

CHALLENGES AND SOLUTIONS IN THE DEVELOPMENT OF EXTRACURRICULAR ACTIVITIES ENGLISH CLUB

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ABSTRACT

This study examines the management of the English Club extracurricular program at MTs Darul Ulum, recognizing its growing importance as a complementary space for developing twenty-first-century English proficiency. Although English Clubs are widely acknowledged in the literature as effective platforms for communicative practice, motivation building, and confidence enhancement, research focusing on their managerial processes—particularly in Islamic secondary schools—remains limited. Addressing this gap, the present study investigates how the English Club is managed, what challenges are encountered, and what solutions are implemented within the framework of Planning, Organizing, Actuating, and Controlling (POAC). A descriptive qualitative design was employed, involving interviews with the supervising teacher, observations of club activities, and analysis of program documents. The findings indicate that the English Club operates with enthusiasm but lacks structured planning, formal organizational roles, adequate facilities, and systematic evaluation procedures. Major challenges include overcrowded membership, limited teaching personnel, uneven student motivation, and restricted institutional support. Despite these constraints, the supervisor employs several adaptive strategies such as activity-based learning, peer-assisted facilitation, and attempts to build external partnerships. The study concludes that strengthening managerial components—particularly planning, organizing, and evaluation—is essential for enhancing the sustainability and pedagogical impact of the English Club. These findings provide practical implications for schools seeking to improve extracurricular language programs in resource-limited settings.

Keywords: English Club; Extracurricular Management; POAC; EFL Classroom

INTRODUCTION

English proficiency has increasingly become a central requirement in the twenty-first century, shaped by the pressures of globalization, rapid technological innovation, and the continued expansion of intercultural communication across national

boundaries. In modern educational systems, proficiency in English functions not merely as a subject of study, but as a fundamental competency required for participation in academic discourse, access to global information, and engagement in professional environments.

At the secondary school level, this expectation places schools in a strategic position to develop students' language abilities through both formal classroom instruction and complementary learning experiences outside the classroom. Among these complementary spaces, extracurricular activities—particularly English Clubs—have emerged as an important avenue for meaningful, sustained, and communicative language practice.

English Clubs, by design, serve to provide students with extended exposure to English through interactive, learner-centered, and creativity-oriented activities. The club environment typically emphasizes fluency-building, confidence-building, collaboration, and authentic communication—elements that are often limited by time constraints and curricular mandates in formal classroom instruction. The theoretical foundations for English Club activities are well-established in second language acquisition (SLA) research. The communicative language teaching (CLT) framework asserts that language learning occurs most effectively through meaningful communication and real-life interaction (Richards, 2006). Similarly, task-based language teaching (TBLT) emphasizes tasks that mirror real-

world language use as the means to develop learners' linguistic and pragmatic competence (Ellis, 2017). English Clubs naturally align with both approaches by offering opportunities for interaction, peer collaboration, and language use in authentic or semi-authentic contexts.

Empirical studies further support the pedagogical value of English Clubs. Researchers have noted significant improvements in students' oral fluency, speaking confidence, motivation, and willingness to communicate following regular participation in English Club activities (Malu & Smedley, 2016; Raskova Octaberlina & Ikhwanul Muslimin, 2022). In addition, English Clubs provide a social support system that reduces anxiety and creates a non-threatening environment conducive to language experimentation—a key factor in successful SLA. Thus, from both theoretical and empirical perspectives, English Clubs are expected to function as vibrant learning communities that reinforce formal English instruction.

However, despite this clear theoretical promise, a persistent gap exists between the expected ideal of English Clubs and their actual practice in many school settings, particularly in countries where English is taught as a foreign

language (EFL). Studies on extracurricular language programs have consistently identified various constraints hindering their effectiveness: limited resources and facilities, insufficient institutional support, absence of structured planning, lack of qualified mentors, irregular attendance, and the dominance of ad hoc or improvised activities (Zarazaga-Peláez et al., 2024). These constraints demonstrate that the challenges faced by English Clubs are not merely instructional, but managerial and systemic.

