Internal and External Factors Influencing English Club Students' Speaking Skills

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ABSTRACT

This study aimed to explore the internal and external factors influencing the growth of students' speaking skills among active members of an English Club. Guided by three theoretical frameworks, Willingness to Communicate (WTC), Complex Dynamic Systems Theory (CDST), and the Sociocognitive Approach this study examines how internal factors such as motivation, confidence, anxiety, personal interests, and future plans interact with external factors including peer support, teacher feedback, learning environment, family support, and exposure to English outside school. Using a qualitative descriptive approach, this study collected data through a questionnaire and focus group discussions. The findings show that the interaction of internal factors, such as motivation, confidence, and emotional readiness, and external factors, including peer support, teacher feedback, and English Club environment, influences students' speaking development. Rather than relying on a single factor, students' willingness to speak increases when favorable affective conditions are supported by a low-pressure and interactive learning context. Overall, the English Club serves as a supportive space that encourages meaningful interaction and helps students develop speaking skills beyond the formal classroom

Keywords: Internal Factors, External Factors, Speaking Skills, English Club, Extracurricular Program

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor internal dan eksternal yang memengaruhi perkembangan keterampilan berbicara siswa pada anggota aktif English Club. Penelitian ini menggunakan tiga kerangka teori, yaitu Willingness to Communicate (WTC), Complex Dynamic Systems Theory (CDST), dan Pendekatan Sosiokognitif, untuk mengkaji bagaimana faktor-faktor internal, seperti motivasi, kepercayaan diri, kecemasan, minat pribadi, dan rencana masa depan, berinteraksi dengan faktor-faktor eksternal yang meliputi dukungan teman sebaya, umpan balik guru, lingkungan belajar, dukungan keluarga, serta paparan bahasa Inggris di luar sekolah. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan pengumpulan data melalui kuesioner dan focus group discussion (FGD). Hasil penelitian menunjukkan bahwa interaksi antara faktor internal, seperti

motivasi, kepercayaan diri, dan kesiapan emosional, dengan faktor eksternal, termasuk dukungan teman sebaya, umpan balik guru, dan lingkungan English Club, berperan dalam perkembangan keterampilan berbicara siswa. Temuan penelitian juga menunjukkan bahwa peningkatan kemauan siswa untuk berbicara tidak hanya dipengaruhi oleh satu faktor, melainkan oleh kombinasi kondisi afektif yang mendukung serta lingkungan belajar yang interaktif dan minim tekanan. Secara keseluruhan, English Club berfungsi sebagai ruang belajar yang suportif dalam mendorong interaksi yang bermakna serta membantu siswa mengembangkan keterampilan berbicara di luar pembelajaran formal di kelas.

Kata Kunci: Faktor Internal, Faktor Eksternal, Keterampilan Berbicara, English Club, Program Ekstrakurikuler.

A. Pendahuluan

Speaking skills are one of the most essential yet challenging aspects of learning English as a Foreign Language (EFL), especially for high school students in Indonesia. Despite years of English instruction, many students still struggle to speak confidently and fluently. Traditionally, speaking is taught in classroom settings that are often rigid, exam-oriented, and dominated by grammar-based instruction. This context often limits students' opportunities to use English authentically, resulting in low motivation, anxiety, and poor oral performance.

Numerous studies have explored the development of speaking skills in EFL contexts; however, the majority of these investigations focus on formal classroom environments. For instance, classroom-based approaches such as the debate strategy (Oktaviani et al., 2021), self-regulated learning (Ni et al., 2025) and group discussion techniques (Rahmadana & Pammu, 2023) Have been explored to improve speaking skills. These studies demonstrate positive outcomes, such as increased confidence and performance, but they remain situated within controlled classroom dynamics. Other studies have examined speaking difficulties related to linguistic and affective factors, including limited vocabulary, grammar mastery, and high anxiety (Hendriati & Aderlaepe, 2019). Nevertheless, all of these share a common feature: they primarily investigate formal learning environments, where interactions are guided mainly by the teacher and confined to curriculum targets.

