

Enhancing speaking strategies for improving students' performance: A best practice at an Islamic English club

Nur Hayati¹, Taranindya Zulhi Amalia²

^{1,2} English Education Department, Institut Agama Islam Negeri Kudus, Indonesia

Contact: Nur Hayati

✉ hayatinurtbia@gmail.com

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ABSTRACT

A fundamental outcome of language learning is speaking. Nevertheless, it is regarded as the most challenging skill to master in EFL for students. It was found that the students of the Islamic English Club experienced some factors that affected their speaking performance, namely fear of making mistakes, lack of confidence, social anxiety, communication apprehension, as well as error-linguistic factors. The present study attempts to explore excellent practices as strategies to improve students' speaking performances at an Islamic English club. The qualitative-descriptive approach was used in this study. The data were collected through interviews and observations. The collected data were analyzed qualitatively to find out strategies to enhance their speaking performance. The results revealed that there are several strategies used by the Islamic English club to improve students' speaking performance, which could be seen in terms of religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. In conclusion, it can be affirmed that those strategies could help students increase their English-speaking performance confidently.

KEYWORDS:

Speaking;
Performance;
Strategies;
Islamic;
English club

INTRODUCTION

Speaking is an essential English skill since it allows to interact orally with others. Speaking is actual conversation between two, three, or more people, with each individual as both a speaker and a listener (Sari et al, 2020). Learners should be taught speaking skills, a sort of human activity that uses physical, psychological, neurological, semantic, and linguistic processes to communicate and convey thoughts, ideas, and feelings in daily life (Asih & Wikanengsih, 2022). Similarly, Rahmawaty & Suwarjo (2016) define speaking as a productive skill of language; it requires the ability to communicate ideas, emotions of feelings so that others can understand what is going through in the speaker's head. They describe speaking is the act of

expressing ideas or a spoken message using sound symbols to enable active communication between speaker and listener. It is clear from the explanation above that it is necessary for students to develop their speaking skills in order to be able to communicate verbally with others and express their feelings, ideas, and thoughts. One way that can be taken of practicing speaking skills is through speaking performance. Students' speaking performances are part of a learning process that seems like speaking practice. Students' speaking performances demonstrate the work they put into learning to talk (Silitonga et al, 2020). In this regard, students at school need a place to communicate their opinions, knowledge, and ideas as a form of the implementation of speaking skills through a performance, one of which is to join English club.

English club is an additional program in a form of extracurricular provided by the school to facilitate students to improve students' language skills. Students had the opportunity to communicate more freely with their peers through English club. By joining English club, the students could share knowledge, information, or ideas (Yerona et al, 2021). English club is an alternate strategy for assisting students in honing their speaking abilities. Additionally, the English club facilitates students' development of their English-speaking skills, particularly (Astari & Hadi, 2022). Connectedly, in this research object, the purpose of forming this English club is to encourage students' interest in and passion for English, to cultivate their mindset toward speaking English, and to get them ready for competition. Because it was founded under the aegis of an Islamic institution, this English club is also known as the Islamic English Club. Along with this, the learning process also represented Islamic values in both behavior and the learning's subject matter. The adoption of Islamic behavior as exemplified by the Prophet Muhammad, such as maintaining cleanliness and polite etiquette, could be seen from greeting, starting lesson by reciting Basmallah, and closing lessons with Alhamdulillah. Additionally, the aforementioned explanation – which combines English with Islamic values such as the application of Quran and Hadist – could be considered as an example of Islamic ideals in the learning process. These features set in apart from English club in general.