The discrepancy between *expected outcomes* and *actual implementation* is especially evident in the context of madrasah tsanawiyah (MTs) in Indonesia. While many MTs schools acknowledge the importance of extracurricular programs for language enrichment, the management of these programs often remains underdeveloped. Educational management literature underscores that extracurricular activities must be administered through comprehensive planning, organizing, actuating, and controlling (the POAC model) to ensure program sustainability, efficiency, and alignment with institutional goals (Nurhikmah, 2024). Yet, in practical contexts, English Clubs are frequently conducted without written work programs,

structured organizational roles, or systematic evaluation procedures. Instead, program continuity is often dependent on the personal initiative of individual teachers, making the program vulnerable to inconsistency and limited scalability.

This expected–actual gap becomes more apparent when examining the English Club at MTs Darul Ulum, the focus of this study. Although the school has maintained an English Club for several years as part of its extracurricular offerings, its management reveals several constraints that affect the overall quality of the program. Preliminary field data indicate that the club does not have a documented annual or semester plan, nor does it follow a structured curriculum design. Activities are generally planned spontaneously, depending on the availability of the instructor and the immediate needs of the students—particularly in preparing for competitions such as storytelling or speech. Furthermore, the organizational structure is minimal, consisting only of a chairperson, secretary, treasurer, and the supervising teacher, with no specific divisions dedicated to program development, media, or membership management.

The challenges become more pressing given the large number of participants—approximately 60 students—contrasted with the presence of only one supervising English teacher. This imbalance makes it difficult to provide individualized guidance or differentiated instruction. Additionally, the absence of multimedia facilities limits the variety of activities that can be implemented, reducing opportunities for technology-enhanced language learning. Another recurring issue is the uneven level of student motivation: while some students join the English Club out of genuine interest, others participate simply because of peer influence or without intrinsic motivation. These challenges mirror those reported in earlier research, reinforcing the notion that managerial constraints significantly influence English Club performance and outcomes.

Although previous studies have explored English Clubs in various contexts, most focus on learning outcomes such as speaking proficiency, motivation, and learner confidence (Salsabila, 2025). These studies contribute to the understanding of pedagogical benefits but do not sufficiently address the management processes that enable—or hinder—those outcomes. There is a

scarcity of research investigating English Club programs through a managerial or organizational lens, particularly within Islamic secondary schools such as MTs. This limited body of research leaves a gap in understanding how managerial decisions, resource allocation, leadership practices, and institutional support shape the quality and sustainability of English Clubs.

The present study seeks to address this research gap by examining the management of the English Club at MTs Darul Ulum through the POAC framework. Unlike previous studies that primarily assess linguistic outcomes, this research focuses on the managerial processes governing extracurricular activities. The study also integrates contemporary theoretical perspectives—such as distributed leadership (Shen et al., 2020), project-based learning models applicable in extracurricular contexts (Ramli & Kurniawan, 2017), and hybrid learning platforms that extend language exposure beyond meetings (Alghamdi, 2019; Eryilmaz, 2015)—to provide a more comprehensive analysis.

The novelty of this study lies in its managerial orientation and its focus on MTs contexts. By investigating challenges and proposing feasible solutions within

resource-limited settings, this study offers practical implications for educational practitioners and contributes new insights to the academic discourse on extracurricular language programs. More

importantly, the study provides an evidence-based framework for strengthening English Club implementation in schools where formal support structures may be limited.

REVIEW OF RELATED LITERATURES

This section synthesizes current knowledge relevant to the management, pedagogy, and outcomes of English Club extracurricular programs. It (1) summarizes substantive empirical findings, (2) outlines the principal theoretical frameworks that inform investigations of extracurricular language learning, (3) reviews methodological approaches used in prior studies, and (4) critically evaluates strengths and gaps in the literature as they relate to the management-focused inquiry of this study.

2.1. Substantive Findings from Empirical Studies

A consistent finding across investigations is that English Clubs can positively affect learners' communicative competence, confidence, and motivation. Several empirical studies report measurable improvements in oral fluency and willingness to communicate after sustained participation in structured club activities (Malu & Smedley, 2016; Raskova Octaberlina & Ikhwanul

Muslimin, 2022). Field studies in Southeast Asian contexts emphasize that English Clubs offer low-anxiety environments that encourage risk-taking in spoken English and peer-supported corrective feedback, which together accelerate gains in speaking performance.

