications in the future. Therefore, schools are advised to link English Club activities with regional or national competitions, or at least organize internal events to showcase students' progress while increasing their motivation.

In conclusion, the findings in this study show that the implementation of well-designed fun learning strategies in English Club activities can result in significant improvements to students' speaking competence. By enhancing the existing activities, accommodating the diversity of learning styles, and creating a supportive learning environment inside and outside the classroom, English Club can serve as a strong platform for meaningful and fun language development.

CHAPTER V

CONCLUSION & SUGGESTION

In this section, the researcher summarizes the main findings of Chapter 4 concisely and comprehensively. This study focuses on how fun learning activities in the English Club have proven to be important in enhancing students' speaking competence, as evidenced by the results of interviews and observations.

5.1 Conclusion

Based on the findings of this study, it can be concluded that fun learning plays an important and meaningful role in increasing students' speaking competence through English Club activities. The implementation of interactive and enjoyable methods such as role play, storytelling, debate, peer teaching, and games significantly contributes to the development of students' speaking skills, particularly in the areas of fluency, vocabulary use, and discourse management. Students were found to speak more fluently and spontaneously during role play, games, and debate sessions, with fewer pauses and hesitations, indicating improved flow of speech. In terms of vocabulary use, students demonstrated an ability to select appropriate words, reduce repetition, and actively expand their vocabulary through various communicative tasks. Furthermore, storytelling and peer teaching helped students to structure their ideas coherently using suitable linking words, thus improving their discourse management skills. Although some progress was also observed in grammatical competence and pronunciation, these two aspects still require further improvement. Errors in sentence construction and pronunciation influenced by

the student's mother tongue remain a challenge, indicating a need for more focused practice. Among the fun learning activities applied in the English Club, role play emerged as the most impactful strategy. This activity not only encouraged students to communicate naturally in context but also created a safe and fun environment for practicing expressive and interactive English.

Therefore, this study affirms that fun learning within English Club settings is not only beneficial but also essential in supporting students' speaking competence. The findings contribute to a better understanding of how engaging learning environments can promote meaningful speaking practice, particularly for junior and senior high school students in a nonformal educational context.

5.2 SUGGESTION

This section presents recommendations based on the research findings. The suggestions are categorized for teachers, students, school administrators, and future researchers.

5.2.1 For English Teachers

English teachers and English Club facilitators are encouraged to continuously implement a variety of fun learning strategies that emphasize interaction, creativity, and meaningful communication. Activities such as role play, games, debates, and storytelling should be adapted to match students' proficiency levels and interests. These methods are effective in building students' fluency and confidence while creating a low-anxiety environment that supports their speaking

development. Teachers should also provide targeted guidance to strengthen students' grammatical accuracy and pronunciation.

5.2.2 For Students

Students are encouraged to actively participate in fun learning activities especially debates and peer teaching. Through consistent involvement, they can build grammatical and pronunciation. Students should also make use of the opportunities provided in English Club to practice English beyond memorized scripts and focus on spontaneous communication.

5.2.3 For School Administrators

School administrators are advised to support the integration of fun learning strategies into English Club programs. Providing resources, time, and space for interactive English Club activities can help improve the overall quality of language education in schools. Encouraging collaboration between English teachers and club facilitators can also ensure that activities are well-structured and aligned with students' language needs.

5.2.4 For Future Researchers

Future researchers may explore the implementation of fun learning in other language skills, such as listening, reading, or writing, or apply similar studies in different educational settings. In addition, using mixed-method approaches or involving a larger number of participants from various institutions could provide more

comprehensive and generalizable insights into the role of fun learning in language development. Furthermore, it is also suggested that future studies include interviews with students in addition to teachers. This would provide deeper insights into students' perspectives, experiences, and challenges in engaging with fun learning activities, thereby producing more complex and detailed data to strengthen the findings.

REFERENCES

- 5 Fun English Speaking Games To Help You Level Up Your Language Skills.*
(2023, October 5). <https://englishonline.britishcouncil.org/blog/articles/5-fun-english-speaking-games-to-help-you-level-up-your-language-skills/>
- Afebri, H., Aderlaepe, & Muhsin, Muh. K. (2019). Factors Affecting Students' Difficulties in Speaking Performance of The Tenth Grade Students of SMA Negeri 1 Tiworo Kepulauan. *Journal of English Education and Teaching*, 3.
- Andi, H. J., Tamam, B., Rouf, A., Hanna, I. D., & A, R. (2025). PENINGKATAN MINAT KEMAMPUAN SPEAKING SKILL PADA SISWA TINGKAT ATAS MELALUI PROGRAM ENGLISH CLUB. *Jurnal Multidisiplin Ilmu Akademik (JMIA)*, 2.
- Arqiya, S., Sidadolog, R. N., Afridannur, W., Aulia, M., & Sitepu, M. S. (2025). *PENERAPAN FUN LEARNING UNTUK MENINGKATKAN KREATIVITAS BELAJAR SISWA KELAS 3 MIN 1 LANGKAT*. 10.
- Astari, A. M., & Hadi, M. S. (2023). Creating English Environment at School Through English Club Extracurricular. *Jurnal Studi Guru Dan Pembelajaran*, 5(2), 185–190. <https://doi.org/10.30605/jsqp.5.2.2022.1663>
- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. The George Washington University, School of Education and Human Development.