From an academic standpoint, this focus on classroom settings leaves a significant portion of language learning contexts underexplored. Learning does not only happen within the four walls of the classroom. Informal learning spaces, such as English clubs, provide students with more flexible and engaging platforms to practice speaking in a less pressured environment. Activities such as storytelling, debates, games, and performances foster honest communication and create a safe space for experimentation. Studies by (Aryanti, 2024; Salsabila, 2025; Sarah et al., 2024) confirm that extracurricular activities enhance students' confidence, fluency, and motivation to speak English, indicating that informal environments can support speaking development. However, these studies often describe benefits in general terms, focus on students' perceptions, and lack a deeper analysis of the underlying factors that contribute to speaking growth.

From a contextual perspective, the setting of this study, a Senior High School, is particularly relevant. The school hosts a vibrant English Club where students engage in public speaking, discussions, and competitions. Unlike formal classes, these activities are voluntary and offer real-world speaking practice. The environment is more student-centered, often driven by peer interaction and creative tasks. Such a context provides an excellent opportunity to understand how students' speaking abilities are shaped when external control is minimized and personal agency is foregrounded.

From a research gap viewpoint, a systematic review of relevant studies shows that most previous studies only focus on formal classroom environments**,** examining issues like debate technique (Oktaviani et al., 2021), classroom anxiety (Ajiza et al., 2024) and linguistic challenges (Hendriati Afebri, Aderlaepe, 2019). Meanwhile, only six studies address English clubs or extracurricular contexts, such as (Aryanti, 2024; Salsabila, 2025; Sarah et al., 2024). Among these, most emphasize either internal factors, such as motivation, or external support, like teacher guidance. None of the studies holistically examine how both internal (e.g., confidence, anxiety, motivation)

and external (e.g., club environment, peer support, leadership) factors interact to shape speaking skills within a non-formal setting, such as an English club. This presents a clear and meaningful gap that the current study aimed to fill.

To explore the complexity of speaking development, this study is grounded in three well-established theoretical frameworks that together provide a more comprehensive and nuanced perspective on how speaking skills evolve. By drawing on these frameworks, we can gain more in-depth insights into the various factors that influence the development of speaking abilities, particularly in informal learning contexts like English clubs.

The first theoretical framework, the Willingness to Communicate (WTC) model, was developed by MacIntyre, Clément, Dörnyei, and Noels in 1998 and was later expanded by Peng in 2020. The WTC model provides a detailed understanding of how learners' intentions to speak are influenced by their psychological readiness, the communication context, and the perceived support from others. Essentially, this model suggests that learners are more likely to engage in speaking when they feel psychologically prepared and perceive the communication context as supportive and encouraging. In formal learning environments, such as classrooms, the dynamics of speaking are often shaped by external pressures, such as exams or grades. However, in informal settings like English clubs, where speaking is often voluntary and spontaneous, the WTC model provides a valuable lens for analyzing when and why learners choose to speak or remain silent. This framework helps to capture the complexities of motivation, anxiety, and confidence in students, shedding light on the factors that influence their willingness to communicate. By applying this model to informal environments, this study aimed to examine how both internal factors, such as confidence and anxiety, interact with external factors, including peer support, the atmosphere of the English Club, and the overall social environment, to influence students' decisions to speak.

The second framework used in this study is the Complex Dynamic Systems Theory (CDST), introduced by Larsen-Freeman and Cameron in 2008 and later applied to language

learning by Hiver, Al-Hoorie, and Mercer in 2021. CDST views language development, including speaking, as a nonlinear and adaptive process. It suggests that speaking development is not a simple, step-by-step progression but rather a dynamic process influenced by multiple interrelated factors that interact in complex and unpredictable ways over time. This perspective is particularly relevant when examining informal learning settings such as English clubs because it allows for an understanding of how various internal traits, such as a student's personality or language proficiency, and external influences, such as peer interactions, the learning environment, and the available resources, come together to shape the learner's speaking abilities. The nonlinear nature of CDST challenges traditional views that language learning progresses linearly, emphasizing instead that factors like motivation, emotions, and social context can cause fluctuations in learners' speaking performance. Through this lens, this study can explore how these internal and external factors interact dynamically to influence students' speaking behavior over time, particularly in a less structured and more flexible environment such as the English Club.