A fundamental outcome of language learning is speaking. Nevertheless, it is regarded as the most challenging skill to master especially for EFL students (Kusrini & Amalia, 2021). Speaking creates an abundance of tension on students who worry over performing in front of others because they believe that proficiency in a foreign language is determined by how well they can speak it (Diaab, 2016). Based on the observation conducted by the researcher, it was found that the students of the Islamic English club experienced some factors that affected their speaking performance. Observational data showed that the dominant factor caused their problems in speaking performance was fear. In connection, the data obtained from interviews revealed that students of Islamic English club experienced fear when they were performing their speaking in front of their peers, including fear of making mistakes, fear of being laughed, fear of getting bad score and negative evaluation, and fear of having communication (communication apprehension). They also stated that their English skills especially in speaking was still low. They had lack of vocabulary, lack of pronunciation, and lack of grammar. Their fear and limitation in English-speaking skills affected to their confidence. As a result, they were insecure with their English ability and made them having low self-esteem. Those factors built their nervousness. Moreover, their nervousness would getting worse since they experienced sweating, difficulty breathing, trembling, and heart palpitations. A number of factors mentioned above made them refrain speaking performance and they even rejected when tutor pointed them to perform. Those factors contributed to their speaking performance, where their speaking performance was becoming less. It is supported by the research

conducted by Diaab (2016) found a significant amount of students seem to be both terrified of and ashamed by their mistakes, having a fear of receiving negative feedback or correction from their teacher. Additionally, over half of the students worry about how other people would perceive their oral performance. Diaab revealed that although students have acquired linguistic expertise, this component nevertheless presented a speaking problem for them. All of the students acknowledged that vocabulary is one of the biggest challenges they encounter when speaking English since they frequently exceed the point where they are unable to express themselves clearly and must look for a synonym in order to continue the communication. Based on the explanation above, strategies are needed to overcome their speaking problems and enhance their speaking skills.

Strategy is a plan created to accomplish a specific goal (Oxford, 2008). The word "strategy" is derived from the ancient Greek word "strategia", which described the methods or tactics used to overcome an adversary. This phrase is also used in the educational field, albeit the enemy is lack of knowledge on the part of the students especially here is students' lack of speaking skills. An important factor in enhancing students' abilities in oral communication is the significance of learning speaking strategies. The self-directed involvement required for the development of communicative capacity is facilitated by strategies, which strategies can aid the internalization, storage, retrieval, and utilization of the new language. Therefore, speaking strategies are acts and/or steps that students implement to effectively achieve a verbal communicative task (Larenas, 2011). In conclusion, speaking strategies are act ways arranged to conduct to speaking achievement as solutions to solve students' speaking problems.

Prior studies have examined the strategies to address students' speaking difficulties. Following that, Rezeki et al (2022) have conducted a research on teacher's strategies in overcoming students' speaking problems at one of senior high school in Selayar. Based on the results of their research, the teacher uses a range of strategies to help students overcome their speaking problems. One such strategy is role play, which allows students to formulate their own ideas on the given material. Engaging in discussions can help students become more proficient in English. Games can also help students understand the material better and broaden their vocabulary in the language. The role-playing strategy is the one that is most frequently employed. The way that students responded to the teaching strategies for getting beyond their problems can be categorized as a positive approach to help them get past their speaking difficulties.

Because most of the students in Islamic English club were still experiencing problems in speaking performance, it is necessary to be conducted research to find appropriate strategies to lessen their problems of speaking performance so that their speaking skill could increase. Speaking strategies become important to enhance students' speaking abilities so that they can be self-sufficient. Therefore, this research attempts to explore excellent practices as strategies for enhancing students' speaking performance at an Islamic English club. Additionally, students of Islamic English club are expected to gain confidence in speaking English as a result, which positively impacts both their speaking performance and learning process.

METHOD

The qualitative-descriptive approach was used in this research. The purpose of using qualitative method in this research was to find out the answers to a question systematically

through scientific procedure. In this case, the question was related to the speaking strategies for improving students' performance of Islamic English club. The kind of this research was field research, which means that the research' data was gathered in the field directly. The researcher conducted this research at one of an Islamic English club in Kudus, Central Java. This Islamic English club was chosen because the students who joined this English club experienced some factors that affected their speaking performance. Therefore, it was important to conduct a research to find the strategies that could help them to overcome their speaking problem so that it could enhance their speaking performance.