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices* (Nachdr.). Longman.
- Brown, H. D. (2006). *Principles of language learning and teaching* (5th ed). Pearson Longman.
- Canale, M., & Swain, M. (1980). THEORETICAL BASES OF COMMUNICATIVE APPROACHES TO SECOND LANGUAGE TEACHING AND TESTING. *Applied Linguistics*, I(1), 1–47.
<https://doi.org/10.1093/applin/I.1.1>
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, B. (2010). *Teaching pronunciation: A course book and reference guide* (Multiple, with the second edition being widely used). Cambridge University Press.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers* (Nachdr.). Cambridge Univ. Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th Edition). SAGE Publications.
- EKSTRAKULIKULER ENGLISH CLUB. (2023).
<https://pgsd.unipasby.ac.id/?p=2128>
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press (OUP).
- English CLub. (2025). <https://www.smkn3baleendah.sch.id/english-club>
- English Club di Sekolah Tinggi Agama Kristen Abdi Wacana. (2024). STAK Abdi Wacana. <https://stakaw.ac.id/berita/english-club-di-sekolah-tinggi-agama->

kristen-abdi-wacana?page&name=english-club-di-sekolah-tinggi-agama-
kristen-abdi-wacana&category_name=berita

Fatimatus Zahro, N. D., & Firdaus, S. (2025). Implementasi Metode Fun Learning dalam Pembelajaran Bahasa Arab untuk Meningkatkan Minat Belajar Siswa. *AS-SABIQUN*, 7(3), 536–548.

<https://doi.org/10.36088/assabiqun.v7i3.5702>

Fauzia, N. (2024). *Implementasi Metode Fun Learning pada Pembelajaran IPAS Kelas IV di MI Ma'arif NU Teluk Kecamatan Purwokerto Selatan Kabupaten Banyumas*.

Gobena, G. A. (2025). Psychological Barriers Contributing to Students' Poor English Language Speaking Skills. *International Journal of Instruction*, 18(1), 273–290. <https://doi.org/10.29333/iji.2025.18115a>

Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). *Triangulation: Establishing the Validity of Qualitative Studies*.

Harmer, J. (2007). *The Practice of English Language Teaching* (keempat). Pearson Education.

Hasibuan, N. H., Rambe, R. N., & Syaifullah, M. (2024). Pengaruh Model Pembelajaran Role-Playing terhadap Keterampilan Berbicara Siswa Kelas IV MIN 4 Kota Medan. *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, 2(6), 144–156.
<https://doi.org/10.61132/arjuna.v2i6.1321>

- Hastuti, D. P., Pratama, R. M. D., & Agustianingrum, C. I. (2025). *Role of English Fluency on Job Seekers' Perspective in West Jakarta*. 5(01).
- Hughes, A. (2003). *Testing for language teachers* (2. ed., 5th print). Cambridge Univ. Pr.
- Ismailia, T., Novawan, A., Mariyati, N., Rahmanita, M., & Mujib, I. H. A. (2025). Inisiasi Program Kegiatan Ekstrakurikuler English Club di SMP 14 Jember. *Cakrawala: Jurnal Pengabdian Masyarakat Global*, 4(1), 204–216. <https://doi.org/10.30640/cakrawala.v4i1.3895>
- Jamoom, O. A., & Bahron, N. O. (2024). From Hesitation to Fluency: Unraveling Speaking Barriers in EFL Context. *International Journal of English Literature and Social Sciences*, 9(5), 102–110. <https://doi.org/10.22161/ijels.95.15>
- Jeong, A., & Chiu, M. M. (2024). *THE EFFECTS OF POLITENESS IN SHAPING DISCOURSE IN ONLINE DEBATES*.
- Jufri, I., Amin, F. H., & Jefri, R. (2024). *The Activities of Improving English Speaking Skills in English Club SMA Negeri 1 Luwu*. 3(2).
- Kadamovna, S. N. (2021). *THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS*. 8(1).
- Krashen, S. D. (1982). *Principles and practice in second language acquisition* (Reprinted). Pergamon Press.
- Kulsum, E. M., Jamjami, A. Y., Uyun, A. S., & Sri Widianingsih, A. W. (2025). A Study on the difficulties in English Speaking for EFL Students. *Journal on Education*, 7(2), 10648–10659. <https://doi.org/10.31004/joe.v7i2.8109>