The third and final framework that underpins this study is the sociocognitive approach to Speaking, developed by van Lier in 2010 and further developed by Atkinson in 2011. This approach conceptualizes speaking as both a cognitive and social activity, acknowledging that language production is influenced not only by what learners know internally—such as their knowledge of vocabulary, grammar, and language structures—but also by the social environment in which they are situated. The sociocognitive approach places a strong emphasis on the role of interaction, agency, and the opportunities (or affordances) provided by the learning environment. In informal learning settings such as English clubs, speaking is often driven by peer interactions, creativity, and a sense of personal agency, rather than the rigid structure typically found in formal classrooms. The framework suggests that speaking development is not solely a product of what learners know individually but is also shaped by the relationships and opportunities for communication available within the social environment. In the context of

English clubs, where students often take ownership of their learning, the Sociocognitive Approach helps us understand how learners' interactions with peers, mentors, and the broader social context influence their speaking abilities. The agency learners possess in these settings allows them to experiment with language, take risks, and engage in authentic communication, all of which are vital components of speaking development.

Taken together, these three theoretical lenses provide a solid and multifaceted foundation for understanding the complex and dynamic nature of speaking development in informal learning environments. By integrating insights from the WTC model, CDST, and the Sociocognitive Approach to Speaking, this study offers a more comprehensive and nuanced understanding of how speaking skills are developed in environments such as English clubs, where learners have greater autonomy and more flexibility than in formal classroom settings. These frameworks enable the study to investigate not only internal factors, such as motivation, confidence, and anxiety, but also external factors, including peer support, the learning environment, and social opportunities for interaction, which together shape students' speaking behavior.

By addressing the gap in current research, which has predominantly focused on formal classroom settings, this study aimed to provide valuable insights into how speaking skills are developed outside the classroom, particularly in informal settings. The findings from this research provide a more profound understanding of how internal and external factors co-construct speaking development, offering practical implications for educators, program designers, and policymakers. These insights can enhance the design of language learning programs, particularly in informal contexts, and provide a more holistic approach to supporting EFL learners in diverse learning environments. This study focused on non-formal learning to understand the factors that contribute to their exceptional ability in speaking English. Instead of looking at students who are still struggling, the goal was to explore the internal factors, such as motivation, confidence, and anxiety, as well as the external factors, including peer support, teacher

feedback, and the English club environment, that contribute to these students achieving and maintaining high speaking proficiency. By examining the experiences of these students, the study aimed to identify the specific conditions and influences that enable them to excel in speaking activities. Understanding these factors provides valuable insights into how sure students excel in informal learning settings, such as English clubs, where there is less pressure than in traditional classrooms.

B. Metode Penelitian

This study employed a qualitative descriptive approach to explore internal and external factors influencing the development of students' speaking skills among active members of an English Club at a public senior high school in Surabaya. A qualitative design was chosen to capture students' lived experiences in a non-formal learning context, where affective, social, and environmental factors such as motivation, confidence, anxiety, peer interaction, and teacher feedback play a central role in shaping speaking development. This approach enabled an in-depth examination of complex and context-dependent experiences that are difficult to quantify.

The study was conducted in an English Club that functions as an extracurricular learning space characterized by voluntary participation and a student-centered atmosphere. The data sources consisted of 18 active English Club members from grades 10 and 11, including male and female students. Participants were selected based on their active involvement in English Club activities rather than academic achievement to ensure the authenticity of speaking experiences in an informal learning environment.

Data were collected using a questionnaire and Focus Group Discussions (FGDs). The questionnaire, administered through Google Forms, consisted of 24 closed-ended items and was used as an initial data source to identify general patterns related to internal factors (motivation, confidence, anxiety, personal interests, and future plans) and external factors (peer support, teacher feedback, English Club environment, family support, media exposure, and English learning outside school). All participants completed the questionnaire within

approximately five days. The questionnaire served as a preliminary tool to identify recurring issues that required further exploration.