The participants of this research were tutor and students who joined in the English club in tenth and eleventh grade. Tenth and eleventh grade students were chosen by the researcher for time efficiency because the twelfth grade students were getting ready for final examination. In other word, the purposive sampling was used in this research for choosing the sample. The researcher collected the data by doing observations and conducting interviews with research subjects. Observation is done to look at the physical condition of the Islamic English club, the material used by the tutor to the taught, the learning situation and the teaching and learning activities, as well as the speaking performance by the students. Interviews were used as a technique for data collection to determine the issues that require further investigation. Semi-structured interview was used in this research for getting deeply and open information. Data from interview was used for identifying the strategies to enhance students' English-speaking performance.

Research data validity used in this research was persistence improvement of the researcher. The researcher read book references and documentation associated with the results. By doing this, it could help the researcher to broad the insight and could be used for examining the data obtained to be believed or not. Additionally, triangulation also used by the researcher, including source triangulation and technique triangulation. Regarding source triangulation, it was used several sources to test data credibility, such as observations, interviews, and documentation data from different participants. The participants were tutor and students in Islamic English club in tenth and eleventh grade. Technique triangulation is used to test data credibility in variety of data collection technique, including observation and interview.

The researcher used data collection, data reduction, data display, and conclusion drawing for analyzing the data. The following are the explanation for each technique. Early on, the researcher explored the social situation of the research object generally, recorded all that could be seen and heard. By performing observations and interviews, the researcher gathered the data. As part of the data reduction process, the researcher selected, arranged, and simplified the data to make it easier while gathering data regarding the strategies to enhance students' English-speaking performance. The next technique used by the researcher for analyzing the data after data reduction was displayed the data. In this research, the data were displayed in the form of description or narration. Conclusion drawing was the last step used by the researcher in analyzing the data. This research' conclusion would provide an answer to the research question and could be supported by the data collected throughout the field research.

RESULT

According to the data obtained by observations, most of the Islamic English club students experienced some problems when they performed speaking in front of other students. More

than half students were unwilling to perform speaking in front of class. Tutor stated that most of the students rejected when they were asked to perform speaking directly. It is supported by the interview results, the students revealed some factors contributed to their low-speaking performance, namely fear and low self-esteem. Their lack of English skills built their fear and made them having low self-esteem. As a result, they were unconfident if they had to perform their speaking in front of many people especially their peers in Islamic English club. Consequently, they experienced a numerous speaking problems including linguistic error, communication apprehension, as well as speaking anxiety.

Based on the consideration above, it is truly necessary to find out practices as the strategies to enhance students' speaking performance at Islamic English club in hope it could help the students to solve their speaking problems. After finalizing this research, the researcher obtained a various strategies. A large number of the students who were interviewed used the same strategies to deal with their speaking problems, which included doing a lot of exercise to calm themselves down. Pair or individual practice were also viable options for the activity. Self-practice was frequently employed to increase students' self-assurance. In connection, tutor stated that to overcome fear, students must confront it and not run from it. A step that could they use to begin their resistance to fear is by practicing their speaking frequently.

Some students also disclosed that they recited *Basmallah* as an act of prayer to Allah before performing. An extended time it might enable them to get over their fear of speaking in front of the class, but once they did, the fear returned. They also mentioned that they would recite *Istighfar* to regain focus when they started to lose it. They also felt more at ease as a result. Some of the interviewees, the researcher discovered, prayed specifically to reduce their anxiousness. The first interviewee claimed that she also read the *Sholawat* and dzikr.

