

The Implementation of Weekly English Speaking Activities Conducted by Bilingual Students at SMA Takhasus Al-Qur'an

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Abstract. This study aims to describe the implementation of weekly English-speaking activities conducted by bilingual students at SMA Takhasus Al-Qur'an and to examine their preparation, challenges, and perceived benefits. This study employed a descriptive qualitative design involving 10 bilingual students from Grades 10 to 12. Data were collected through observation during the researcher's 40 day teaching practicum and an open-ended questionnaire distributed through WhatsApp on September 18, 2026. The data were analyzed thematically based on recurring patterns in the observation findings and students' responses. The findings show that the weekly activity was conducted every Wednesday as part of the school's morning activities, where bilingual students took turns leading English prayer reading and other speaking activities in front of their peers. The students prepared by reviewing materials, memorizing texts, and practising pronunciation before performing. However, they experienced challenges such as nervousness, fear of making mistakes, vocabulary difficulties, and pronunciation difficulties. The activity was perceived as beneficial because it provided regular opportunities for speaking practice and supported students' pronunciation, vocabulary, and confidence. The study suggests that student-led weekly English-speaking activities can provide an additional context for practising English beyond formal classroom instruction. The findings also highlight the importance of regular preparation and repeated participation in helping students become more familiar with speaking English in front of others and engaging actively in school-based communication.

Keywords: English Speaking Activities; Pronunciation; Speaking Practice; Students Confidence; Weekly School Activity.

1. BACKGROUND

English speaking skills have become an essential component of modern communication, enabling individuals to connect globally and access international opportunities (Crystal, n.d.). In the Context of English as a Foreign Language (EFL), mastering speaking performance requires not only a grasp of grammar and vocabulary but also regular, interactive communicative language practice (Brown & Lee, 2025). However, EFL learners may have limited opportunities to engage in authentic speaking practice within formal classroom settings, making learning activities beyond the classroom important for providing meaningful opportunities to use English communicatively (Aditya et al., 2024). Consequently, providing EFL learners with frequent exposure and practice in real-world communicative scenarios remains vital for building their fluency and natural expression. Recent studies have highlighted the importance of providing EFL learners with opportunities to use English beyond regular classroom instruction. Out-of-class English activities can create additional opportunities for students to practise speaking, interact with others, and use English in more meaningful

contexts. In an Indonesian EFL context, (Aditya et al., 2024) found that English Recent studies have emphasized the importance of providing EFL learners with opportunities to use English beyond regular classroom instruction. English-speaking activities outside the classroom can provide learners with additional opportunities to practice oral communication, interact with others, and develop their willingness to communicate. (Wulandari et al., 2026), for example, found that creating an English-speaking community beyond the classroom can support students' experiences of using English and encourage greater participation in English communication. Similarly, (Aditya et al., 2024) reported that English Club activities provided students with opportunities to practise speaking and develop their speaking competence through learning experiences beyond the classroom. These findings indicate that structured English activities outside regular classroom lessons can complement formal instruction by providing students with additional opportunities to practise speaking in meaningful contexts. However, participating in English-speaking activities does not necessarily mean that students can perform confidently. Speaking in front of others may create anxiety, fear of making mistakes, and concerns about being judged by peers. (Erdiana et al., 2020), for example, reported that EFL students experienced anxiety during speaking performance, indicating that psychological factors can influence students' ability to perform orally. More recent research by (Ashilah, 2026a) also indicates that students' confidence in speaking English is influenced by factors such as fear of making mistakes, peer judgment, opportunities for speaking practice, teacher support, and self-practice. Therefore, regular speaking activities may provide not only opportunities to practise English but also situations in which students encounter and develop strategies for dealing with speaking-related challenges.

School based English programs can also create a regular environment in which students are encouraged to use English repeatedly. (Dewi et al., n.d.-a) found that an English Day program involving presentation and storytelling activities provided students with opportunities to practise public speaking and participate actively in English. Likewise, (Ramadani & Dharmawan, 2025) reported that an English Day program supported students' speaking proficiency through consistent exposure to English and authentic communication, although students still experienced challenges such as anxiety and self-consciousness. These findings indicate that regular English programs can create meaningful opportunities for students to use English, while also placing them in situations that require preparation and psychological readiness before speaking in front of others.

Public speaking in a foreign language, however, can be challenging for EFL learners. Students may experience nervousness, fear of making mistakes, anxiety, or concern about being evaluated by others. (Erdiana et al., 2020) found that EFL students experienced anxiety during speaking performance, demonstrating that speaking performance is influenced not only by linguistic competence but also by psychological factors. More recent research by (Ashilah, 2026a) shows that students' speaking confidence can be influenced by fear of making mistakes, peer evaluation, limited speaking practice, teacher support, and opportunities for self-practice. (Syawaludin & Ilyas, 2026) similarly found that EFL students used various strategies to overcome anxiety and build confidence when participating in public speaking activities. In addition, (Derbani et al., 2025) Public speaking in a foreign language can also create psychological challenges for students. Learners may experience nervousness, fear of making mistakes, fear of negative evaluation, and a lack of confidence when they are required to speak in front of others. (Derbani et al., 2025) found that public speaking anxiety among students in Indonesia and Bangladesh was associated with psychological and personal factors, particularly self-confidence and personality characteristics. Their findings showed that self-confidence was significantly related to public speaking anxiety, indicating that students with stronger confidence may experience less fear when speaking publicly. The study also emphasizes the importance of providing students with regular feedback, supportive relationships, and opportunities to practise speaking in order to reduce psychological barriers and strengthen their confidence.