- Labad, C. M. B., Rabena, R. P., Garduce, S. J. S., & Neri, E. (2024). Speaking Difficulties and Academic Performance in English among Junior High School Students. *International Journal of Research and Innovation in Social Science*, VIII(IIS), 2645–2656.
<https://doi.org/10.47772/IJRISS.2024.803192S>
- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammaring*.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4(2), 126–141.
- Loyalka, P., Mistree, D., Fairlie, R., & Khanna, S. (2024). *Job Training, English Language Skills, and Employability: Evidence from an Experiment in Urban India*.
- Maharani, W. A., & Widiastuty, H. (2024). Meningkatkan Kemampuan Bahasa Inggris melalui English Club dalam Pengabdian Masyarakat MBKM Asistensi Mengajar. *ASPIRASI : Publikasi Hasil Pengabdian dan Kegiatan Masyarakat*, 2(6), 128–137.
<https://doi.org/10.61132/aspirasi.v2i6.1159>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). Jossey-Bass.
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif* (Revisi). Remaja Rosdakarya.
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal*

of General Practice, 24(1), 9–18.

<https://doi.org/10.1080/13814788.2017.1375091>

Nation, I. S. P. (2006). *Learning vocabulary in another language* (8. print).

Cambridge Univ. Press.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*.

Routledge.

New York Post [@nypost]. (2025, May 26). *One affordable app is making*

learning a new language fun <https://trib.al/BwAXKtn>

<https://t.co/9M2qQIyCsP> [Tweet]. Twitter.

<https://x.com/nypost/status/1927002275609743372>

Nur, F., & Herman, A. A. (2025). *Effectiveness of Fun Learning Methods in*

Improving Students' Learning Motivation. 12.

Nurjannah. (2016). Peningkatan Kemampuan Penguasaan Kosakata Melalui Kartu

Huruf Bergambar Siswa Kelas II SDN 5 Soni. *Jurnal Kreatif Tadulako*

Online, 4.

Nyimbili, F., & Nyimbili, L. (2024). Types of Purposive Sampling Techniques

with Their Examples and Application in Qualitative Research Studies.

British Journal of Multidisciplinary and Advanced Studies, 5(1), 90–99.

<https://doi.org/10.37745/bjmas.2022.0419>

Octaberlina, L. R., & Muslimin, A. I. (2022). Fostering Students' Speaking

Ability through English Club Activities. *Arab World English Journal*,

13(3), 414–428. <https://doi.org/10.24093/awej/vol13no3.27>

- Oranga, J., & Matere, A. (2023). Qualitative Research: Essence, Types and Advantages. *OALib*, 10(12), 1–9. <https://doi.org/10.4236/oalib.1111001>
- Pambudi, N., Syam, H., Rustam, U., Dewi, R. A. P. K., & Amir, H. S. (2024). The Effect of a Competency-Based Learning Approach on Improving English Speaking Skills: Survey Study in Higher Education. *International Journal of Language and Ubiquitous Learning*, 2(1). <https://doi.org/10.70177/ijlul.v2i1.753>
- Pambudi, O. B. (2023). *An Analysis of Speaking Problems at 5th Semester Students English Language Education UIN Raden Mas Said Surakarta*. Raden Mas Said State Islamic University of Surakarta.
- Pudiyono, Titi Wahyukti, Atik Muhimatun A, Zulfa Nabila, & Akhmad Nurhadi. (2021). Improving Students' English Skills through Peer Tutoring Method. *JURNAL INOVASI EDUKASI*, 4(2), 102–106. <https://doi.org/10.35141/jie.v4i2.777>
- Purwasari, R. M., & Nugraha, S. I. (2023). *THE USE OF STORYTELLING IN SPEAKING INSTRUCTION*. 6(2).
- R., M., & MuthuKrishnan, Dr. T. (2021). THE IMPORTANCE OF TEACHING SPEAKING SKILLS. *International Journal of Creative Research Thoughts (IJCRT)*, 9.
- Rababah, L. M. (2025). An Experimental Study of the Effectiveness of Role-play in Improving Fluency in Jordanian EFL Students' Speaking Skills. *World Journal of English Language*, 15(4), 30. <https://doi.org/10.5430/wjel.v15n4p30>

