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# ENCHANCING COMMUNICATION COMPETENCE THROUGH PEER-LED ENGLISH CLUB: IMPLICATIONS FOR ORGANIZATIONAL TRAINING PROGRAM"

ANSARI ABDILLAH

STUDENT IN THE COMMUNICATION STUDIES PROGRAMME, HASANUDDIN UNIVERSITY, INDONESIA

MULIADI MAU

DEPARTMENT MEDIA AND COMMUNICATION HASANUDDIN UNIVERSITY, INDONESIA

ALEM FEBRI SONNI:

DEPARTMENT MEDIA AND COMMUNICATION, HASANUDDIN UNIVERSITY, INDONESIA.

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## Abstract

This study explores the impact of English Club (EC) participation on public speaking competence among high school students in Makassar, Indonesia. Public speaking competence is a key component of 21st-century communication skills, yet many students face challenges in verbal fluency, confidence, and idea organization. The research employs a quantitative correlational design involving 160 students who participated in EC activities for at least one semester. Data were collected using the English Club Participation Scale (ECPS) and Public Speaking Competence Scale (PSCS) and analyzed using descriptive statistics and regression analysis. The findings indicate a significant positive relationship between EC participation and improved public speaking competence. Students with higher EC involvement demonstrated better vocal projection, audience engagement, and message clarity. The study reveals that peer-based feedback and collaborative learning are key factors in boosting confidence and enhancing public speaking skills. Furthermore, the results suggest that the integration of AI-based feedback systems in EC-like environments could further enhance communication training. The study underscores the importance of experiential learning and peer-driven feedback for the development of communication competence, both in educational and professional settings. It recommends the incorporation of such peer-supported learning models in employee training programs to improve communication skills in professional environments. Additionally, the research calls for policy changes in both education and corporate sectors to prioritize the development of communication skills, supporting the integration of soft skills training into broader curriculum and training policies.

**Keywords:** Public Speaking Competence; Peer-based Learning; Experiential Learning; English Club; Communication Skills Development

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## I. INTRODUCTION

Public speaking competence has become a crucial indicator of twenty-first-century literacy and communicative success. It integrates linguistic accuracy, confidence, and so-cio-cultural sensitivity [1]. In the Indonesian educational system, where English is primarily learned as a foreign language (EFL), the teaching of communication skills has traditionally centred on grammar and reading comprehension rather than performance-based speaking [2]. Consequently, many students display low confidence, poor idea organization, and limited verbal fluency when required to perform in front of an audience. Several researchers have highlighted that experiential, peer-based learning environments such as English Clubs (ECs) can significantly enhance oral communication skills [3], [4]. Within ECs, learners practice debates, storytelling, and public speaking, allowing authentic use of language and reflection through feedback. Empirical evidence [5] demonstrates that structured peer interaction promotes self-efficacy and reduces public speaking anxiety. Similarly, [1] found that repeated exposure to supportive audiences reduces communication fear and fosters competence. However, most previous studies have focused on general speaking or pronunciation rather than public speaking as a multidimensional construct encompassing verbal, vocal, and visual performance [5], [6].

Recognising the importance of the environment outside the classroom in language skill development, the English Club has emerged as an effective means of addressing the challenges often faced by EFL students, such as anxiety and lack of confidence when speaking in public [7], [8]. The informal environment provided by this club allows students to practice without the pressure felt in formal classes, thereby encouraging active participation and more meaningful conversations [7]. The collaborative learning approach often implemented

in English Club activities has proven effective in improving students' speaking comprehension and building their confidence in expressing ideas [9]. Furthermore, feedback-supported tasks and group work activities within the English Club positively contribute to student engagement, self-esteem, and overall language growth [10]. This is particularly relevant given the common challenges faced by EFL students in Indonesia, including limited vocabulary, inaccurate pronunciation, and low self-confidence, all of which can be addressed through sustained practice and support within communities such as English Clubs [11].

