



Investigating Students' Speaking Confidence on Al-Amin English Club (AEC)

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Abstract: This study intends to investigate how students at STKIP Al-Amin Indramayu perceive the Al-Amin English Club (AEC) as a platform for learning English and how confident they are in their ability to speak the language. This study takes a qualitative approach using phenomenology. It was carried out in STKIP Al-Amin Indramayu, West Java, at the Al-Amin English Club, one of the student platforms. To gather detailed information regarding this platform, the researchers spoke with five interviewees. The sample was taken from representatives of semester two, four and six of the English education department who play an active role on this platform. Data for this study was gathered through documentation, interviews, and observation. In order to determine how this platform affects students' self-confidence, this study focuses on examining the viewpoints of Al-Amin English Club members. The findings demonstrated that the learning activities offered by Al-Amin English Club are pertinent to the growth of students' English confidence. In contrast to earlier research that concentrated more on the speaking abilities of the students, this study focuses directly on the topic of self-confidence in speaking English. This platform has a positive impact on pupils' confidence, according to their viewpoints. During this activity, students' confidence in speaking English increases. Furthermore, the encouraging friendship environment is another factor that keeps students motivated to learn English, particularly in the Al-Amin English Club. Additionally, the more laid-back and informal classroom environment encourages students to participate in the Al-Amin English Club learning process.

Keywords: *English Club, Students' Speaking Confidence, Students' perspective, Speaking English*

INTRODUCTION

Lack of confidence in speaking English is a widespread issue in the English language learning process, especially among STKIP Al-Amin Indramayu students specializing in English education. Along similar lines, by offering a range of engaging educational

activities and more opportunities for students to speak English, the Al-Amin English Club (AEC) assists students in their English language learning process. Students are encouraged to participate in this community, specifically those engaged in English education programs. In the FKIP of Unismuh Makassar, one of the issues

during the English learning process was a lack of confidence (Aras, Ahmad Wahyudi, 2022). Psychologically, students frequently struggle with low self-esteem, such as the dread of speaking in front of large crowds, while they are studying. However, the most crucial element in speaking English is self-confidence (Anggraeni et al, 2021). In terms of self-confidence in speaking English, the two studies mentioned above demonstrate differences. While self-confidence is crucial for enhancing English speaking abilities, it may also be a significant obstacle for pupil.

Drawing on the aforementioned prior study, it can be inferred that self-confidence plays a significant role in the process of learning English, particularly when it comes to oral communication. The extent to which an individual believes they are capable, notable, and admirable is known as their level of self-confidence (Muqorrobin, M., Bindarti, W. E., & Sundari, S, 2022).

The primary factor impeding students' ability to speak English is the dearth of work assigned by educators, which prevents them from honing their speaking abilities outside of class in order to finish assignments (Irmawati, Dini Kurnia, 2016). Students currently require additional opportunities to practice speaking outside of the classroom in order to complete tasks more successfully. It demonstrates that English education institutions continue to fall short in offering a platform that encourages students to practice more.

English-language speaking exercises are among the most effective methods for improving speaking abilities. Practices help pupils become accustomed to the English language and promote learning a foreign language. Speaking abilities could be enhanced, but so could other fundamental English abilities like writing, reading, and listening.

Activities in English clubs, such as group discussions, sharing sessions, theatre, direct practice in front of an audience, and community members presenting the topic, should be effective in fostering students' speaking abilities. Students may become accustomed to using the English language in everyday conversations as a result of these exercises.

English clubs are an excellent technique to help students improve their writing and speaking abilities as an extracurricular activity (Simbolon et al, 2022). By the significance of students' self-assurance in their ability to communicate in English and the efficiency of English clubs in meeting students' requirements outside of scheduled classes and Based on the author's initial observations, the English Education program students at STKIP Al-Amin Indramayu continue to struggle with speaking English because they lack of the courage to do so (Writers First Impression, 2025).