- Ramadhania, V. A., & Christanti, A. (2024). *Merdeka Belajar Kampus Merdeka*.
- Ravitch, S. M., & Carl, N. M. (2021). *Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological* (2nd ed.). SAGE Publications.
- Reskiyani. (2024). *The Impact of Joining English Club on Students' Speaking Ability at UIN Alauddin Makassar*. Universitas Islam Negeri Alauddin Makassar.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed., 2001) (Second Edition). Cambridge University Press.
- Riyadini, M. V. (2021). English Foreign Language Students' Perceptions of an Online English Speaking Club in Higher Education. *Advances in Social Science, Education and Humanities Research*, 640.
<https://doi.org/10.1016/j.sbspro.2011.03.146>
- Rizkyta, S. P. (2022). *An Analysis of Learning to Speak in An Educational Context*. 5(1).
- Sagimin, E. M. (2016). *TEACHING SPEAKING USING ROLE PLAY TECHNIQUE*.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage.
- Salmiati, Amri, S., Yeni, M., Syafrizal, Wiluyo, A., Khairunnisa, & Alicia, C. (2023). Kegiatan English Club sebagai Sarana Peningkatan Kemampuan Berbicara (Speaking) Mahasiswa Universitas Islam Indragiri. *CEMARA: Jurnal Pengabdian Masyarakat Multidisiplin*, 1(2).

- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334–340. [https://doi.org/10.1002/1098-240X\(200008\)23:4%253C334::AID-NUR9%253E3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4%253C334::AID-NUR9%253E3.0.CO;2-G)
- Saptiany, S. G., & Prabowo, B. A. (2024). Speaking Proficiency Among English Specific Purpose Students: A Literature Review On Assessment And Pedagogical Approaches. *LITERACY : International Scientific Journals of Social, Education, Humanities*, 3(1), 36–48. <https://doi.org/10.56910/literacy.v3i1.1392>
- Singh, R. B. (2024). Navigating English Language Education Challenges in Resource-limited Contexts. *KMC Journal*, 6(1), 135–152. <https://doi.org/10.3126/kmcj.v6i1.62336>
- Souisa, T. R., & Gaite, C. (2020). Study on Speaking Problems and Psychological Factors Encountered by Students in Developing Their Speaking Skill at SMA Kristen Dobo, Aru District. *MATAI: International Journal of Language Education*, 1(1), 10–22. <https://doi.org/10.30598/matail.v1i1.2769>
- Tarigan, D. R. (2024). *STRATEGI FUN LEARNING UNTUK PEMBENTUKAN KARAKTER SISWA DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM PADA SISWA KELAS 2 ICM PRIMARY SCHOOL SERPONG TANGERANG SELATAN (TERM 1, 2024-2025)*.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Longman (Pearson Education).
- Thornbury, S. (2005). *How to Teach Speaking*.

- Togimin, N., & Jaafar, H. (2020). Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an ESL Classroom. *LSP International Journal*, 7(2), 19–36. <https://doi.org/10.11113/lspi.v7.16310>
- Tomak, B. (2021). Evaluation of the “Speaking” Component of a Curriculum Applied in a School of Foreign Languages: An Action Research in a State University in Turkey. *International Journal of Educational Methodology*, 7(1), 33–51. <https://doi.org/10.12973/ijem.7.1.33>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wikara, B., Sutarno, S., Suranto, S., & Sajidan, S. (2020). EFEK PEMBELAJARAN YANG MENYENANGKAN (FUN LEARNING) TERHADAP KEMAMPUAN MEMORI. *SPEKTRA: Jurnal Kajian Pendidikan Sains*, 6(2), 192. <https://doi.org/10.32699/spektra.v6i2.164>
- Yunizha, V. (2022, June 2). *Pentingnya Kemampuan Berbahasa Inggris Untuk Perkembangan Karier*. <https://www.ruangkerja.id/blog/kemampuan-berbahasa-inggris>
- Zaidi, M. H. A., Isa, N. J. M., Jamaludin, A., Midan, A. R., Isa, N. K. M., & Zulkifli, M. N. (2024). Systematic Literature Review on Fun Learning Towards Students’ Development. *International Journal of Academic Research in Progressive Education and Development*, 13(2), Pages 783-804. <https://doi.org/10.6007/IJARPED/v13-i2/21276>



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1980/Un.03.1/TL.00.1/05/2025
Sifat : Penting
Lampiran : -
Hal : Izin Survey

27 Mei 2025

Kepada

Yth. Pengasuh Pondok Pesantren Daruttauhid
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mohammad Aufal Maram
NIM : 210107110080
Tahun Akademik : Genap - 2024/2025
Judul Proposal : **The Importance of Fun Learning In Increasing Student's Speaking Competence trough English Club Activities**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an, Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1996/Un.03.1/TL.00.1/05/2025
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

28 Mei 2025

Kepada

Yth. Pengasuh Pondok Pesantren Daruttauhid
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Mohammad Aufal Maram
NIM	: 210107110080
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2024/2025
Judul Skripsi	: The Importance of Fun Learning In Increasing Student's Speaking Competence trough English Club Activities
Lama Penelitian	: Mei 2025 sampai dengan Juli 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