In addition to educational contexts, the principles of experiential learning and peer-based feedback in English Clubs have valuable implications for human resource development and corporate training programs. Many industries, especially those requiring frequent presentations and client-facing roles, face similar challenges regarding employees' communication skills. Integrating peer-supported learning environments like English Clubs within employee training programs could help improve presentation abilities, confidence, and interpersonal communication. Furthermore, with the rise of technology in education, there is potential to enhance such programs by integrating AI-based tools for real-time feedback on aspects such as vocal modulation, body language, and message clarity. Recent studies show that AI systems can provide real-time feedback on speech delivery, including aspects such as tone, pacing, and body language, which are essential components of effective public speaking. [1] highlight how AI-based platforms can enhance public speaking proficiency by providing instant feedback on speech performance, improving both the technical and emotional aspects of communication. This combination of traditional peer-based methods with cutting-edge technology offers a comprehensive approach to developing communication skills in both educational and corporate environments. According to [2] peer feedback and collaborative learning significantly contribute to the development of communication competence, which is critical in professional settings, such as during presentations, negotiations, and client interactions

This study is grounded in Astin, Student Involvement Theory, which asserts that the degree of student engagement directly affects learning outcomes [12]. It also draws on [13] Sociocultural Theory, emphasising that learning develops through interaction and collaboration, and [14] Self-Efficacy Theory, which identifies mastery experience as a key determinant of confidence in performance tasks. These theoretical models justify the investigation of English Clubs as environments where experiential, reflective, and col-laborative learning converge. Furthermore, modern frameworks such as [15] Experiential Learning Model and constructivist pedagogy [2] support the idea that students learn best through active participation, reflection, and feedback. Although English Clubs are popular in Indonesia, empirical evidence on their direct effect on public speaking competence remains scarce. Past studies rarely measured the integrated aspects of public speaking (verbal, vocal, and visual) or their predictive relationships with extracurricular participation [1], [16], This lack of quantitative validation justifies the present study.

## II. RESEARCH METHODOLOGY

### 2.1 Type and Design of Research

This research employed a quantitative correlational design to determine the extent to which English Club (EC) participation influences students' public speaking competence. The correlational approach allows examination of the strength and direction of relationships between variables using numerical data [3]. The study used a cross-sectional survey to obtain data from respondents at a single point in time. This study employs a quantitative correlational design to examine the relationship between English Club participation and public speaking competence among high school students. The quantitative approach is particularly relevant in managerial contexts, where organizations often rely on data-driven methods to assess the effectiveness of training programs and interventions. In the case of human resource development, quantitative methods allow for the objective measurement of how well employees or participants acquire specific skills, such as communication competence.

Quantitative research provides a clear framework for evaluating performance and measuring outcomes, which is essential in management and training programs. For instance, in organizational settings, employee training programs that aim to enhance communication skills need reliable data to demonstrate whether the program has had the desired impact. By using statistical analysis, we can quantify the relationship between participation levels in training or developmental activities and improvements in communication abilities. This method provides managers with actionable insights, such as the percentage of variance in performance that can be attributed to participation, allowing for better resource allocation and program evaluation.

Moreover, employing regression analysis to predict public speaking competence based on participation helps organizations understand how specific factors (such as frequency of participation or level of engagement) contribute to overall communication effectiveness. In a corporate environment, this insight can inform the design of more effective training programs, ensuring that time and resources are spent on activities that yield the highest improvement in employee performance. Thus, the use of a quantitative approach in this study mirrors the data-driven decision making process that is central to modern management practices and organizational development.

### 2.2 Participants

The participants were 160 senior high school students (48 males and 112 females) aged between 14 and 17 years, drawn from three public schools in Makassar, Indonesia: SHS 1, SHS 2, and SHS 21. The total

population consisted of 270 English Club members, and the sample size was determined using [4]Krejcie and Morgan's formula. Participants were selected through proportional random sampling to ensure representation of all schools. All students had participated in English Club activities for at least one academic semester and volunteered to take part in the research.

### 2.3 Instrument

Two structured instruments were used in this study are English Club Participation Scale (ECPS), It assessed six domains of EC engagement: conversation, dialogue, idea sharing, discussion, reading and scientific papers adapted from [5] Public Speaking Competence Scale (PSCS), It measured students' performance in voice modulation, body language, eye contact, message organisation, articulation, and time management [6]. Both scales used a five-point Likert format ranging from 1 (Never) to 5 (Always). The category values for the variables are as follows: 15-26 is very low, 27-38 is low, 39-50 is moderate, 51-62 is high, and 63-75 is very high. Instrument validity was established through Pearson's item-total correlation, with all items showing  $r \geq .50$  Reliability analysis indicated high internal consistency, with Cronbach's alpha coefficients  $\geq .80$ .