Preparation is also an important part of students' participation in public speaking activities. Preparation is another important aspect of students' participation in speaking activities. Before performing in English, students may need to prepare materials, memorize or review texts, practise pronunciation, and rehearse their delivery. (Arifin et al., 2025) found that EFL learners used self-practice and other strategies to build confidence in speaking English. (Annisa, 2025) also reported that independent practice, simulations, group discussions, and other preparation strategies helped learners overcome anxiety and become more confident when speaking in public. Similarly, (Ayiz & Tauchid, 2025) found that a supportive peer-teaching environment contributed to improvements in pronunciation, vocabulary, fluency, and confidence while reducing public speaking anxiety. These studies suggest that preparation and rehearsal can help students become more familiar with the content and language they are expected to use before performing publicly. Pronunciation is another important aspect of English-speaking performance. Difficulties in pronunciation can affect students' confidence because learners may be concerned about making mistakes or being misunderstood. Recent

research on EFL learners' speaking experiences has continued to identify pronunciation as one of the challenges that learners encounter when using English orally. Regular practice and rehearsal can therefore provide learners with opportunities to become more familiar with English pronunciation and improve their readiness before speaking in public.

In the context of SMA Takhasus Al-Qur'an, English-speaking practice is integrated into the school's weekly morning activities. Every Wednesday morning, bilingual students take turns participating in activities conducted in English and Arabic. The activities include reading prayers in English, delivering short speeches, presenting daily vocabulary (*mufrodat*), and other linguistic or artistic performances. Some students also prepare their speech scripts before the activity. This routine provides students with a regular opportunity to use English in front of their peers and to practise speaking in an authentic school context. The activity is therefore different from ordinary classroom speaking practice because students use English as part of a recurring school routine and take an active role in conducting the activities. Although previous studies have examined English Clubs, English Day programs, speaking anxiety, and students' speaking confidence, fewer studies have specifically examined student-led weekly English-speaking activities integrated into the routine of an Islamic Qur'an-focused high school. The combination of religious activities, bilingual practice, student participation, and public speaking creates a distinctive context for English learning. Therefore, this study aims to describe the implementation of weekly English-speaking activities conducted by bilingual students at SMA Takhasus Al-Qur'an, particularly focusing on the activities, students' preparation, challenges experienced during the activities, and perceived benefits for English-speaking practice. However, participating in English-speaking activities does not necessarily mean that students can perform confidently. Speaking in front of others may create anxiety, fear of making mistakes, and concerns about being judged by peers. (Erdiana et al., 2020), for example, reported that EFL students experienced anxiety during speaking performance, indicating that psychological factors can influence students' ability to perform orally. More recent research by (Ashilah, 2026a) also indicates that students' confidence in speaking English is influenced by factors such as fear of making mistakes, peer judgment, opportunities for speaking practice, teacher support, and self-practice. Therefore, regular speaking activities may provide not only opportunities to practise English but also situations in which students encounter and develop strategies for dealing with speaking-related challenges.

Preparation is also an important part of students' participation in public speaking activities. Before performing in English, students may prepare their materials, practise pronunciation, rehearse their delivery, and familiarize themselves with the content. (Dewi et

al., n.d.-a) found that students participating in an English Day program engaged in preparation before public speaking activities, including preparing topics and practising their delivery. In addition, (Arifin et al., 2025) showed that EFL learners used various strategies to develop self-confidence in speaking English. These findings indicate that preparation and repeated practice can help learners become more familiar with speaking tasks and may support their confidence when using English in front of others. Pronunciation is another important aspect of English-speaking performance. Difficulties in pronunciation can affect students' confidence because learners may be concerned about making mistakes or being misunderstood. Recent research on EFL learners' speaking experiences has continued to identify pronunciation as one of the challenges that learners encounter when using English orally. Regular practice and rehearsal can therefore provide learners with opportunities to become more familiar with English pronunciation and improve their readiness before speaking in public.

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2. THEORETICAL STUDIES

Language learning does not only occur through formal classroom instruction. Students can also develop their language abilities through opportunities to use English in activities outside regular lessons. English-speaking activities provide learners with opportunities to practise producing language, interacting with others, and using English for communicative purposes. (Benson, 2017)emphasizes the importance of language learning opportunities beyond the classroom, where learners can gain additional exposure and practice through different contexts. In the Indonesian EFL context, English programs outside regular classroom activities have also been used to provide students with additional opportunities to practise speaking. English clubs could support students' speaking competence by providing opportunities to use English beyond regular classroom learning. English Day activities as a form of additional English exposure and speaking practice for students.