YAYASAN DARUTTAUHID MALANG
MADRASAH ALIYAH DARUTTAUHID

STATUS TERAKREDITASI B-NSM : 131235730008, NPSN : 20533937

Jl. Sunan Ampel III/10 Kota Malang Telp. (0341)5022640, website: daruttauhid-malang.ac.id, email: madaruttauhidmlg@gmail.com

SURAT KETERANGAN

No: B.051/SKet/MA-YDM/VI/2025

Yang bertanda tangan di bawah ini:

Nama : Sayid Umar, S.S, M.Pd.I
Jabatan : Kepala MA Daruttauhid Malang

Menerangkan bahwa:

Nama : Mohammad Aufal Maram
NIM : 210107110080
Fakultas/Program Studi : Fakultas Ilmu Tarbiyah dan Keguruan (FITK)/Tadris Bahasa Inggris (TBI)
Instansi : UIN Maulana Malik Ibrahim Malang

Nama tersebut adalah benar telah melakukan penelitian guna penyusunan tugas akhir (skripsi) mulai tanggal 16 Desember 2024 – 14 Juni 2025 dengan judul **“The Importance of Fun Learning in Increasing Student’s Speaking Competence trough English Club Activities”**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Malang, 18 Juni 2025
Kepala MA Daruttauhid Malang

Sayid Umar, S.S, M.Pd.I



INTERVIEW

1. Based on your opinion, have students' speaking skills improved after participating in the English Club?

- How would you compare their speaking performance before and after joining?
- Which activity do you think contributed most to that improvement?

2. Could you describe how students have developed in terms of fluency?

- Do you see that students can speak fluently without too many pauses or hesitations?
- Do students rarely repeat themselves or correct themselves when speaking?
- Do their ideas flow easily when speaking?

3. Could you describe how students have developed in terms of pronunciation?

- Is the student's pronunciation clear and easy to understand?
- Do students use appropriate intonation and word stress?
- Does the student's pronunciation not cause misunderstanding?

4. Could you describe how students have developed in terms of vocabulary?

- Are students able to use a diverse vocabulary?
- Is the word selection appropriate to the topic or context?
- Do students not repeat the same word too often?

5. Could you describe how students have developed in terms of grammatical competence?

- Are students able to use sentence structure correctly?
- Do students use the right tense according to time and context?
- Do students understand the appropriateness of subject and predicate??

6. Could you describe how students have developed in terms of Discourse Management?

- Are students able to convey ideas in a structured way?
- Do students use conjunctions or connectives appropriately?
- Is the flow of their speech easy to follow?

7. What is your opinion about the role play activity conducted in the English Club?

- Do you think students are able to speak fluently and naturally during role play?
- Do students often pause, hesitate, or repeat words while acting?
- Do students frequently correct themselves in the middle of speaking during role play?

- How do students organize their ideas when performing a scene?
- Do students use connectors such as “because,” “so,” or “then” to link their ideas?
- Are the students’ ideas easy for others to follow during the performance?

8. What is your view on the debate activity conducted by students in the English Club?

- Do students seem to speak more fluently when participating in a debate?
- How often do students pause or repeat words while delivering their arguments?
- Are students able to express their arguments clearly from beginning to end?
- Do students use a variety of vocabulary when presenting their arguments?
- Do students avoid repeating the same words too frequently?
- Are students’ vocabulary choices appropriate for the debate topic and formal context?
- How do students structure their sentences when presenting their arguments?
- Do students apply correct grammar rules and tenses during debate?
- Do the students’ subjects and verbs agree when students speak?

9. What is your observation of the storytelling activity in the English Club?

- How do students plan or organize their story before telling it?
- Do the students' ideas follow a clear sequence from beginning to end?
- Do students use linking words such as “first,” “next,” or “finally” when telling a story?
- Is their pronunciation clear and easy to understand during storytelling?
- Do students use appropriate stress and intonation when telling the story?
- Do students speak more fluently with fewer pauses when storytelling?
- Do students use proper grammar and sentence structures during storytelling?
- Do students shift tenses correctly based on the sequence of events in the story?
- What new or interesting vocabulary do students usually use in storytelling?
- Do students avoid using the same words repeatedly?

10. Do you think peer teaching has helped students improve their speaking fluency and organization?

- Do students speak more smoothly and with fewer long pauses when teaching their peers?

- How do students organize their explanations to make them understandable to peers?
- Do students use logical sequences and connectors like “so,” “because,” or “for example” when explaining?
- Do students use a variety of vocabulary in their explanations?
- Do students pay attention to grammar while explaining?
- Are their sentences complete and grammatically correct?

11. In your opinion, how do English games (e.g., charades, taboo, vocabulary race) affect students’ speaking skills?

- Do games help students speak more quickly and fluently?
- Do students show fewer pauses or hesitations while playing games?
- What new vocabulary do students learn through games?
- Do students use different or creative vocabulary to win the games?
- Do their answers during games flow clearly from one idea to another?
- Do students use simple connectors or transitions when responding in games?
- Do students appear more confident when expressing ideas during games?