### 2.4 Data Analysis Procedures

Prior to data collection, ethical clearance was obtained from the Research Ethics Committee of Universitas Hasanuddin. Permissions were granted by the principals and English Club advisors of the participating schools. A briefing session was held to explain the study objectives and participation process. Questionnaires were distributed directly, and students were asked to complete them based on their actual experience in EC activities. The researcher ensured anonymity and voluntary participation. All responses were reviewed for completeness and accuracy prior to data analysis. Data were analysed using SPSS version 27 Both descriptive and inferential statistical methods were employed Descriptive statistics were calculated to identify the levels of EC participation and public speaking competence. Pearson's correlation coefficient ( $r$ ) was used to measure the strength of the relationship between the two variables. Simple linear regression tested the predictive effect of EC participation on public speaking competence. All analyses used a significance level of  $\alpha = 0.05$ . Based [7]guidelines,  $r$  values of 0.10–0.29 were considered small, 0.30–0.49 moderate, and  $\geq 0.50$  strong.

## III. FINDINGS RESEARCH

### 3.1 Description of Participant

TABLE 1 Description of Participants

		Number	%
Gender			
Female		112 Students	70%
Male		48 Students	30%
Total		160	100%
Age			
14		3 students	1.9%
15		54 students	33.8%
16		72 students	45.0%
17		31 students	19.4%
Total		160	100%
Grade			
X		74 students	46.3%
XI		60 students	37.5%
XII		26 students	16.3%
Total		160	100%

Sources: Primary Data, SPSS 27 Version

Table 1 summarises the demographic profile of the 160 students who participated in this study. The sample comprised 112 female students (70%) and 48 male students (30%), reflecting the predominance of female membership in English Clubs across the selected schools. Participants' ages ranged from 14 to 17 years, with the largest proportion aged 16 years (45%), followed by those aged 15 years (33.8%), 17 years (19.4%), and a small number aged 14 years (1.9%). Regarding academic level, 46.3% of the students were in Grade X, 37.5% in Grade XI, and 16.3% in Grade XII. These distributions indicate that most English Club members were mid-level senior high school students, who are typically in a stage of active linguistic and cognitive development. The predominance of younger participants (aged 15–16) suggests that English Club involvement is introduced relatively early in the secondary curriculum, providing learners with extended opportunities to enhance communicative competence. The gender distribution also implies that female students are more actively engaged in co-curricular language activities, consistent with previous studies reporting higher female participation in EFL-based peer learning environments.

### 3.2 Indicators of English Club Participation and Public Speaking Competence

Descriptive results for each indicator of English Club (EC) participation. The data reveal that the overall level of participation among respondents was categorised as high ( $M = 3.90$ ). Students reported the highest mean scores in consistency of attendance ( $M = 4.36$ ) and discussion engagement ( $M = 4.23$ ), indicating that learners were actively involved and maintained regular attendance throughout EC activities. In contrast, relatively lower mean values were observed for academic-oriented tasks, particularly writing ( $M = 2.75$ ) and reading scientific papers ( $M = 2.95$ ), suggesting that students engaged less frequently in research-based or formal literacy practices within the club setting. These results imply that EC participation predominantly fosters interactive, peer-based speaking practice rather than formal academic communication.

### 3.2.1 Analysis of Participation Indicators

The mean scores of each indicator of English Club participation. The overall participation level was categorized as moderate ( $M = 3.31$ ), yet several indicators displayed higher mean values, signifying that some dimensions of participation were more dominant than others. The highest indicator was consistency in attending sessions until completion ( $M = 4.01$ ), followed by reading to understand vocabulary and grammar structures ( $M = 3.92$ ), consistency in completing discussion sessions ( $M = 3.89$ ), reading English texts ( $M = 3.58$ ), and confidence in speaking English during activities ( $M = 3.43$ ). These findings show that students demonstrated high behavioral commitment and self-assurance while participating in English Club activities. The dominance of attendance and confidence indicators underscores the behavioral and affective dimensions of participation. Consistent presence and the courage to speak reflect strong motivation and engagement key elements of participation as proposed by who conceptualized participation as a multidimensional construct integrating cognitive, affective, and behavioral involvement. In this study, the behavioral dimension (attending sessions regularly) and affective dimension (confidence and motivation) emerged as the strongest drivers of student engagement. These results align with [8] Student Involvement Theory, emphasizing that learning outcomes are determined by the quality and quantity of effort invested by learners.

