

**THE PERCEIVED IMPACTS OF PARTICIPATION IN THE ENGLISH
DEPARTMENT STUDENT ASSOCIATION (EDSA) ON STUDENTS'
SPEAKING SKILLS DEVELOPMENT**

THESIS

Submitted By:

ATHA RAMADHANI

NIM. 220203048

**Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education**



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2026 M/1447 H

**THE PERCEIVED IMPACTS OF PARTICIPATION IN THE ENGLISH DEPARTMENT
STUDENT ASSOCIATION (EDSA) ON STUDENTS' SPEAKING SKILLS
DEVELOPMENT**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of english Language
Education

By

ATHIA RAMADHANI

NIM. 220203048

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor


Head of Department

جامعة الرانيري

A R - R A N I R Y


Prof. Dr. T. Zulfikar, M. Ed.

NIP. 197804302001121002


Syarifah Dahliana, M.Ed., Ph.D.

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, May, 6th 2026 M
Zulkaidah, 19th 1447 H


In Darussalam, Banda Aceh

Board of Examiners,


Chairperson


Prof. Dr. T. Zulfikar, M. Ed.

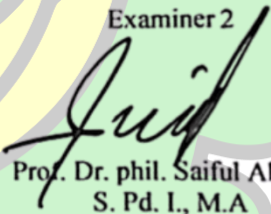
Secretary


Khairul Azmy, M.TESOL.

Examiner 1


Prof. Dr. Muhammad Nasir, M. Hum

Examiner 2


Prof. Dr. phil. Saiful Akmal,
S. Pd. I., M.A

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh*


Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D. |

NIP. 197301021997031003



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Atha Ramadhani

NIM : 220203048

Tempat/tanggal lahir : Banda Aceh, 17 Oktober 2004

Alamat : Ds. Keudah Kec. Kutaraja Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**THE PERCEIVED IMPACTS OF PARTICIPATION IN THE ENGLISH
DEPARTMENT STUDENT ASSOCIATION (EDSA) ON STUDENTS'
SPEAKING SKILLS DEVELOPMENT**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 April 2026

Atha Ramadhani



Atha Ramadhani

ACKNOWLEDGEMENT

All praise is to Allah, the Most Gracious, the Most Merciful. I begin by offering my deepest gratitude to Allah SWT for the divine blessings of life, opportunity, perseverance, and the guidance and fortitude to complete this thesis. I also invoke blessings and peace upon the Prophet Muhammad SAW, whose noble teachings continue to enlighten our intellect and spirit, steering us toward knowledge and wisdom, and upon his family and companions who devotedly guided their community along the path of righteousness.

I extend my heartfelt appreciation to my thesis supervisor, Prof. Dr. T. Zulfikar, M.Ed., for his expert guidance and unwavering support throughout this research endeavor. I also sincerely thank my academic advisor, Dr. Risdaneva, M.A., for her constant encouragement and insightful counsel. This thesis would not have been possible without their dedicated mentorship.

My sincere gratitude is also extended to the Head of the English Language Education Department, Miss Syarifah Dahliana, Ph.D., the Secretary of the Department, Miss Azizah, M.Pd., the staff of Department, Miss Juryana Munthe, S.Pd. for their continuous guidance and administrative support throughout the completion of this research. Their assistance, encouragement, and willingness to help at every stage of the process have been invaluable in ensuring the smooth progress of my academic journey. Also, to all lecturers and staff of the Department of English Language Education at UIN Ar-Raniry, who have provided knowledge, assistance, and support throughout my academic journey.

My deepest thanks are dedicated to my parents, uncle, and Aunt for their endless prayers, unwavering support, and invaluable advice. I am also sincerely grateful to all the participants who willingly took part in this study and helped me in the data collection process, enabling this research to be successfully completed.

Finally, I wish to express my deepest gratitude to my incredible friends. My heartfelt thanks go to my university family, “Santai Tak Lalai” Aris, Aridha, Zayyan, Afi, Daffa, Ifan, Muzzamil, Reja, Aulia, Asrar, Aufa, Arda, Feri, Argia, Rahmat, Nashih, and Saip, and my supportive EDSA companions Ehan, Tasya, Faiz, Ulqia, Fathin, Akrim, Risyda, and Qisthi. Thank you all for your constant support, motivation, and for fostering the positive environment that sustained me throughout my academic journey.

Banda Aceh, 30 April 2026

The writer

Atha Ramadhani



جامعة الرانيري
AR - RANIRY

ABSTRACT

Name : Atha Ramadhani
Reg. No : 220203048
Faculty : Tarbiyah and Teacher Training
Major : English Language Education
Thesis Working Title : The Perceived Impacts of Participation in The English Department Student Association (EDSA) on Students' Speaking Skills Development
Supervisor : Prof. Dr. T. Zulfikar, M.Ed.
Keywords : Percieve Impacts, EDSA, Speaking Skills, EFL, Student Organization

The need to enhance English speaking proficiency among Indonesian EFL learners has led to interest in extracurricular activities that complement formal classroom instruction, as traditional classroom settings often fail to provide sufficient opportunities for spontaneous verbal communication. While quantitative studies have shown that student organizations can improve speaking performance, there is a gap in understanding how students themselves perceive the impact of their participation in such organizations, particularly the English Department Student Association (EDSA) at UIN Ar-Raniry. This study, therefore, aimed to qualitatively explore EFL students' perceptions of the impact of EDSA participation on their speaking skills development and to identify which specific EDSA programs are perceived as most beneficial. Employing a descriptive qualitative design, data were collected concurrently from ten purposively selected active members of EDSA through in-depth semi-structured interviews. The qualitative data underwent rigorous thematic analysis based on the Miles and Huberman interactive model. Students predominantly perceived EDSA positively, reporting that the organization provides a supportive and non-judgmental environment that significantly enhances their speaking fluency, pronunciation, vocabulary, and confidence by reducing anxiety and enabling active participation. EDSA was also perceived to foster learner autonomy, personal branding, and leadership identity. Regarding specific programs, English Day was perceived as the most beneficial due to its regular, informal practice opportunities, followed by Debate Club, Speaking and Branding Class, Talk Club with LDC, and large-scale events such as international seminars. However, these benefits were conditional on students' active participation and self-regulation skills, as challenges in time management, limited vocabulary, unsupportive peers, and social comparison were noted. It is concluded that EFL students perceive EDSA as a beneficial platform for speaking development, primarily through a cycle of supportive environment, confidence building, and interactive practice. Its effectiveness is contingent on supporting student active engagement and strategically maintaining diverse, high-quality programs.

TABLE OF CONTENTS

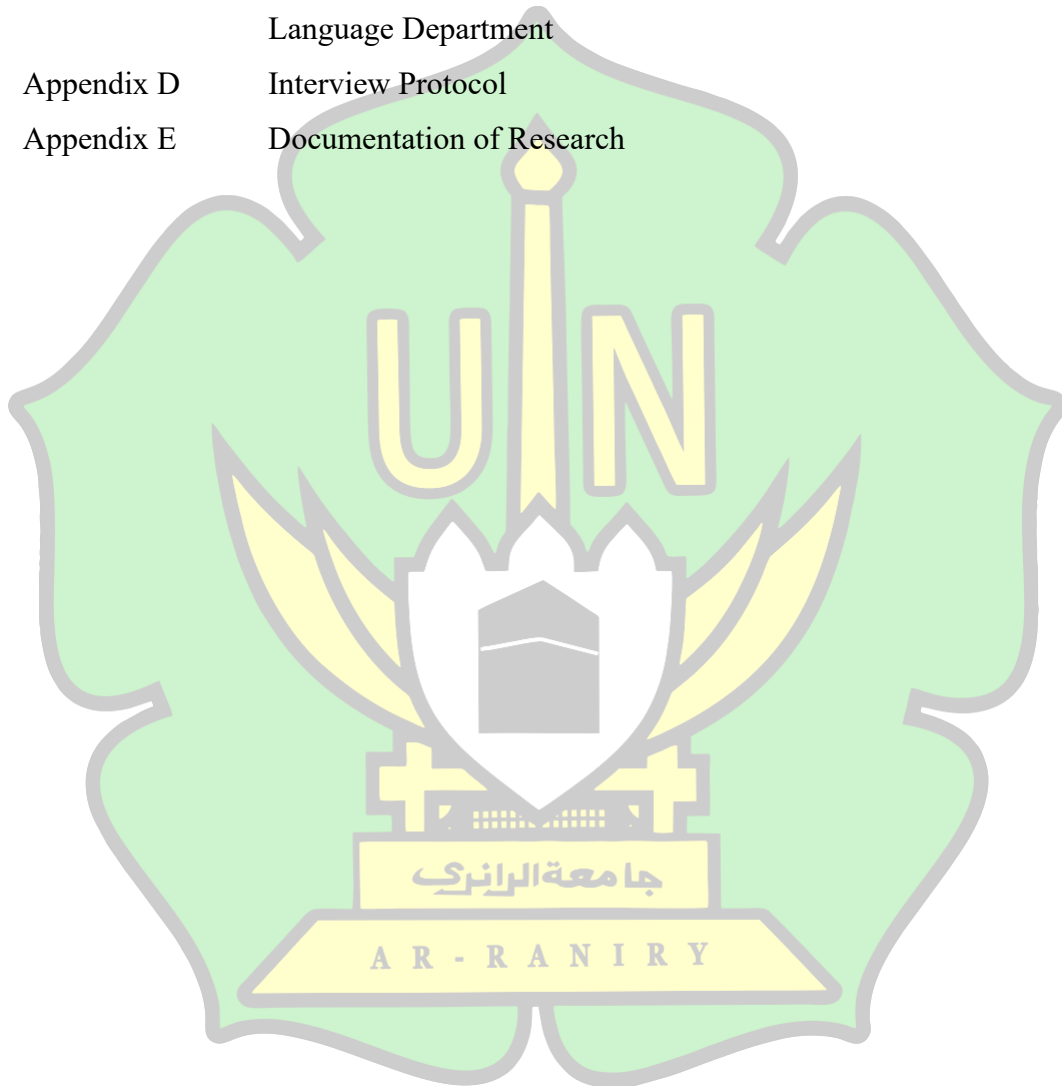
SURAT PERNYATAAN KEASLIAN	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF APPENDICES	ix
CHAPTER I.....	2
INTRODUCTION.....	2
A. Background of Study	2
B. Research Questions	6
C. The Aims of Study	6
D. Significance of Study	6
E. Terminology	7
CHAPTER II.....	10
LITERATURE REVIEW.....	10
A. English Department Student Association.....	10
B. Speaking Skills in English as a Foreign Language (EFL)	19
C. Students Perceptions of the Impact of Student Associations on Academic Performance.....	23
CHAPTER III	29
RESEARCH METHOD	29
A. Research Design.....	29
B. Research Location.....	30
C. Participant	30
D. Data Collection.....	31
E. Data Analysis	32
BAB IV	35
FINDINGS AND DISCUSSION	35
A. Research Findings	35
B. Discussion	55
CHAPTER V	66

CONCLUSION AND SUGGESTION	66
A. Conclusion	66
B. Suggestions	68
REFERENCES	72
APPENDICES	76
AUTOBIOGRAPHY	82



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
Appendix C	Confirmation Letter of Conducting Research at the English Language Department
Appendix D	Interview Protocol
Appendix E	Documentation of Research



CHAPTER I

INTRODUCTION

A. Background of Study

In today's globalised world, proficiency in spoken English is an essential skill that facilitates academic achievement and enhances professional opportunities. English has become the lingua franca in many international settings, and effective communication skills are highly valued across various sectors. However, despite its importance, many students, particularly those studying in non-English-speaking countries such as Indonesia, struggle to develop their speaking skills (Yusuf & Mabagits, 2020). A major barrier to improving spoken English is a lack of opportunities to practise the language in real-life situations, since formal classroom settings often fail to provide students with enough chances for spontaneous verbal communication.