The intention of this study is to investigate students' perceptions of the Al-Amin English Club (AEC) as an English learning platform at STKIP Al-Amin Indramayu, as well as their self-confidence when speaking English. According to Campbell (1973), extracurricular activities are side learning activities that typically take place outside of regular school hours. Understand how students integrate into the Al-Amin English Club (AEC) as an extracurricular platform, how they adapt to the educational methods on this platform, and how their confidence in speaking English grows. There are impacts from using different learning styles, (Ariastuti, M. D., & Wahyudin, A. Y. 2022). This can be used as a reference by educators to evaluate effective teaching tactics and learning styles that build students' self-confidence and are relevant to the students.

This research could be utilized by educational institutions to evaluate teaching methods in formal classes, as well as to establish a more developed English language community. Two prior studies considered pertinent to this research are;

"The Influencing of Joining English Club Towards Students' Ability at the Eighth Grade of SMPN 1 Patikraja during the 2018–2019 Academic Year" is the first, (Hasanah, Sifa Ul. 2020). To find out how joining an English club improves one's ability to speak English, this quantitative study using the survey approach. This study demonstrates that the students' speaking abilities were impacted by numerous important factors. The subsequent researcher is motivated by this study to pay closer attention to the particular variable. The increase of

speaking skills through the English club program is the other factor, not the speaking talent itself.

The following study examines “Fostering Students' Speaking Ability through English Club Activities that written”, (Octaberlina, Like Raskova. 2022). The Community Language Learning (CLL) program's activities and its effects on students' speaking proficiency are discussed in this study. This second study uses a qualitative methodology. A questionnaire and an interview were utilized to gather data for the study. One of the conclusions is that pupils are more interested in learning English and have lower levels of anxiety. This study demonstrates the beneficial effects of Community Language Learning (CLL) from the perspective of the students.

A personal trait known as self-confidence supports the success of learning a foreign language, (Selerang, E, Liando, N., & Andries, F., 2023). It is crucial for everyone to have since it can boost self-confidence. It needs to have something to do with learning English as well. Speaking English is something that people do without hesitation when they feel competent or secure in their abilities to do so. One of the positive human traits that needs to be developed is self-confidence, much like one's vocabulary, listening, writing, and reading skills in English.

By acquainting members with the social setting, English clubs can foster self-confidence and help them integrate with their peers, (Elnadeef, E. A. E., & Abdala, A. H. E. H. 2019). The statement highlights how self-assurance and a supportive atmosphere are related; for instance, kids can choose to join English Club. It is an English-learning organization that unites people with peers for the purpose of learning the language. According to earlier research, English Club positively impacted students' English language proficiency. For instance, the author of a study done at SMAN 8 Serang City said that English Club can successfully raise students' proficiency in speaking and writing English, (Kinanti, A et al., 2023). According to studies from Arab International University, English Club can assist students in seeing English in

authentic contexts through interactive instruction, (Khorsheed, R., Assaf, D., & Al-Dammad, A. 2019). This is closely related to the fact that students often perceive English as a legitimate language, especially when learning is done in a more informal setting.

As previously explained, the ultimate goal of this study is to investigate, via the perspectives of the students themselves, how Al-Amin English Club (AEC) influences their confidence in speaking English. In contrast to earlier research that concentrated more on the speaking abilities of the students, this study focuses directly on the topic of self-confidence in speaking English.

Communicative Language Teaching (CLT) on Self-Efficacy and Self-Confidence.

The fundamental tenet of Communicative Language Teaching (CLT) is that language is communication. CLT exercises typically include students in authentic or genuine communication. Role-playing and stimulation, for example, where students act out real-world classroom communication, (Harmer, J. 2015). In keeping with Communicative Language Teaching (CLT), Bandura's self-efficacy method maintains that one's self-evaluation is validated by their experiences and behaviours in real life. Four types of information are used by learners to assess their own efficacy: physiological indicators, means of social persuasion, vicarious experience (such as models), and actual performance, (Elliot, A. J., Dweck, C. S., & Yeager, D. S. (Eds.), 2017). Real-life experiences can help learners feel better about themselves in this situation, which in turn helps them feel competent and secure in their language abilities. A wide range of communication and interaction exercises that encourage students to use English directly are common in the implementation of Communicative Language Teaching (CLT) in English language learning. As a result, students gain authentic "experiences" that contribute to their confidence in their English language proficiency. There is a strong correlation between self-efficacy and self-confidence. The operationalization of self-confidence frequently includes optimism, positive self-beliefs, self-efficacy, self-esteem, and self-concept, ((Elliot, A. J., Dweck, C. S., & Yeager,