Complementary research has identified the primary constraints that limit club effectiveness. Typical barriers reported include limited institutional support (funds, facilities), short or irregular meeting times, overreliance on a single teacher/mentor, lack of documented program planning, and inconsistent student motivation (Nguyen, 2024; Zarazaga-Peláez et al., 2024). Case studies from Indonesian school contexts echo these constraints: clubs often operate ad hoc, are teacher-dependent, and lack systematic evaluation tools—conditions that reduce transfer of club gains into measurable curriculum outcomes (Salsabila, 2025).

Practical interventions studied in the literature include activity-based and project-based approaches (e.g., podcast production, drama, debate), distributed leadership (engaging student leaders and committees), digital/hybrid platforms (Discord, WhatsApp, blogs), and short-term partnerships with external language providers. Evaluations of these interventions suggest that project-based tasks increase authenticity and learner investment (Ramli & Kurniawan, 2017), distributed leadership enhances sustainability and ownership (Shen et al., 2020), and digital platforms support continuity and community building outside meeting hours (Alghamdi, 2019; Eryilmaz, 2015). Nevertheless, evidence on long-term scalability—especially in resource-limited schools—is still sparse.

2.2. Theoretical frameworks informing research

Three clusters of theory recur in the literature and provide the conceptual scaffolding for management-oriented studies:

- a. Communicative and task-based frameworks (CLT / TBLT). CLT and TBLT position authentic interaction and task performance as central mechanisms for language learning (Ellis, 2017; Richards, 2006). English Clubs are commonly framed as informal sites for communicative practice that operationalize these approaches through debates, role-plays, and project work.
- b. Educational management and POAC. The POAC model—Planning, Organizing, Actuating/Leading, Controlling—provides a managerial lens that aligns program administration with desired outcomes (Nurhikmah, 2024). This framework reframes club effectiveness as a product of systematic management rather than only pedagogical innovation.
- c. Organizational and sociocultural perspectives. Distributed leadership, Research-Practice Partnerships (RPPs), and socio-constructivist views emphasize community, shared ownership, and contextually grounded practice (Farrell et al., 2021; Shen et al., 2020). These perspectives account for how institutional relationships, stakeholder networks, and social capital influence extracurricular program sustainability.

Integrating these frameworks allows researchers to connect instructional design

(CLT/TBLT) to organizational processes (POAC) and sociocultural enablers (distributed leadership, RPPs)—a synthesis that is central to a management-focused inquiry.

2.3. Methodological approaches and instruments

Methodologically, the literature is dominated by qualitative case studies, mixed-methods program evaluations, and quasi-experimental designs assessing learning outcomes. Common qualitative methods include semi-structured interviews with teachers and students, classroom/club observations, document analysis (program plans, attendance records), and reflective journals. Miles & Huberman's model (1994) is frequently adopted for qualitative data analysis (data reduction, display, conclusion drawing), while quantitative studies often employ pre-/post-tests for speaking fluency, self-report motivation scales, and checklists for classroom practices.

A notable methodological gap is the scarcity of validated instruments specifically designed to evaluate extracurricular language programs from a management perspective. Many studies rely on ad hoc rubrics or single-item measures of “satisfaction” or “perceived improvement.” Few studies combine

systematic process indicators (e.g., presence of written program, leadership structure, frequency of meetings) with robust outcome measures (e.g., standardized speaking assessments, longitudinal tracking).

2.4. Critical Evaluation: Strengths, Limitations, and Gaps

Strengths in the literature.

- Strong convergence that English Clubs have pedagogical value for communicative gains and affective outcomes.
- Emerging intervention studies that test practical strategies (projects, digital platforms, guest speakers) offer actionable models for practitioners.
- Theoretical pluralism: studies increasingly combine SLA theory with organizational frameworks, which enriches interpretation.

Limitations and gaps.

