

ABSTRACT

This study aims to explore the strategies used by the teacher to help students in the English club become more proficient speakers. This study also aims to explore how the teaching and learning process in the English club can improve students' speaking skills and how students' responses to the teacher's strategy are used in the English club. This study uses a qualitative approach to determine its objectives through observation, interviews, and questionnaires. According to the study's findings, the teacher used games, discussions, question and answer, and roleplay in the English club. Games, role-play, discussion, and question and answer gave students the chance to improve their vocabulary, pronunciation, and fluency while lowering their anxiety levels and boosting their engagement. However, games and question and answer used in the English club can further foster a lively atmosphere where students can practice their language skills in relevant situations. In every meeting, the teacher delivered the materials through the precise sequences of learning activities, such as conveying the teaching purposes at the beginning of the study, introducing the materials, organizing them in the main activity, and completing the lesson by closing the activity. Unfortunately, the teacher did not make the conclusion and evaluation so that the students directly enclose the meeting. Meanwhile, as students responded and participated in deep questionnaires, discussions promoted critical thinking, idea organization, and cooperative learning. These responses received great feedback from the students. They expressed that the realistic, stress-free atmosphere of games enhanced their confidence, fluency, and pronunciation. Discussions were valued for encouraging a better understanding of subjects, strengthening debating abilities, and encouraging group learning. Additionally, the English club's relaxed atmosphere encouraged students to participate actively by letting them try out different language usage without worrying about criticism. More research was advised to identify the reasons for the reaction fully.