Implementation of Communicative and Interactive Method in Strengthening Students' Speaking Skills through English Club Activities at MTs Muslimat NU Palangka Raya

Diah Puji Siliwangi[1], Santi Erliana[2]
[1,2] University Palangka Raya State Islamic University, Indonesia

Corresponding Author
Author Name: Diah Puji Siliwangi
E-mail: diah.puji.siliwangi06.04@gmail.com

Abstract

This article discusses about community service activity that aims to implement communicative and interactive methods as an effort to strengthen students' speaking skills through English Club activities at MTs Muslimat NU Palangka Raya. This activity is designed to provide a more active and enjoyable learning experience and provide space for students to practice using English more naturally outside of formal learning. The activity is carried out through several stages, starting from an introduction to the activity, mentoring during animal-themed "Puzzle Games", compiling descriptive texts, and presenting short presentations in front of the group. During the activity, students showed high enthusiasm, became more confident in speaking, and were able to convey simple descriptions with greater confidence. The interactive and collaborative atmosphere created made students more comfortable and engaged in every stage of learning. The implementation results show that communicative and interactive methods are effective in helping strengthen students' speaking skills through a creative and relaxed learning approach. This activity is expected to be an alternative for ongoing mentoring in developing English language skills in the school's extracurricular environment. Thus, the implementation of communicative and interactive methods has been proven to have a positive effect on strengthening students' speaking skills and can be used as a strategy for developing English language learning in the Madrasah environment.
Keywords – communicative method, english club, interactive method, implementation, speaking skill

Abstrak

Artikel ini membahas kegiatan pengabdian kepada masyarakat yang bertujuan untuk menerapkan metode komunikatif dan interaktif sebagai upaya memperkuat keterampilan berbicara peserta didik melalui kegiatan English Club di MTs Muslimat NU Palangka Raya. Kegiatan ini dirancang untuk memberikan pengalaman belajar yang lebih aktif dan menyenangkan serta menyediakan ruang bagi peserta didik untuk berlatih menggunakan bahasa Inggris secara lebih alami di luar pembelajaran formal. Kegiatan dilaksanakan melalui beberapa tahap, mulai dari pengenalan kegiatan, pendampingan selama "Puzzle Games" bertema hewan, penyusunan teks deskriptif, hingga penyampaian presentasi singkat di depan kelompok. Selama kegiatan berlangsung, peserta didik menunjukkan antusiasme yang tinggi, menjadi lebih percaya diri dalam berbicara, dan mampu menyampaikan deskripsi sederhana dengan kepercayaan diri yang lebih baik. Suasana interaktif dan kolaboratif yang tercipta membuat peserta didik lebih nyaman dan terlibat dalam setiap tahapan pembelajaran. Hasil pelaksanaan menunjukkan bahwa metode komunikatif dan interaktif efektif dalam membantu memperkuat keterampilan berbicara peserta didik melalui pendekatan pembelajaran yang kreatif dan santai. Kegiatan ini diharapkan dapat menjadi alternatif pendampingan berkelanjutan dalam mengembangkan kemampuan berbahasa Inggris di lingkungan ekstrakurikuler sekolah. Dengan demikian, penerapan metode komunikatif dan interaktif terbukti memberikan pengaruh positif terhadap penguatan keterampilan berbicara peserta didik dan dapat digunakan sebagai strategi pengembangan pembelajaran bahasa Inggris di lingkungan Madrasah.
Kata Kunci – metode komunikatif, english club, metode interaktif, implementasi, keterampilan berbicara

INTRODUCTION

Speaking skills are an important aspect of English language learning because they directly relate to students' ability to convey ideas, interact, and participate in global communication. At the junior high school level, speaking skills are an indicator of successful language learning because they reflect the extent to which students are able to apply their acquired English knowledge in real-world contexts. However, the reality on the ground shows that most students still face various obstacles, such as a lack of courage to speak, limited vocabulary mastery, and a fear of making mistakes in front of teachers and peers(Suherman et al., 2024). These conditions cause the communication process in the classroom to be suboptimal and students tend to be passive.

A similar problem was found among students at MTs Muslimat NU Palangka Raya. Based on initial observations, students demonstrated limited speaking skills despite regular English instruction in intracurricular activities. Classroom instruction often focused on grammatical structures and written exercises, leaving little room for students to practice speaking freely. As a result, students lacked confidence and tended to avoid communicating in English. This situation necessitated learning innovations that could expand students' opportunities to use English more authentically and communicatively (Umam et al., 2024).