At UIN Ar-Raniry, the English Department Student Association (EDSA) provides an ideal platform for students to enhance their speaking skills outside the classroom. Like many other student organisations, EDSA offers a variety of extracurricular activities in which students can participate, such as discussions, debates, public speaking events and other language-focused activities. These activities encourage regular English conversation, helping students to gain confidence and fluency. Such organisations are essential in providing a social space where students can practise English in an informal yet meaningful way.

Research has shown that student organisations play a pivotal role in developing students speaking abilities. For example, Amalia (2021) found that joining English conversation clubs can significantly improve students speaking skills, as these clubs provide an environment in which students can freely converse in English. The informal nature of these clubs alleviates the pressure that many students experience when speaking in formal settings, enabling them to experiment with new vocabulary, refine their pronunciation and enhance their fluency without fearing mistakes. This kind of informal practice is particularly important for students who do not have much opportunity to use English in their daily lives.

Furthermore, student organisations provide opportunities for collaborative learning, which has been shown to enhance language acquisition. Yang (2023) highlights the positive impact of collaborative learning activities, such as group discussions and peer feedback, on improving students' spoken English skills. In these activities, students engage with their peers, share ideas, and practise speaking in a supportive and interactive environment. Collaborative learning fosters teamwork, critical thinking, and communication, all of which contribute to the development of speaking skills. As students collaborate, they gain confidence in expressing ideas in English and become more comfortable with public speaking.

Another important factor in developing speaking skills is the use of modern technology. With the advent of digital media, tools such as podcasts have become valuable language-learning resources. Fathonah (2023) discusses

how podcasts offer students the flexibility to practise their listening and speaking skills at their own pace, thereby improving their understanding and production of spoken English. Listening to various accents and speech patterns gives students exposure to diverse linguistic features, enhancing their speaking abilities and preparing them for real-world communication scenarios.

Previous studies have consistently highlighted the significant role of English Department Student Associations (EDSA) in enhancing students' speaking skills. Research has shown that participation in various EDSA programs, such as debate clubs, public speaking workshops, and group discussions, significantly contributes to improving students' fluency, pronunciation, confidence, and overall speaking proficiency. Numerous studies have highlighted the positive impact of English Department Student Associations (EDSA) on enhancing students' speaking skills. Jannah (2020) found that EDSA at UIN Ar-Raniry significantly improved students' speaking fluency, pronunciation, and confidence through activities such as debate clubs, EDSA corners, and public speaking workshops. Suciati, Rizqina, and Dzulfahmi (2019) emphasized the role of group discussions and debates in fostering a supportive learning environment, which increased students' confidence and speaking proficiency. Hasanah (2022) noted that students involved in EDSA exhibited higher self-confidence in English speaking, attributing this to the frequent exposure to speaking activities and a supportive community that helped reduce anxiety. Aina (2020) also found that EDSA activities like role-playing and group interactions provided valuable, real-world

speaking practice, promoting active participation without fear of judgment. These studies collectively demonstrate that EDSA programs play a vital role in improving students' speaking skills by offering regular opportunities for practice in a supportive and interactive environment, which ultimately contributes to both academic and personal growth.

Despite the growing body of research on the benefits of extracurricular participation and the role of student organisations in improving speaking skills, specific studies focusing on the English Department Student Association (EDSA) at UIN Ar-Raniry are lacking. This study aims to address this gap by investigating the perceived impact of joining the EDSA on students' speaking skills. By exploring students' perceptions, this research will provide valuable insights into the effectiveness of student organisations in enhancing language learning and contribute to the development of similar programmes at other universities.

As the demand for strong English communication skills continues to rise, it is more important than ever to understand the role that student organisations like EDSA play in fostering these skills. The findings of this study will inform the design of more effective extracurricular programmes focusing on language development and communication skills. Furthermore, the study will offer recommendations for enhancing current EDSA practices, thereby ensuring that students are better prepared to face the challenges of a globalised world.

B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. How do English Education students perceive the impacts of EDSA on their speaking skills development?
2. What specific programs in EDSA provide the most benefit in improving students' speaking skills?

C. The Aims of Study

Based on the research aims, this study has the following aims:

1. To explore students perceptions about the potential positive impacts of joining EDSA on their speaking skills development.
2. To identify which specific programs within EDSA are perceived by students as the most beneficial for improving their speaking skills.

D. Significance of Study

This study aims to provide valuable insights into the role of organizational activities, particularly the English Department Student Association (EDSA), in improving students' speaking skills. By exploring students' personal experiences and reflections, this research introduces a fresh perspective to the existing literature, which has largely focused on formal classroom settings. The findings will highlight how student organizations like EDSA offer informal, real world opportunities for language practice that can significantly enhance speaking proficiency.

For educators, this study underscores the potential of student organizations to complement formal language instruction by creating dynamic and engaging learning environments. The results can inform the development of educational strategies that integrate classroom learning with practical, real-life speaking opportunities, promoting a more holistic approach to language acquisition.

For students, the research serves as a reminder of the importance of participating in extracurricular activities to improve language skills. It encourages active involvement in EDSA and similar organizations, emphasizing how these activities can boost speaking confidence and proficiency. The study also reinforces the idea that language learning extends beyond the classroom, with real-world practice being essential to mastering a second language.

E. Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms are described as follows:

1. Perceived Impacts

Perceived impacts refer to how individuals evaluate the effects or outcomes of a particular activity or experience. In this study, the focus is on how students in the English Department at UIN Ar-Raniry perceive the influence of their involvement in the English Department Student Association (EDSA) on their speaking skills. Salsabila and Nugraheni (2024) note that participation in language-focused student organizations,

like EDSA, enhances students' fluency, pronunciation, and confidence in speaking English, especially in informal settings where they can practice without the pressure of formal evaluations. These improvements are not limited to technical skills but also contribute to personal growth, such as increased self-esteem and a greater willingness to engage in conversation.

2. English Department Student Association (EDSA)

The English Department Student Association (EDSA) at UIN Ar-Raniry is an extracurricular group that offers students opportunities to improve their English outside the formal classroom setting. According to Suciati et al. (2019), EDSA organizes activities such as debates, workshops, and informal discussions, which help students enhance their speaking and communication skills in a supportive and engaging environment. These activities provide students with a chance to practice English in real-world scenarios, boosting their confidence and fluency, both of which are essential for language development.

3. Speaking Skills Development

Speaking skills development refers to the process of improving one's ability to communicate verbally in a foreign language, focusing on fluency, pronunciation, vocabulary, and overall conversational competence. Leong and Ahmadi (2017) emphasize that speaking is often the most challenging skill for English Language Learners (ELLs), yet it is crucial for effective communication. In the context of this study, speaking skills development involves overcoming obstacles such as anxiety and

limited vocabulary, while engaging in regular, informal speaking practice Extracurricular activities like those offered by EDSA play a key role in enhancing students' language proficiency and building their confidence in speaking.



CHAPTER II

LITERATURE REVIEW

A. English Department Student Association

1. The Definition of English Department Student Association

The English Department Students' Association (EDSA) was founded in 1985 by the Department of English Language Education at UIN Ar-Raniry in Banda Aceh, Indonesia. As an official student organisation, EDSA plays a vital role in fostering collaboration between students and faculty. EDSA organises a variety of events, ranging from academic seminars to social gatherings, to ensure that students' voices are heard and their needs are met, both academically and socially.

EDSA impact goes beyond event organisation. It is central to achieving the English Department's broader goals, helping students to develop the skills necessary for their future careers. The association provides a platform where students can improve their language abilities, particularly in speaking, writing, listening and reading, through non-formal activities. Key activities include debates, role-plays and speech competitions, which are instrumental in enhancing practical English skills, particularly speaking, which is essential for communicating in English as a foreign language (Suciati, Rizqina & Dzulfahmi, 2019).

In addition to improving language skills, EDSA nurtures students personal and professional growth. The association offers leadership

opportunities through which students can develop organisational and managerial skills, thereby promoting a sense of community and shared purpose. This collaborative environment fosters a culture of mutual support, enhancing both personal development and academic success (Destrianti, Syafrizal & Mutiara Hati, 2018).

One of EDSA most notable initiatives is the Students' English Fun Activity (SEFA) programme, which ran from June to November 2022 in collaboration with the Sukma Bangsa School (SSB) in Lhokseumawe. This extracurricular programme focused on improving students' speaking skills through consistent practice in small groups, with each group guided by an English Department tutor. According to Fitriani et al. (2024), SEFA enabled 87 students to develop their speaking abilities in a supportive peer environment, enhancing their confidence and fluency in English. This initiative highlights EDSA dedication to equipping students with practical language skills, particularly in oral communication.

EDSA also plays a crucial role in furthering the department's academic goals. It provides a platform for students to present their academic research and interests, encouraging active participation in the academic community. This aligns with the department's mission to prepare students for advanced studies and professional careers in English education (Suciati et al., 2019). By fostering critical thinking, creativity and professional development, EDSA ensures that students are well equipped for success in higher education and their future careers.

However, EDSA faces challenges in maximising student participation. As Fitriani et al. (2024) point out, factors such as time constraints, varying levels of motivation, and limited access to suitable learning environments can hinder involvement. Addressing these issues requires continuous efforts to develop clear organisational structures, engaging programmes and flexible scheduling. Both students and faculty have suggested solutions, including improved coordination, more interactive learning methods, and better-tailored programmes to meet the diverse needs of students.

EDSA is a vital part of the educational experience for English students at UIN Ar-Raniry. Through its academic and social initiatives, EDSA significantly contributes to students' language proficiency, leadership skills and career readiness. By fostering an inclusive and dynamic environment in which students can interact with their peers, faculty members and the wider academic community, EDSA continues to be a cornerstone of the English Department, equipping students with the skills necessary for academic success and future careers.

a. Division of EDSA

1) Event Coordination and Operation (ECO)

refers to creating, implementing, and managing various technical aspects in every activity to support certain goals, as well as connecting and ensuring all elements in an activity work together effectively and efficiently.

2) Information and Technology (IT)

The team responsible for controlling, organizing, and disseminating information within the organization through EDSA Social media (Instagram & TikTok) is well structured, and clear. This division focuses on editors photographers, videographers, & writers to write clear information with quality content that is easily understood by everyone.

3) Public Relations and Communication (PRC)

The Public Relations and Communication (PRC) Division develops relationships with students, teachers, and outside partners, manages EDSA communication plans, and enhances the organization's public profile. In order to expand EDSA reach, it also works with other communities and organisations. On and off campus, PRC promotes EDSA objectives and maintains transparency through partnerships, events and the media.

4) Human Resource Development (HRD)

Human Resource Development is a division that focuses on managing and developing the talents and skills of PBI Students academically or non-academically by providing the possibility of development opportunities.