12. What strategies have you observed to be the most effective in helping students improve their speaking competence?

- Do students benefit more from pair work, group discussions, or individual tasks?
- Are there any personal strategies students apply, like selfpractice or notetaking?

13. What are your hopes or suggestions for future English Club programs in relation to speaking improvement?

- Are there any additional activities or support systems you believe should be included?
- How can the English Club be further optimized to enhance students' speaking skills?

OBSERVATION CHECKLIST

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.					
		Few to no unnecessary repetitions.					
		Rarely selfcorrects during speech.					
2.	Pronunciation	Words are pronounced clearly and correctly.					
		Appropriate intonation and stress.					
		No ambiguity in meaning due to pronunciation.					

3.	Vocabulary Use	Uses a variety of vocabulary.					
		Word choice is appropriate for the situation.					
		Avoids overusing the same words.					
4.	Grammatical Competence	Sentence structure is grammatically correct.					
		Correct use of tenses.					
		Proper agreement (subjectverb, pronouns).					
5.	Discourse Management	Ideas are structured clearly.					
		Uses logical connectors (e.g., however, therefore).					
		Speech is cohesive and easy to follow.					



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-1973/Un.03/FITK/PP.00.9/05/2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

27 Mei 2025

Kepada Yth.
Harir Mubarak, M.Pd
di -

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Mohammad Aufal Maram
NIM : 210107110080
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : The Importance of Fun Learning In Increasing Student's
Speaking Competence trough English Club Activities
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Wakil Dekan Bid. Akademik
Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Validation Sheet
English Speaking Sheet

**"THE IMPORTANCE OF FUN LEARNING IN INCREASING STUDENTS' SPEAKING
COMPETENCE THROUGH ENGLISH CLUB ACTIVITIES"**

Validator : Harir Mubarak, M.Pd
NIP : 19870708201802011152
Expertise : English Speaking Development in Fun Learning Context
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 05/06/2025

A. Introduction

This validation sheet aims to obtain an expert assessment of my research instruments, which consist of interview and observation guidelines. These instruments will be used in a study titled "The Importance of Fun Learning in Increasing Students' Speaking Competence Through English Club Activities." Any comments and suggestions are valuable to improve the quality of this instrument. Thank you for your willingness to be a validator in this study.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below :

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion In the columns below :

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence				✓	
2.	Instrument Indicator Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives				✓	
5.	The research instrument can help the researcher find out students abilities in speaking skills.				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper grammar				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulates clearly and unequivocally				✓	

D. Suggestion

I hope this instrument can dig up the data based on your research questions. Also, you can find the uniqueness of the learning which is taught by the tutor over there! Good luck.

E. Conclusion

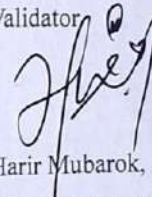
Based on the validation sheet above, it can be concluded that the instruments that have been made is :

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- (1.) The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, June 5, 2025

Validator



Harir Mubarak, M.Pd

19870708201802011152

Interview Transcript

“There has been an improvement in students' speaking competence, especially in terms of fluency, additional vocabulary, then their pronunciation”

“Students are more active and more enthusiastic because there is their intention to improve their skills, and also from the learning method which is fun or fun learning from teachers for students”

“Role-play is role-playing, so students are more active, especially when students play a role, then students practice in real situations, and also in the cottage environment there are often dramas that students can later use English”

“Students can speak fluently and naturally because students have previously added vocabulary, because before activities on certain topics we have prepared what must be memorized so that students can speak fluently”

“Students rarely stop, hesitate, or repeat words when doing this activity, because students have prepared and practiced it”

"students rarely correct themselves in the middle of speaking because students have been prepared from the beginning, memorized, it is rare to make mistakes“

”Students organize their ideas and play a scene coherently and logically to perform a scene“

”Students also use connecting words to link ideas or a word“

”Students' ideas can already be understood because students have often practiced ”

"Students speak quite fluently and naturally because students often practice, students have improved their speaking skills"

"There are some that make them stop or repeat words when conveying arguments because there is vocabulary that wants to be said this is still thought about first, There is an impact because from this debate there is a rebuttal so that it still thinks before supporting or speaking"

"Some students often misunderstand but because of frequent practice these misunderstandings can be understood and understood"

"Students often practice and look for diverse vocabulary when conveying arguments according to the topic of discussion"

"Students have tried to avoid excessive repetition of words and because students are required to bring a dictionary so students can still look for another vocabulary
"

"Students choose vocabulary that is appropriate to the topic and formal context and the vocabulary used must be by the theme so that students can develop new vocabulary"

"Students apply for word order correctly, structure, tenses², appropriate subject, and predicate so that the order is correct"

"Students are given the freedom to create their own stories so that students fit the theme and students prepare materials, careful preparation so that students can prepare well"

‘students’ ideas follow a clear sequence from beginning to end because previously students have been given material to make stories, so their storytelling actions are obvious and very good."