English Club extracurricular activities are a solution to address these needs. English Club provides a more flexible and relaxed learning environment, encouraging the natural use of English through various practice-oriented activities. According to (Salmiati et al., 2023), English Club effectively increases learning motivation because students can participate without the pressure of academic grades. They engage in activities such as language games, small-group conversations, simulations, and presentation exercises that enable the use of English in broader contexts (Fithrotin et al., 2025). In addition to serving as a practice platform, English Club also fosters students' positive attitudes toward English.

The implementation of communicative language teaching and interactive methods is highly relevant in supporting the success of English Club activities. Communicative methods position language as a means of communication, so the focus of learning is directed at conveying meaning and using language in real contexts. Students are encouraged to develop fluency in speaking through collaborative activities, such as discussions, role-playing, and problem-solving (Sarah et al., 2024). In contrast, interactive methods emphasize active student involvement in the learning process by providing opportunities to exchange information, collaborate, and negotiate meaning (Salsabila & Margana, 2025). Interaction between students is key to developing speaking skills because they learn through direct experience.

Several previous researchers support the effectiveness of implementing both methods. (Fithrotin et al., 2025) found that direct communication-based learning can improve students' spontaneous speaking. (Maharani & Widiastuty, 2024) also reported that interaction-based activities in English Clubs increase students' courage and activeness in using English. Meanwhile, research by (Juanta et al., 2025) shows that English extracurricular activities have a significant influence on improving speaking fluency and vocabulary mastery. The findings of (Dewi & Trisnawati, 2025) reinforce that English Clubs provide a space for students to develop their oral communication skills gradually and continuously.

Taking into account various previous findings, this article focuses on the implementation of communicative and interactive methods in English Club activities as a means of strengthening students' speaking skills at MTs Muslimat NU Palangka Raya. This discussion aims to analyze how these two methods are implemented towards the development of students' speaking skills. It also shows that the english club provides an interactive and supportive space that helps students' become more confidence in using English through activities such as presentations, stroytelling, and simple speaking practice (Purwanti et al., 2024). The results of this discussion are expected to provide theoretical and practical

contributions to the development of English language learning strategies, especially in the context of non-formal learning through extracurricular activities.

METHOD

This article uses a qualitative descriptive approach to in-depth describe the implementation of communicative and interactive methods in the English Club extracurricular activities at MTs Muslimat NU Palangka Raya. This approach was chosen because it focuses on the learning process, student interaction, and the development of speaking skills through direct activities involving communicative activities. (Fithrotin et al., 2025; Suherman et al., 2024). PenThis approach is relevant to analyze how communicative and interactive methods are implemented in real life in non-formal learning environments such as English Club. (Fithrotin et al., 2025; Maharani & Widiastuty, 2024).

1. Subject and Location

The subjects of this community service were 25 students who were active members of the English Club extracurricular. They came from grades VII, VIII, and IX with varying levels of English proficiency. Extracurricular activities were carried out at MTs Muslimat NU Palangka Raya, English Club activities were routinely held every Monday at 3:30 PM after Asr prayer until 5:00 PM WIB. The duration of the activity was approximately 90 minutes for each meeting. The selection of these subjects is in line with previous research which shows that learning English through extracurricular activities can improve students' self-confidence and speaking skills through communicative and collaborative activities.(Dewi & Trisnawati, 2025; Juanta et al., 2025).

2. Activity Focus (Descriptive Text - Puzzle About Animal)

This article focuses on one of the learning sessions, the "Animals"-themed "Puzzle Games," designed to improve students' speaking skills through the creation of simple descriptive texts. Game-based activities have been shown to increase students' motivation, participation, and courage in using English directly.(Salmiati et al., 2023; Salsabila & Margana, 2025)At the meeting, students were divided into small groups, and each group received a puzzle featuring an animal. The activity stages included:

a) Puzzle Assembly

Students work together to assemble puzzle pieces to form a complete picture of an animal. This stage fosters spontaneous conversations among students and fosters a communicative and interactive learning environment.

b) Image Observation

After the puzzle is assembled, students pay attention to the details of the animal in the picture, such as physical shape, color, and other visual characteristics as a basis for compiling a description.

c) Composing Descriptive Text

Each group created a short descriptive text based on the animal in the puzzle. The text contained a basic description of the animal, highlighting its general characteristics and visual information from the image. Group discussions at this stage demonstrated the implementation of communicative methods that emphasize interaction and negotiation of meaning.

d) Group Presentation

The activity concluded with a short presentation to all English Club members. Group representatives read descriptive text while showing off the puzzles they had assembled. This presentation aimed to develop courage, fluency, and the ability to convey information clearly orally. Previous research has shown that visual activities and presentations significantly improve students' speaking skills.(Fithrotin et al., 2025; Maharani & Widiastuty, 2024).