5) Staff Cooperation (SC)

This division is responsible for producing creative stuff in bussiness field which will generate income for EDSA through certain bussiness, SC also is in charge of planning a good working system in order to oversee EDSA stuff.

b. Vision and Missions of EDSA

The vision and mission aim to enable EDSA to become a better organisation and build success for its members.

- 1) Vision: Realising unity and prosperity based on Islamic, academic, ethical, aesthetic and social values in the PBI student community.
- 2) Mission
 - a) To facilitate and develop the potential, talents and interests of PBI students, whether academic or non-academic.
 - b) Eliminating the gap between EDSA members and non- EDSA members by treating them equally when recruiting for committees in programmes involving PBI students, and not distinguishing between EDSA members and non-EDSA members in campus social life.
 - c) Making EDSA a forum for PBI students to express their positive opinions, suggestions and aspirations.
 - d) Strengthening relationships among PBI students and connecting them to the head of the English Education Department and its staff.
 - e) Making EDSA welcoming to all PBI students.

c. Programs of HRD

EDSA has several programmes designed to help students improve their English language skills. These programmes are run by the HRD (Human Resources Development) division. Most of the programmes focus on speaking skills.

1)EDSA Corner

EDSA Corner is a programme that aims to improve English skills, especially speaking, pronunciation, grammar and reading, through social media.

2)Debate Club

Debate Club is a formal discussion on a particular topic, consisting of students who can express their thoughts clearly and concisely. This programme could improve students' English skills, particularly their speaking skills.

3)Speaking and Branding Class

The Public Speaking Personal Branding Class is a forum for developing the English speaking skills of PBI students and can train them to speak with confidence, share ideas, and discuss various topics.

4)English Day

One of the key programs within EDSA is English Day, designed to encourage students in the English Education Department to actively practice their language skills. Students who are part of or join EDSA are required to use English on the designated day. This initiative aims

to create a supportive environment for language learners, offering them the opportunity to immerse themselves in English conversations and gain confidence in using the language in various contexts.

5) Talk Club With LDC

Another notable program from EDSA is the Talk Club, in collaboration with LDC (Language Development Center) at UIN Ar-Raniry. This program offers a variety of clubs that cater to different interests and needs, including discussion, watching, reading, scholarship, and TOEFL/IELTS preparation. Through this collaboration, students have a platform to improve their language skills in engaging and diverse ways, allowing them to explore topics of interest while enhancing their academic and language proficiency.

2. Benefits of Joining English Student Associations

a. Fluency and pronunciation

Student associations, particularly English clubs, provide valuable opportunities for students to practise speaking English consistently and informally, which helps them to improve their fluency and pronunciation. These associations foster environments in which students can engage in meaningful interactions, which is a crucial aspect of enhancing speaking skills. According to Nawati, Elyza and Susiani (2024), English clubs offer students the chance to practise speaking in a real-world context through activities such as debates, discussions and interactive exercises. This

exposure helps students to refine their pronunciation as they replicate natural conversational patterns and receive immediate feedback. Similarly, Jayanti, Ulyani and Susanti (2022) found that students who regularly participated in English clubs demonstrated significant improvements in fluency and pronunciation thanks to constant practice and interaction with peers in real-life situations.

b. Confidence Building

Student associations play a critical role in helping students to overcome anxiety and develop confidence, particularly with regard to public speaking. Through activities such as debates, presentations and group discussions, students learn to express their ideas clearly and assertively, fostering greater self-assurance in their communication abilities. Alfi and Amalia (2024) emphasise that student clubs provide a supportive, less formal environment for practising public speaking, which is essential for overcoming the nervousness that often accompanies speaking in front of an audience. By consistently engaging in such activities, students can reduce their fear of making mistakes and build the confidence necessary to communicate effectively in academic and professional settings. Hijrah and Umar (2021) also emphasise that this confidence extends beyond public speaking, contributing to an overall sense of self-efficacy that is vital for personal and professional growth.

c. Public Speaking and Communication

Public speaking is an indispensable skill, and student associations provide an ideal platform on which students can practise and refine it. Events such as webinars, presentations and debates provide students with hands-on experience in public speaking and formal communication. Alfi and Amaliaaz (2024) highlights the significance of public speaking in cultivating leadership and communication abilities, particularly through student-led events where participants present their ideas to an audience. Such activities teach students how to communicate effectively, manage audience expectations and present their arguments persuasively. Such experiences prepare students not only for academic success, but also equip them with the essential communication skills that will enhance their professional prospects. As Suryanto (2025) suggest, these experiences are invaluable for developing the real-world communication skills that can boost students' employability in a variety of fields.

d. Supportive Practice Environment

One significant benefit of student associations is the supportive, low-pressure environment they provide for language practice. This type of non-judgemental space encourages active participation, helping students to feel more comfortable speaking without fear of making mistakes. Nawati et al. (2024) explain that the informal nature of these associations removes the pressure of formal assessments, allowing students to practise speaking more freely. This is particularly beneficial for language learners

who may experience anxiety or fear when speaking in public or interacting with native speakers. By fostering a sense of community, student associations motivate students to improve their speaking abilities. Hijrah and Umar (2021) further emphasise that this peer-driven learning environment is vital for sustaining long-term engagement in language practice. Furthermore, the regular provision of peer feedback and collaborative activities within these associations enables students to express their thoughts more clearly and effectively, thereby enhancing their overall communication skills.

B. Speaking Skills in English as a Foreign Language (EFL)

1. The Importance of Speaking Skills in Language Learning

Speaking is a vital part of learning a language, particularly in the context of English as a Foreign Language (EFL). As Brown (2007) points out, speaking is essential not only for basic communication, but also for developing fluency and building confidence when using a foreign language. Devi (2022) agrees, stating that speaking skills are fundamental to achieving proficiency in a language, enabling students to participate more deeply in academic and social settings. However, traditional classroom environments often prioritise reading and writing, which can result in underdeveloped speaking skills and students being unprepared for real-world communication.

Kadamovna (2021) emphasises that many EFL learners face barriers such as anxiety and a lack of confidence, which can hinder the development

of their speaking abilities. This issue is exacerbated by the educational focus on grammar and vocabulary, which often comes at the expense of practical speaking opportunities. Therefore, it is crucial to create more interactive and real-world contexts in which students can practise speaking, something that traditional classrooms often lack.

Therefore, extracurricular activities that promote speaking practice are crucial. They bridge the gap between theoretical knowledge and practical application, offering students a space to build confidence and enhance fluency outside the classroom (Kadamovna, 2021). At UIN Ar-Raniry, the English Department Student Association (EDSA) plays a vital role in providing students with opportunities to engage in English debates and discussions, helping them to overcome these barriers in a supportive environment.

2. Approaches to Teaching Speaking Skills

Various pedagogical approaches have been proposed to address the challenge of teaching speaking skills in English as a Foreign Language (EFL) contexts. One of the most widely recognised is Communicative Language Teaching (CLT), which emphasises real-life communication through interaction (Richards, 2006). CLT's emphasis on fluency rather than perfect accuracy encourages students to speak without fearing mistakes. However, implementing CLT in large classes, particularly in non-English-speaking countries such as Indonesia, can be challenging due to limited

opportunities for meaningful student-to-student interaction (Richards, 2006).

Despite its benefits, CLT has faced criticism. Some scholars argue that its focus on communication at the expense of grammatical accuracy can result in students producing incorrect language forms, which could negatively impact their performance in standardised assessments (Ellis, 2003). An alternative approach is Task-Based Language Teaching (TBLT), which focuses on students performing practical tasks in English and provides a more structured way to develop speaking skills (Ellis, 2003). Shaby (2022) suggests that TBLT is particularly effective in improving speaking abilities in real-life contexts as it involves completing tasks in conditions that simulate real communication.

Despite the theoretical advantages of both CLT and TBLT, implementing them often requires changes to teaching methodology that may not always align with traditional educational systems. This is where extracurricular organisations like EDSA become essential. EDSA provides a flexible environment in which students can engage in task-based activities such as debates, public speaking and language exchange. This allows them to practise their speaking skills in settings that resemble real-world communication.

3. The Role of Extracurricular Activities in Speaking Skills Development

Extracurricular activities have been consistently shown to enhance language learners' speaking skills by providing authentic, non-academic

contexts for practice. Alnaeem (2021) underscores the importance of these activities in reducing communication anxiety and boosting self-confidence both of which are critical for speaking development in EFL contexts. Many students report feeling more at ease in extracurricular settings, where the pressure to perform is lower than in formal classroom environments (Alnaeem, 2021).

Participating in activities such as debates, presentations, and language exchange programs offers EFL students valuable opportunities to apply their language skills in real-life scenarios. Alruwili (2024) highlights that these activities not only improve fluency but also encourage critical thinking and collaboration, as students must quickly organize their thoughts and communicate effectively under time constraints. These abilities, often overlooked in traditional classrooms, are essential for effective communication in real-world settings.

However, the effectiveness of extracurricular activities in enhancing speaking skills depends on the level of student engagement. If students are not motivated, they may not fully benefit from these opportunities, raising the question of how to better integrate and promote extracurricular activities like those organized by EDSA. Salah (2023) argues that motivation both intrinsic and extrinsic plays a significant role in how effectively students participate in these activities. Therefore, institutions must foster a culture that encourages active participation in extracurricular events, integrating them more deliberately into students' academic lives.

EDSA at UIN Ar-Raniry, through activities such as English debates, cultural exchanges, and public speaking workshops, provides students with an invaluable platform to develop speaking skills in a low-pressure environment. These extracurricular activities give students the chance to practice English in diverse contexts, helping them build confidence and fluency.

C. Students Perceptions of the Impact of Student Associations on Academic Performance

1. Perception of Academic Performance

Academic performance is shaped by various factors, including student engagement, motivation and social interactions. All of these factors are essential to academic success. One crucial element is academic engagement, which has been shown to affect academic achievement positively. Casuso-Holgado et al. (2013) found that students who are more actively involved in and emotionally committed to their learning tend to achieve better results. In their study of health sciences students, they observed the strongest correlation between engagement and Grade Point Average (GPA), indicating that students who engage more in their studies tend to perform better academically.

Similarly, Rahman et al. (2024) examined the impact of student associations on academic success. Their findings indicated that active participation in these associations positively influences academic performance. They noted that student organisations provide valuable

opportunities to develop key skills such as time management, leadership and peer support, all of which contribute to higher academic achievement. However, Rahman et al. (2024) also pointed out that excessive involvement in extracurricular activities could detract from academic focus if not correctly managed, emphasising the need for balance.

Another important factor influencing academic success is self-efficacy, or the belief in one's ability to succeed in educational tasks. Davidovitch and Dorot (2023) examined the link between self-efficacy and academic motivation, finding that students with greater self-efficacy tend to be more motivated and consequently achieve better educational outcomes. The study also revealed that a supportive social-academic climate, fostered by student associations, can strengthen self-efficacy. They found that students living in dormitories tended to rate the activities of their student associations more positively, which increased their self-efficacy and motivation compared to their peers living off campus (Davidovitch & Dorot, 2023). Together, these studies demonstrate that academic engagement, involvement in student associations and self-efficacy are integral to improving academic performance. Engagement in both academic and extracurricular activities helps students to develop the necessary skills and attitudes for success. Furthermore, a positive social-academic climate, frequently cultivated by student associations, can boost students self-efficacy and motivation, thereby improving their academic performance.