D. S. (Eds.). 2017).

These two ideas are interconnected; self-efficacy and self-confidence are interdependent and similar, but self-efficacy is more situation-specific, whilst self-confidence is more situation-general. One psychological component that is a human attitude in life is self-confidence. Self-assurance is associated with a person's favorable attributes. When it starts to become excessive, though, it can also turn negative. When running errands and selecting an engaging strategy, self-confidence is the capacity for persuasion and self-judgment, (Lar, M. A. A., & Maulina, M, 2021). It's how we see our own potential and ability to accomplish a task. On the other hand, low self-confidence also affects low self-ability. A person's ability to persuade others that they can and will take responsibility for their work, school, or other responsibilities is a result of their level of self-confidence.

This indicates that a person who has high self-confidence is more likely to believe in his own skills and achieve his goals. For instance, when studying English, our assessment of our proficiency in the language is based on how well we believe we can speak, read, write, and listen. Furthermore, there are two types of self-confidence: inner confidence and outer confidence, (Sudirman, A. M., Junaid, R., & Tamallo, I. I. 2020). Inner confidence is within a person's self, inner confidence includes; 1. Self-love: The state of self-love occurs when we value and respect ourselves enough to make choices regarding our spiritual, physical, and psychological growth, (Astuti, D. W., & Purnomosidi, F, 2023). For instance, you should acknowledge and accept that you are not learning as quickly as others are, and then endeavor to balance or surpass them. 2. Self-knowledge: Students should develop self-knowledge in order to be more confident when preparing for a career, (Abdullah, N et al, 2018). The more self-aware a person becomes, the more confident they become, which might ultimately impact their skills. 3. Self-goals are things that people wish to accomplish. This passion is what makes one more excited about life. Self-goals are another factor that contributes to self-confidence because when someone has a strong desire, they can overcome any obstacle with ease. 4. Thinking positively, one of the key tactics for resolving psychological issues and enhancing patients' self-efficacy is to be upbeat and to stop thinking

negative thoughts, (Shokrpour, N et al, 2021). Self-confidence and the value of optimistic thinking are related. High-confidence individuals constantly surround themselves with affirming ideas about both themselves and other people.

Among the components of outer confidence:

1. Communication, Transmission of ideas from one individual to another (communicator), (Yusuf, M. A., & Fahrudin, M, 2023). The exchange of messages between communicators and communicants is the fundamental process of communication. Effective and accurate communication is one of the objectives of language acquisition since, in essence, if a message does not reach the communicant as intended by the communicator, it is presumed that the communication failed or that something went wrong. One of the most significant components of communication is language, and a person's communication quality will also be impacted by language barriers.
2. Handle feelings. Managing emotions is also linked to self-confidence. An individual who is able to control his own emotions will come across as confident. The way a person acts in a situation that saps their emotions also speaks to their level of confidence. Self-confidence is also crucial for language learners to foster their conviction that they can express themselves in the language they are learning. English as a foreign language learners, including those in Indonesia, are not exempt from this rule. Because of cultural differences, language structures, and habits, learning English can be challenging. Furthermore, students' ability to acquire a language may be hampered by a lack of confidence, (Nadila, U, 2021).

Speaking. How speech is formed, (Marzuqi, Iib, 2019)

Speaking or oral is defined in the above table as the outcome of a process known as speech development. It explains how knowledge is eventually transformed into a written and spoken final output. The role of speaking in language acquisition is depicted in the above table. The obvious outcome of learning a language is speaking. It is a product that other people may immediately hear and evaluate. Furthermore, learners of English need to master four fundamental skills:

speaking, listening, reading, and writing.