Regarding students' problems related to their fear of English, tutor revealed that this could happen because they were less exposed to English content. They were less touched by English. Therefore, students had able to familiarize themselves with English. One way that could be done as a strategy is to watch films or movies with English subtitles. This could get them used to listening to English so that English did not feel foreign to their ears. Dealing with that, tutor tried to provide students English content which could be seen from the learning material implemented in learning activities for making students get used to English as well as taught them to think analytically and critically. Tutor provided materials that could make the students analyze and criticize the issue through the learning activities. As Islamic English club, some activities are also correlated with Islamic values, namely discussed about Islamic Values in Family Issues through a video content. They had to analyze why we should respect to parents based on Islamic perspective. Another critical topic was regarding Benefits of the Recitation of the Chapters of the Holy Qur'an. In this topic they had to analyze a verse in Qur'an and connected it with their personal experience. Some fun learning activities which in theme of survival story that has a purpose to build students' critical and analytical thinking skills were mentioned below.

Table 1 Survival Story: Fun Learning Activities to Enhance Students' Critical and Analytical Thinking

Survival Story
<p>1. There are ten people with 10 strength and weakness including their profile of age and work. If our earth is already destroyed and we have to move to another planet, students have to think and take five of those people that is really beneficial to continue the human's civilization.</p>

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2. You are stuck on an island. You only have three things.
-
- a. How will you save your life?
-
- b. If there was a rainstorm, which would you prefer to use?
-
- c. How long can a human body last without drinking?
-
- d. If only we supposed that there was no food, what insects could we eat?
-

They needed to prepare as a strategy to make them feel less uncomfortable when giving speaking performance. They produced a speech plan, which included brief notes and the points they would cover in their speaking performance, as preparation. Before speaking in front of the class, they also performed their speeches by engaging in individual practice with their peers or talking to themselves at home. When they lost their memory during their performance, having an outline made it easier for them to retrieve the material. Hence, the tutor made a strategy to encourage students who were inexperienced to public speaking by having them perform in front of the class. It would aid students in developing greater self-assurance and overcoming nervousness.

Students also required a strategy to help them relax when anxious gripped them during performance. They engaged in relaxation strategies including deep breathing to help them relax. Deep breathing could assist students in recovering their focus after going blank due to forgetting the planned remark that was brought on by a fear of catching attention from others. In addition, students also mentioned that quiet class environment when they were doing speaking performance affected to their fear and nervousness. As explained above, being point of attention built their fear. Consequently, they experienced anxious. It could be seen from a number of indicators, namely hard breathing, trembling, and sweating. Thus, it is necessary to find strategies regarding the environment. Tutor did an approach to the students by giving them motivation. The way tutor gave motivation to the students was not in a straight and to the point such as “you have to be diligent, you have to learn grammar everyday”. Direct opposite, tutor was more likely to convey motivation in a way such as storytelling about the tutor’s experience toward the end of the class to support them in order to become part of the competition. Implicitly, tutor assured them that it was okay to make mistakes while learning to speak English. In addition, tutor also provided them with materials and fun, memorable, and meaningful learning activities in purpose build confidence that English in their memory is not a monster. Thus, they were excited and had motivation to join competition to develop speaking skills and in the spirit of practice.

DISCUSSION

Finding strategies to enhance students’ speaking performance is essential for improving their speaking abilities. This research identified a number of strategies that could be applied to help students overcome their speaking problems. Those strategies – which explained above – can be categorized as religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. The followings are the explanation for each strategies.

Religious Strategy

The use of religious strategy to treat students’ speaking problems in speaking performance was associated to religious approach. Students admitted that they recited *Basmallah* prior to speaking in order to lessen their nervous. They claimed that it helped them to calm down and control their emotions. They recited *Dzikir* including *Istighfar* (*Astaghfirullahal'adzim*) to help

them regain focus when they were anxious in the middle of their speaking performance. They prayed to Allah and requested His assistance. A study by Khoziyah & Nurjannah (2022) found that pleading with Allah (*dzikrullah*) continuously produced psychological conditions that inspire God's Most Merciful, lends weight to this assertion. Our behavior was influenced by the knowledge that Allah is with us at all times. With a word of peace, *dzikrullah* would be calm and serene. In other words, religious strategy could help students to get calmness and their focus back. Consequently, it could help them to reduce their nervous in performing their speaking.