2. Perceived Benefits of EDSA on Speaking Skills

Joining the English Department Student Association (EDSA) can significantly improve students' speaking abilities. Studies have shown that taking part in extracurricular activities such as EDSA is crucial for improving language proficiency. Regular interaction and practice within the EDSA community provides students with a supportive environment that helps them to overcome their anxieties about speaking, leading to increased fluency and confidence in using English.

Afifah (2023) observed that EDSA participants actively engage in discussions, debates and presentations, thereby developing their speaking skills. These informal settings encourage students to practise English without fear of making mistakes, which is a critical aspect of language learning. Consistent participation in such activities helps build self-confidence, enabling students to express themselves more effectively in academic and social settings.

Beyond confidence, participation in EDSA is also linked to higher levels of self-efficacy in speaking. Hasanah (2022) observed that students involved in EDSA demonstrated significantly greater self-confidence in speaking than peers not involved in extracurricular activities. This increased self-confidence motivates students to speak more frequently, engage in public speaking and participate in classroom discussions, thereby further enhancing their speaking abilities. Similarly, Alsaraireh (2022) argued that

EDSA participants felt more confident and were better prepared to use their speaking skills in real-world situations.

Peer interaction within EDSA is another key factor in improving speaking skills. As Alsaireh (2022) pointed out, social strategies such as group discussions and collaborative tasks are vital for improving language proficiency. EDSA provides an ideal platform for students to collaborate, receive constructive feedback and practise English in a relaxed social environment. These interactions help to refine pronunciation, expand vocabulary and improve communication skills overall. Group activities, in particular, enable students to apply their language skills in practical scenarios, thereby reinforcing their learning.

Involvement in EDSA offers many benefits for improving speaking skills. From building self-confidence and facilitating peer interactions to providing ample opportunities for speaking practice, EDSA is a key contributor to language development. Research indicates that integrating extracurricular activities such as EDSA into the academic experience significantly enhances students' language proficiency, making it an essential part of any language-learning programme.

3. Students Attitudes Toward EDSA and Academic Performance

Students' attitudes towards participating in the English Department Student Association (EDSA) are crucial in shaping their academic performance. Research has consistently shown that active involvement in extracurricular activities such as the EDSA has a positive impact on

academic achievement. By engaging in these activities, students gain valuable opportunities to practise communication skills in informal settings, which can reduce anxiety and boost confidence in their speaking abilities.

A study by Ruiz-Jiménez et al. (2022) found that students' attitudes towards learning activities, including those in active learning environments such as flipped classrooms, directly influence their academic outcomes. A positive attitude towards active learning contributes to better academic performance, as students who are motivated and confident in their abilities are more likely to excel. The researchers found that when students viewed their educational environment and teaching methods like those employed in EDSA positively, they tended to achieve better academic results.

Consistent with this, Nja et al. (2022) investigated how students' attitudes towards flipped classrooms and other active learning methods impact academic success. They found that students with a positive approach, especially in interactive learning settings, performed better academically than those who did not participate in such environments. These results emphasise the importance of a proactive attitude in enhancing learning outcomes, as engaged and motivated students tend to perform better academically.

Further supporting this, Ince (2023) demonstrated that a positive attitude, when combined with strong motivation and self-efficacy, can significantly enhance academic performance. Their study showed that students who maintained a positive attitude towards their coursework and

had high self-efficacy consistently performed better academically. This highlights the importance of psychological and motivational factors, such as believing in one's abilities and maintaining a positive outlook on learning, in fostering academic success. Together, these studies emphasise the critical role of cultivating positive attitudes towards organisations like EDSA and of creating a supportive environment that encourages active participation. Interacting with peers and faculty in such environments fosters motivation and builds self-efficacy, thereby improving academic outcomes. Participation in extracurricular activities enriches students overall educational experience and strengthens their academic performance.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study will employ a qualitative research approach. Creswell (2007) explains that this approach is efficient when the goal is to gain an in-depth understanding of how individuals or groups interpret and make sense of their social or human experiences. This approach is ideal for exploring the complex and multifaceted nature of identity construction, as it enables researchers to gain insight into participants' subjective experiences and how they perceive their identities in relation to spoken English in the classroom.

It is particularly valuable for studying the dynamic process of identity construction in language learning, where learners constantly negotiate and redefine their identities through social and academic interactions. As Creswell (2007) further argues, qualitative research emphasises the complexity and richness of human experience, capturing the depth of participants' perspectives that other research methods might overlook. Using this approach, this study will contribute to a deeper understanding of the role that spoken English plays in shaping the identities of EFL learners in formal academic settings.

The specific method used in this study is descriptive qualitative research, which is designed to provide a systematic and detailed description of real-world phenomena. As Nassaji (2015) notes, it involves gathering contextualised, detailed data that reflects participants experiences. In this study,

descriptive qualitative methods will be employed to explore how EFL learners at UIN Ar-Raniry perceive and construct their identities through spoken English communication in formal classroom settings. Focusing on personal experiences and interpretations, the study will elucidate the emotional, social, and psychological factors influencing their sense of self during these interactions.

B. Research Location

This research is conducted within the English Department at UIN Ar-Raniry Banda Aceh, explicitly focusing on students involved in the English Department Student Association (EDSA). The choice of this location is based on its emphasis on enhancing students' speaking skills through extracurricular activities, which are crucial for the development of spoken English. The diverse socio-cultural environment, along with the active participation of future educators, provides an ideal setting to examine how engagement in EDSA influences the development of speaking proficiency and the construction of student identities through language.

C. Participant

The population in this study consists of 72 active members of the English Department Student Association (EDSA) for the 2025-2026 academic year at UIN Ar-Raniry. The focus of this research is on students who hold positions within the organization and are actively engaged in its activities, particularly those aimed at improving English speaking skills. The participants were selected using purposive sampling, a technique described by Sugiyono

(2016) as “a sampling method based on specific criteria or considerations.” The final sample will consist of 10 students from this population.

According to Creswell (2007), qualitative research typically involves smaller sample sizes, generally between 5 and 10 participants, as the goal is to collect in-depth, meaningful data rather than to ensure statistical representation. In this case, the total number of participants corresponds to the active members of EDSA, guaranteeing a comprehensive exploration of their experiences and perspectives.

The selection criteria for participants include: (1) they must be active members of EDSA for the 2025-2026 academic year, (2) they must have participated in EDSA activities that focus on improving English speaking skills, and (3) they must be willing to participate in a 30-45 minute interview. These participants are expected to provide valuable insights into how their roles in EDSA influence their speaking proficiency, confidence, and identity development through spoken English. The sample size of 10 Participants are appropriate when data saturation is reached, meaning that no new significant information arises from additional participants (Creswell, 2007).

D. Data Collection

The primary method of data collection for this study will be semi-structured interviews. According to Kvale (1996), these interviews involve a set of predetermined questions designed to guide the conversation while allowing flexibility to probe deeper based on participants' responses. This approach is

beneficial because it combines the consistency of structured questions with the openness of unstructured conversations. It enables researchers to explore participants' experiences in depth while maintaining a focus on the research objectives. Semi-structured interviews allow for the gathering of rich, nuanced data, providing an opportunity to explore participants' thoughts, feelings, and reflections in greater detail. The interviews will be conducted offline using voice notes to collect data, an effective way to capture participants' responses while making them feel more comfortable and encouraging them to speak freely. Using voice notes ensures that the conversations are recorded accurately and can be transcribed later for detailed analysis. Each interview will last approximately 30–45 minutes, enough time to cover key topics related to participants' experiences with spoken English and their identity formation. This duration is sufficient to gather the necessary data while avoiding participant fatigue.

E. Data Analysis

This study will use the interactive qualitative data analysis model proposed by Miles and Huberman (1994) for data analysis. This model involves three main stages: data reduction, data display, and drawing/verifying conclusions.

1. Data reduction

This involves simplifying, focusing on, and eliminating irrelevant information to make the data more manageable for analysis. As Hardani et al. (2020) suggest, qualitative data can be filtered and classified into

relevant categories using summaries or brief explanations. In this study, data unrelated to the research focus will be discarded. In contrast, data reflecting participants' perceptions of their identity and strategies for managing spoken English will be retained for further analysis. This process ensures that the most relevant data is used to address the research questions.

2. Data display

Data display refers to the organisation of data in a visual format that makes it easier to understand and interpret. According to Hardani et al. (2020), systematic data display, such as flowcharts or thematic maps, clarifies relationships among categories and enables better understanding decision-making. In this study, the data will be displayed thematically to summarise the key findings on identity construction and to highlight how these findings align with the research questions. Thematic maps and matrices will be used to illustrate the relationships between the various aspects of the data, thereby facilitating a more straightforward interpretation of the results.

3. Concluding and verification

The final stage of the analysis involves drawing conclusions and verifying the findings. Once the data has been displayed, patterns and themes will be identified, and preliminary findings will be drawn. As Miles and Huberman (1994) explain, verification involves ensuring that the conclusions drawn are consistent with the data and the realities of the

field. In this study, triangulation will be used to verify the findings by comparing the interview data with other sources, such as classroom observations or academic policy documents. Additionally, member checking will be employed to confirm the findings with the participants themselves, ensuring their perspectives are accurately represented and the conclusions are valid.



BAB IV

FINDINGS AND DISCUSSION

This chapter presents the research findings based on the interviews conducted with ten active members of the English Department Student Association (EDSA) at UIN Ar-Raniry. The findings are organized according to the two research questions in this study. Each research question is discussed through themes that emerged from participants' answers, supported by direct quotes to show their real perspectives.

A. Research Findings

1. Students Perceptions of EDSA Impacts on Speaking Skills Development

a. EDSA as a Supportive Environment for Speaking Practice

All participants agreed that EDSA provides a supportive environment where students can practice speaking English without fear of being judged. Students felt that the friendly atmosphere in EDSA helped them overcome nervousness and become more confident.

NR explained: "Before I joined EDSA, I felt nervous to speak English. When I joined EDSA, I felt free to speak with my partner because I think EDSA is the place for me to improve my speaking."

NR's statement shows that EDSA provides a sense of freedom that reduces her nervousness. The word "free" indicates that she no longer feels constrained when speaking English.

UQ added, "When I joined EDSA, I found that EDSA is a supportive environment. When we got a supportive environment, our confidence increased. I feel more confident to speak English because I don't get any judgment."

UQ directly links the supportive environment to increased confidence. The absence of judgment is a key factor that enables her to speak more willingly.

These answers show that EDSA helps students feel safe to practice English. When students don't worry about making mistakes, they are more willing to speak.

b. Improved Fluency and Pronunciation

Many participants said their fluency and pronunciation improved because they practiced regularly in EDSA activities. Talking with native speakers and joining structured programs helped them.

AK shared his experience at an International Seminar: "At the International Seminar, I had to deliver a welcoming speech in English. Speaking in front of such a large audience helped me overcome my nervousness and improve my confidence."

AK's experience with a formal speaking task in front of university leaders shows that high-stakes events push students to speak beyond their comfort zone. Successfully handling this situation helps them grow more confident.

AG discussed speaking with a native speaker: "When we had the International Branding Class, we had a native speaker from the USA. I had the chance to speak with him, and he gave me a lot of praise. That was a huge confidence boost for me."

The opportunity to interact directly with a native speaker gave AG authentic communication experience. The positive feedback he received made him believe more in his own speaking ability.