- a) Speaking. Speaking is essentially a language acquisition speech ability. Speaking fluently in a particular language is simply one aspect of it; another is how effectively one puts together vocabulary and pronounces words correctly. One's ability to communicate effectively is significantly influenced by their speech abilities. Without effective communication, people are unable to accomplish their goals, ambitions, and aspirations, (Rao, P. S, 2019). Considering that English is the most frequently spoken language in the world today and an international language, it serves as a bridge for communication between individuals from other nations. English is growing rapidly in the modern world, (Rao, P. S, 2019).
- b) Listening. One of the most crucial components of learning a language is listening. Listening is crucial for learning other languages besides English since it basically maximizes language acquisition when the sense of hearing is used. Over 45% of conversation involves listening, demonstrating the significance of this ability, (Abdulrahman, T., Basalama, N., & Widodo, M. R., 2018). Listening to the songs is an engaging method of learning English through listening exercises. Songs are an engaging and successful method for students to learn English, (Hadi, M. S, 2019). For students, using digital products like podcasts and digital radio in addition to songs might be an intriguing choice. Podcasts are engaging and seem to be relevant to students' everyday lives, (Abdulrahman, T., Basalama, N., & Widodo, M. R, 2018). Many of these listening techniques have been discussed extensively in earlier research, and for the most part, they assist teachers and students reach their objectives.
- c) Reading. One of the abilities that emphasizes thinking and analysis is reading. This ability is the subject of numerous English language learning sessions. For instance, mastering critical reading, speed reading, grouping text patterns, and writing techniques with a variety of texts, including procedural and

descriptive ones. In general, reading helps students grow and broaden their understanding of the world. Reading can influence one's interpretation of the text's meaning, (Khusniyah, N. L, 2019). This ability can benefit people in their day-to-day lives. For instance, for work, school, and leisure reading. Proper comprehension of a text's meaning facilitates easy interpretation of the message it seeks to express. d. Writing. One of the most fundamental parts of learning English is writing. It is among the most crucial abilities to acquire as well. In addition to comprehending text messages, English language learners must also know how to communicate ideas in meaningful ways that adhere to the language's grammar. However, writing can also help kids concentrate and retain what they have learnt, (Putri, N., & Aminatun, D, 2021). Writing involves not just figuring out the type of material and structuring the language, but also grammar.

The four basic skills mentioned above are speaking, writing, reading, and listening. The majority of people will respond that "speaking" is the most difficult of the four talents listed. One of the most challenging abilities that language learners must master is speaking, (Rao, P. S, 2019).

English Club.

An opportunity for pupils to further improve their English outside of the classroom is provided by English clubs. An English club is an association of individuals who share a common interest and get together to discuss English-related topics. Extracurricular activities can enhance students' potential by fostering their enthusiasm, talent, and creativity as well as their communication and teamwork skills, according to Government Regulation No. 62 (2014), (Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi, 2014).

Activities outside of scheduled classes, like English club, are extracurriculars that the institution can create. This is due to its significance, as stated in the aforementioned government legislation. As this activity is developed, kids are more equipped to acquire new information. English clubs and their significance for students have been covered in

a number of journals and papers. For instance, a study conducted at Salahaddin University in Erbil found that English clubs significantly impact students' motivation and attitudes toward language acquisition, (Hamadameen, S. A., & Najim, Q. N, 2020). This study demonstrates how informal and more laid-back learning methods, as opposed to structured classroom instruction, ultimately drive pupils to acquire a language. English language instruction in structured classrooms appears to be inflexible and dull, and Indonesia is no different. Furthermore, the amount of material in the educational curriculum is excessive, (Gultom, E, 2016). Students' confidence in speaking English can also be increased by the frequent encouragement of English club programs to engage in English-language conversations, (Rachmania, A et al, 2022). The English club helps students gain confidence in speaking English, which is consistent with the idea of this study. This advantage might encourage students and organizations to learn more about English Club, particularly in relation to its activities and the methods of instruction it employs. It might serve as motivation for structured instruction to enhance the caliber of the educational process. English Club routinely organizes a number of programs, including:

