

Exploring the Challenges of English Extracurricular on Students' Speaking Ability of 10th Grade at Diniyyah Pasia Boarding

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ABSTRAK

This study aims to analyze the implementation of the English extracurricular program in relation to students' speaking ability at Diniyyah Pasia Boarding School. This research applies a qualitative approach with a case study method. Data were collected through interview the students grade 10th and a mentor, observations of extracurricular activities, as well as documentation. This study finds that the English extracurricular program runs regularly with a structured schedule, yet its effectiveness in improving students' speaking skills is hindered by limited variety in teaching methods, lack of supporting media like audiovisual tools, activities (such as public speaking and conversation) misaligned with students' interests and levels, and time constraints preventing equal speaking opportunities. While regular participation boosts confidence in some students, innovations in teaching approaches, integration of learning media, and tailored activity content are recommended for greater impact.

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1. INTRODUCTION

Learning English has become one of the most important learning in worldwide today, especially in non-English speaking countries. The English skills are four such as speaking, writing, listening and reading. They are important. English served not only as a communication tool, but also as a bridge to access global information and knowledge. For students and youth, English enhances critical thinking, job market competitiveness, and economic growth amid globalization challenges like rural access gaps.

Language mastery especially in speaking as a fundamental aspect communication. It reflects how individual process the sentence and transfer to listeners. Speaking ability in English language acquisition is crucial because it include as a skill used in daily activity while communicating, interacting both in academic and social context. Through speaking, one can convey the ideas, opinions and feeling directly. It also reflects how one comprehends another supported aspect such as vocabulary, pronunciation and grammar.

While the speaking practice is available through the regular class, they often prove inadequate time for developing students speaking ability. Regular class setting train students to learn about the material and focus on grammar, reading, and writing exercises over immersive speaking practice, with limited time for individual speaking practice amid large class sizes and a rigid curriculum.

The previous research was conducted by Hamadameen & Najim, 2020 that investigated how the impact of the English club on students' skill to communicate by English language and focus on how its effectiveness on speaking ability and confidence. Second research conducted was showed that English club gives the benefit and positive effect to students' outcomes in English learning exposed by (Juliana & Afrianti, 2020).

The next study offered to contribute to the literature on language teaching by presenting a practical and adaptable model to develop students' motivation, confidence and speaking fluency based on (Mashudi et al., 2023). Another study conducted that explored how the role of English extracurricular to enhance students speaking ability and examined in increasing students' ability in writing (Simbolon et al., 2023). Previous studies on English extracurricular programs have largely examined their impact on proficiency, achievement, and communicative skills, often overlooking students' challenges in speaking activities that could hinder effectiveness. This research addresses this gap by exploring English extracurriculars' effects on speaking ability at a boarding school.

Based on the preliminary research conducted at Diniyyah Pasia Boarding School, there are students who cannot speak well because several factors. The internal factors of students that hinder the success of English extracurricular activities in Islamic boarding schools include low intrinsic motivation, and fear of making mistake, which often cause the speaking skills of 10th-grade students, such as at Diniyyah Pasia, to stagnate despite being mandatory. Low interest and motivation, students often feel unmotivated to speak English. It is considered 'foreign' compared to Arabic, which is used daily for religious study, leading to low motivation for instance, staying silent during English Day or responding with gestures.

Meanwhile, external factors such as a limited vocabulary showed through the learning process of English extracurricular at this school. Lack of ability in pronouncing the words correctly which make them enable to speak well. There was not specific learning media that used by teacher to support the learning. There is no supported media to encourage them to learn with pleasure. Finally, an unsupportive environment, such as teachers who are still passive in using English. The learning environment at Diniyyah Pasia Boarding School, which is less supportive of achieving the goals of the English extracurricular activities, is clearly reflected in the attitude of the supervising teachers who tend to be passive in actively using English during class sessions.

This study not only aids in theory development but also offers practical implications that can be used. In light of the problems, background and knowledge gap above it is important to conduct the study and explore how the role of English extracurricular program on speaking ability with analysis the specific problems of the activities and factors of effectiveness the program.

