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AKTIVITAS PENYIARAN ENGLISH CLUB DALAM MENINGKATKAN KETERAMPILAN BERBICARA ANGGOTA SMP ISLAM SIDOARJO

Broadcasting Activities of English Club in Enhancing Members Speaking Skills of SMP Islam Sidoarjo

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Abstrak

Keterampilan berbicara bahasa Inggris memerlukan kesempatan praktik yang bermakna dan kontekstual, sedangkan kegiatan penyiaran dapat menyediakan lingkungan komunikasi yang lebih autentik melalui praktik berbicara secara langsung. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap aktivitas penyiaran dalam *English Club* serta mengidentifikasi tantangan yang dihadapi siswa dalam berbicara bahasa Inggris. Penelitian menggunakan desain deskriptif kualitatif dengan 16 anggota aktif *English Club* SMP Islam Sidoarjo tahun ajaran 2025/2026 sebagai partisipan. Data dikumpulkan melalui observasi nonpartisipatif dan kuesioner terstruktur, kemudian dianalisis secara deskriptif melalui reduksi data, penyajian data, penarikan kesimpulan, pengodean kualitatif, dan perhitungan persentase respons. Hasil penelitian menunjukkan bahwa 100% siswa memandang aktivitas penyiaran membantu meningkatkan keterampilan berbicara dan memperkaya kosakata. Sebanyak 81,3% menilai kegiatan lebih menarik daripada latihan berbicara di kelas, sedangkan 68,8% melaporkan peningkatan kepercayaan diri. Tantangan utama adalah keterbatasan kosakata dan pengetahuan tata bahasa, masing-masing sebesar 56,3%. Kesimpulannya, aktivitas penyiaran memberikan ruang praktik berbicara yang kontekstual, tetapi penguatan aspek linguistik tetap diperlukan.

Kata Kunci:
Aktivitas Penyiaran, *English Club*, Keterampilan Berbicara Bahasa Inggris, Pembelajaran Ekstrakurikuler, Persepsi Siswa

Keywords:
Broadcasting Activities, English Club, English Speaking Skills, Extracurricular Learning, Students' Perceptions

Abstract

English speaking skills require meaningful and contextual opportunities for practice, while broadcasting activities can provide an authentic communicative environment through direct oral practice. This study aimed to explore students' perceptions of broadcasting activities in the English Club and identify the challenges they encountered in speaking English. A descriptive qualitative design was employed involving 16 active members of the English Club at SMP Islam Sidoarjo during the 2025/2026 academic year. Data were collected through non-participatory observation and a structured questionnaire and analyzed descriptively through data reduction, data display, conclusion drawing, qualitative coding, and response percentages. The results showed that 100% of students perceived broadcasting activities as helping improve their speaking skills and enrich their vocabulary. Furthermore, 81.3% considered broadcasting more engaging than conventional classroom speaking practice, while 68.8% reported increased confidence in speaking English. The main challenges were limited vocabulary and insufficient grammatical knowledge, each reported by 56.3% of participants. The findings indicate that broadcasting activities provide contextual opportunities for English speaking practice, while continued support for students' linguistic development remains necessary.

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INTRODUCTION

English has become one of the important international languages used for communication in education, business, science, and technology. Therefore, mastering English communication skills is important for students, particularly in facing the development of the global era. Among the four language skills, speaking is one of the productive skills that enables students to express ideas, opinions, and feelings through oral communication. However, for Indonesian

students who learn English as a foreign language (EFL), speaking remains one of the difficult skills to master because of limited opportunities to use English in authentic communication. This condition indicates that students need broader opportunities to practice speaking so that their English ability can develop not only theoretically but also through actual communication.

The problem of speaking ability can also be seen among junior high school students in Indonesia. Some students still lack confidence when speaking English because they are afraid of making grammatical or pronunciation mistakes. In addition, limited vocabulary and insufficient opportunities to practice speaking outside the classroom become obstacles to developing their speaking ability. The limited instructional time for English lessons also makes it difficult for teachers to provide sufficient speaking practice for all students. As a result, students may understand English theoretically but still hesitate when they have to use it orally. This condition indicates the need for additional learning activities that provide students with opportunities to use English actively.