Following the questionnaire, an FGD was conducted with the same 18 participants on 30 September 2025, from 4:00 p.m. to 5:00 p.m., in a classroom commonly used for English Club activities. The familiar and supportive setting encouraged students to share their experiences openly. To enhance data clarity and completeness, a follow-up process was conducted one week after the FGD through WhatsApp messages with several participants whose responses required further clarification.

Data were analyzed using thematic analysis. The analysis began with familiarization through repeated reading of questionnaire responses and FGD transcripts. This was followed by a coding process in which similar responses were grouped into categories representing internal and external factors influencing speaking skills. FGD data were coded to support and deepen the questionnaire findings, and participants were assigned codes (e.g., P1, P2) to maintain confidentiality. Initial themes were then generated, reviewed, and refined to ensure they accurately reflected students' experiences. The final themes were clearly defined and used to explain how internal and external factors interact to influence students' speaking development within the English Club context.

C.Hasil Penelitian

Internal Factors Affecting Students' Speaking Skills (RQ1)

Table 1. Distribution of Students' Responses on Internal Factors

Internal Factors	Number of Students	Describtion(Short)
Motivation	14 out of 18	Students showed strong desire to improve speaking for personal and future goals.
Confidence	12 out of 18	Students felt more confident when speaking in supportive situations.
Anxiety	10 out of 18	Students experienced nervousness and fear of making mistakes.
Personal Interest & Hobbies	11 out of 18	Exposure to English media supported speaking development.
Future Plans	9 out of 18	Students linked English speaking academic or career goals.

Based on the questionnaire and Focus Group Discussion (FGD) results, this study found that students' speaking skills in the English Club

were influenced by several internal factors originating from students themselves. These factors were related to students' motivation, confidence, anxiety, personal interests, and future plans, which together shaped their engagement in speaking activities. The findings show that these internal factors did not operate in isolation but interacted in influencing students' willingness to communicate.

The data indicate that motivated students tended to practice more actively in English Club activities, especially when they connected English use with their personal goals. Self-confidence also played an important role, as students who believed in their speaking skills were more willing to express ideas and participate in discussions. In contrast, speaking anxiety, such as fear of making mistakes or being judged by peers, often limited students' participation, even when they had adequate language knowledge.

In addition, personal interests, including exposure to English through media or hobbies, helped more students feel more comfortable and engaged when speaking. Overall, these findings suggest that students' speaking development in the English Club was powerfully shaped by internal emotional and personal conditions, not merely linguistic skills. The following sections discuss each internal factor in more detail based on the questionnaire and FGD findings.

1. *Motivation to Speak English*

   Motivation was identified as an essential internal factor that influenced students' speaking skills in the English Club. Based on questionnaire responses, most students showed a strong motivation to speak English during English Club activities. Many of them stated that they were motivated by the opportunity to practice speaking, improve their skills, and develop their use of English. This indicates that students' motivation to speak English was strongly connected to personal reasons and a desire for self-improvement.

   FGD findings further support this result. Several participants explained that their motivation stemmed from personal goals and self-improvement. One participant stated, "*Because I want to improve myself to speak English more*

clearly" (P2). Another participant explained that joining the English Club helped them focus on speaking practice and self-development, *"I feel motivated since I joined the English Club, it has helped me to be more focused on speaking practice and improve my self-development in speaking"* (P3). In addition, motivation was also influenced by personal connections and future-oriented reasons. One participant mentioned, *"it's because I have a friend in America, and I want to communicate with him clearly"* (P5). These findings indicate that students' motivation was largely intrinsic and closely related to personal goals and interests.

2. *Confidence in Speaking English*

Confidence was identified as another internal factor influencing students' participation in speaking activities. Questionnaire responses show that many students felt moderately to highly confident when speaking English in front of their peers, although some remained hesitant. As reflected in Table 1, confidence levels varied among participants and were influenced by the speaking situation.