Meanwhile, indicators involving reading comprehension suggest that students also recognize the linguistic foundations of effective communication. This pattern supports [6] communication theory, which highlights that message clarity and linguistic precision form the structural basis of communication. Although reading is not directly performative, it provides essential input for vocabulary expansion and grammatical accuracy, both of which strengthen oral expression.

Conversely, writing scientific papers ( $M = 2.22$ ) and reading scientific papers in English ( $M = 2.46$ ) yielded the lowest means. These indicators represent reflective participation requiring higher-order cognitive engagement and academic English proficiency. The relatively low engagement in these areas supports [9] experiential learning theory, which explains that reflective learning develops after expressive and interactive mastery. Thus, while students show strength in interactive and confidence-based activities, reflective and academic participation remains an area for pedagogical development.

Overall, the dominance of attendance, confidence, and grammar comprehension indicators demonstrates that English Club participation effectively nurtures both the social and motivational dimensions of learning. In line with [10] sociocultural theory, students develop communicative competence through interaction and collaboration in shared social contexts. However, the lower performance in reflective participation highlights the need for program enrichment that integrates academic literacy tasks with communicative practice.

The updated analysis using the most recent dataset reaffirmed that students' overall participation remained within the moderate to high category, with slight improvements across interaction-based indicators such as discussion and sharing sessions. The mean score for discussion participation increased from 3.36 to 3.68, while dialogue engagement improved to 3.45, indicating more balanced engagement between interpersonal and reflective participation. This upward trend suggests that English Club participants have increasingly adopted collaborative communication habits and diversified their language use. These patterns strengthen the earlier interpretation that English Club activities successfully foster behavioral engagement through consistent attendance and active peer collaboration, confirming that students' motivation and confidence remain the key predictors of participation quality.

### 3.2.2 Analysis of Public Speaking Indicators

The overall mean ( $M = 3.35$ ) indicates a moderate level of performance. Several indicators stood out with higher mean scores, demonstrating students' strengths in affective and expressive aspects of communication. The highest indicator was joining the English Club has increased motivation to learn public speaking ( $M = 4.01$ ), followed by courage to perform and express opinions publicly ( $M = 3.62$ ), use of body gestures to clarify messages ( $M = 3.61$ ), confidence while speaking in front of an audience ( $M = 3.54$ ), and ability to organize ideas with clear structure before speaking ( $M = 3.50$ ). These results suggest that students possess strong motivation, confidence, and expressive readiness critical affective components that underpin effective public speaking.

The dominance of these affective and behavioral indicators shows that public speaking competence is primarily driven by emotional readiness and self-confidence. This supports [6] notion that effective communication involves coherence between verbal content, vocal modulation, and emotional expression. Similarly, [11] theory of self-efficacy explains that repeated performance success (mastery experience) enhances communicative confidence and motivation. English Club activities provide precisely this environment, where students gain reinforcement through positive peer interaction and frequent practice.

On the other hand, technical indicators such as use of varied intonation ( $M = 3.00$ ), eye contact with the audience ( $M = 3.17$ ), and time management during speech delivery ( $M = 3.17$ ) showed relatively lower means. These aspects represent the pragmatic components of communication that require systematic training and feedback. According to [12], pragmatic fluency in public speaking evolves from experience and deliberate practice. Hence, while students are emotionally and motivationally prepared, further development is needed in mechanical control and strategic organization of speech.

The findings collectively reveal that students' strengths lie in affective behavioral domains confidence, motivation, courage, and expressiveness while their weaknesses are in pragmatic and technical elements, such as intonation and timing. This developmental sequence aligns with [10] concept of the Zone of Proximal Development, where affective confidence grows before structural precision is achieved through guided performance. From a pedagogical perspective, facilitators should maintain supportive environments that nurture confidence while incorporating targeted drills to enhance voice modulation, rhythm, and audience interaction.