One effort that schools can provide is an extracurricular English Club as a platform for students to practice English beyond formal classroom learning. An English Club provides a more relaxed and student-centered learning environment in which students can communicate through meaningful activities. Extracurricular activities, particularly English clubs, can provide a setting for developing speaking ability, confidence, fluency, vocabulary, pronunciation, and grammar (Romli et al., 2023). Desmiyanti (2022) also found that English Club activities at an Islamic senior high school in Jambi Province improved students' vocabulary mastery, speaking fluency, and confidence. In its development, various English Club activities can be supported through broadcasting activities that provide students with opportunities to use English in more realistic communicative contexts.

Broadcasting activities such as radio broadcasts, news reading, interviews, talk shows, and podcast production require students to use English in authentic communication. These activities encourage students to organize ideas, improve pronunciation, develop fluency, and build confidence when speaking before an audience. Broadcasting activities also reflect the principles of Communicative Language Teaching, which emphasizes meaningful language use and interaction in language learning. Quotatim (2021) explained that broadcasting activities can foster speaking fluency, enrich vocabulary, and build public speaking confidence through real-world communicative contexts. This is consistent with Brown (2014), who emphasizes meaningful language use and interaction in language learning. Elmiana (2019) also reported that the implementation of a school radio talk show improved students' speaking ability, motivation, and active communication in English. Suryani (2019–2020), in a study at SMP Bilingual Terpadu Krian, found that students participating in a radio broadcasting program increased their mean speaking score from 45.21 to 77.71 with a statistically significant result of $p < .001$.

Although previous studies have demonstrated the benefits of English Clubs and broadcasting activities for speaking development, research specifically examining broadcasting activities within an English Club at the junior high school level, particularly at SMP Islam Sidoarjo, remains limited. Existing research has mainly discussed English Clubs in general or has been conducted at the senior high school level. Novitasari (2020) and Pratiwi (2017) showed that broadcasting activities are related not only to technical communication skills but also to linguistic and sociocultural competence as well as 21st century skills such as communication, collaboration, creativity, and media literacy. Irawan and Henggar (2023) also found that communicative activities such as role-play and peer feedback can encourage active participation and improve students' speaking performance. However,

research examining how broadcasting activities such as student-managed radio segments, talk shows, and recordings are implemented in an English Club among junior high school students in an Islamic school context remains limited. Therefore, students' experiences and challenges in these activities need to be explored further.

SMP Islam Sidoarjo provides a relevant context because its English Club integrates broadcasting activities into its learning program. Students participate in producing broadcasts, making announcements, conducting interviews, and practicing public speaking in English. These activities provide direct experiences that can support students' speaking skills, self-confidence, communication skills, and motivation to use English in real-life situations. Based on this condition, this study aims to explore students' perceptions of broadcasting activities within the English Club and to identify the challenges students encounter while participating in these activities in relation to their English speaking skills. This study is important because it provides a description of students' experiences with broadcasting activities in the context of SMP Islam Sidoarjo, while its novelty lies in examining students' perceptions and challenges in broadcasting activities integrated into an English Club at the junior high school level in an Islamic school context.

METHOD

This study employed a descriptive qualitative method. Rusandi and Rusli (2021:3) explained that descriptive research is used to interpret and describe data related to situations, attitudes, and views occurring within a phenomenon. Descriptive research aims to provide an accurate description of current practices, how students learn, how teachers teach, and what the learning environment looks like at a particular place and time (Mudianingrum, Evenddy, and Rima, 2022:5). The research was conducted at SMP Islam Sidoarjo, located at Jl. Pahlawan III, RT.30/RW.06, Sidokumpul, Sidoarjo District, Sidoarjo Regency, East Java, focusing on students participating in the English Club extracurricular activity during the 2025/2026 academic year.

Data were collected through observation and questionnaires. The observation used in this study was non-participatory observation, in which the researcher observed the participants without actively participating in the activity. An observation sheet was used to identify the content and sequence of the broadcasting activities. A questionnaire was also used to obtain data regarding students' perceptions of the English Club activities and the challenges they experienced when speaking English. The research instruments consisted of an observation checklist and a questionnaire. The observation checklist was used to record the sequence of broadcasting activities conducted in the language laboratory of SMP Islam Sidoarjo, while the questionnaire was used to identify students' perceptions through “Yes” and “No” response options. The data were analyzed descriptively using the Miles and Huberman (1984:21–23) framework, which consists of data reduction, data display, and conclusion drawing. The questionnaire results were also calculated as percentages using a formula adapted from Amalia (2023), in which P represents the percentage, F represents the frequency of answers, and N represents the number of samples.