FGD data support these findings. Participants reported feeling more confident when they were given opportunities to speak and when the environment was supportive. One participant responded briefly but clearly when invited to speak, *"most of the time I feel more confident when someone around me lets me speak in English or doesn't" interrupt me when I speaking in English"* (P4). Another participant showed readiness to speak when given the chance, saying *"yeah I feel the same things, when the teacher in English Club ask me to try to speak in front of us, I feel more confidence and I know they won't judge me by my accents, grammar, or pronounced, so I don't have to worry. My confidence was boosted"* (P6). In addition, a participant shared that the English Club made them feel more comfortable to talk because they could express their ideas based on their own experience *"since everyone here is understand English really well, I feel confident and comfortable to speak cause i know they can understand what I*

say, I can also shared my ideas when we have to do English Club activities together without being judge" (P3). Other students mentioned that prior speaking experiences helped them recognize their potential and feel more confident. These findings suggest that confidence was shaped by experience and the supportive atmosphere of the English Club.

3. *Anxiety and Fear of Making Mistakes*

   Based on the questionnaire results, anxiety was identified as one of the internal factors affecting students' speaking skills in the English Club. Out of 18 participants, 17 students reported that anxiety influenced their speaking performance to some extent. More specifically, 9 students indicated a high level of anxiety when speaking English, while 8 students reported a moderate level of anxiety. Only one student stated that anxiety does not affect their speaking performance. This shows that almost all participants experienced anxiety, which became a common issue during speaking activities.

   FGD findings further confirm this result. Several participants expressed nervousness and fear when speaking English. One participant stated, "*I feel nervous when I have to speak English because I'm afraid of making mistakes*" (P1). Another participant shared, *"Sometimes I know what I want to say, but I feel scared and end up being quiet"* (P5). These responses indicate that anxiety significantly limited students' willingness to speak, even within the English Club environment.

4. *Personal Interest and Media Exposure*

   The questionnaire findings show that personal interests and hobbies played an essential role in shaping students' speaking skills in the English Club. Of the 18 participants, 16 agreed that their hobbies helped them practice and improve their English speaking skills, while only 2 participants reported a lower influence. This indicates that most students were motivated to speak English through activities they personally enjoyed outside formal learning settings.]

   The FGD data further support these findings. Several participants explained that their interest in English media motivated them to

speak more confidently. One participant mentioned, *"I like watching English movies, so I'm used to hearing how people speak, and it helps me when I try to speak English"* (P4). Another participant shared, *"I often listen to English songs, and sometimes I try to repeat the lyrics, so it makes speaking feel more natural"* (P6). A similar idea was also expressed by a participant who said, *"Because I watch a lot of English content, I feel more confident to try speaking, even if it's not perfect"* (P9). These responses indicate that personal interests and media exposure provided informal English input that supported speaking development. Rather than being driven by academic demands, students were motivated to practice speaking through activities they enjoyed, making personal interests an internal factor that encouraged active participation in English Club sessions.

5. *Future Plans and Self-Improvement Goals*

   Questionnaire results indicate that students' future plans strongly influenced their motivation to improve speaking skills in the English Club. Of the 18 participants, 12 reported a high level of agreement that their future goals encouraged them to speak English more actively, while 6 indicated a moderate influence. Students connected their speaking practice with plans beyond school, such as studying abroad, working in international environments, communicating with people from other countries, and preparing for careers that require English. These goals led students to view speaking English as a valuable skill rather than merely a school subject, increasing their motivation to practice during English Club activities.

   The FGD findings further strengthened this result. Several participants clearly linked their effort to speak English with their future aspirations. One participant shared, *"I have a friend in America, so I want to be able to speak English better to communicate confidently"* (P7). In addition, a participant explained, *"I think English will be needed for my future job, so I try to practice speaking whenever I have the chance"* (P11). These responses show that future-

oriented goals encouraged students to take speaking practice more seriously. Rather than speaking only due to classroom demands, students were motivated by personal expectations about their future, making future plans an internal factor that supported willingness to speak and active participation in English Club activities.

External Factors Affecting Students' Speaking Skills (RQ 2)

The analysis of questionnaire and Focus Group Discussion (FGD) data shows that students' speaking skills in the English Club were influenced by several external factors originating from their learning environment and social context. These factors supported and encouraged students to speak English by shaping their confidence and willingness to communicate during English Club activities.