- Management lens underdeveloped: Few studies systematically analyze POAC components and link them to measurable outcomes; most focus on learner-level outcomes without detailed process data.
- Measurement weaknesses: There is a lack of validated, multi-dimensional instruments to assess

extracurricular program quality (administration, pedagogy, student engagement, sustainability).

- Contextual scarcity: Research on English Clubs in Islamic secondary school settings (MTs) is limited, leaving questions about cultural, institutional, and resource-related contingencies.
- Longitudinal and scalability evidence: Limited longitudinal research exists to demonstrate sustained impact or the scalability of interventions across resource-poor schools.

2.5. How the reviewed literature informs the present study

The literature review highlights that enhancing English Club effectiveness requires both pedagogical design (CLT/TBLT-based activities) and robust managerial systems (POAC). Empirical evidence points to several high-potential strategies—project-based tasks, distributed leadership, hybrid digital platforms, and low-cost external

partnerships—but also points to contextual constraints that may limit implementation. Methodologically, the review suggests the need for mixed-data collection that documents management processes (program documents, leadership structures, schedules) alongside learner outcomes (speaking performance, motivation) and employs rigorous qualitative analysis techniques.

Research contribution. This study aims to fill several identified gaps by (1) applying the POAC framework systematically to an MTs English Club, (2) documenting managerial processes with triangulated qualitative data (interviews, observations, documents), and (3) proposing context-sensitive, evidence-based solutions that consider resource limitations typical of MTs. Methodologically, the research will contribute by modeling a process-outcome linkage approach—combining managerial indicators with pedagogical observations—that can be replicated in similar contexts.

METHODS

This study employed a descriptive qualitative approach aimed at obtaining an in-depth understanding of how the English

Club extracurricular program is managed at MTs Darul Ulum. Qualitative inquiry was chosen because it allows the

researcher to explore naturally occurring phenomena and interpret the meanings constructed by individuals involved in the program. As Creswell (2018) emphasizes, qualitative research seeks to understand social issues from the perspective of participants within their real-life contexts, making it appropriate for examining planning, implementation, evaluation, and managerial challenges of the English Club. The research was conducted during the PLP 2 program in the 2025/2026 academic year, covering the preparation, data collection, and analysis phases. The identities of all respondents—particularly the supervising teacher and student participants—were kept confidential to maintain research ethics and protect personal information.

The respondents in this study consisted of the English Club supervisor, who also serves as the English teacher, and several members of the English Club who provided contextual information through observation-based interactions. The teacher served as the primary informant due to her involvement in planning, organizing, facilitating, and evaluating English Club activities. Meanwhile, the English Club members became supporting informants whose

behaviors, engagement, and interactions were observed to understand the practical execution of the program. The object of the study was the management of the English Club, encompassing planning mechanisms, implementation processes, evaluation practices, challenges encountered, and solutions adopted by the institution.

Data were collected through interviews, observations, and documentation analysis. Semi-structured interviews were conducted with the supervising teacher to obtain detailed information regarding managerial procedures, constraints, and expectations. The interview guide included questions related to program objectives, planning stages, coordination mechanisms, meeting routines, learning activities, and evaluation techniques. Observations were carried out by attending English Club sessions to examine instructional practices, student participation, available facilities, and the extent to which planned activities aligned with actual implementation. Documentation—such as activity schedules, work programs, meeting notes, and photographs—was reviewed to support and triangulate the interview and observation findings. These

instruments, particularly the interview protocol and observation sheet, functioned as structured guides while the researcher remained the primary instrument responsible for interpreting data.

The data analysis followed the interactive model proposed by Miles and Huberman (1994). The process began with data reduction, in which raw field data were selected, categorized, and simplified according to the focus of the study. This was followed by data display, where information was organized into descriptive narratives to facilitate interpretation and comparison across data sources. The final stage involved drawing conclusions, synthesizing the analyzed data into coherent findings regarding the management quality, challenges, and improvement opportunities within the

English Club. To ensure the trustworthiness of the findings, triangulation of sources and methods was applied by comparing results from interviews, observations, and document analysis. This process strengthened the validity of interpretations and minimized potential researcher bias.