In summary, both sets of indicators participation and public speaking demonstrate that English Club activities foster communicative competence by strengthening affective engagement and behavioral consistency. Students' confidence, motivation, and collaborative interaction emerge as the strongest components driving success, while reflective and technical aspects of communication require further attention. This balanced understanding of engagement and performance underscores that social interaction, consistent participation, and experiential practice are the key mediators linking participation to effective public speaking in EFL contexts. Additional descriptive results derived from the latest observations revealed a slight improvement in technical components of public speaking. Specifically, voice modulation and articulation clarity increased to mean values of 3.45 and 3.48 respectively, compared with earlier averages of 3.28 and 3.23. These incremental gains imply that English Club practice sessions have begun to impact the vocal and mechanical dimensions of public speaking, an area previously identified as weaker. This development reflects the cumulative influence of repeated practice, peer feedback, and confidence-building activities. While affective aspects such as motivation and courage remain dominant, the improved technical indicators indicate progress toward a more balanced mastery that integrates both emotional readiness and structural control in speech performance.

### 3.3 Statistics Of Students' Participation and Public Speaking Competence

TABLE 2 Participation and Public Speaking Competence

No	Variable	Category					Total
		Very Low	Low	Moderate	High	Very High	
1	Participation	10	22	42	60	26	160
		6.3%	13.8%	26.3%	37.5%	16.3%	100.0%
2	Public Speaking Competence	10	20	44	54	32	60
		0.0%	3.3%	25.0%	60.0%	11.7%	100.0%

Sources: Primary Data, SPSS 27 Version

The descriptive analysis summarised the students' levels of English Club (EC) participation and their public speaking competence. The results are presented in Table 2, both variables achieved dominance scores categorised as high, indicating that respondents were actively engaged in EC activities and possessed well-developed communicative skills.

Table 3 presents the cross-tabulation results illustrating the relationship between levels of English Club (EC) participation and public speaking competence among students. The data reveal a consistent pattern in which higher levels of EC participation correspond to stronger public speaking performance. Among students categorised as having very high participation, the majority (80.8%) also demonstrated very high public speaking competence, while only a small proportion (7.7%) were in the moderate category. Similarly, most respondents with high participation (60.0%) achieved high competence, with an additional 11.7% attaining very high scores. In contrast, students with low or very low participation levels exhibited weaker public speaking performance.

Specifically, 45.5% of those with low participation fell into the low competence category, and 80.0% of very low participants demonstrated very low competence. This clear progression across the categories suggests that the intensity of engagement in EC activities is strongly associated with the quality of public speaking outcomes. Overall, the cross-tabulation supports that greater participation in English Club activities corresponds with higher levels of communicative competence. The pattern reinforces the regression findings, confirming that experiential, peer-based involvement within the EC provides substantial opportunities for learners to practise, refine, and internalise effective public speaking behaviours

TABLE 3 Cross-Tabulation Student participation and Public Speaking Competence



No	Student Participation (X)	Public Speaking Competence (Y)					Total
		Very Low	Low	Moderate	High	Very High	
1	Very High	0	0	2	3	21	26
		0.0%	0.0%	7.7%	11.5%	80.8%	100.0%
2	High	0	2	15	36	7	60
		0.0%	3.3%	25.0%	60.0%	11.7%	100.0%
3	Moderate	1	6	18	13	4	42
		2.4%	14.3%	42.9%	31.0%	9.5%	100.0%
4	Low	1	10	9	2	0	22
		4.5%	45.5%	40.9%	9.1%	0.0%	100.0%
5	Very Low	8	2	0	0	0	10
		80.0%	20.0%	0.0%	0.0%	0.0%	100.0%
Total		10	20	44	54	32	160
		6.3%	12.5%	27.5%	33.8%	20.0%	100.0%

Sources: Primary Data, SPSS 27 Version

### 3.4 Demographic Moderation Analysis

To further explore whether demographic factors influenced the relationship between students' participation in English Club activities and their public speaking competence, a series of moderation analyses were conducted based on gender, age, class, and school. The results consistently indicated that these demographic variables did not produce statistically significant differences in public speaking performance among the respondents.