Six main external factors were identified: peer support, teacher support and feedback, the English Club environment, family support, media exposure, and English learning experiences outside school. Peer encouragement helped reduce fear of making mistakes, while teacher feedback guided improvement in speaking performance. The relaxed and supportive English Club environment made students feel more comfortable than in formal classroom settings. In addition, encouragement from family members, exposure to English through media, and participation in English learning outside school further supported students' speaking development. The distribution of students' responses related to these external factors is presented in Table 2.

Table 2. Distribution of Students' Responses on External Factors

External Factor	Number of Students	Description(Short)
Peer Support	13 out of 18	Friends' encouragement increased willingness to speak.
Teacher Support & Feedback	12 out of 18	Constructive feedback helped students feel more confident.
English Club Environment	15 out of 18	Relaxed atmosphere reduced pressure to speak.
Family Support	8 out of 18	Family encouragement supported learning outside school.
Media Exposure	10 out of 18	English content outside school supported speaking practice.
English Learning	6 out of 18	Courses and informal learning

Outside School	helped some students.

1. Peer Support

The findings indicate that peer support played an important role in influencing students' speaking skills in the English Club. Questionnaire data show that 13 of 18 participants received encouragement from their peers to speak English during club activities, while 5 participants reported less frequent support. Students who felt supported by their peers were more willing to speak, particularly during group discussions and informal activities. The presence of friends who were also learning and making mistakes helped reduce fear and pressure, making speaking feel less intimidating.

The FGD data strengthened the findings. Several participants mentioned that encouragement from friends helped them feel more comfortable speaking English. One participant stated, "*When my friends try to speak first, I feel more confident to speak too"* (P3). Another participant explained, *"I'm not afraid to make mistakes because my friends understand and support me"* (P6). A similar response was shared by another student who said, *"If my friends are active, it motivates me and boosts me to talk more in English"* (P10). These responses indicate that peer support created a sense of shared learning, helping students feel safer and more confident when speaking English during English Club activities.

2. Teacher Support and Feedback

The findings indicate that teacher support and feedback had a strong influence on students' speaking skills in the English Club. Questionnaire data show that 13 out of 18 participants perceived teacher feedback as helpful in improving their speaking performance, while 5 participants reported a moderate level of support. Students explained that feedback helped them understand their mistakes and guided them on how to improve, which reduced hesitation and increased their willingness to speak during English Club activities.

The FGD data support these findings. Several participants explained that teacher feedback helped them feel more confident and motivated to speak. One participant mentioned, *"When the teacher gives feedback, I know that I need to improve, so I'm not afraid to speak again"* (P2). Another student shared, *"The feedback makes*

me feel guided, not judged, so I want to try speaking again" (P5). A similar view was expressed by another participant who said*, "After getting feedback, I feel more confident because I know my mistakes are normal"* (P9). These responses indicate that teacher support and feedback created a supportive learning atmosphere, allowing students to view speaking as part of the learning process rather than a performance to be feared.

3. English Club Environment

The findings indicate that the English Club environment played an important role in supporting students' speaking skills. Questionnaire data show that most participants felt more comfortable speaking English in the English Club than in formal classroom settings, with 8 out of 18 reporting high comfort and 9 reporting moderate comfort. This suggests that the English Club was generally perceived as a more supportive and less pressuring environment for speaking practice.

Students explained that the informal setting, flexible activities, and peer interaction allowed them to speak more freely without fear of being judged. FGD data support these findings. Several participants described the English Club as a place where they felt more relaxed and comfortable speaking English. One participant stated, "*I feel more comfortable speaking here because everyone is learning and trying together*" (P4), Another student mentioned, *"I feel more comfortable speaking here because everyone is learning and trying together"* (P8). A similar response was expressed by another participant, who said, *"The atmosphere makes me less afraid to speak because it feels friendly and supportive"(*P12). These responses indicate that the English Club functioned as a safe space that reduced pressure and strengthened students' confidence and willingness to speak English during club activities.

4. *Family Support*

The findings indicate that family support influenced students' speaking ability in the English Club. Questionnaire data show that 13 out of 18 participants received support from their parents or family members in learning English, while 5 participants reported a moderate level of support. Family support was mainly provided through encouragement to learn English, provision of learning

resources, and involvement in English-related activities. Students who felt supported by their families tended to be more motivated to practice speaking, both inside and outside the English Club, and viewed English as an important skill beyond school requirements.