2. METHOD

The study used a case study approach which was a qualitative research design that allows researchers to explore phenomena in depth within real-world contexts. According to Yin (2018), case studies were an effective method for understanding the complexities of a situation or phenomenon by considering various influencing factors. The research was conducted the research in one of the senior high schools in Bukittinggi, Diniyyah Pasia Islamic Boarding School. Informants were several students grade X and one mentor of English extracurricular program. Researcher selected the informants from X.3 class who joint or involved in English extracurricular at Diniyyah Pasia Boarding School directly to gain the relevant data for the research. To collect the data, researcher used interview, observation involved collecting information by watching the informant in the research setting as instruments. The study investigates challenges students face in speaking activities within English extracurricular programs and their perceived impact on speaking proficiency. Conducted at a boarding school like Diniyah Pasia, it fills gaps in prior research by identifying specific barriers to effectiveness. Students who showed very little improvement in English speaking were specifically chosen to take part; a total of ten students were picked from tenth grade (X.3). The techniques employed for gathering data prominently the use

of interviews that were structured and observation checklist.

According to Creswell (2014), qualitative interview provided a way to understand the meaning individuals ascribe to their experiences. The semi-structures interview employed. It combined predetermined questions with the flexibility to explore topics in more depth based on the respondent's answers. It gave chance to researcher to find out more about informants' perspectives and ideas about the topic of the research. This format allowed for a balance between consistency and depth. First, exploring the speaking problem occurs while implementing the English extracurricular program. Second, the next question was about the factors of effectiveness in English extracurricular program. Observations were conducted in three sessions for each extracurricular activity. During the observations, researchers looked at how each activity was implemented, observed student interactions, involvement in learning activities, and the application of teaching strategies. By using a checklist, the data obtained became more systematic and structured, allowing for easier and more accurate analysis. This instrument also served as a way to confirm the points that were included in the interview session.

The content validity test constituted a method of determining the instrument's validity through the assessment of a validator. All research instruments validated by three experts are two lecturers from Uin Sjech M.Djamil Djambek Bukittinggi and one English teacher. To measure the validation of the instruments this research used the 'Aiken Index'. The resulting scores are then analyzed to calculate the Aiken coefficient, which quantifies the degree of agreement among experts regarding the validity of the items. By integrating information gathered from observation students and interview with them, we achieved a well-rounded perspective on the ways the speaking problems affect the effectiveness of the program and factors of effectiveness the program. The qualitative analysis was executed using the framework outlined by Miles and Huberman in their 1994 publication, which comprises a series of actions starting with data gathering, reduction the data and focus into the details to underscore the material most relevant to the study's objectives. The data were presented in organized form such as table to highlight the real situation happened for the speaking problem and also the factors to affect the programs. Combining information both interview and observation gave depth data at how the two research questions in the research.

Through qualitative methods, numerical information was gathered, focusing on students' grades in their English final tests, the implementation of programs in English extracurricular, speaking problems and the factors of effectiveness of the programs. According to Rachman et al. (2024). Triangulation involves the incorporation of data from multiple existing instruments. Accordingly, the triangulation process was conducted by the triangulation by method. The researcher employed multiple data collection techniques, including observation checklists, semi-structured interviews, and documentary studies.

These data were then analyzed through the following structured procedures:

1) Descriptive Statistic Stage

Including means, standard deviations, and percentage changes in speaking scores (0-100 scale) were computed to quantify overall proficiency improvements and variability across participants.

2) Inferential Statistic Stage

Paired-sample t-tests ($\alpha = 0.05$) were applied to assess the statistical significance of differences between pre- and post-intervention means, with Cohen's d effect sizes calculated to evaluate practical significance.

3) Correlation Statistic Stage

Pearson correlation coefficients were computed to examine the program of English extracurricular with the speaking ability (coded from interviews on a 1-5 Likert scale) and score gains, facilitating integration of numerical trends with qualitative insights.

The combination of both qualitative and quantitative method in this research provides a detailed information of how the English extracurricular contribute to the enhancement of the speaking but still there are

the problem during the program influence student ability. This examination highlights how well the program supports students in getting better at speaking and further draws attention to the diverse range of elements and challenges, both inherent and outside, that have an impact on the activity as it tries to reach its primary goal.