The research participants consisted of 16 active members of the English Club at SMP Islam Sidoarjo during the 2025/2026 academic year. The questionnaire was distributed to all students participating in the English Club, and 16 students completed the questionnaire. Therefore, the data concerning students' perceptions and challenges regarding broadcasting activities were obtained from 16 active members who participated in the study.

The research procedure involved observing broadcasting activities conducted through the English Club at SMP Islam Sidoarjo and collecting students'

responses through a questionnaire. The observation was conducted non-participatively using an observation sheet to record the sequence of broadcasting activities in the language laboratory. The questionnaire was then distributed to 16 active English Club members to obtain information regarding their perceptions and the challenges they experienced while participating in broadcasting activities. The collected data were subsequently reduced by selecting, focusing, and simplifying relevant information. The data were then presented systematically in descriptive form and analyzed to draw conclusions regarding students' perceptions and the challenges of broadcasting activities in enhancing English speaking skills.

RESULT AND DISCUSSION

Students' Perceptions

The researchers' findings regarding students' perceptions of broadcasting activities within the English club extracurricular program are presented in this chapter. These observed strengths align closely with students' self-reported perceptions based on the questionnaire. This was carried out by distributing questionnaires to all students participating in the English club at SMP Islam Sidoarjo. The questionnaire comprising 7 statements regarding student perceptions, was designed to assess students' views on the English club extracurricular activity within the context of English language learning. A total of 16 students have fully completed the questionnaire. The aim of this study is to determine students' perceptions regarding broadcasting activities within the English club extracurricular program. Bellows is the table that describes the percentages from students' perception of Broadcasting Activities in English Club.

Table 1. students' perception of Broadcasting Activities in English Club

No. Items	Statements	Frequency		Percentage	
		Yes	No	Yes	No
1	Helps improve English speaking skills	16	0	100.0%	0.0%
2	Increases confidence in speaking English	11	5	68.8%	31.2%
3	Enriches English vocabulary	16	16	100.0%	0.0%
4	Helps pronounce English words more clearly	10	6	62.5%	37.5%
5	More interesting than regular in class speaking practice	16	13	81.3%	18.7%
9	Provides a real world context for English practice	16	11	68.8%	31.2%
10	Should be continued as an English Club program	16	11	68.8%	31.2%

The researcher would show the proportion of each questionnaire item. When a student chose a single option from the table, the researcher used frequency (F). The percentage (percent) is the outcome of the data collected from the students' answer.

Statement 1 (Helps improve English speaking skills). From the result of the data obtained, every respondent 100% confirmed that broadcasting activities contribute to improved speaking proficience.

Statement 2 (Increases confidence in speaking English). A majority of 68.8% reported heightened confidence in speaking English and valued the authentic. Meanwhile, 31.2% have an opposite perceptions.

Statement 3 (Enriches English Vocabulary). Every respondent 100% confirmed that activities get broader vocabulary. This self-perception was supported by field observations (OBS.2.1 & OBS.2.4), where students successfully utilized new vocabulary during read-aloud practice and live-mic public speaking presentations.

Statement 4 (Helps pronounce English words

more clearly). A further 62.5% perceived measurable improvement in pronunciation clarity, yet 37.5% students cannot improve their pronunciation during broadcasting activity. Direct observation rated students at a Proficient level (Score 3) in *Pronunciation* (OBS.1.1), *Voice Modulation* (OBS.1.2), and *Enunciation* (OBS.1.3). Observational notes showed that shadowing exercises (OBS.2.5) and self-listening through audio recordings (OBS.2.6) enabled students to refine their intonation, pitch variation, and word articulation.