RA, who has been in EDSA for three periods, shared his progress: "When I first joined in semester 2, I struggled with speaking in public. But after joining EDSA, I learned how to improve my speaking in a more structured way. I have gained a lot of confidence over the years."

RA's reflection over three periods shows that the benefits of EDSA build up over time. The phrase "more structured way" suggests that EDSA provides organized opportunities for practice, unlike random or unguided attempts to speak English.

c. Learning New Vocabulary from Friends

Students reported that their vocabulary grew through interacting with more advanced English speakers. Peer interaction became a natural way to learn new words.

RA explained, "Through talking with friends, I have learned new vocabulary and phrases. Some of my friends had more advanced

speaking skills, and by interacting with them, I was able to learn new things."

RA shows that talking with peers helps him learn new words. Learning happens naturally through conversation rather than through memorization or drills.

AG described his experience: "I have a friend who speaks English fluently. It is really motivating for me to practice with him. We often practice together, and I also teach him idioms and new vocabulary."

AG's statement reveals that learning words in EDSA goes both ways. Even students who think they are less advanced can still help their friends learn, creating a situation where everyone benefits.

MH admitted his initial challenge: "I think the challenges I face in speaking English are a lack of vocabulary because I did not practice much before. I also feel insecure compared to others who are more advanced. But I try to overcome this by staying positive and reminding myself that every journey has obstacles."

MH honestly admits his lack of words but also shows a desire to get better. Knowing his own weakness, combined with his determination to improve, shows that EDSA members think about their own learning process.

d. Real-World Practice That Classrooms Cannot Provide

Students felt EDSA gave them chances to practice English in real situations, bridging the gap between theory and real-life use.

AK compared classroom learning with EDSA: "As an English Department student, it can be monotonous if you only speak English in class. On English Day, the setting is more relaxed, and it encourages more students to participate. In class, not everyone gets the chance to speak English."

AK points out two problems with classroom learning: it becomes boring and only a few students get to speak. EDSA fills this gap by offering a relaxed atmosphere where more students can practice speaking.

MF explained how his organizational duties required English use: "My first real English-speaking challenge came when I served as committee chair for an event. That involved inviting lecturers, requesting funding, and conducting meetings all in English. It was challenging but really helped me improve."

MF's job as committee chair required him to use English for real tasks like writing invitations and leading meetings. These tasks have real consequences, which pushes students to speak more carefully and effectively.

NR shared her experience in Public Relations: "When I was a member of the Public Relations Division, I had to interact with lecturers. Even outside the classroom, that gave me an impact to communicate confidently."

NR's role required her to talk with lecturers in English. This type of interaction goes beyond casual conversation and prepares students for formal communication in their future jobs.

e. Building Personal Brand and Leadership Through Speaking

An interesting finding was that EDSA helped students build their personal image and leadership identity through English speaking.

AK explained this clearly: "Before joining EDSA, I did not have many issues with speaking in class. However, joining EDSA helped improve my image. As a member in a high position, people recognize me. When I speak in class, I feel pressure because I want to maintain a good image. EDSA has helped me develop a strong personal brand."

AK makes a clear difference between basic speaking ability and personal image. His position in EDSA creates positive pressure to perform well because other people know who he is. This shows that having a role in an organization adds extra motivation beyond just wanting to get better.

AG shared how EDSA became part of his identity outside campus: "Being in EDSA really made me stand out. It gave me more confidence when speaking outside of EDSA. For example, when I was

involved in a film shoot, I introduced myself saying, 'I am from EDSA, and I speak English.' People were impressed by my English, and it made me feel proud."

AG uses his EDSA identity as a credential when he is outside campus. The pride he feels indicates that speaking English has become part of who he is, not just a skill he practices.

2. Specific EDSA Programs That Help Improve Speaking Skills

Participants identified several EDSA programs that contributed to their speaking development. Each program offered distinct benefits, and students expressed clear preferences based on their individual learning needs.

a. English Day: Regular Practice in Relaxed Settings

English Day was the most frequently mentioned program, with five out of ten participants identifying it as the most helpful for their speaking development.

AK stated, "English Day was a great program. It was a chance to speak with my friends and peers in English. I hope English Day continues because it is one of the best programs EDSA has organized."

AK values English Day because it lets him talk with his friends in English. His hope that it will continue shows that he sees lasting value in the program.

RA explained why English Day helped him more than other programs:

"If I had to choose the program with the most impact, it would be English Day. It was all about practicing. The more we practiced speaking, the more we learned."

RA values practice more than learning rules. His statement suggests that for speaking skills, doing it regularly is more effective than just learning techniques.

MZ added, "English Day is held weekly, so we practice speaking regularly, which makes it easier for us to get comfortable with it."

MZ points out the benefit of doing something every week. Regular practice builds habit and reduces fear over time, making speaking feel more natural.

b. Debate Club: Learning to Think and Speak Logically

Debate Club was valued for helping students organize their thoughts logically and express ideas clearly under pressure.

NR explained, "In the debate club, we can express our ideas clearly. People do not have to be fluent in English to join the debate. That is why we join the debate to improve our speaking skills."

NR notes that Debate Club accepts learners at different skill levels. The focus is on sharing ideas clearly rather than speaking perfectly, which reduces pressure on beginners.

UQ shared, "I joined Debate Class from my first period until my second period. In Debate Class, we learn how to make a sentence, express our ideas, and communicate well without judgment, but still with our own opinion."

UQ stayed in Debate Club for a long time, which shows she found it useful. The combination of learning skills like making sentences and sharing ideas, along with a non-judgmental atmosphere, makes this program effective.

UQ also noted the supportive environment: "My friends in Debate Class are very supportive. When I make a mistake, they help me correct it without any judgment."

Having supportive friends in Debate Club creates a safe space for making errors. Getting help right away in a friendly way helps students learn without feeling embarrassed.

c. Speaking and Branding Class: Building Confidence for Public Speaking

The Speaking and Branding Class helped students learn specific techniques for public speaking and feel more confident when presenting before audiences.

AG said, "For me, Public Speaking or Branding Class was the most helpful. It is not just about learning English, but also about improving public speaking skills. Being able to speak confidently in front of an audience is valuable everywhere."

AG values that public speaking skills can be used in many situations. The benefit goes beyond learning English to general communication skills that help in many areas of life.

NR added, "The debate club and speaking class both contributed to my speaking skills. The debate club helped me articulate ideas logically, while the speaking class focused on building confidence and teaching public speaking techniques."

NR sees two different benefits from two different programs. Debate Club helps her organize her thinking, while speaking class helps her feel confident and learn specific techniques for speaking in public.

d. Talk Club with LDC: Leading While Learning to Speak

The Talk Club, run in collaboration with the university Language Development Center, was especially beneficial for volunteers who led activities while simultaneously practicing English.

MH said, "The program that contributed the most to my development is Talk Club with LDC. As a volunteer, I had the chance to organize events. Because everything was in English, we were required to speak English in every situation with the participants."

MH's job as a volunteer created a real need to use English all the time. Being responsible for organizing events pushed him to speak English beyond just casual conversation.

AM, the Head of Talk Club, explained: "I am the leader of the Talk Club team. I am responsible for all participants and volunteers. In Talk Club, we speak English during the program until the end."

AM's role as leader required him to use English for a long time during the program. Speaking English for an extended period gave him deeper practice.

e. EDSA Fair and International Seminars: Big Events That Build Confidence

Large scale events provided high stakes practice that built confidence for future academic and professional settings.

AK shared, "At the International Seminar, I delivered a welcoming speech in English in front of the Deputy Dean, department head, and many students. Speaking in front of such a large audience helped me overcome my nervousness."

Having university leaders in the audience created a formal, high-pressure speaking situation. Successfully handling this situation built AK's confidence for future academic and professional presentations.

NR stated, "When EDSA held an international seminar with a native speaker, I became brave. I was not shaken anymore."

NR directly says that the international seminar made her brave. The change from feeling nervous to feeling confident is described as a clear before-and-after change.

3. Challenges Students Faced in Improving Speaking Skills Through EDSA

Despite the overall positive impact, students encountered several challenges in their speaking development journey through EDSA.

a. Nervousness and Fear of Being Judged

Students initially worried about how others would perceive them when speaking English, a common affective barrier in language learning.

AK admitted, "One of the biggest challenges was worrying about how others would perceive me when I spoke. I wondered if people would think I was making mistakes. But over time, I learned to let go of that fear."

AK's worry about what others think is a common barrier when learning to speak. His ability to overcome this fear shows that practicing many times in a safe environment can reduce speaking anxiety.

NR shared, "One of the main challenges was overcoming nervousness and fear of making mistakes. This challenge gradually decreased through frequent participation. I still feel nervous, but it does not make me more afraid to speak."

NR admits that nervousness does not completely go away. However, she has learned to speak even when she feels nervous, which shows real progress in speaking confidence.

b. Not Having Enough Vocabulary

Some students struggled with limited vocabulary or difficulty recalling known words during spontaneous speech.

MH explained, "I think the challenges I face are a lack of vocabulary because I did not practice much before. Sometimes, I also feel insecure compared to others who are more advanced."

MH connects not knowing enough words to both lack of practice and comparing himself with more fluent friends. Feeling insecure happens when measuring oneself against others who are better.

AM described the problem of word recall: "Sometimes there are words I have heard before and know the meaning, but when speaking, I cannot express them correctly. Later, I realize what I should have said. But it is not easy to express it at that moment."

AM shows the difference between words he understands when he hears them and words he can use when speaking. This gap between understanding and speaking is a common challenge for language learners.

c. Friends Who Don't Want to Speak English

Some participants reported that not all EDSA members participated in English speaking activities, making it difficult to find willing practice partners.

IF shared, "I have many friends in EDSA, but interactions rarely involve English. Most of the time, I communicate in Acehnese. Even when I encourage others to use English, they are often hesitant."

The local language (Acehnese) is used most of the time for daily conversation. Even in an organization focused on English, students face social pressure to use their shared first language.

AM had similar experiences: "When I speak with them in English, they do not respond as I expect. Rather than miscommunicating, why should I continue? They do not have the interest to develop speaking skills at this point."

AM chooses to stop speaking English when others do not respond in English. This shows that having friends who also want to practice is essential for creating an English-speaking environment. If only one person tries, it is hard to keep going.

d. Feeling Less Capable Compared to Fluent Friends

Some students felt insecure when comparing themselves to peers who spoke English more fluently.

RA admitted, "Honestly, one of the biggest challenges was seeing my friends speak so fluently. Sometimes it made me feel insecure because their speaking skills were much better than mine. They were more fluent, their sentences were more coherent, and they had wider vocabulary. This was a big challenge for me."

RA gives a detailed comparison of what makes his friends better (fluency, clear sentences, more words). This shows how aware students are of skill differences. Comparing oneself to better speakers can reduce motivation when the gap feels too large.

MZ also noted, "One challenge is the skill gap. Sometimes my peers have stronger speaking skills, and it is tough to keep up with them. The main challenge is the lack of confidence."

MZ identifies the skill gap as the cause of low confidence. When students see themselves as far behind their friends, they become less willing to speak.

4. How Students Overcame These Challenges

Students developed practical strategies to overcome the challenges they faced, demonstrating learner autonomy and resilience.

a. Practicing by Themselves

Many students practiced alone by speaking in front of mirrors or recording themselves.