“Students use conjunctions because there are examples from previous materials”

“students' pronunciation is clear and easy to understand because students have time to practice before performing”

“Because students are still practicing so that the pressure and intonation still cannot match native speakers, students' intonation still uses Indonesian or regional languages”

"Because students have practiced, students' speaking is more fluent than before. There are some mistakes and students need to be corrected so that students can be maximized again“

”Students are quite good regarding the use of grammar and sentence structure, especially in the simple past tense, storytelling is narrating activities that have been carried out or events that have passed. But it needs improvement and needs more accuracy for the use of this grammar“

”Students avoid using the same vocabulary repeatedly because this will make them bored, and if it's just that, there is no variety of words but there are some that are less varied, so this storytelling activity can improve students' speaking even better"

“Students' speaking fluency is the same as other activities but because this activity the atmosphere is a bit different so it needs a good mentality so that the vocabulary

is not lost when dealing with their friends and with continuous practice students are better at speaking to learn to teach to their friends”

“The order of delivery of students is perfect and neat and can use connecting words”

“Students try to develop a diverse vocabulary so that it is easily understood by their friends”

“Students have paid great attention to grammar so that later students' grammar is not wrong when delivering material and does not create misunderstanding”

“Students can speak spontaneously and or answer from the games given”

“Students look for new vocabulary that is sure to win the game and try to use new vocabulary to be more varied and provide victory in this activity”

“Students speak with the flow because there is an improvement from before”

“Students are quite active in using connecting words or simple transitions and reflexes in following this game and responsive”

"There are some children who benefit greatly from discussion. Some children are given individual tasks that are more enthusiastic and comfortable. There are different characteristics of children, but if it is required to be in a group, whether students want it or not, students have to try to be in a group, and students can work together or motivate each other"

"There are some students who are always looking for new vocabulary and students open dictionaries and bring some sheets containing vocabulary. This shows which ones want to improve their speaking"

"There is a support system at school such as vocabulary writings in every room to make it easier to memorize vocabulary"

"I hope that the English Club is not only a routine activity but can participate in competitions, either storytelling, debate, speech, etc. because from there we can see the output and motivate them to be more enthusiastic, and confident, and hopefully it can be used as a provision for the need to continue to college"

OBSERVATION CHECKLIST ROLE PLAY

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.					✓
		Few to no unnecessary repetitions.				✓	
		Rarely self-corrects during speech.				✓	
2.	Pronunciation	Words are pronounced clearly and correctly.				✓	
		Appropriate intonation and stress.				✓	
		No ambiguity in meaning due to pronunciation.					✓

3.	Vocabulary Use	Uses a variety of vocabulary.			✓		
		Word choice is appropriate for the situation.					✓
		Avoids overusing the same words.				✓	
4.	Grammatical Competence	Sentence structure is grammatically correct.				✓	
		Correct use of tenses.					✓
		Proper agreement (subject-verb, pronouns).					✓
5.	Discourse Management	Ideas are structured clearly.					✓
		Uses logical connectors (e.g., however, therefore).					✓
		Speech is cohesive and easy to follow.					✓

OBSERVATION CHECKLIST DEBATE

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.				✓	
		Few to no unnecessary repetitions.				✓	
		Rarely self-corrects during speech.				✓	
2.	Pronunciation	Words are pronounced clearly and correctly.				✓	
		Appropriate intonation and stress.				✓	
		No ambiguity in meaning due to pronunciation.				✓	

3.	Vocabulary Use	Uses a variety of vocabulary.				✓	
		Word choice is appropriate for the situation.					✓
		Avoids overusing the same words.					✓
4.	Grammatical Competence	Sentence structure is grammatically correct.					✓
		Correct use of tenses.					✓
		Proper agreement (subject-verb, pronouns).					✓
5.	Discourse Management	Ideas are structured clearly.					✓
		Uses logical connectors (e.g., however, therefore).					✓
		Speech is cohesive and easy to follow.					✓

OBSERVATION CHECKLIST STORYTELLING

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.				✓-	
		Few to no unnecessary repetitions.				✓	
		Rarely self-corrects during speech.				✓	
2.	Pronunciation	Words are pronounced clearly and correctly.				✓	
		Appropriate intonation and stress.				✓	
		No ambiguity in meaning due to pronunciation.				✓	