The FGD data validate these findings. Several participants mentioned that encouragement from their family made them more confident about learning and speaking English. One participant expressed, *"My parents always support me to learn English because they think it's important for my future"* (P1). Another participant shared, *"My family often reminds me to practice English, so I try to speak more"* (P7). A similar response was also expressed by another participant who said*, "My parents are happy when I join the English Club, and it motivates me to learn seriously"* (P14). hese responses indicate that family support helped shape positive attitudes toward speaking English and functioned as an external factor that strengthened students' motivation and willingness to speak during English Club activities.

5. *Media Exposure*

The findings indicate that exposure to English through media strongly influenced students' speaking skills in the English Club. Questionnaire data show that 13 out of 18 participants felt that movies, TV shows, social media, or English-speaking public figures motivated them to speak English more confidently. Frequent exposure to English media helped students become familiar with how English is used in real-life contexts, including expressions, pronunciation patterns, and speaking styles. This familiarity made speaking English feel less difficult and more natural during English Club activities.

The FGD data further confirmed this finding. Several participants shared that media exposure influenced their confidence when speaking English. Once participants said, *"I watch English movies a lot, so I'm used to hearing English, and it helps me when I speak"* (P5). Another student mentioned, *"from social media, I learn how people actually speak English, not only from textbooks"* (P9). A similar experience was expressed by another participant who said, *"I follow English content on social media, and it motivates me to try speaking like them"* (P13). These responses indicate that media exposure provided continuous and informal English input

outside the classroom, which supported students' confidence and willingness to speak English during English Club activities.

6. *English Learning Outside School*

The findings indicate that English learning experiences outside school also influenced students' speaking skills in the English Club. Questionnaire data show that 8 out of 18 participants took part in English learning activities outside school, such as private courses, online classes, or informal practice settings, while 10 participants did not join any formal English courses outside school. Although not all students had access to additional learning opportunities, those who did reported clear benefits in their speaking practice, particularly during English Club activities. These experiences helped students feel more comfortable using English in different contexts and increased their readiness to participate in discussions.

FGD data support these findings. Several participants explained that learning English outside school helped them improve their speaking skills. One participant stated, "*I joined an English course outside school, and it really helped me practice speaking more often*" (P3). Another student shared, "*Outside school, I can practice speaking without feeling pressured, so I become more confident*" (P8). A similar response was expressed by another participant who said, "*Learning English outside school makes me more used to speaking, especially when I have to talk in the English Club*." (P15). These responses indicate that English learning outside school provided additional exposure and practice opportunities, functioning as an external factor that supported students' speaking development and confidence in the English Club.

E. DISCUSSION

This section discusses the findings of the study by interpreting how internal and external factors influence students' speaking skills in the English Club. The discussion does not introduce new data but explains the meaning of the findings and how they address the research questions. The findings are interpreted in relation to relevant theories and previous studies, providing a clearer understanding of students' speaking development in an extracurricular English learning context.

Internal Factors

Based on the findings, internal factors played a significant role in shaping students' speaking ability in the English Club. The main internal factors identified were motivation, confidence, anxiety, personal interests and hobbies, and future plans. These factors influenced students' participation in speaking activities, the frequency of English use, and their comfort in expressing ideas orally. Rather than acting independently, these internal factors interacted and jointly affected students' speaking performance.

The strong influence of motivation aligns with Bandura's Self-Efficacy Theory, which emphasizes that belief in one's ability encourages active engagement in learning. Students who believed they could speak English showed higher motivation to participate in discussions and speaking practice. This finding is also related to Willingness to Communicate, as motivated learners were more likely to initiate communication. In the English Club, motivation was driven mainly by personal goals, such as improving fluency and preparing for future academic or career needs, rather than external pressure.