TABLE 4 Independent Sample T-test

Demographic Variable	Statistical Test	Test Value (t/F)	df	Sig. (p)	Interpretation
Gender	Independent Samples T-Test	t(123,24)=-0.39	123	0.698	No significant difference between male and female students
Class	One-Way ANOVA	F(2,157)=1.99	2,157	0.140	No significant difference among Grades X, XI, and XII
Age	One-Way ANOVA	F(4,155)=0.51	4,155	0.731	No significant difference across age groups (14–17 years)
School	One-Way ANOVA	F(4,155)=0.29	4,155	0.882	No significant difference among schools

Sources: Primary Data, SPSS 27 Version

The results of the Independent Samples T-Test showed no significant difference in public speaking competence between male and female students ( $t = -0.39$ ,  $p = 0.698$ ), indicating that both genders benefited equally from participation in the English Club. Although Levene's Test suggested unequal variances ( $F = 6.085$ ,  $p = 0.015$ ), the adjusted result confirmed statistical equality across gender groups. The One-Way ANOVA for grade level also revealed no significant difference in public speaking competence among students from Grades X, XI, and XII ( $F = 1.99$ ,  $p = 0.140$ ). This suggests that students across all grade levels had relatively similar opportunities and achievements in developing their speaking skills through the English Club activities. Similarly, the analysis based on age ( $F = 0.51$ ,  $p = 0.731$ ) confirmed that students of different ages (15–19 years) performed equally well. This supports Vygotsky's sociocultural theory, which asserts that communicative competence emerges through social interaction rather than chronological age. Lastly, school background did not produce significant differences in public speaking outcomes ( $F = 0.29$ ,  $p = 0.882$ ). This reflects the consistent implementation of the English Club program across institutions, offering similar pedagogical activities such as discussions and speech practice.

Overall, the demographic moderation analysis shows that gender, grade, age, and school factors did not significantly affect the relationship between participation and communicative competence. These findings suggest that the English Club serves as an equitable platform, providing equal learning experiences across diverse demographic groups.

### 3.5 Correlation and Regression Analysis

To determine the relationship between EC participation and public speaking competence, a Pearson product moment correlation test was applied. The results, displayed in Table 5, indicate a strong and positive association. The results reveal a statistically significant correlation ( $r = .806$ ,  $p < .001$ ), demonstrating that increased participation in English Club activities is strongly associated with improved communicative performance.

TABLE 5 Correlation Analysis

Variable	r	p	
EC Participation - Public Speaking Competence	.806	<.001	

Sources: Primary Data, SPSS 27 Version

A simple linear regression was conducted to examine the predictive effect of EC participation on public speaking competence. The results are presented in Table 8. The regression results reveal that EC participation explains 64.9% of the variance in public speaking competence ( $R^2 = .649$ ), indicating a strong predictive relationship. The regression coefficient ( $B = 0.800$ ) suggests that each incremental increase in EC participation corresponds to an improvement in speaking performance. The quantitative findings show a significant and strong positive relationship between EC participation and public speaking competence. Students with higher participation demonstrated more effective vocal projection, audience engagement, and message clarity. These results support prior research indicating that peer-based experiential learning enhances communicative performance [13], [14], [15].

TABLE 6 Regression Analysis

Model	R	R <sup>2</sup>	B	Constant Sig.(p)
English Club Participation	.806	.649	0.800	10.660 <.001

Sources: Primary Data, SPSS 27 Version

The combined statistical results provide a comprehensive view of how English Club (EC) participation influences public speaking competence. The consistently high means across all indicators reflect that frequent involvement in EC activities nurtures both the cognitive and affective domains of communication learning. The strong correlation ( $r = .806$ ) and predictive value ( $R^2 = .649$ ) highlight that participation is not merely a social activity but a measurable contributor to communicative performance. These findings reinforce that authentic, peer-driven environments create meaningful language use opportunities that extend beyond classroom drills. Notably, the relatively lower mean for message organisation suggests that while confidence and delivery improve through EC practice, systematic training in speech structure and argumentation remains essential. Hence, the data confirm that extracurricular engagement complements rather than replaces formal instruction, demonstrating a dynamic interplay between structured pedagogy and experiential learning.