3.	Vocabulary Use	Uses a variety of vocabulary.					✓
		Word choice is appropriate for the situation.					✓
		Avoids overusing the same words.					✓
4.	Grammatical Competence	Sentence structure is grammatically correct.					✓
		Correct use of tenses.					✓
		Proper agreement (subject-verb, pronouns).					✓
5.	Discourse Management	Ideas are structured clearly.					✓
		Uses logical connectors (e.g., however, therefore).					✓
		Speech is cohesive and easy to follow.					✓

OBSERVATION CHECKLIST PEER TEACHING

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.				✓	
		Few to no unnecessary repetitions.				✓	
		Rarely self-corrects during speech.				✓	
2.	Pronunciation	Words are pronounced clearly and correctly.				✓	
		Appropriate intonation and stress.				✓	
		No ambiguity in meaning due to pronunciation.					✓

3.	Vocabulary Use	Uses a variety of vocabulary.					✓
		Word choice is appropriate for the situation.					✓
		Avoids overusing the same words.				✓	
4.	Grammatical Competence	Sentence structure is grammatically correct.					✓
		Correct use of tenses.					✓
		Proper agreement (subject-verb, pronouns).					✓
5.	Discourse Management	Ideas are structured clearly.					✓
		Uses logical connectors (e.g., however, therefore).					✓
		Speech is cohesive and easy to follow.					✓

OBSERVATION CHECKLIST GAMES

Rating Scale

5 = Very Good

4 = Good

3 = Fair

2 = Less

1 = Very Poor

No	Indicator	Criteria	1	2	3	4	5
1.	Fluency	Speech flows naturally without hesitation or excessive pauses.				✓	
		Few to no unnecessary repetitions.				✓	
		Rarely self-corrects during speech.				✓	
2.	Pronunciation	Words are pronounced clearly and correctly.				✓	
		Appropriate intonation and stress.				✓	
		No ambiguity in meaning due to pronunciation.					✓

















3.	Vocabulary Use	Uses a variety of vocabulary.					✓
		Word choice is appropriate for the situation.					✓
		Avoids overusing the same words.					✓
4.	Grammatical Competence	Sentence structure is grammatically correct.				✓	
		Correct use of tenses.					✓
		Proper agreement (subject-verb, pronouns).					✓
5.	Discourse Management	Ideas are structured clearly.					✓
		Uses logical connectors (e.g., however, therefore).					✓
		Speech is cohesive and easy to follow.					✓

Documentation



Name : Mohammad Aufal Maram
 NIM : 210107110080
 Title : The Importance of Fun Learning In Increasing Students' Speaking Competence Through English Club Activities
 Lecture : Prof. Dr. Hj. Like Raskova Octaberlina. M,Ed

THESIS GUIDANCE SHEET

No.	Date/Month/Year	Guidance Material	Signature
1.	September 25, 2024	Title Guidance	
2.	January 17, 2025	Guidance of Chapter I	
3.	January 23, 2025	Guidance of Chapter I	
4.	January 31, 2025	Guidance of Chapter I-III	
5.	February 25, 2025	Guidance on Revision of Proposal Seminar	
6.	April 29, 2025	Guidance on Revision of Proposal Seminar	
7.	May 5, 2025	Guidance on Chapter I, Title Change	
8.	May 19, 2025	Guidance of Chapter I-II	
9.	May 24, 2025	Guidance of Chapter I-III & Instrument	
10.	May 28, 2025	Guidance of Chapter I-III & Instrument	
11.	June 3, 2025	Instrument Guidance	
12.	June 5, 2025	Instrument Guidance	
13.	June 16, 2025	Guidance of Chapters I-V	
14.	June 23, 2025	Guidance of Chapters I-V	
15.	June 26, 2025	Guidance of Chapters I-V	
16.	July 10, 2025	Guidance of Chapters I-V	

Malang, July 21, 2025

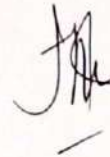
Acknowledged by,

Advisor

Student



Mohammad Aufal Maram
NIM 210107110080



Prof. Dr. Hj. Like Raskova Octaberlina. M.Ed
NIP. 197410252008012015

CURRICULUM VITAE



Name: Mohammad Aufal Maram

Birthdate: Surabaya, 27 Desember 2001

Address: Jl. Sawahpulo Gg. 8 No. 25 Semampir, Surabaya

Education:

- MI Nurul Huda 1 (2008-2009)
- SDN Benteng Miring Ujung XII (2009-2014)
- SMP Plus Al-Mashduqiah (2014-2017)
- MA Plus Al-Mashduqiah (2017-2020)
- English Education Department UIN Malang (2021-
Now)

Organization Experience:

- KSR PMI Unit UIN Maulana Malik Ibrahim Malang
(2021-2024)
- DEMA FITK (2023)

Work Experience

- Bebek Trisno Marketing Team
- English Club Tutor
- PMR Facilitator
- Doctor Kidz Talent Teacher