Memory Strategy

The second strategy had to do with memory. Reviewing a speech outline could be involved. Before speaking, many indicated that reading and going over their notes would assist students to calm their nerves. In order to understand the material they would deliver and be able to recall the key points of it, they read the substance of the speech plan while they waited to take the stage. They may better comprehend what they would say by frequently reading and going over the prepared notes. Therefore, it could be beneficial for them to lessen blank mind. It is supported by the research carried out by Widhayanti (2018) which is explained some students stated that they would continue and read prepared notes just before stepping on stage in order to get over their speaking anxiety. While they waited for their turn to perform their speaking, they reviewed the material or the outline. A number of ways they did regarding this strategies, namely re-reading the outline, trying to remember the outline, and understanding the topic that is about to be delivered.

Cognitive Strategy

Practicing, critical thinking, and analytical thinking are some ideas that fall under the strategy of cognitive. Cognitive strategies include strategies used to teach human brain to acquire, retain, remember, and/or comprehend a certain topic (Milanrianto et. al, 2023). Since practice has aim to recall and critical and analytical thinking has purpose to learn more. It is confirmed that these strategies fall within the category of cognitive strategies. The students displayed their use of practice in a real setting and practiced their prepared outline with noises. Outside of class, they trained with close friends or even their parents at home. Without a companion, they would practice it by themselves while pretending as if they were performing in front of class and being observed by numerous peers. Even if it would feel different when several people were looking at their speaking performance directly, at least they could become familiar with how each word would be pronounced.

By practicing many times before performing, they could also learn how to pronounce each words in their outlines. In other words, it would help them in linguistic factor especially pronunciation. In the research conducted by Widhayanti (2018) also found that students demonstrated how to use the practicing strategy is by using noise and practicing in a natural environment. Some students clarified that they would practice in front of the mirror beforehand and they would record their rehearsals. They clarified throughout the interview that they would secretly rehearse as they awaited their turn to go on stage. Hence, the current research found additional strategy adopted by the tutor. The tutor offered an extreme strategy for getting students used to performing in order to overcome their nerve and fear of public speaking. In other words, they had to face their fear. The tutor advised confronting fear head-on rather than avoiding it. Consequently, they would become accustomed to looking into eyes. They would learn to control their anxious by becoming accustomed to it. Similarly, Milanrianto et al (2023) revealed the same results related to practice as a strategy which they called it as

rehearsal strategy. They stated that prior to the speaking performance, the students used rehearsal strategy in which they use the time to read the speaking materials' prepared text several times. The goal was to pursue a fluent speaking style without experiencing nervousness. In addition, practicing speaking with friends which they called as cooperation strategy was also done by the students ahead of time, usually just before the speaking performance. Students became accustomed to performing in front of audiences thanks to this practice session, which helps them manage their anxious inadvertently.

In connection with students' problems regarding their fear of English, students familiarized themselves with English, the way they did was by watching films or movies with English subtitles. It could get them used to listening to English so that English did not feel foreign to their ears. In this way, they could also increase their vocabulary because they would get new vocabularies from the films or movies they watched. Hence, they also could learn how to pronounce words correctly through the conversations in the movies. By having good pronunciation, it could help them increasing their confident. It is supported by Afiqah et. al (2021), they stated that this way was related to behavior strategies, it was found that social media usage today has aided in people's vocabulary growth and increased understanding of linguistic structure. As an illustration, people today enjoy watching English language videos on YouTube. Students could examine the native' speaking patterns and social interactions. Students' proficiency with the language is influenced by their exposure to English songs and films. Three out of eight respondents in their research made it clear that this exposure had a positive effect on their vocabulary and their level of confidence.