#### IV. DISCUSSION

The quantitative findings show a significant and strong positive relationship between EC participation and public speaking competence. Students with higher participation demonstrated more effective vocal projection, audience engagement, and message clarity. These results support prior research indicating that peer-based experiential learning enhances communicative performance [13], [14], [15]. The findings also correspond with [14], who demonstrated that supportive social environments mitigate communication apprehension. The EC thus functions as a micro learning ecosystem where students repeatedly practise, receive feedback, and build confidence through mastery experiences identified by [11] as the primary source of self-efficacy. These findings have important implications not only for educational settings but also for human resource development in organizations.

From a managerial perspective, the results underscore the importance of collaborative, experiential learning environments in fostering essential communication competencies. In organizational contexts, where employees are often required to present, communicate effectively with clients, or participate in team discussions, the principles observed in English Clubs can be translated into employee training programs. Companies could implement peer-driven training models that mirror the English Club structure, where employees engage in practice sessions, receive constructive feedback, and gradually build confidence in their speaking abilities. [2] suggest, peer feedback and collaborative learning significantly contribute to the development of communication competence, which is critical in professional settings, such as during presentations, negotiations, and client interactions. By integrating such environments, organizations can help employees overcome communication barriers, reduce anxiety, and enhance their overall effectiveness in public speaking.

Furthermore, the use of feedback-supported tasks within the English Club aligns with best practices in performance management in organizations. Just as students benefit from regular feedback on their speaking skills, employees can benefit from ongoing, actionable feedback in their professional development programs. Managers can use this approach to design training programs that not only focus on skill acquisition but also on self-reflection and continuous improvement, which are key aspects of employee engagement and career development. [1], [16] highlight the role of AI-based feedback systems in improving public speaking proficiency, providing real-time analysis of speech delivery, including aspects such as tone, pacing, and body language. This technological enhancement can complement traditional learning methods, creating a hybrid model that caters to the diverse needs of employees while maximizing their learning outcomes.

In addition to educational and organizational settings, the integration of technology such as AI-based feedback systems could further enhance the effectiveness of communication training. As organizations increasingly adopt digital tools to support training and development, AI can offer real-time analysis of public speaking performance, providing employees with personalized feedback on vocal modulation, body language, and overall message delivery. This technological enhancement can complement traditional learning methods, creating a hybrid model that caters to the diverse needs of employees while maximizing their learning outcomes.

The findings of this study also suggest that policy makers in educational institutions and corporate sectors should prioritize the development of communication skills as part of their curriculum or professional training programs. This could include institutionalizing English Club-like activities or similar peer-driven learning models in formal training settings. Policy changes at the organizational level to incorporate structured feedback mechanisms and peer learning could create a more engaging and effective environment for employees to improve their public speaking competence and other communication-related skills. Additionally, policy makers should consider integrating soft skills training especially in communication into broader national education and corporate training policies to equip students and workers with the skills necessary to succeed in the modern workplace. [9] emphasize the growing importance of soft skills like communication in corporate settings, where training programs should focus on improving these competencies alongside technical skills.

The study integrates perspectives from several complementary theories. According to [10] Sociocultural Theory, learning develops through interaction and scaffolding, ECs embody this through peer mentoring and collaborative learning. [9] Experiential Learning Model comprising concrete experience, reflective observation, abstract conceptualisation, and active experimentation is also observable in EC activities. Students gain direct speaking experience, reflect on their performance, and apply feedback in subsequent sessions. Furthermore, [17] Communication Process Model underscores the importance of encoding, message clarity, and audience understanding elements consistently observed in EC-based speaking practice. Together, these theories explain how English Clubs provide conditions that enable learners to internalise linguistic and non-verbal competence through social interaction and practice.

Recent research demonstrates a growing integration of technology and artificial intelligence (AI) in communication education. [18], [19] highlighted that AI systems can provide multimodal feedback analysing tone, posture, and gestures tools that align with EC objectives of continuous improvement. [20] also reported that virtual reality (VR) rehearsal platforms enhance public speaking confidence and preparedness. Similarly, [13] established that self-regulated learning (SRL) and constructivist e-learning promote autonomy and motivation, features mirrored in EC settings where learners plan, perform, and evaluate their speaking tasks. The present findings are therefore consistent with global pedagogical shifts toward experiential and technology-assisted learning [21], [22], [23]. However, [24] cautioned that AI-driven learning environments must be ethically managed to avoid algorithmic bias and inequitable access. When combined responsibly with human centred pedagogies, AI can complement ECs by providing instant, objective feedback to enhance communicative precision and learner reflection.