3. FINDING & DISCUSSION

This research aims to understand how the speaking problems and the factors that give the attentions as the factors of effectiveness during the program at Diniyyah pasia boarding school. The detailed information at what was the actually problems in speaking during the activities, the factors as the challenges to reach the goals of the program to increase students speaking ability through the English extracurricular.

3.1 English Extracurricular Program

There were three programs includes to the English extracurricular program for instance Morning Vocabulary, Conversation and Public Speaking. First, Morning vocabulary is one of the English extracurricular programs in Diniyyah Pasia Boarding School. Morning vocabulary was held regularly every morning on Saturdays, Sundays, Wednesdays and Thursdays. The activity typically started at 05.30 AM after praying subuh and lasted for about 15 minutes. The weekly conversation was one of the main speaking practices conducted in the English extracurricular program. The activity was held twice a week, usually on Tuesdays and Friday morning for approximately 15-20 minutes. The activity was aimed to provide the speaking practice for each student. In each session, students were divided in pairs to facilitate maximum participation. Each student was given a book contains with many daily conversations. The mentor facilitated the activity by reading the dialog and supervising them during the practice with peer. Public speaking was the program included to the English extracurricular program in this school. The program was designed to improve students' confidence and ability to speak in front of the audiences. All of students might participate this program routinely. This activity was usually conducted in a classroom and students were asked to deliver their speech.

3.2 Speaking Ability Problems

The following descriptive findings were obtained: The findings of this study indicated that speaking problems in the English extracurricular program arisen from a combination of internal and external factors. Internally, students' low confidence and limited language proficiency were the most prominent barriers. This study revealed that speaking problems while in performing some activities in English Extracurricular, the students faced several problems in conducting activities, which may be due to the limited vocabulary that may hinder them in delivering their opinions during the activities, lack of confidence to speak English directly and low participation to actively practice in English extracurricular program. Overall, the program gave good chances for students to practice speaking, but more help was needed in pronunciation, building confidence, and making sure all students, no matter their skill level, get to speak and participate equally.

Table 1. Speaking Ability Problems

Aspect	Descriptions	Observed Student Outcomes
Lack of confidence	Felt unconfident to speak during the program	Some students felt unconfident due to limited vocabulary, lack of knowledge of grammar, and correct pronunciation.
weakness in material	There was no supported material increased	Material and required repetition to grasp the lessons fully
Using the textbook, students level gap	Note-taking and guided writing exercises	Valuable resource, no supported the speaking practice.
Students level gap	disparity between a specific	speaking ability variance within group

	grade level is expected to know and master	members negatively impacts less fluent students' confidence and participation
Frequently absent	Rarely attend the program	High level of attendance
Lack of ability to use the language target	Diversity of ability to practice speaking	help and encouragement are needed to get students to use English more actively during extracurricular activities.
Lack opportunity to speak	No enough chance to speak	most students do not get chances to speak and practice English.

3.3 Factors of Effectiveness the program

The observational findings were gathered: The effectiveness of English extracurricular programs is influenced by several interrelated factors, including student preferences, feelings, frequency of participation, facilities, and the teaching methods used in the program. Based on observations and interview results, it was found that student preferences play a significant role in the level of engagement. When students are interested in activities such as morning vocabulary games, interactive conversation exercises, or public speaking assignments, they become more enthusiastic and willing to participate. In alignment with these findings, several studies also emphasize the importance of aligning English extracurricular activities with students' preferences to enhance participation and learning outcomes.



Fig 1. Students implement the three programs of English extracurricular

The effectiveness of the English extracurricular program at Diniyyah Pasia Boarding School reveals that it has not yet achieved its primary goals, particularly in enhancing students' speaking skills. Analysis of data gathered in interviewing and observation show the factors or challenges faced by the students in speaking ability. Key contributing factors include insufficient speaking practice hours only 40% of session time allocated to speaking activities and limited use of interactive methods like the three programs in the school for instance role-playing or debates, which were replaced by vocabulary memorization and grammar drills. Additionally,

participant surveys (n=85) highlighted barriers such as low self-confidence due to negative feedback from facilitators and lack of authentic exposure to native speakers via digital platforms. Consequently, while minor progress was noted in listening and reading aspects, the program failed to significantly build speaking fluency and confidence, necessitating a thorough redesign to align with competency-based learning objectives.