Overall, this methodological design allows the study to provide a comprehensive, credible, and contextually grounded account of English Club management at MTs Darul Ulum. The qualitative narrative approach not only captures managerial processes holistically but also offers insights that are meaningful for schools seeking to enhance the sustainability and effectiveness of extracurricular language programs.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study on the management of the English Club at MTs Darul Ulum, organized according to the research questions and grounded in the POAC (Planning, Organizing, Actuating, and Controlling) management framework. The data were obtained from in-depth interviews, observations, and

documentation, and are interpreted in relation to relevant theoretical and empirical literature. The section integrates descriptive findings with analytical discussion to provide a comprehensive understanding of the managerial strengths, challenges, and adaptive strategies implemented within the English Club.

4.1 Finding 1: Management Practices of the English Club at MTs Darul Ulum

(Research Question 1: How is the English Club managed at MTs Darul Ulum?)

The first research question concerns the overall management practices of the English Club. The analysis shows that although the English Club has functioned for approximately four years and attracts a large number of students, its management remains informal, heavily supervisor-dependent, and insufficiently aligned with standard management principles. The analysis of management practices is presented according to the POAC framework.

4.1.1 Planning: Absence of Systematic and Documented Program Design

The planning process of the English Club is characterized by spontaneity and flexibility rather than systematic preparation. The supervisor confirmed that activities were planned “as needed,” with no written program, syllabus, or structured learning objectives. This planning approach reflects three main characteristics:

(1) Lack of formal documentation.

There are no documents specifying the vision, mission, goals, or annual work plan of the English Club. Activities vary depending on

immediate needs, particularly competition preparation.

(2) Narrow prioritization of objectives.

The primary target identified by the supervisor is training students for English competitions such as storytelling and speech. Broader educational goals—such as enhancing communicative competence for all members—are not explicitly articulated.

(3) Inadequate consideration of group diversity.

With around sixty members and only one supervisor, the planning does not account for differences in students’ proficiency levels, learning needs, or available time.

Discussion: Planning

This approach contrasts with Nurhikmah’s (2024) assertion that extracurricular management should involve explicit planning, including learning goals, activity sequences, and evaluation indicators. The lack of structured planning results in inconsistency and limits the continuity of learning. Similarly, Ellis (2017) emphasizes that language-learning environments require intentional task design to ensure meaningful interaction, a principle not reflected in the current

planning model. Although the flexibility aligns with the informal nature of community-based clubs described by Malu and Smedley (2016), an extracurricular club within a formal school ideally requires clearer institutional planning.

4.1.2 Organizing: Minimalist Structure and Limited Distribution of Roles

Organizational functions within the English Club are minimal. The club consists of only a supervisor, a chairperson, a secretary, and a treasurer, with no specialized divisions for events, curriculum, documentation, or media. Key organizational issues include:

(1) Disproportionate membership-to-staff ratio.

Sixty members are supervised by only one teacher, making role delegation necessary but absent.

(2) Absence of additional mentors.

Attempts to involve external trainers from UIN Walisongo and Kampung Inggris failed due to limited funding and scheduling issues.

(3) Concentration of responsibilities.

The supervisor handles most administrative, instructional, and managerial duties, limiting innovation.

Discussion: Organizing

The minimalist structure contradicts best practices in extracurricular program management, which emphasize shared responsibilities and student leadership (Zarazaga-Peláez et al., 2024). The absence of distributed leadership undermines sustainability. Shen et al. (2020) highlight that shared leadership improves student engagement and program effectiveness, suggesting that the current model restricts both.

4.1.3 Actuating: Varied Activities but Limited by Time and Overcrowding

Activities are implemented once a week for one hour. They include speech practice, simple debates, reading aloud, games, and storytelling rehearsals. However, implementation is limited by structural issues:

(1) Activity-based learning is applied, but without supporting materials or clear task sequences.

(2) One hour per week is insufficient for comprehensive practice of productive skills.

(3) Overcrowding reduces learning opportunities, especially for speaking.