3. Activity results collected through three main techniques:
    a) Observation: Observations were conducted to observe the progress of the Puzzle Games activities, interactions between students, their activeness during discussions, and performance during presentations.
    b) Interview: Interviews were conducted informally with several students to explore their experiences, difficulties, and responses to the activities.
    c) Documentation**:** Documentation is done through photos of activities that record activities and the learning process during the session.

RESULTS AND DISCUSSION

This section describes the main findings of the discussion regarding the implementation of communicative and interactive methods in English Club activities through animal-themed Puzzle Games. The results are presented based on observations, student interviews, and photo documentation obtained during the activity. The discussion then links these findings to relevant previous research.

1. Puzzle Games Activities Increase Student Interaction and Cooperation

In the initial phase of the activity, which involved assembling the puzzle, students appeared enthusiastic and actively engaged. They discussed matching puzzle pieces, helped each other orientate certain parts, and expressed delight when the pieces fit together correctly. The interactions that emerged were natural and uncontrived, as students communicated spontaneously to complete the group task.

Figure 1.
Results of discussions between students

This finding is in line with research (Salmiati et al., 2023)which states that game-based activities can increase participation and interaction because students see these activities as enjoyable learning experiences. The same thing was also found by (Umam et al., 2024) which emphasizes that group collaboration can encourage students to be more active in carrying out simple communication during the problem-solving process.

In this context, the communicative method is clearly visible, because students have meaningful conversations during the puzzle construction both in simple English and a combination of Indonesian and English as a form of code-switching, which according to (Fithrotin et al., 2025)is a normal phenomenon in language learning at the intermediate level.

2. Ability to Describe Images Through Descriptive Text

After the puzzles were assembled, students were asked to observe the animals in the

pictures and compose simple descriptive text. Although the resulting texts were still at a basic level, the composition process demonstrated that students were beginning to connect visuals with vocabulary they already knew. Some groups composed sentences such as "It is a big brown bear" or "This animal has a long tail and lives in the jungle."

The process of composing the description takes the form of a short discussion in which each group member contributes ideas for appropriate words or phrases. This activity demonstrates that interactive methods can provide opportunities for students to complement each other's language skills.

This finding is in line with the research results (Maharani & Widiastuty, 2024) which shows that visual media and collaborative activities can help students develop ideas more concretely. In addition, research (Suherman et al., 2024) also emphasized that picture-based activities are very effective in helping students build simple sentence structures and develop speaking skills.

3. Group Presentations Improve Students' Confidence and Speaking Fluency

Figure 2.
Group presentation activities

Group presentations were the stage where the most visible changes in speaking skills were observed. Some students initially appeared shy, but as the activity progressed, they demonstrated increased confidence and fluency when reading descriptive texts in front of their peers. Some key findings from this stage include:
a. Students speak with clearer intonation than at the beginning of the activity.
b. They are able to convey descriptions without relying too much on the teacher.
c. The group that was initially passive began to dare to appear after seeing other groups appear first.
d. Short presentations allow all members to be involved without undue pressure.

This is in line with the findings (Dewi & Trisnawati, 2025) which shows that presentation activities in English Club significantly contribute to improving students' speaking skills and performance. Meanwhile, research (Juanta et al., 2025) also emphasized that students will find it easier to develop speaking skills when given the opportunity to perform in a less formal setting.

Thus, the small presentations carried out in the Puzzle Games activity are an effective form of implementing communicative methods because they provide space for students to practice language in a real and meaningful way.

4. Implementation of Communicative and Interactive Methods in the Context of Puzzle Games

Referring to the entire series of activities, the implementation of communicative and interactive methods is clearly visible in several main structures:

a. Meaningful Interaction: Student interaction emerged naturally while putting together the puzzle and agreeing on sentences to use in the description. This demonstrates that learning is not focused on memorization, but on using language in real-world contexts.
b. Group Collaboration: Activities are conducted in small groups so that every student feels involved. This aligns with the concept of student-centered learning emphasized in the communicative approach (Salsabila & Margana, 2025).
c. Visual Media Support: The use of picture puzzles helps students develop ideas and makes it easier for them to construct descriptions. Visual media has been shown to influence learning effectiveness, as confirmed by research (Maharani & Widiastuty, 2024).
d. Gradual Improvement of Speaking Skills: The activity of putting together a puzzle → observing a picture → composing a description → presenting shows gradual progress that strengthens students' speaking skills.