- a. English camp. English Camp provides understudies with rich and authentic dialect encounters by bringing two societies together in a new setting to focus on spoken English, (Aswad, M, 2017, July). English camps are typically held following the recruiting of new members and are packed with outdoor games and activities that are intended to improve member relationships and boost student enthusiasm for attending later English Club events. For both teachers and students, English camps are a means of generating interest and enjoyment, (Aswad, M, 2017, July). This exercise helps both teachers and students to study in a lighthearted setting.
- b. Storytelling Session. Storytelling is a means of fostering community and connectedness, (Del Nergo, J., & Kimball, M, 2021). People connect through stories. In a similar vein, narrative can help language learners feel more connected to the language. Storytelling may be a fun way to work on your listening skills and your communication skills, (As, A. B, 2016). Participants in this session are required to share a story, which may be based on their own experiences, historical adaptations, or legendary tales. According to a prior study, storytelling is the most effective activity in Genesis E-Club that can boost students' confidence, (Arum, D. I. C, 2017, August).
- c. Sharing session. The goal of knowledge sharing is to facilitate learning for others through the exchange of information between the knowledge provider and the recipient, (Lin, C. Y., & Huang, C. K, 2020). In the English Club, sharing sessions are held to facilitate more informal knowledge sharing. Here, information exchange is more casual and covers predetermined or arbitrary themes, in contrast to official classes. Since one of the English Club's primary responsibilities is to facilitate unrestricted forum discussions so that students feel more at ease and may freely express their opinions in English, sharing sessions are typically held there.
- d. Group discussion session. Among the English Club's programs, this one encourages students to learn by doing. Different people will be in different little groups. The lecturer will next present the issue, and the groups will begin discussing it. Students are more likely to think critically and be more self-assured in small groups, and this approach also fits with the students' personalities, (Crisianita, S., & Mandasari, B, 2022). The intensity of the engagement during the language learning process encourages the student to practice speaking, which makes it incredibly effective. Students are also less scared to make mistakes when they are in groups because they are interacting with their own pals.
- e. Drama session. Drama has the ability to inspire students and gather a variety of unique teaching methods. It could improve the educational experience for the pupils. One of the English Club's flagship programs is that of drama. At a new student orientation, drama is typically performed. Drama that is seen by a large audience often makes those involved feel successful or unsuccessful,

which can help them develop or strengthen their sense of self, (Mardiningrum, A, 2019, October).

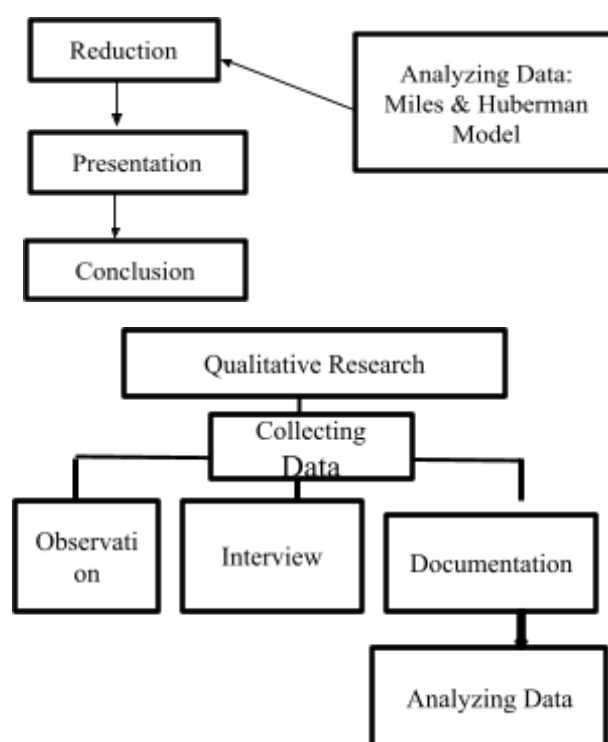
- f. Presentation session. Presentation and communication skills are essential for success in school and the workplace, (Hartono, H et al, 2023). Presentation has evolved into a technique in education. During a presentation, students practice converting data into PowerPoint or other types of media, (Lisnawati, I., & Ertinawati, Y, 2019). Students learn to practice English by expressing their ideas verbally throughout this lesson, which also trains them to be creative with digital media. English Club aims to establish a better and more intimate relationship with the students outside of the classroom. This presentation serves as a platform for students to improve their pronunciation and self-assurance when speaking English. The aforementioned exercises demonstrate how English Club connects to the students' English learning process in novel and creative ways. One advantage of the English club is that it boosts students' motivation and gives them the confidence to talk as much as they like, (Armita, Y, 2019).