Statement 5 (More interesting than regular in class speaking practice). While 81.3% regarded the format as more engaging than conventional in class speaking excercises. However, the remaining 18.7% do not have the same perception. During observations, this high level of engagement was evident as students actively collaborated in role-play talk show dialogues (OBS.2.3) and practiced tongue twisters as warm-up drills (OBS.2.2).

Statement 9 (Provide as real word context for English practice). Data ini table show that 68.8% student valued the real-world coomunicative environment provided by broadcasting. Meanwhile 31.2% responde negatively

Statement 10 (Should be continued as an English Club program). Regarding the continuation of broadcasting as a permanent English Club, 68.8% students support this offering. Neverthless, 31.2% disagree.

The Finding of Student Challenge

This section presents the findings regarding the linguistic, psychological, and performance-related challenges faced by the students during broadcasting activities within the English Club at SMP Islam Sidoarjo. Data gathered from the questionnaire items.were analyzed to identify the primary obstacles encountered by the 16 participating members. The detailed breakdown of students' responses regarding these challenges is illustrated in the table below:

Table 2. The detailed breakdown of students' responses regarding these challenges

No. Items	Statments	Frequency		Percentage	
		Yes	No	Yes	No
6	Feels nervous or afraid while speaking	5	11	31.2%	68.8%
7	Limited vocabulary becomes an obstacle	9	7	56.3%	43.7%
8	Lack of grammar knowledge interferes with speaking	9	7	56.3%	43.7%
11	Listeners have misunderstood due to unclear pronunciation	5	11	31.2%	68.8%
12	Feels anxious about criticism or negative feedback	5	11	31.2%	68.8%
13	Provides a real world context for English practice	4	12	25.9%	75.0%

Statement 6 (Feels nervous or afraid while speaking). Notably, psychological and operational barriers far fewer practical and mental obstacles. 68.8% did not report nervousnessor fear of speaking.

Statement 7 (Limited vocabulary becomes an obastacle). 56.3% of students identified restricted vocabulary range and incomplete grammatical mastery as their primary obstacles. This aligns directly with the observation performance ratings, where fluency was rated at a Developing level (Score 2) (OBS.1.4). Students frequently exhibited hesitation and pauses when formulating unscripted responses or searching for correct grammatical structures.

Statement 8 (Lack of grammar knowledge interferes with speaking). 56.3% of student responses indicated that a lack of grammatical knowledge hinders speaking ability.

Statement 11 (Listeners have misunderstood due to unclear pronounciation). 68.8% were unconcerned about prounanciation related understanding.

Statement 12 (Feel anxious about criticism or negative feedback). 68.8% felt no undue anxiety regarding criticism or feedback.

Statement 13 (Lack of grammar knowledge interferes with speaking). 56.3% of student responses

indicated that a lack of grammatical knowledge hinders speaking ability. However, observations indicated that Confidence & Engagement remained at a Developing level (Score 2) (OBS.1.5) because a minority of students still required instructor encouragement to speak spontaneously without clinging to prepared texts.

DISCUSSION

1. Student Perception of Broadcasting Activities as a Support for Speaking Skills

The finding that all students (100 %) perceived broadcasting activities as beneficial for improving speaking skills and expanding vocabulary directly supports Quotatim's (2021) conclusion that broadcasting serves as an innovative medium that fosters fluency, vocabulary enrichment, and public speaking confidence by placing learners in authentic communicative contexts. This alignment confirms that the real-world demands of preparing and delivering broadcast content encourage students to actively seek out and use new words and expressions, consistent with the principles of Communicative Language Teaching (Brown, 2014).

Romli et al. (2023) observed that English club activities like broadcasting, public speaking, and interactive drills create a more relaxed, student-centered atmosphere that motivates learners to participate more actively than in conventional lessons, which is consistent with the strong positive perception, including the finding that 81.3% of students found broadcasting more engaging than regular classroom practice. This corroborates Desmiyanti's (2022) finding that, when placed within an English club structure, even non-speaking activities can result in notable increases in interest and proficiency.

The observed improvement in pronunciation and voice modulation, alongside the perception that 62.5 % of students speak more clearly after broadcasting, reinforces Stewart and Thomas's (2016) argument that radio-style practice specifically targets enunciation, intonation, and vocal control—components that are often under-prioritized in general speaking tasks. This also matches Suryani's (2019–2020) quantitative evidence that structured broadcasting programs produce substantial, statistically significant improvements in overall speaking proficiency among junior high learners, moving mean scores from 45.21 to 77.71 in her study.