The structure of this activity is in accordance with the character of the communicative method which emphasizes the use of language in a functional form, not just in the form of mechanical exercises.

CONCLUSION

Based on the results of the discussion conducted, it can be concluded that the implementation of communicative and interactive methods through animal-themed Puzzle Games activities in the English Club extracurricular activity contributed significantly to strengthening students' speaking skills at MTs Muslimat NU Palangka Raya. Puzzle-assembling activities were proven to be able to increase interaction and cooperation between students naturally, while the process of observing images and compiling descriptive texts helped students organize ideas and develop descriptive sentences in a more focused manner. Group presentations carried out at the end of the activity also provided opportunities for students to practice speaking directly, so that their courage, fluency, and clarity of delivery increased. Overall, this visual game-based activity shows that communicative and interactive methods are effective in creating an active, fun learning atmosphere and supporting students in developing speaking skills through more contextual and meaningful learning experiences. Therefore, similar activities are recommended to continue to be developed as supporting strategies in English learning in extracurricular environments.

ACKNOWLEDGMENT

4. To my beloved parents, I express my gratitude for their unwavering prayers, encouragement, and support. Their presence and trust have been a major source of strength in completing this devotional article.

5. To myself, the author expresses his appreciation for the effort, patience, and commitment to completing each stage of the discussion until this article can be completed well.

The author hopes that all the support provided will benefit the continuity of learning activities and provide valuable experience for the future. Thank you for all your cooperation and kindness.

BIBLIOGRAPHY

Dewi, Y., & Trisnawati, E. (2025). *Jurnal Abdimas ADPI Sosial Humaniora Program English Club untuk Meningkatkan Kemampuan Bahasa Inggris Siswa Sekolah Menengah Atas*. *6*, 84–89.

Fithrotin, Kharisma, D., & Amin, M. (2025). *Peningkatan Kemampuan Bahasa Inggris Siswa Melalui Program Speak-Up Areas Dan English Club Di Bukit*. *3*(5), 2120–2128.

Juanta, P., Laurance, C., Sanjaya, M., Sihombing, P., & Alexia, V. (2025). *Pengaruh Ekstrakurikuler Bahasa Inggris Terhadap Kemampuan Berbahasa Inggris Siswa*. *3*(4), 841–851.

Maharani, W., & Widiastuty, H. (2024). *Meningkatkan Kemampuan Bahasa Inggris melalui English Club dalam Pengabdian Masyarakat MBKM Asistensi Mengajar Improving English Language Skills through the English Club in Community Service MBKM Teaching Assistance Program Studi Tadris Bahasa Inggris , F*. *2*(6).

Purwanti, S. E., Mustajib, A., & Ayyuni, D. Q. (2024). *Peningkatan Kemampuan Berbahasa Inggris Mahasiswa Universitas Islam Indragiri Melalui English Club*. *2*(1), 20–28.

Salmiati, Amri, S., Yeni, M., Syafrizal, Wiluyo, A., Khairunnisa, & Alicia, C. (2023). *Kegiatan English Club sebagai Sarana Peningkatan Kemampuan Berbicara (Speaking) Mahasiswa Universitas Islam Indragiri*. *1*(2), 21–27.

Salsabila, F., & Margana. (2025). *International Journal of Multicultural and Multireligious Understanding Enhancing Stu dents ' Speaking Skills Performance Through English Extracurricular Activities at Senior High School*. 380–392.

Sarah, S., Romli, H., Hannifa, K., Yanie, D., Safhira, N. I., & Rohimah, I. (2024). *Exploring the role of English club for students speaking skills*. *6*(1), 44–52.

Suherman, H., Basuki, D., & Jami, F. (2024). *Implementasi Kegiatan Esktrakurikuler English Club Dalam Mengembangkan Keterampilan Berbahasa Inggris*. *3*(1), 108–116.

Umam, A., Astuti, M., & Syafitri, D. (2024). *Pelaksanaan Kegiatan Ekstrakulikuler Bahasa Inggris (English Club) dalam Meningkatkan Speaking Skill Di MA Darussalam Bumi Agung OKI*. *4*, 722–734.