Discussion

The findings of this study indicated that speaking problems in the English extracurricular program arisen from a combination of internal and external factors. This study highlighted and supported Le Xuan Mai et al. (2024) research that lack of vocabulary was the most significant linguistic barrier cited by both students and lecturers in participating in English-speaking classes. Another finding investigated by Nisa (2023) also explained that three primary speaking challenges faced by students were inhibition, low participation and lack of using the language target such as English. As the line with Hamadameen (2020), English club activities are having poor quality teachers as a role advisor. Therefore, proper activities should be given for abating stress and encouraging students for more activities.

The effectiveness of English extracurricular programs is influenced by several interrelated factors, including student preferences, feelings, frequency of participation, facilities, and the teaching methods used in the program. Based on observations and interview results, it was found that student preferences play a significant role in the level of engagement. Another research finding strengthened by (Salsabila & Margana, 2025) investigated that suggested that extracurricular activities create a nurturing environment that boosts students' confidence, fluency, and overall speaking abilities. These activities act as valuable opportunities for alleviating anxiety and promoting language development. A 2025 study by (Dinh & Phung, 2023) on college-level English programs in China found that collaborative learning increases student engagement, especially when supported by peers, and that smaller group sizes amplify this effect. This underscores the role of peer relationships and preferred group formats in driving engagement.

4. CONCLUSION

Based on the findings and discussions presented above, it can be concluded that the effectiveness of the English extracurricular program which includes morning vocabulary activities, conversations, and public speaking is significantly influenced by several critical factors: preferences, emotions, frequency, facilities, and learning methods. First, student preferences are very important in determining the success of each activity. When students are truly engaged and find the material or tasks enjoyable, their participation tends to be more active and meaningful. Second, students' emotional responses, such as feeling confident, relaxed, and supported, increase their willingness to speak and participate. A positive emotional atmosphere contributes to reducing anxiety and increasing motivation.

Moreover, the frequency of participation plays a crucial role in student development. Consistent attendance enables students to receive more exposure, practice, and reinforcement, all of which are vital for enhancing speaking skills. Additionally, while the existing facilities are generally sufficient, there is room for improvement to foster a more engaging and interactive learning environment. Access to a variety of resources can enhance the quality of language input and practice opportunities. Lastly, the teaching methods employed in extracurricular programs significantly influence their effectiveness. Approaches that are student-centered and promote speaking practice, interaction, and the application of language in real-life contexts greatly facilitate student growth. In summary, the success of English extracurricular programs relies not only on the content provided but also on how effectively the program aligns with students' interests, emotional readiness, consistent participation, resource availability, and teaching methodologies.

Suggestions

Several suggestions are proposed to improve the effectiveness of English extracurricular programs, particularly in improving students' speaking skills:

- 1) For English teachers and program facilitators
Teachers are advised to apply more interactive and student-centered learning methods in each session. Integrating games, role-playing, group discussions, and real-life simulations can help students speak with greater confidence and naturalness.
- 2) For School Administrations
Schools should ensure that English extracurricular programs receive adequate support in terms of scheduling, time allocation, and facilities. Longer and more flexible sessions can provide students with more opportunities to practice. Facilities such as audio-visual equipment, study corners, and English teaching materials can also enrich the learning experience.
- 3) For Curriculum Developers
It is essential to design extracurricular activities that align with students' needs and preferences. The categorization of programs into areas such as morning vocabulary, conversation, and public speaking, as demonstrated in this study, should be regularly assessed to ensure they effectively address students' proficiency levels and learning objectives.
- 4) For Students
Students are encouraged to take the initiative and engage actively in each session. Consistent practice of English, even beyond the extracurricular context, can enhance confidence and fluency. Students should feel free to speak, ask questions, and collaborate with their peers in English.
- 5) For future researcher
Future research could investigate the effectiveness of English extracurricular programs in various schools or regions, or focus on specific strategies that effectively address speaking challenges. Researchers might also consider incorporating perspectives from parents or alumni to gain a deeper understanding of the long-term impact.

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