In accordance, critical and analytical thinking also could be used to help students increasing their speaking performance. It is also done as the additional strategy conducted by the tutor. To make a fun learning, tutor provided fun activities that could support students build their positive thought. Not only fun, the learning activities also built students to learn how to think critically and analytically. Regarding students' lack of vocabulary, tutor provided students with English text so that after reading the text, they would have new vocabularies. They would be able to determine the meaning of the vocabulary once they had examined the text. They then retold it in front of the class to practice their new vocabularies. Thus, they could expressed what they wanted to speak because they have had the vocabularies yet.

Metacognitive Strategy

Metacognitive strategy included planning, organizing, and evaluating. Before giving speaking performance, students were found to have written an organizing speech, summary outline, and brief note. Interviewee students revealed that it would be more difficult for them to perform impromptu speaking without any preparation. Thus, they needed some days before performing speaking. Writing note and making an outline could aid the students in organizing the information for their upcoming speech. They may have a general idea of the points they would make in their speaking performance by employing this strategy. They might refer to their notes when they went blank. They admitted that it helped them feel less anxious. Similar results with the research conducted by Sari (2016), it was found that some students admitted that they feel less nervous speaking English in class if they have a small note with them. They accomplish it by writing the indicating what should be talked on paper or with their hands. They will then quietly read their small note. Before performing the thoughts in the classroom, they also go over it again and make sure they remember it. However, it is not permitted for students of Islamic English club in this research to continuously peruse notes during their speaking performance. A study carried out by Widhayanti (2018) discovered that before

beginning a speaking assignment, it has been seen that students create an outline, a brief note, a speech organizing, and a speech summary. Also, it was stated that students had been preparing the supplies a few days prior.

Due of the students' fear about receiving negative evaluation, the tutor used a wide evaluation strategy, known as public correction. Giving general feedback would make the students feel less afraid. When students were performing, the tutor noted their errors. Following completion of all corrections, the tutor offered general feedback. Instead of telling the students they were wrong, the tutor provided broad feedback by asking questions and encouraging them to consider which pronunciation was more accurate. The tutor did not clarify the more accurate pronunciation or how to say it until after that. This strategy could be more effective to lessen their afraid of making mistakes because their mistakes are explained explicitly (indirect).

Affective Strategy

A further strategy had an affective component. This strategy took into account things including motivating oneself and assessing emotions. Interviewee students revealed that they were lack of motivation in learning English especially speaking skills. Thus, it is necessary to find out motivation so that they would be willing to perform speaking without feeling stressed. Here, the role of the tutor is needed in fostering students' motivation. The same was also stated by Afiqah et. al (2021), a competent educator is one who show concern and encouragement for the educational process of their students. Students will always require assistance from their teachers, and when teachers show compassion and concern for them, it will be undoubtedly boost their motivation to study and lower their anxious. In this research, the way tutor gave motivation to the students is by doing storytelling and providing fun learning activities as mentioned in advance.

When students' anxiety struck in the middle of their performance, they were also practicing relaxation techniques to calm their emotions. Students displayed a range of relaxation strategy, such as dzikir, deep breathing, and setting mindset that things would go according to plan. They gave themselves the advice to relax and keep things in positive mindset. Furthermore, to build a positive mindset, the students absolutely needed motivation as a help. Thus, it is hoped that tutor could give motivation to the students in order they could think positively. By having positive mindset, it could help them to increase their self-esteem regarding speaking performance. A research conducted by Sari (2016) also found that being optimistic by having positive minded about their future speaking experiences is one of the strategies students use to lessen their anxious when speaking. They also choose to smile in the face of their companions' jeers.

This indicates that even in the face of friends' mockery, they are willing to take chances and keep trying to speak. Mahdalena & Moslem (2021) stated the linear findings where in their research, positive thinking is the third strategy which tries to draw students' focus away from stressful circumstances and toward enjoyable and upbeat thinking. One way to help worried students is to picture themselves performing brilliantly, attempting to relish the stress, and believing that everything will work out as it should. For every students to understand that mistakes are inevitable when learning a language, they must adopt an optimistic outlook. It is critical to understand that making errors is a part of learning a language and that proficiency is not a prerequisite for success. It is also done by the tutor which she truly understands that having imperfect grammar when speaking is accepted and not a big deal as long as their speech is understandable.