AK explained, "The most important thing is personal practice. I trained myself by speaking in front of the mirror or recording myself. Peer interaction can be useful, but it is not the only factor."

AK takes responsibility for his own learning by practicing alone. Recording himself and practicing in front of a mirror allows him to notice and fix his own mistakes without depending on others.

b. Finding Supportive Friends to Practice With

Students learned to selectively associate with peers who wanted to speak English rather than forcing unresponsive partners.

AM shared his strategy: "As for dealing with people who are difficult to speak with, I will not try too much. When I speak English, it is better with myself or with people who are comfortable speaking English."

AM saves his energy by focusing on friends who want to practice with him. This selective approach gives him more productive practice time instead of forcing conversation with friends who are not interested.

c. Learning from Friends Who Are Better at English

Students actively sought advice from fluent friends and imitated their speaking styles.

RA shared, "To overcome the skill gap, I started asking my friends how they improved. They told me it takes constant practice and not to

be afraid of making mistakes. So I focused on practicing more and not worrying about mistakes."

RA asks his more fluent friends for specific advice. The message he received normalizes mistakes as part of learning, which helps reduce his fear of being wrong.

MZ described his method: "I overcome these challenges by listening to others and trying to speak like them. If someone speaks fluently, I listen closely and imitate their speed and style."

MZ learns by watching fluent speakers and copying how they talk. By observing and imitating their delivery, he slowly learns more natural speaking patterns.

5. How EDSA Helped in the Classroom

All participants unanimously reported that joining EDSA improved their performance in formal English courses and classroom presentations.

AM stated, "When the lecturer asks a question, I am already active in the classroom because I have gained confidence in my English from joining EDSA. Even when the lecturer speaks Indonesian, I always answer in English."

AM's confidence from EDSA carries over to the classroom. His habit of answering in English even when the lecturer speaks Indonesian shows that EDSA has strengthened his commitment to using English whenever possible.

AG felt more confident during presentations: "When I present in class, there is always some anxiety, but after joining EDSA programs, I feel more confident. I feel proud to wear the EDSA logo and speak in front of my classmates."

AG's EDSA identity gives him a sense of pride that increases his confidence when presenting in class. Being recognized as an EDSA member encourages him to speak.

RA used more natural language learned in EDSA: "When I present in class, I feel much more confident and fluent. I have learned that I do not always have to use textbook language; I can use the more natural language I have practiced in EDSA."

RA makes a distinction between textbook English and natural conversational English. EDSA gives him exposure to natural English, which makes his classroom presentations sound more fluent.

UQ explained how EDSA prepared her for class: "When I joined EDSA, I focused on debate class and speaking class. So, when I am in English course, I can handle my nervousness. I already know how to speak in the class."

UQ's statement shows that EDSA gives her practice before she faces graded speaking tasks in class. By the time she speaks in class, she has already practiced similar skills in a low-pressure environment.

6. Students Suggestions for Future EDSA Programs

Participants offered constructive suggestions for improving EDSA programs to better serve students' speaking development needs.

a. Make English Use More Structured with Accountability

AK suggested, "English Day could be more structured. We could introduce small penalties for those who do not participate. Not harsh punishments, but simple consequences to encourage more involvement."

AK believes that letting people choose to participate is not enough. Gentle accountability could increase involvement without making people afraid.

UQ proposed an English Camp: "We could make one full day where all of us speak English. We share opinions, make English games, and do fun activities together. We really spend time with EDSA students speaking English all day."

UQ's idea of an English Camp creates a full day of English use. A whole day of concentrated practice would give more benefit than weekly sessions.

b. Hold Focus Group Discussions on Current Topics

AM recommended, "We should create focus group discussions about viral news or topics like politics, humanity, or social issues. We speak in English about that topic."

AM suggests practicing speaking by discussing real issues. Talking about real-world topics makes conversation more meaningful and prepares students for academic discussions in English.

c. Add Role-Play Activities for Professional Situations

RA proposed, "EDSA could add a speaking class based on role-playing. Role-playing would allow us to practice English in different contexts, like being a lawyer, entrepreneur, or interviewer. This would expose us to professional vocabulary."

RA's suggestion focuses on getting ready for jobs. Acting out professional situations would help students move from casual conversation to workplace communication.

d. Leaders Should Set an Example by Speaking English

IF emphasized, "As leaders, we need to lead by example. We should normalize speaking English, even within our own teams. If we start using English more, others will follow."

IF recognizes that what leaders do shapes the culture of the organization. When leaders consistently use English, it shows that using English is expected and valued.

e. Create Exchange Programs with Native Speakers

MH suggested, "Exchange programs or inviting native English speakers from outside Aceh to interact with students would be beneficial. We could communicate and get to know each other better in English."

MH sees value in bringing in people from outside. Native speakers provide examples of natural English that even advanced Indonesian speakers cannot fully provide.

NR proposed international exchange: "EDSA could implement language exchange programs with native speakers abroad. If we go to Southeast Asia like Malaysia or Thailand, that would be very useful."

NR's suggestion goes beyond local native speakers to studying in another country. Studying abroad would require using English in daily life all the time, not just during organized activities.

f. Hold Movie-Based Discussions

MZ suggested, "Group discussions on relaxed topics like movies or music would help. We could discuss a movie, summarize it, and present it to the group. This would help with speaking, listening, and writing."

MZ's idea combines several skills around topics that are fun. Talking about movies lowers anxiety by focusing on enjoyable content rather than on language performance itself.

B. Discussion

This section interprets the findings from semi-structured interviews with ten active EDSA members at UIN Ar-Raniry, as outlined in Chapter III. The following discussion connects participants' perceived experiences with the theoretical framework presented in Chapter II. This focus on students' perceptions aligns with Salsabila and Nugraheni's (2024) approach to understanding how

language-focused student organizations enhance fluency, pronunciation, and confidence in informal settings. The discussion also incorporates findings from Alruwili (2024) and Amalia (2021) about the effectiveness of story-based tasks and conversation clubs in reducing communication anxiety and building fluency. Conclusions and recommendations are reserved for Chapter V.

Addressing the first research question (students' perceptions of EDSA's impacts on speaking skills development), the findings show that all participants perceived EDSA as a supportive place where they can practice speaking English. Students felt that EDSA helped them become more confident and improved their speaking skills. This perception is evident in how students talked about feeling "free to speak" (NR) and having "no judgment" from others (UQ).

This finding aligns with what language learning experts have said about the importance of a comfortable environment for learning. Brown (2007) and Richards (2006) explain that students learn better when they feel safe and supported. When students are not afraid of making mistakes, they are more willing to try speaking. The way students repeatedly described EDSA as "supportive" shows that they have internalized this perception. It also demonstrates that extracurricular activities can create favorable conditions for learning English when students feel psychologically safe. This finding is consistent with Amalia's (2021) research, which found that joining English conversation clubs can significantly improve students' speaking skills because these clubs provide an environment where students can freely converse in English without pressure.

Students also perceived that EDSA helps fill a gap that classroom learning cannot fill. In class, teachers often only call on one or two students to speak. But in EDSA programs like English Day, many students get chances to practice. AK compared this clearly: "In class, not everyone gets the chance to speak English, as lecturers usually select just one or two students to answer. But on English Day, the setting is more relaxed, and it encourages more students to participate."

This matches what researchers have found about the lack of speaking practice in EFL classrooms, especially in countries like Indonesia where English is not spoken daily (Yusuf & Mabagits, 2020; Leong & Ahmadi, 2017). Leong and Ahmadi (2017) emphasize that speaking is often the most challenging skill for English Language Learners (ELLs), yet it is crucial for effective communication. Kadamovna (2021) also emphasized that extracurricular activities are important because they connect theory with real practice. The findings from this study show that students themselves recognize this gap and use EDSA to obtain the practice they need.

Confidence building was the most common theme in students' answers. Almost every participant mentioned that their confidence grew after joining EDSA. UQ explained: "When I joined EDSA, I found that EDSA is a supportive environment. So, when we got a supportive environment, our confidence will increase."

This supports what Alnaeem (2021) found about extracurricular activities reducing communication anxiety and boosting self-confidence, both of which are

critical for speaking development in EFL contexts. Hasanah (2022) also found that students involved in EDSA demonstrated significantly greater self-confidence in speaking than peers not involved in extracurricular activities. Hijrah and Umar (2021) further emphasize that this confidence extends beyond public speaking, contributing to an overall sense of self-efficacy that is vital for personal and professional growth. When students feel more confident, they speak more often, and speaking more often helps them improve even further. This creates a positive cycle of practice and improvement.

Vocabulary enrichment was another benefit that students mentioned. RA said: "Through talking with friends, I've learned new vocabulary and phrases. Some of my friends had more advanced speaking skills, and by interacting with them, I was able to learn new things."

This finding shows that peer interaction is useful not only for practice but also for learning new words. Alsaraireh (2022) found that social strategies such as group discussions and collaborative tasks are vital for improving language proficiency. Yang (2023) also emphasized that collaborative learning helps students learn from each other through group discussions, peer feedback, and shared ideas. In EDSA, students learn from friends who are more advanced, and this mutual learning helps everyone grow. Jayanti, Ulyani, and Susanti (2022) similarly found that students who regularly participated in English clubs demonstrated significant improvements in fluency and vocabulary thanks to constant practice and interaction with peers in real-life situations.

An unexpected finding was that EDSA helped students build their personal brand and leadership identity. AK, who held a high position in EDSA, explained: "As a member in a high position, people recognize me. When I speak in class, I feel more pressure because I want to maintain a good image. EDSA has helped me develop a strong personal brand."

This shows that speaking skill development is connected to personal growth. Destrianti, Syafrizal, and Mutiara Hati (2018) found that student associations offer leadership opportunities that help students develop organizational and managerial skills, thereby promoting a sense of community and shared purpose. Fitriani et al. (2024) also highlighted that EDSA initiatives like the Students' English Fun Activity (SEFA) programme enable students to develop speaking abilities in a supportive peer environment, enhancing their confidence and fluency. The findings from this study add to this by showing that speaking well becomes part of how students see themselves and how others see them.

Moving to the second research question (specific EDSA programs perceived as most beneficial for improving speaking skills), the data shows that different programs help in different ways. Students had clear preferences based on what they needed.

English Day was the program mentioned most often. Five out of ten participants said it was the most helpful for their speaking. RA explained why: "Even though it didn't focus on theory, it was all about practicing. The more we practiced speaking, the more we learned." MZ liked that it was held weekly: "We

practice speaking more regularly, and that makes it easier for us to get comfortable with it."

This finding supports Jannah's (2020) research that EDSA programs at UIN Ar-Raniry improved students' speaking through activities like EDSA corners, debate clubs, and public speaking workshops. Nawati, Elyza, and Susiani (2024) also found that English clubs help students practice speaking in real situations through debates, discussions, and interactive exercises. The weekly schedule of English Day gave students the regular practice that language learning requires.

However, students also noted that not everyone joins English Day. AK said: "Not everyone participates, which is unfortunate. EDSA has a large number of members, but not all of them take part." This matches what Salah (2023) found about motivation playing a significant role in how effectively students participate in extracurricular activities. Both intrinsic and extrinsic motivation affect how students engage with these opportunities. Therefore, while English Day is very helpful for those who join, finding ways to encourage more students to participate would make it even better.