METHOD.

To learn more about the subject of the study, this research employs qualitative methodologies. Qualitative approaches are probably the most appropriate in educational research when a researcher seeks to understand the experiences and perceptions of a group of instructors or students, (Thanh, N. C., & Thanh, T. T, 2015). The researchers employ a phenomenological approach to investigate the students' perspectives on their speaking confidence after they join the Al-Amin English Club (AEC), based on the research problem. Phenomenology describes a phenomenon by identifying its essence. The phenomenological method investigates each person's unique experiences and viewpoints. (Neubauer, B. E., Witkop, C. T., & Varpio, L, 2019). By using experience, the phenomenology approach consciously explains the meaning of phenomena. The interpretation of this study involves analyzing the type of experience and describing living

experiences. Utilizing this method is highly pertinent to the context of this study. In order to understand a phenomenon, the researchers look closely at the sources involved. By joining the community, the researcher attempted to investigate the Al-Amin English Club (AEC) members' perceptions of their confidence in speaking English. Three methods of gathering data are used in this study: documentation, interviews, and observations. Additionally, the researchers employ data triangulation during the research process to guarantee the accuracy of the data.

Research Design



The best informant for the study's goals is chosen by the researchers. Purposive sampling was used in this study, and the sources who would be questioned were chosen based on a number of characteristics. This is meant to help the research gather detailed and comprehensive data, which will increase the data's validity. Simply said, using purposive sampling, the researcher determines what information is required and then searches for individuals who are ready and able to supply it based on their expertise or experience, (Etikan, I., Musa, S. A., & Alkassim, R. S, 2016). To make sure that the data collection procedure is

exactly in line with the study's goals, purposive sampling was used in this study.

Respondents

Five informants from various semester levels make up the target sample for this study's interviews. They are; 2 students from 6th semester, 2 students from 4th semester, 1 student from 2nd semester, they are the students of the English Education Program at STKIP Al-Amin Indramayu. Researchers then conducted follow-up observations and interviews with the educator who led the Al-Amin English Club (AEC) in order to confirm the veracity of the findings. However, depending on actual field conditions, the sample can become larger or smaller. The criteria for the sample that wishes to be interviewed are decided by the researchers. Some of the sample criteria are as follows:

1. STKIP Al-Amin Indramayu English education program students who participate actively in the Al-Amin English Club (AEC).
2. Participated in the Al-Amin English Club (AEC) for at least six months.

There must be logical and unambiguous criteria for appropriate purposive sampling, (Obilor, E. I, 2023).

Instruments

- 1) Observational guidelines. Direct observation of the object is called observation, (Ni'matuzahroh, S. P. M. S., & Prasetyaningrum, S,2018).
- 2) Interview guideline. In an interview, the interviewer poses a series of questions to the subject in order to elicit responses, (Fadhallah, R. A,2021).
- 3) Documentation Guideline. Documentation studies are used to deepen understanding by illuminating events, objects, and behaviors, (Rukajat, A. (2018).

Data analysis

Technique for Data Analysis. This study's data analysis methods were based on the Miles and Huberman model, which breaks down data into three stages: reduction, presentation, and conclusion.

Method of Data Analysis, (Asipi, L. S., Rosalina, U., & Nopiyadi, D,2022).

- a. Reduction of Data. Reducing data entails summarizing, selecting the key elements, concentrating on what matters, and searching for trends and themes, (Asipi, L.

S., Rosalina, U., & Nopiyadi, D,2022). Following data collection, the information will be categorized and processed before moving on to the following phase of analysis. The researcher will use the collected data to identify trends and compile them into a number of findings.