Confidence also emerged as a key factor influencing speaking skills. This supports Bandura's view that confidence develops through mastery experiences and positive reinforcement. Frequent speaking practice in a supportive environment helped students gradually build confidence and speak more fluently. From a sociocognitive perspective, speaking skills developed through continuous interaction between learners and their environment, and the English Club provided repeated opportunities for such interaction.

In contrast, anxiety negatively affected students' speaking performance. This finding supports Krashen's Affective Filter Hypothesis, which explains that high anxiety can block language performance even when learners have sufficient vocabulary and grammar knowledge (Damayanti et al., 2020). In this study, anxiety mainly appeared during spontaneous speaking or when students felt evaluated, showing that emotional factors remain a major barrier in speaking development.

Personal interests and hobbies further supported speaking

development. Students who engaged in English-related activities such as watching movies, listening to music, or following English content practiced English more frequently outside formal sessions, creating meaningful exposure and strengthening intrinsic motivation (Tzoni, 2024). Future plans also influenced speaking development, as students who associated English proficiency with academic or career goals showed stronger commitment to improving their speaking skills (Welay & Nikolov, 2024).

Overall, these findings show that speaking is not only a linguistic skill but also a psychological and emotional process. Motivation encouraged students to take risks, confidence supported fluent expression, and anxiety limited participation. These internal factors were shaped through continuous interaction between students' personal characteristics and the English Club environment, explaining why internal factors were essential in students' speaking development.

External Factors

findings also indicate that external factors played an essential role in shaping students' speaking skills in the English Club. These factors included peer support, teacher support and feedback, the English Club environment, family support, media exposure, and English learning outside school. Compared to formal classroom settings, the English Club provided a social space where students interacted more freely, practiced speaking more often, and felt less pressure when using English.

Peer support emerged as one of the most influential external factors. Students felt more confident and willing to speak when supported by friends who shared similar learning experiences. This finding aligns with Vygotsky's Sociocultural Theory, which emphasizes learning through social interaction and collaboration. Peer interaction allowed students to negotiate meaning, receive informal feedback, and reduce fear of making mistakes, supporting previous findings that peer interaction increases speaking confidence (Muhammad & Zuraida, 2025).

Teacher support and feedback also contributed to students' speaking development by guiding and encouraging them during speaking practice. Consistent with Self-Efficacy

Theory, positive feedback strengthened students' belief in their speaking ability and increased motivation (Apoko, 2024). In the English Club, teacher feedback functioned as guidance rather than strict evaluation, reducing pressure and helping students focus on communication rather than accuracy.

The English Club environment itself played a key role by providing a relaxed and flexible setting. This finding supports Krashen's Affective Filter Hypothesis and previous studies showing that low-anxiety environments encourage oral participation (Octaberlina et al., 2022). Family support, although less dominant, reinforced motivation and positive attitudes toward English learning (Nhan, 2024; Tajuddin & Shafie, 2025). Media exposure and English learning outside school further supported speaking development by providing authentic input and additional practice opportunities (Amira & Ahmad, 2021; Nugroho et al., 2021).

Overall, these external factors worked together to support students' speaking skills. Peer interaction created a supportive social environment, teacher feedback strengthened confidence, and a relaxed club atmosphere reduced anxiety. Family support, media exposure, and learning outside school reinforced students' engagement with English, explaining why students felt more confident speaking in the English Club and how extracurricular settings provide learning opportunities not always available in formal classrooms.

E. Kesimpulan

This study explored the internal and external factors influencing students' speaking skills in the English Club and found that students' speaking development was shaped by multiple interconnected factors rather than a single dominant one. Internally, motivation, confidence, and anxiety played essential roles in students' participation in speaking activities, as motivated and confident students were more willing to speak, while anxiety tended to limit involvement, particularly in formal or evaluative situations. These internal factors did not operate independently but developed through students' learning experiences within the English Club. Externally, the English Club environment, peer interaction, teacher support and feedback, family support,

media exposure, and learning experiences outside school contributed to shaping students' speaking experiences by providing supportive conditions and opportunities to practice. Overall, the findings indicate that students' speaking ability in the English Club is shaped by a dynamic interaction between internal and external factors, confirming that speaking development in extracurricular contexts is closely related to students' emotional states, social interaction, and learning environment.

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