Debate Club helped students think logically and speak in organized ways. NR said: "In the debate club, we can express our ideas clearly. In the debate, people don't have to be fluent in English. That's why we join the debate to improve our speaking skills."

This supports Suciati, Rizqina, and Dzulfahmi's (2019) finding that debates create a supportive learning environment and increase students' confidence and speaking proficiency. UQ added that her friends in Debate Club were "very, very supportive" and would help her when she made mistakes without judging her. This matches Aina's (2020) finding that EDSA activities like role-playing and group interactions provide valuable, real-world speaking practice, promoting active participation without fear of judgment.

Speaking and Branding Class helped students with public speaking techniques. AG said this was his favorite program: "It's not just about learning English, but also about improving our public speaking skills. Being able to speak confidently in front of an audience is valuable everywhere."

This finding supports Alfi and Amalia's (2024) research that student clubs help students practice public speaking in a supportive environment. They also emphasized that public speaking skills are important for overcoming nervousness and building effective communication abilities. Suryanto (2025) suggests that such experiences are invaluable for developing real-world communication skills that can boost students' employability in a variety of fields.

Talk Club with LDC gave students leadership experience while they practiced English. AM was the Head of the program and had to manage a team and organize activities. MH said Talk Club helped him most because "as a volunteer, I had the chance to organize these events, and because everything was

in English, we were required to speak English in every situation with the participants."

This supports Suciati, Rizqina, and Dzulfahmi's (2019) finding that EDSA programs help students develop English skills through non-formal activities. It also shows that when students have responsibility, they are motivated to speak better. Furthermore, the structured, task-oriented nature of Talk Club aligns with Ellis's (2003) and Shaby's (2022) Task-Based Language Teaching (TBLT) framework, which emphasizes practical task completion as a driver of speaking development. Shaby (2022) specifically notes that TBLT is particularly effective in improving speaking abilities in real-life contexts as it involves completing tasks in conditions that simulate real communication.

Large-scale events such as EDSA Fair and International Seminars gave students high-stakes practice. AK spoke in front of university leaders. AG talked with a native speaker. NR felt "brave" after the International Seminar. This aligns with Aina's (2020) finding that EDSA activities provide real-world speaking practice. Fathonah (2023) also discussed how exposure to different accents and speech patterns through podcasts and similar media prepares students for real-world communication scenarios. Alruwili (2024) adds that story-based extracurricular tasks, including presentations and storytelling activities, improve fluency and encourage critical thinking as students must quickly organize their thoughts and communicate effectively under time constraints.

Challenges that students faced included nervousness, limited vocabulary, unsupportive peers, and feeling less capable than fluent friends. AK worried about "how others would perceive me when I spoke." MH struggled with "lack of vocabulary." IF noticed that "interactions rarely involve English" even in EDSA. RA felt insecure "seeing my friends speak so fluently."

These challenges are common in language learning. Leong and Ahmadi (2017) identified anxiety as a major barrier. Kadamovna (2021) mentioned vocabulary limitations as a key obstacle for EFL learners. What is important is how students overcame these challenges.

Students developed strategies to overcome their difficulties. AK practiced alone: "I trained myself by speaking in front of the mirror or recording myself." AM learned to find supportive friends to practice with. RA asked fluent friends for advice and learned that improvement takes "constant practice." MZ listened to fluent speakers and tried to "imitate their pronunciation and fluency." These strategies show that students actively manage their own learning, which Afifah (2023) identified as important for language development. Afifah observed that EDSA participants actively engage in discussions, debates, and presentations, thereby developing their speaking skills through consistent participation.

Examining the connection between the two research questions reveals how different elements work together. The supportive environment (RQ1) encourages students to join programs (RQ2). The programs (RQ2) then build skills that students notice and value (RQ1). Peer interaction provides feedback and

modeling. Organizational responsibility creates positive pressure to perform well. This combination explains why students feel that EDSA helps them improve—not because of one factor, but because of multiple factors working together.

This study confirms what previous researchers have found. Jannah (2020) and Suciati et al. (2019) documented EDSA's benefits for speaking fluency, pronunciation, and confidence. Hasanah (2022) and Alnaeem (2021) emphasized confidence building through extracurricular participation. Aina (2020) and Nawati et al. (2024) highlighted specific program benefits such as role-playing, group discussions, and interactive exercises. The challenges students faced, such as uneven participation, support what Salah (2023) found about motivation affecting participation. Thus, this study confirms existing research while also showing how students at UIN Ar-Raniry specifically experience these benefits through EDSA.

For EDSA, the findings suggest that they should continue running English Day regularly but find ways to encourage more participation through structured accountability and engaging activities. They should continue Debate Club and Speaking Class for structured skill development. They should give students leadership roles in programs like Talk Club. They should organize more events with native speakers and consider students' suggestions for new activities such as role-play, movie discussions, focus group discussions on current topics, and even international exchange programs.

For the university, this study shows that supporting EDSA is valuable. The organization helps students develop speaking skills that classrooms alone cannot provide. This supports what Rahman et al. (2024) said about student associations positively influencing academic achievement through opportunities to develop time management, leadership, and peer support skills.

To answer both research questions clearly:

For RQ1, students perceive EDSA's impact positively. They see it as a supportive environment that builds confidence, improves fluency and pronunciation, enriches vocabulary, provides real-world practice that classrooms cannot offer, and helps develop personal brand and leadership through speaking.

For RQ2, students perceive five programs as most beneficial: English Day for regular practice, Debate Club for logical thinking and clear expression, Speaking and Branding Class for public speaking techniques, Talk Club with LDC for leadership combined with speaking, and large-scale events (EDSA Fair and International Seminars) for high-stakes confidence building.

This study shows that students at UIN Ar-Raniry have developed their speaking proficiency through active participation in EDSA. They understand what helps them improve, they have strategies to develop their skills, and they actively participate in programs. The combination of these three elements answers both research questions. In a time when English communication skills are increasingly important, these findings offer evidence that speaking proficiency can be

developed through student organizations like EDSA, especially when supported by the university with clear policies and resources.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored EFL students' perceptions of the impact of participation in the English Department Student Association (EDSA) on their speaking skills development and to identify which specific EDSA programs are perceived as most beneficial. The research employed a descriptive qualitative method, and data were collected through semi-structured interviews with ten active members of EDSA at UIN Ar-Raniry Banda Aceh. Based on the analysis of qualitative interview data, the following conclusions are drawn in direct response to the research questions.

First, regarding students' overall perceived impact of EDSA on speaking skills development, the findings conclude that EFL students at UIN Ar-Raniry generally perceive EDSA as a positive and beneficial platform for developing their English speaking skills. The primary perceived benefits are enhanced fluency, pronunciation, vocabulary enrichment, and increased confidence. Students perceive that EDSA provides a supportive and non-judgmental environment that helps reduce anxiety and encourages active participation in speaking activities. This supportive environment is perceived as essential for building willingness to communicate, as students feel safe to practice without fear of being judged.

Second, concerning the specific EDSA programs perceived as most beneficial for improving speaking skills, the study concludes that five programs are particularly valued by students. English Day is the most frequently mentioned

program, appreciated for its regular, weekly schedule and informal, relaxed setting that allows for everyday conversation practice. Debate Club is perceived as beneficial for helping students think logically, organize thoughts clearly, and express ideas under pressure without fear of judgment. The Speaking and Branding Class is valued for developing public speaking techniques and building confidence for presenting before audiences. The Talk Club with LDC, run in collaboration with the university Language Development Center, is especially beneficial for students who take leadership roles as volunteers. Finally, large-scale events such as international seminars provide high-stakes speaking practice that builds confidence for future academic and professional settings.

Third, regarding challenges and navigation strategies, the study concludes that students encounter several challenges in their speaking development journey through EDSA. These challenges include nervousness and fear of being judged, limited vocabulary, friends who do not want to speak English, and feelings of insecurity when comparing themselves to more fluent peers. However, students develop adaptive strategies to overcome these obstacles. They practice alone by speaking in front of mirrors or recording themselves, seek out supportive friends who are willing to practice English, actively learn from more proficient friends, and selectively choose practice partners to maximize learning opportunities.

Overall, the English Department Student Association (EDSA) is perceived as an effective extracurricular platform for EFL speaking development because it systematically structures a learning cycle where a supportive environment fosters confidence and fluency, and diverse programs enable essential real-world practice

that formal classroom settings cannot provide. However, its effectiveness is highly dependent on students' active participation, self-regulation, and the quality of program implementation. Therefore, EDSA plays a vital role in complementing formal classroom instruction by offering practical, real-world speaking opportunities that build both linguistic competence and personal confidence.

B. Suggestions

Based on the findings and conclusions of this study, several practical and research oriented suggestions are offered to EDSA, students, and future researchers to enhance the implementation and understanding of extracurricular speaking development in EFL contexts.

For EDSA, including program coordinators and student leaders, it is recommended to adopt a strategic approach to program implementation rather than applying all activities uniformly. English Day should be maintained as a weekly program, but with a more structured approach to increase participation, such as implementing gentle accountability measures including small incentives or consequences for non-participation. Debate Club and Speaking and Branding Class should be continued as they effectively develop logical thinking, clarity, and public speaking techniques. Leadership-based programs like Talk Club with LDC that combine English practice with organizational responsibility should be expanded. EDSA should organize more events with native speakers or exchange programs with other universities, both domestically and in Southeast Asia. Based on student suggestions, EDSA should consider adding new activities such as role-play activities for professional situations, focus group discussions on current topics,

movie-based discussions, and an immersive English Camp. Additionally, EDSA leaders should lead by example by normalizing English use within their teams.

For Students, the study suggests actively embracing the opportunities presented by EDSA to develop greater autonomy and proficiency in speaking. Students should approach EDSA programs not as optional extracurricular activities but as a vital investment in their own speaking confidence and fluency. Cultivating self-regulation skills, such as effective time management and consistent practice, is essential for active engagement. During activities, students are encouraged to participate actively, view mistakes as learning opportunities, and seek constructive feedback from both peers and senior members. Additionally, students should build small groups of supportive friends who are also motivated to speak English, as peer support and collaboration greatly enhance learning. Beyond EDSA activities, students can extend the practice mindset to informal contexts, such as practicing alone in front of a mirror, recording themselves, or imitating fluent speakers to improve pronunciation and fluency.

For Future Researchers, This study has several limitations that should be acknowledged honestly. At the same time, these limitations open several avenues for future inquiry. The following points integrate both the research limitations and recommendations for future researchers.

First, this study involved only ten participants selected through purposive sampling. While this sample size is appropriate for qualitative research, the findings are not intended to be generalized to the entire population of EDSA members or

EFL students at other universities. Therefore, future researchers are encouraged to conduct studies with larger and more diverse samples across multiple universities in Indonesia to test the generalizability of these findings.

Second, this study relied entirely on self-reported data from semi-structured interviews. Although this approach was appropriate for exploring participants' subjective perceptions, future research should employ mixed-methods designs that combine perceptual data with quantitative performance metrics. For example, researchers may use pre-tests and post-tests to measure actual speaking improvement before and after EDSA participation, or include objective speaking assessments to validate the perceived improvements reported by participants.

Third, this study was conducted within one semester (the 2025-2026 academic year) and focused only on UIN Ar-Raniry Banda Aceh. This cross-sectional design captured participants' perceptions at a single point in time but did not track how these perceptions develop over longer periods. Therefore, longitudinal studies are needed to investigate how sustained EDSA participation over multiple semesters affects students' speaking development and academic achievement over time.