- b. Data Presentation. The researchers now deliver the data and provide it based on the conclusions drawn from the data after it has been reduced. The explanation will be quite lengthy and comprehensive at this point. In order to make things easier, the presentation explains the material that has been organized.
- c. Conclusion. The last phase in data analysis is drawing conclusions, which can subsequently serve as a guide for readers and connected institutions that will utilize the research as fodder for contemplation or reference.

FINDINGS AND DISCUSSION

Finding of the observation

Based on field data and written materials, observation is an empirical scientific endeavor, (Hasanah, H, 2017). This study's observations center on the conclusions drawn from field data that the researchers gathered and create a cohesive set of related information. According to the real field conditions, the data produced by this observation is written.

- a. Al-Amin English Club (AEC) schedule. Al-Amin English Club (AEC) was established in 2022, and has regular activities every 2 weeks at Al-Amin Indramayu Campus. However, during certain activities such as community service and practicing drama, Al-Amin English Club members will meet and practice more often, about 2-3 times a week.
- b. Activities for learning in the Al-Amin English Club (AEC). Students that are passionate about communicating something and have a cause for doing so are engaging in communicative activities, according to Communicative Language Teaching (CLT), (Harmer, J, 2015). Accordingly, Al-Amin English Club (AEC) events typically motivate students to actively engage in communication.

Interview Outcome

This study focuses on how students behave in Al-Amin English Club (AEC), how interactions

occur through its activities, and how students are interested in and affected by this platform, according to the grouping of questions. The club's interactions should include exceptional English communication, according to Communicative Language Teaching (CLT). In CLT, students are typically involved in authentic or realistic communication tasks. As an example, role-playing and stimulation (where students simulate real-world classroom discussion), (Harmer, J, 2015). Additionally, a component of communicative language acquisition involves applying real-world experience when speaking English. The respondents in this section have highlighted a number of points:

- a. Firstly, the respondents were interested in joining Al-Amin English Club (AEC) in order to develop their knowledge and skills in English. MHS: "I am interested because I want to learn more about English and get to know new friends." BAA: "Because I am from English Education so the existence of AL-Amin English Club can increase my knowledge in English."
- b). Secondly, respondents wanted to gain learning experience with friends from different levels. NL: "I was interested because many of my friends joined the program. And, many seniors and lecturers are fun and it turns out that I am comfortable when participating in Al-Amin English Club activities."
- c) Lastly, learning at Al-Amin English Club (AEC) is thought to be enjoyable, laid-back, and stress-free. According to earlier studies, English clubs should give students the chance to practice their language skills in a laid-back and welcoming environment, (Hamadameen, S. A., & Najim, Q. N, 2020). That is the function of the Al-Amin English Club. BAA: "Fun, relaxed, of course a lot of knowledge gained." Students' desire for communication itself to reduce the knowledge gap between people is one of the grounds for CLT activities, (Harmer, J, 2015).

Students have a clear motivation and desire to communicate in English in the Club because they are grouped with other students. The comparison between regular classroom instruction and Al-Amin English Club (AEC)

was the main focus of the study. Formal

lessons, according to the informant, are more serious, straight, and structured learning based on predetermined norms and resources. The learning approach at Al-Amin English Club (AEC), on the other hand, is more laid-back, engaging, and enjoyable. Additionally, the club places a strong emphasis on practices. BAA: "There are certainly contrasts, one of which is that classroom instruction is more structured. We participate in Al-Amin English Club more casually yet learn as well because it takes place after school hours." NM: "Obviously, things are extremely different, especially if we were more formal in the first class. For instance, at English Club, learning is more informal and more akin to haha hihinya. Additionally, we have a closer relationship with the lecturer. It's that. Four types of information are used by learners to assess their own efficacy: physiological indicators, forms of social persuasion, vicarious experience (such as models), and actual performance, (Elliot, A. J., Dweck, C. S., & Yeager, D. S. (Eds.), 2017).