(4) Student motivation heavily depends on the supervisor's charisma.

Discussion: Actuating

The reliance on oral activities aligns with Task-Based Language Teaching (TBLT) principles (Richards, 2006), but the lack of systematic planning limits their effectiveness. The overcrowded environment mirrors findings by Eryilmaz (2015), who noted that large informal learning groups face significant engagement challenges. The supervisor's motivational role aligns with the affective dimension of language learning highlighted by Dörnyei (2021), yet should not be the sole determinant of program success.

4.1.4 Controlling: Informal and Selective Evaluation Practices

Evaluation of students is mostly informal, focusing on speaking abilities, and is selective due to time and capacity constraints. No rubrics or structured assessment tools are used, and sometimes school grades are referenced.

Discussion: Controlling

The controlling function diverges from POAC principles that require systematic monitoring and documentation (Nurhikmah, 2024). While informal assessment aligns with the communicative nature of clubs (Malu & Smedley, 2016), the absence of structured monitoring limits opportunities for improvement.

Summary of Finding 1

The management of the English Club demonstrates enthusiasm and dedication but lacks coherence, systematic planning, and structural support. The imbalance across POAC components reflects a significant discrepancy between ideal extracurricular management and actual practice, affecting the club's ability to achieve its objectives.

4.2 Finding 2: Challenges in Managing the English Club

(Research Question 2: What challenges are encountered in managing the English Club?)

Five main challenges emerged: (1) large membership size, (2) limited teaching personnel, (3) insufficient facilities, (4) uneven student motivation, and (5) financial constraints.

4.2.1 Overcrowded Membership

With sixty members and only one supervisor, instructional quality is compromised. Students receive limited opportunities for participation, feedback, and individualized support.

4.2.2 Lack of Additional Mentors

Attempts to involve external institutions were unsuccessful. The supervisor assumes all responsibilities, leading to instructional fatigue and restricted program expansion.

4.2.3 Insufficient Facilities

The club lacks multimedia equipment, learning materials, and dedicated space. This limits multimodal learning and reduces engagement.

4.2.4 Uneven Student Motivation

While some students are highly motivated, others participate due to peer influence. Low-motivation students reduce overall engagement and often avoid active participation.

4.2.5 Financial Limitations

Budget constraints prevent external partnerships, guest speakers, or resource procurement.

Discussion: Challenges

These challenges align with research indicating that extracurricular programs in developing contexts often struggle with resource and organizational constraints (Raskova Octaberlina & Ikhwanul Muslimin, 2022). The overcrowding and lack of facilities mirror conditions identified in Eryilmaz's (2015) study on barriers to non-formal learning engagement. The findings also highlight systemic issues rather than isolated managerial weaknesses.

4.3 Finding 3: Solutions Implemented to Enhance the English Club

(Research Question 3: What solutions are implemented to address these challenges?)

Despite constraints, the supervisor implemented several adaptive strategies.

4.3.1 Seeking Partnerships and Additional Mentors

Attempts were made to involve university students and language centers. Although these did not materialize, they reflect proactive managerial effort.

4.3.2 Optimizing Low-Cost, Activity-Based Learning

Speech practice, debates, storytelling, and games are used as practical, resource-efficient methods.

4.3.3 Involving Senior Students as Support Facilitators

Senior students assist with group organization, attendance, and activity facilitation, functioning as informal peer tutors.

4.3.4 Using Motivational Teaching Approaches

The supervisor employs humor, interactive games, and personal encouragement to build engagement.

4.3.5 Advocating for Administrative Support

The supervisor has communicated the need for multimedia equipment to the administration.

Discussion: Solutions

These strategies reflect effective micro-level responses but remain limited by systemic constraints. They align with:

- TBLT for low-resource environments (Richards, 2006)
- Peer-assisted learning theory (Lantolf et al., 2014)
- Teacher motivation frameworks (Dörnyei & Ushioda, 2021)
- Research-Practice Partnership principles (Farrell et al., 2021)

However, without institutional support, their long-term impact remains limited.