Fourth, this study specifically focused on students who actively joined EDSA. Students who did not join EDSA were not included because they were not the main focus of the research questions. Consequently, this study cannot compare the speaking improvement between EDSA members and non-members. Future comparative research is encouraged to include both groups to better understand

whether the perceived speaking improvements are uniquely attributable to EDSA or may also result from other factors such as formal coursework, individual study, or other extracurricular activities.

Fifth, the researcher was an active member of EDSA at the time of this study. While this position provided advantages in terms of access and contextual understanding, it also carried the potential for interpretive bias. To address this limitation, future researchers from outside the organization are encouraged to conduct similar studies to provide an external perspective. Alternatively, research teams that include both members and non-members could help balance potential biases.



REFERENCES

- Afifah, K. (2023). Strategies in learning English speaking skills among students in the English department. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(2), 150–158.
- Aina, N. (2020). Non-English students' perceptions on EDSA English Club for Youth activities in improving speaking skills. *Journal of Language and Education*, 15(1), 102–115.
- Alfi, Z., & Amalia, N. (2024). Empowering future teachers: The role of student organizations in enhancing public speaking and teaching skills. *Paedagogia: Jurnal Pendidikan*, 27(1), 113–120.
- Alnaeem, L. (2021). Involvement in extracurricular activities and overcoming communication apprehension among EFL students. *English Language Teaching*, 14(4), 1–12.
- Alruwili, A. A. (2024). Story-based extracurricular tasks for improving EFL students' speaking skills. *English Language Teaching*, 17(3), 45–58.
- Alsaraireh, M. Y. (2022). Strategies in enhancing speaking skills of EFL students. *World Journal of English Language*, 12(2), 371–380.
- Amalia, L., Sumartono, S., & Molla, N. L. (2021). The influence of joining English conversation club on students' speaking ability. In *Prosiding Konferensi Nasional Pendidikan Indonesia (Kornasipi)* (pp. 1–8). Universitas Pancasakti Tegal.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Casuso-Holgado, M. J., Cuesta-Vargas, A. I., Moreno-Morales, N., Labajos-Manzanares, M. T., Barón-López, F. J., & Vega-Cuesta, M. (2013). The association between academic engagement and achievement in health sciences students. *BMC Medical Education*, 13, Article 33.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). SAGE Publications.
- Davidovitch, N., & Dorot, R. (2023). On the relationship between a student association's endeavors to foster a social–academic climate on campus, students' self-efficacy, and academic motivation. *Education Sciences*, 13(7), Article 647.

- Destrianti, E., Syafrizal, S., & Mutiara Hati, G. (2018). The perception of the English club members of the English Department Students Association (EDSA) toward their club. *Journal of English Education and Teaching (JEET)*, 2(3), 1–10.
- Devi, M. R. (2022). The importance of speaking and listening abilities for EFL students. *International Journal of Applied Management and Social Sciences*, 5(7), 45–52.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Fathonah, S. N. (2023). *Using podcasts as media to learn the speaking skills of the English Department Student Association at UIN Datokarama Palu* [Unpublished undergraduate thesis]. UIN Datokarama Palu.
- Fitriani, D., Alamsyah, H., & Maisarah, I. (2024). *The effect of English practice community on public speaking confidence of English department students* [Unpublished undergraduate thesis]. Universitas Bengkulu.
- Hardani, H., Andriani, H., Ustiawaty, J., & Utami, E. F. (2020). *Metode penelitian kualitatif & kuantitatif*. Pustaka Ilmu.
- Hasanah, N. I. (2022). The differences of self-confidence in speaking between students joining and not joining EDSA at Universitas Ahmad Dahlan. *World Journal of English Language*, 12(2), 371–377.
- Hijrah, N., & Umar, N. H. (2021). English Meeting Club: Students' perception and their speaking skill. *Journal of Development Research*, 5(2), 174–178.
- Ince, M. (2023). Examining the role of motivation, attitude, and self-efficacy beliefs in shaping secondary school students' academic achievement in science course. *Sustainability*, 15(15), Article 11612.
- Jannah, R. (2020). *The contribution of English Student Association in developing students' English skills* [Unpublished undergraduate thesis]. UIN Ar-Raniry Banda Aceh.
- Jayanti, W. I. D., Ulyani, M., & Susanti, A. (2022). Students' perception of the English Speaking Up Club to improve speaking skills. *Premise: Journal of English Education and Applied Linguistics*, 11(1), 141–155.
- Kadamovna, S. N. (2021). The importance of speaking skills for EFL learners. *International Journal of Innovative Engineering and Technology*, 11(1), 45–50.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. SAGE Publications.

- Leong, L. K., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skills. *International Journal of Research in English Education, 10*(4), 2055–2065.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE Publications.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research, 19*(2), 129–132.
- Nawati, A., Elyza, F., & Susiani, R. (2024). Students' perception toward English club to support speaking skills. *Jurnal Dedikasi Pendidikan, 8*(2), 1017–1024.
- Nja, C. O., Orim, R. E., Neji, H. A., Ukwetang, J. O., Uwe, U. E., & Ideba, M. A. (2022). Students' attitude and academic achievement in a flipped classroom. *Heliyon, 8*(1), e08792.
- Rahman, N. M. M., Weda, S., & Muhayyang, M. (2024). The impacts of student association on the students' academic achievement. *ARRUS Journal of Social Sciences and Humanities, 4*(3), 329–334.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Ruiz-Jiménez, M. C., Licerán-Gutiérrez, A., & Martínez-Jiménez, R. (2022). Why do student perceptions of academic performance improve? The influence of acquired competences and formative assessment in a flipped classroom environment. *Active Learning in Higher Education*. Advance online publication.
- Salah, M. (2023). The impact of English extracurricular activities on pre-service teachers' speaking skills. *Journal of Language and Education, 9*(1), 88–102.
- Salsabila, S., & Nugraheni, D. A. (2024). Students' perceptions of English development program on their speaking skill at Islamic boarding school. *Linguapedia, 8*(1), 1–10.
- Shaby, D. (2022). Task-based language teaching: An approach to enhance speaking skills in EFL classrooms. *Journal of Language and Linguistic Studies, 18*(2), 1156–1166.
- Suciati, F., Rizqina, N. A., & Dzulfahmi, N. (2019). The role of the English Students Association (ESA) for developing the English skills of English Education Department students at STAIN Kudus. *Journal of English Language Education, 5*(1), 12–21.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

- Suryanto, S., Rahayu, D., Shinjee, B., & Alsolami, T. (2025). Fostering 21st-century communication: Students' views on English club as a speaking platform. *Teaching English as a Foreign Language Journal*, 4(1), 69–83.
- Yang, J. (2023). The impact of collaborative learning on enhancing spoken English skills and overall learning experiences. *All Study Journal*, 12(3), 45–57.
- Yusuf, K., & Mabagits, S. (2020). Does activeness in organization improve English speaking skill? University students' perspective. *ResearchGate*.



APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1480 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan :
- KEPUTUSAN :
- Menunjuk Saudara :
- Prof. Dr. T. Zulfikar, M. Ed**
- Untuk membimbing Skripsi
- Nama : Atha Ramadhani
NIM : 220203048
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Perceived Impacts of Participation in the English Department Student Association (EDSA) on the Development of Students' Speaking Skills
- KEDUA :
- KETIGA :
- KEEMPAT :
- KELIMA :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.
- Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,

Saiful Muluk

Tembusan

- Selanjut Kementerian Agama RI di Jakarta;
- Deputi Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelaksana Perencanaan, Pengawasan, dan Pengendalian Anggaran (KPPPA) di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-50/Un.08/FTK.1/PP.00.9/1/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203048

Nama : ATHA RAMADHANI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln. Tgk. Dianjong no.53 Keudah Keudah

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *PERCEIVED IMPACTS OF PARTICIPATION IN THE ENGLISH DEPARTMENT STUDENT SOCIATION (EDSA) ON THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS*

Banda Aceh, 05 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 27 Februari 2026

جامعة الرانيري

A R - R A N I R Y

Appendix C: Confirmation Letter from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-064/Un.08/PBI/Kp.01.2/2/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Atha Ramadhani
NIM : 220203048
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl Tgk Di Anjung, Desa Keudah, Kecamatan Kutaraja, Kota Banda Aceh

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

“Perceived Impacts of Participation in the English Department Student (EDSA) on the Development of Students’ Speaking Skills”

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 02 Februari 2026

Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana



Appendix D: Interview Protocol

Interview Protocol

Project	:	Perceived Impacts of Participation in the English Department Student Association (EDSA) on the Development of Students' Speaking Skills
Time of interview	:	
Date	:	
Place	:	UIN Ar-Raniry, Banda Aceh
Interviewer	:	Atha Ramadhani
Participant	:	
Position of Interview	:	Student of English Language Education Department

This research investigates EFL students' perceptions regarding the use of the English Department Student Association (EDSA) in developing their English speaking skills. The purpose of this study is to discover the benefits students experience and the challenges they encounter when participating in EDSA programs as a strategy to improve their speaking proficiency. Data will be obtained through semi-structured interviews, and all interview sessions will be audio-recorded. The collected data will be used solely for academic research purposes to protect the privacy and confidentiality of the interviewees. During the interview, participants will be asked several questions related to their experiences in EDSA. The interview process will take approximately 30 to 45 minutes.

Questions:

1. How does joining EDSA influence your speaking skills development?
2. What experiences in EDSA first helped you start improving your speaking skills, and what position or program were you involved in?
3. How has participating in EDSA impacted your English speaking skills?
4. Do you feel that your confidence in speaking English has increased since joining EDSA? Can you provide specific examples?
5. Which activities or programs within EDSA do you think have contributed the most to improving your speaking skills? Why?
6. Have you faced any challenges in improving your speaking skills through EDSA activities? If so, what were they?
7. How do you perceive the role of peer interaction within EDSA in helping you develop your speaking skills?
8. In your opinion, how does participation in EDSA influence your speaking skills development, particularly in English speaking courses?
9. What additional programs or activities do you think EDSA could implement to further improve students' speaking skills?
10. Overall, how would you describe the impact of EDSA on your personal growth and communication abilities in English?

Appendix E: Documentation of Research



جامعة الرانيري

A R - R A N I R Y

AUTOBIOGRAPHY

1. Name : Atha Ramadhani
2. Student Number : 220203048
3. Place / Date of Birth : Banda Aceh, 17 October 2004
4. Gender : Male
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Jl. Tgk Dianjung Ds. Keudah Kec.Kutaraja
Kota Banda Aceh
8. Email : 220203048@student.ar-raniry.ac.id
9. Phone Number : 082214910696
10. Parents
 - a. Name of Father : Anwar
 - b. Name of Mother : Eva Susanti
 - c. Fathers Occupations : Entrepreneur
 - d. Mothers Occupations : Housewife
 - e. Address : Jl. Tgk Dianjung Ds. Keudah Kec.Kutaraja
Kota Banda Aceh
11. Education
 - a. Elementary : SD IT AL-AZHAR Banda Aceh
 - b. Junior High School : SMP Islam AL-AZHAR Cairo Banda Aceh
 - c. Senior High School : SMA Plus Al Athiyyah Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, 30 April 2026

The writer

Atha Ramadhani