Documentation Outcome

The collection, selection, processing, and archiving of knowledge-related data is what KBBI defines as documentation. This definition guides the researchers' efforts in this area, which aims to create the outcomes of fieldwork in document collection, selection, processing, and storage. The study was carried out at the Al-Amin English Club (AEC), one of the student programs of STKIP Al-Amin Indramayu in West Java. The majority of STKIP Al-Amin Indramayu's majors are in education. Al-Amin English Club (AEC) is a student platform that was started in 2022 by English education lecturers. This platform's tagline is "Learning While Doing Good Deeds," and its objective is to motivate students to learn English by engaging in constructive activities. The following is a list of students who are members of the Al-Amin English Club (AEC):

No.	Name	Semester
1	Amalia Putri	2
2	Amanah Dea musulmi	6
3	Aminah Amma K	6
4	Ananda Julianti	2
5	Andini uzlifah	2
6	Arum Sari	2
7	Beenadzir Al rakhmah	4
8	Dewi Rahmayanti	6
9	Dinda	4
10	Farihatun Nabilah	6
11	Fauzah Akmal	4
12	Handoko	8
13	Hilmi Putri	6
14	Iim Rohimah	2
15	Ikha Komisah	6
16	Imam Ali Gusman	2
17	Juju juhariah	2
18	Komala	8
19	Mery Anzar	4
20	Mohamad hari S	4
21	Muhamad Fahim	6
22	Nazima Muzdalifah	6
23	Nurmalia Hanum	2
24	Nursela	8
25	Nurul fathimah	2
26	Nurul Lailiyah	6
27	Putri Agustin	6
28	Ratu Fasha	4
29	Rhadya Maghfira F	8
30	Runesih	8
31	Santi Nurfitriyudin	8
32	Sifa ikrima	4
33	Sinta rifa	4
34	Tanto	4
35	Tubagus Ali	Alumni
36	Tuti Herawati	8
37	Vivian Ilmiyati W	6
38	Zaenal	4
39	Zaid Abil Randatta	6
40	Zaky	4

DISCUSSION.

Examining the students' opinions of the Al-Amin English Club (AEC) as a platform for learning English at STKIP Al-Amin Indramayu and how it affects their confidence in speaking the language is the goal of this study. Learning through communicative activities has been shown to improve students' speaking abilities, self-confidence, involvement in class, and peer interaction. This has led to a change in students' perceptions of CLT activities, (Rezalou, A., & Yagiz, O, 2021). In keeping with that, the study's findings indicate that

every activity conducted by the Al-Amin English Club (AEC) enhances students' self-assurance when speaking English. because pupils must at least be able to speak in English in order to participate in the activities. This is evident from the exercises like sharing, debate, theater, and microteaching that have been detailed in the observation results. Students' confidence in speaking English is ultimately impacted by the speaking habits they develop from these activities, which force them to perform and talk in English. Increasing students' enthusiasm and confidence to talk as much as possible is one advantage of the English club, (Armita, Y, 2019). This assertion is supported by the fact that speaking English regularly boosts one's confidence in the language. This is because a person can develop self- confidence by becoming accustomed to or having experience with this, Students' confidence in speaking English is positively impacted by the practice of speaking the language during club events. Previous studies have shown that CLT boosts students' self-esteem and aids in the development of their speaking and listening abilities, (Losi, R. V., & Nasution, M, 2022). The research participants reported feeling more confident when speaking English. As a result of the discussions and sharing that took place in the Al-Amin English Club (AEC), they were able to observe improvements in their vocabulary and the intensity of their English speaking.

CONCLUSION.

It is possible to draw the following conclusions from the research's findings and discussion:

Discussions, sharing sessions, games, dramas, presentations, and other activities in the English Club encourage students to speak up and have a beneficial effect on their confidence in their ability to communicate in English. Students' self- confidence is also developed when they perform in front of large crowds. The Al- Amin English Club (AEC) aligns with the platform's goals and, through its activities, helps students develop the habit of speaking English and gives them more opportunities to practice. Members of the Al-Amin English Club (AEC) responded well to this forum. In contrast to formal classes, they said, Al- Amin English Club (AEC) offers a more enjoyable, laid-back, and informal learning environment. Some appear at ease and

blend in with the surroundings. Participants also believed that using this platform had numerous advantages, including the ability to make new acquaintances and learn more about the English language. Additionally, they acknowledged that the Al-Amin English Club (AEC) activities had improved their self-confidence.

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