This study proposes conceptualising English Clubs as hybrid communication laboratories that integrate peer-based experiential learning with AI enhanced feedback systems. Such innovation could include AI powered assessment tools to analyse speech delivery and gesture, virtual reality simulations for authentic audience engagement and digital portfolios for tracking speaking progress and reflection. These innovations expand the EC from a traditional extracurricular setting into a dynamic, data-driven learning space. They align with constructivist pedagogy and self-regulated learning theory, reinforcing learners' autonomy and metacognitive awareness. Institutionalising English Clubs as structured programmes would formalise their contribution to communicative competence development and align Indonesian EFL education with international standards of communicative pedagogy.

What distinguishes this study from previous works is its integration of multidimensional public speaking assessment with the concept of extracurricular engagement in an EFL context. While earlier studies mainly examined either linguistic competence or speaking anxiety, this research provides a comprehensive statistical model that links students' participation intensity with measurable verbal, vocal, and visual performance dimensions. This multidimensional perspective contributes theoretical novelty to the literature by validating public speaking as an integrated skill, not a singular linguistic construct.

Furthermore, the study advances a methodological innovation by combining classical involvement theory [8] with modern experiential and AI-supported learning frameworks. By demonstrating that 64.9% of



communicative performance variance can be predicted from English Club participation, this research quantifies what earlier descriptive studies only implied. The approach bridges traditional social learning theory and data-driven educational analytics, representing a significant step toward evidence-based communicative pedagogy in developing countries.

Critically, the study challenges the assumption that classroom-based instruction alone can cultivate communicative competence. The results reveal that informal, student-led environments provide richer experiential opportunities for iterative learning and feedback. This finding highlights a contextual novelty in contrast to Western focused communication studies, this paper demonstrates how collectivist peer learning in Indonesian ECs can produce comparable or superior gains in public speaking confidence and performance. Such results underscore the adaptability of global pedagogical models to local sociocultural conditions. This study contributes to the ongoing discourse on AI-assisted language learning by proposing a hybrid learning ecosystem where peer-based EC interaction coexists with automated performance feedback. This synthesis offers a new research trajectory for integrating affective, cognitive, and technological dimensions in communication education, aligning with emerging post-digital pedagogy trends in applied linguistics

## CONCLUSION

This study explored the impact of English Club (EC) participation on public speaking competence among high school students in Indonesia, revealing significant findings with both educational and managerial implications. The data indicate that higher levels of participation in EC activities are strongly associated with improvements in public speaking skills, such as vocal projection, audience engagement, and message clarity. This supports the idea that experiential, peer-based learning environments, like ECs, can significantly enhance communicative competence, especially for English as a Foreign Language (EFL) learners.

The findings emphasize the importance of active engagement and feedback-based learning in fostering both confidence and competence in public speaking. Students who were more involved in EC activities demonstrated greater self-assurance, a key component of effective communication. These results align with Astin's Student Involvement Theory and Sociocultural Theory, which underscore that learning outcomes are heavily influenced by the quality of student engagement and social interaction.

From a managerial perspective, the results suggest that organizations could adopt models similar to English Clubs for employee training programs, especially those requiring public speaking and interpersonal communication skills. By incorporating peer-driven feedback and collaborative learning, companies can create an environment that fosters communication competence, enhances employee confidence, and prepares workers for presentations and client interactions. Furthermore, the integration of AI-based feedback systems could further improve the effectiveness of such training programs, providing real-time analysis of vocal modulation, body language, and overall speech delivery, as seen in modern educational practices.

For policy makers, the study highlights the need to prioritize communication skills development in both educational curricula and corporate training policies. This could include institutionalizing activities similar to English Clubs within educational institutions or corporate training programs, particularly in multicultural environments. Policies that promote soft skills, particularly communication, should be incorporated into national education and professional development strategies to equip students and workers with the necessary skills to succeed in the globalized job market.

In summary, this research not only contributes to the understanding of public speaking competence development through peer-based, experiential learning but also offers insights into how such models can be adapted for broader educational and organizational contexts. The findings reinforce the importance of collaborative learning, continuous feedback, and the integration of technology in enhancing communicative abilities, ensuring that both students and professionals are well-equipped to face the communication challenges of the 21st century.

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