Furthermore, the finding that 68.8 % of students felt more confident and valued the real-world practice context aligns with Elmiana (2019), who reported that school radio talk shows boosted motivation and encouraged active, spontaneous communication. It also reflects Sumira's (2017) view that broadcast environments simulate genuine language use, helping learners bridge the gap between classroom drills and real-life interaction. Novitasari (2020) and Pratiwi (2017) add that such activities also build broader 21st-century skills including media literacy and self-expression, which students in this study implicitly acknowledged by supporting the program's continuation.

2. Student Challenges Encountered During Broadcasting Activities

The primary challenge identified—56.3 % of students citing limited vocabulary and incomplete grammar knowledge as barriers—corroborates the linguistic-difficulty patterns noted by Wahyudi (2004), who found that gaps in lexical and grammatical competence frequently cause hesitation or miscommunication in broadcast-style dialogue. This indicates that while the activity itself is motivating, progress is constrained by foundational language mastery, consistent with Torky (2006) and McDonough and Shaw (2003), who emphasize that speaking fluency depends on integrated control of vocabulary, grammar, and context.

Notably, psychological and operational barriers were far less prevalent: 68.8 % did not feel excessive

nervousness, 68.8 % were unworried about being misunderstood, 68.8 % were not anxious about criticism, and 75.0 % could speak without over-relying on scripts. This contrasts with common assumptions about stage fright or dependency on written materials, but aligns with Romli et al. (2023) and Desmiyanti (2022), who found that repeated, low-stakes practice within a familiar club setting gradually reduces anxiety and builds self-reliance. It also supports Irawan and Henggar (2023), who argued that consistent participation in informal communicative activities helps learners overcome performance anxiety more effectively than isolated one-off tasks.

These patterns suggest that broadcasting in this setting successfully addresses affective barriers to speaking, but requires supplementary support for linguistic knowledge. This conclusion extends previous research by showing that, for religious-context junior high schools such as SMP Islam Sidoarjo, challenges stem less from lack of confidence or familiarity with the format—and more from the need to strengthen core lexical and grammatical foundations before full fluency can develop.

3. Synthesis with Theoritical Framework

Overall, the findings support the theoretical framework discussed in Chapter II, which holds that broadcasting forms provide authentic, significant communication tasks. Activities in English Clubs provide a low-stress, prolonged practice setting, and when combined, these elements promote the development of confidence, fluency, vocabulary, pronunciation, and grammar. According to Brown (2014), Richards (2009), and Harmer (2007), student-led broadcasting effectively operationalizes the ideas of Communicative Language Teaching, especially authentic involvement and purpose-driven language use.

CONCLUSION

The findings show that broadcasting activities in the English Club at SMP Islam Sidoarjo were positively perceived as supporting members' English speaking skills. All 16 participants reported that broadcasting activities helped improve their speaking skills and enrich their English vocabulary. In addition, 68.8% of the students reported increased confidence, 62.5% perceived improvement in pronunciation clarity, and 81.3% considered broadcasting more engaging than conventional classroom speaking practice. Furthermore, 68.8% of the students perceived broadcasting as providing a real-world context for English practice and supported its continuation as an English Club program. The findings concerning challenges indicate that the main obstacles were linguistic in nature. Limited vocabulary and insufficient grammatical knowledge were each reported as obstacles by 56.3% of the students. In contrast, psychological barriers were relatively less prominent, as 68.8% of the students did not report feeling nervous or afraid when speaking.

This study is limited by its involvement of only 16 active English Club members from one school and its descriptive qualitative design, which focused on students' perceptions and experiences rather than statistically measuring changes in speaking proficiency. Therefore, the findings cannot be directly generalized to broader educational contexts. Future research may involve participants from several schools, a larger and more diverse sample, a longer observation period, and a combination of qualitative data with pre-test and post-test measures of speaking performance. Practically, the findings provide support for English teachers and English Club organizers to maintain broadcasting activities as a contextual speaking practice while strengthening students' vocabulary, grammar, pronunciation, and ability to communicate spontaneously.

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