A number of the students also stated that they implemented dzikr and deep breathing as relaxation to calm themselves down. When they blanked their mind in the middle of their speaking performance, it triggered their nervousness. Consequently, they could not express their thoughts. If it happened, they took a deep breath – inhaled exhaled – and recited dzikr to get their focus back. This goes hand in hand with the research conducted by Mahdalena & Muslem (2021) which revealed that praying, drinking water, and taking a deep breath are some relaxation strategies. Using this strategy to try to calm down will help students become more relaxed and at ease than it was. When students were anxious in the classroom, they could benefit from practicing this breathing technique. As a result, students can practice it by calmly sitting on the chair, inhaling deeply, holding it for four or five seconds, and then gently releasing it. It could help them to transform negative energy into positive energy by practicing this breathing technique.

Social Strategy

Social strategy was the final strategy they employed to lessen students' performance-related to speaking problems. In order to ease the students' speaking problem, the tutor came up with a plan for a group presentation and let the students collaborate with one another. Some students needed the help of their peer. They would not feel alone when participating in group performance, which helped them manage their fear and nervous. In addition, an interviewee student that she would be more calmness when doing group presentation because she could ask her friends if she found difficulty in expressing her thought in the middle of her performance. A similar finding is also revealed by Widhayanti (2018), when it comes to a group presenting requirement, students are said to practice with their peers. Some students necessitate for help from their buddies. A student stated that when she unexpectedly went blank during a group presentation, she sought the assistance of her friends.

Table 2 Speaking Strategies

Religious strategies	Recite <i>Basmallah</i>
	Dzikr
Memory strategies	Reading and recalling speech outline
Cognitive strategies	Practicing
	Critical and analytical thinking
Metacognitive strategies	Planning and organizing notes
	Evaluating
Affective strategies	Motivation
	Relaxation
Social strategies	Group performance
	Classroom environment

Classroom environment also affected to students. Most of the interviewee students revealed that they were afraid of being laughed when they did mistakes in their speaking performance. Hence, they were afraid when other students looked at them intensely because quiet environment made them nervous. In other words, they experienced nervous when they had to be people's attention. Their nervousness would change into anxious feeling when they had difficulty controlling it. It is supported by Sari (2016), stated that to lessen students' speaking anxiety, they speak English without looking directly at their peers or teacher while speaking English. When speaking, some students prefer to converse with their hands covering their faces. When speaking English in class, they will pretend that no one else is present.

Consequently, it is necessary to build a supportive classroom environment by providing a laid-back learning atmosphere where students feel free to express themselves more without feeling pressed for time or afraid.

It is in line with research conducted by Afiqah et. al (2021) which stated that students' speaking anxiety – as students' speaking problem – could be lessened in a supportive classroom environment where they do not feel criticized or intimidated. Thus, classroom environment could be used as strategy, including two ways of communication between tutor and students by providing them space and opportunity in cozier class sizes (Afifah et. al, 2021). Tutor tried to break the borderline to make a degree out of awkwardness by providing fun, memorable, and meaningful learning activities as well as showed tutor's vulnerability. By having fun learning activities, students would feel more relax and it could be less nervous. When their anxious and nervous were lessen, it could enhance their self-confidence.

Based on the explanation above, the strategies that could be used to help students enhancing students' English-speaking performance are able to be seen in the table below.

CONCLUSION

Based on the results and data analysis of this research, it was found six strategies to enhance students' speaking performance, namely religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. In conclusion, it could be affirmed that those strategies could help students increase their English-speaking performance confidently. Additionally, in order to improve their speaking skills, Islamic English Club students should be given more chances to utilize the target language on cooperative and interactive settings. Since the English club is one of the place where language learners interact with English, tutor should foster a relaxed learning environment where students could convey themselves more with greater ease without pressure or fear.

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