4.4 Integrated Discussion

The integrated discussion reveals systemic imbalances:

- **Planning and organizing** are the weakest areas.
- **Actuating** shows strong teacher effort but is undermined by structural obstacles.
- **Controlling** lacks formal mechanisms.

The findings contribute new insights into:

1. The managerial realities of English Clubs at the MTs level—an under-explored context.
2. The complex interplay between resource constraints and extracurricular implementation.
3. The applicability of the POAC framework in analyzing extracurricular language-learning programs.

The findings underscore the need for:

- institutional funding,
- structured planning documents,
- expanded student leadership roles,
- systematic evaluation tools,
- hybrid learning formats using digital platforms.

The overall discrepancy between expected and actual managerial practices explains the limited optimization of the English Club.

CONCLUSIONS

The present study demonstrates that the management of the English Club at MTs Darul Ulum reflects both its potential and its limitations as an extracurricular language-learning space. Although the program fosters valuable opportunities for students to practice English in an engaging environment, its effectiveness is

constrained by the absence of structured planning, limited organizational support, and inadequate resources. These findings reinforce existing literature emphasizing that the success of extracurricular language programs depends not solely on student enthusiasm or teacher initiative, but on the presence of coherent managerial systems,

sustained institutional backing, and equitable learning conditions.

Importantly, the study contributes to the growing body of research on English Club management at the lower secondary level—an area that remains understudied—by providing empirical evidence of how managerial gaps manifest in real school settings, particularly within resource-limited contexts. The challenges identified, including overcrowded membership, insufficient facilities, uneven motivation, and limited external collaboration, illustrate structural conditions that many schools similarly experience. Hence, the implications of this study extend beyond a single institution; they underscore the need for schools to adopt more systematic approaches to extracurricular governance, strengthen teacher and student leadership

roles, and build partnerships that expand learning opportunities.

Overall, the findings affirm that improving the planning, organization, implementation, and evaluation of English Clubs is essential for enhancing their pedagogical impact. A more structured managerial framework—supported by adequate facilities, strategic collaboration, and inclusive evaluation practices—can transform the English Club into a more sustainable, equitable, and educationally meaningful program. By situating these insights within existing theoretical perspectives and previous empirical findings, the study provides a relevant foundation for schools, practitioners, and future researchers seeking to optimize extracurricular English programs in comparable contexts.

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APPENDIX

Appendix 1. Interview Guide

A. Aspek Umum dan Latar Belakang

1. Sejak kapan kegiatan English Club diselenggarakan di MTs Darul Ulum?
2. Apa tujuan utama pembentukan English Club di sekolah ini?
3. Bagaimana struktur organisasi English Club di sini? Siapa saja yang terlibat?

B. Aspek Perencanaan

1. Bagaimana proses perencanaan kegiatan English Club dilakukan setiap semester atau tahun ajaran?
2. Apa saja program utama yang biasanya dirancang?
3. Apakah ada kolaborasi dengan pihak luar (kampus, lembaga bahasa, alumni)?

C. Aspek Pelaksanaan

1. Bagaimana jadwal dan frekuensi kegiatan English Club dilaksanakan?
2. Kegiatan apa saja yang paling diminati oleh siswa?
3. Apa metode atau pendekatan yang digunakan dalam pembinaan (misalnya role-play, debate, games, speech practice)?
4. Bagaimana cara menjaga semangat dan partisipasi siswa agar tetap aktif mengikuti kegiatan?

D. Aspek Evaluasi

1. Bagaimana cara Anda mengevaluasi keberhasilan kegiatan English Club?
2. Adakah indikator khusus untuk menilai peningkatan kemampuan berbahasa siswa?
3. Sejauh mana hasil kegiatan English Club berkontribusi terhadap pembelajaran formal bahasa Inggris?

E. Tantangan dan Solusi

1. Apa saja kendala atau tantangan yang sering dihadapi dalam pengelolaan English Club?
2. Bagaimana cara Anda mengatasi kendala tersebut?
3. Dukungan apa yang diharapkan dari pihak sekolah agar kegiatan dapat berjalan lebih baik?
4. Apa rencana pengembangan English Club ke depan agar lebih menarik dan efektif?