Speaking in front of an audience requires students to use linguistic knowledge while simultaneously managing their confidence and performance. Students may feel nervous or afraid of making mistakes when they are required to speak English publicly. (Ashilah, 2026b) reported that students' confidence in speaking English can be influenced by fear of making mistakes, peer judgment, opportunities for practice, and support from teachers. Regular speaking practice can provide students with repeated experiences of using English in front of others. Through repeated performance, students may become more familiar with the speaking situation and develop greater confidence. Therefore, activities that require students to perform English regularly may support both linguistic practice and affective development.

Preparation is an important part of speaking performance. Students may prepare by reviewing vocabulary, understanding the material, practising pronunciation, memorizing important parts, and rehearsing their delivery. Preparation can help students become more familiar with the material and reduce uncertainty when performing. (Dewi et al., n.d.-b)found that students participating in an English Day program prepared their topics and practised aspects of their presentation before performing. Such preparation can support students in managing pronunciation, vocabulary, delivery, and confidence during public speaking.

3. RESEARCH METHODS

This study employed a descriptive qualitative research design to describe the implementation of weekly English-speaking activities conducted by bilingual students at SMA Takhasus Al-Qur'an. The descriptive qualitative approach was selected because it is suitable for describing phenomena systematically and factually based on qualitative data(Crystal, n.d.;

Furidha, 2024). The study focused on the activities conducted by the students, their preparation before performing, the challenges they experienced, and the perceived benefits of participating in the activities. The participants of this study were 10 bilingual students from Grades 10 to 12 at SMA Takhasus Al-Qur'an. The questionnaire was distributed to bilingual students, and 10 students provided responses that were used as data in this study. The participants were involved in the school's bilingual activities, including the weekly Wednesday morning assembly. The data were collected through observation and an open ended questionnaire administered through WhatsApp. The observation was conducted throughout the researcher's 40-day teaching practicum period. During this period, the researcher observed the weekly Wednesday morning activities, focusing on how the bilingual students conducted the activities, the types of English-speaking activities performed, and their preparation and performance.

In addition, an open-ended questionnaire was distributed through WhatsApp on September 18, 2026. Open-ended questionnaires can be used in qualitative research to allow respondents to provide detailed explanations of their experiences (Furidha, 2024). The questions asked about the students' experiences in leading the activities, their preparation before performing, difficulties in speaking English in front of others, and their perceptions of the benefits of the activities for their English speaking practice.

The data were analyzed qualitatively by organizing the observation findings and students' responses into recurring themes. The analysis followed a thematic approach by identifying recurring patterns and grouping related responses into themes (Dewi et al., n.d.-b). The analysis focused on four main themes: the implementation of weekly English-speaking activities, students' preparation before the activities, challenges experienced when using English in front of others, and perceived benefits of the activities for speaking practice, pronunciation, and confidence. The observation findings were used to complement and contextualize the students' responses.

4. RESULTS AND DISCUSSION

Implementation of Weekly English-Speaking Activities

Based on the observation conducted throughout the 40-day teaching practicum, the weekly English-speaking activity was conducted every Wednesday as part of the school's morning activities. Bilingual students from Grades 10 to 12 took turns coming to the front and leading or performing different activities in English. The activities included reading prayers in English, delivering short speeches, presenting vocabulary, and other English-speaking activities. The implementation of these activities provided students with regular opportunities

to use English in front of the school community. Unlike activities that only require students to respond to questions during English lessons, the weekly program required students to produce English for an actual audience. This created a context in which students could practise pronunciation, vocabulary, and spoken delivery. This finding is in line with (Dewi et al., n.d.-b), who found that an English Day program could provide students with opportunities to practise public speaking and use English in a more authentic context. Similarly, English clubs and English speaking programs can provide additional opportunities for students to practise speaking beyond regular classroom instruction. The weekly activity at SMA Takhasus Al-Qur'an therefore functioned not only as a school routine but also as a space for bilingual students to practise using English publicly.

Students' Preparation Before the Activities

The students' responses showed that preparation was an important part of participating in the weekly activities. Before performing, students prepared the materials they were going to deliver, reviewed or memorized their parts, practised pronunciation, and rehearsed their performance. Preparation helped students become more familiar with the content and reduced uncertainty when they had to speak in front of others. The need for preparation is understandable because public speaking requires students to manage several aspects simultaneously. Students need to remember the content, select appropriate vocabulary, pronounce words correctly, and deliver the message clearly. Practising beforehand allows students to identify difficult words and become more familiar with the sequence of their presentation. This finding is consistent with (Dewi et al., n.d.-b), who reported that students prepared their topics and practised aspects of their presentations before participating in an English-speaking program. Thus, preparation can be considered an important part of students' participation in regular English-speaking activities because it helps them feel more prepared to perform.

Students' Challenges in Speaking English

Although the activities provided useful speaking opportunities, the students also experienced several challenges. Based on the questionnaire responses, the challenges included nervousness, fear of making mistakes, limited vocabulary, and difficulties with pronunciation. These challenges show that speaking performance is influenced not only by students linguistic knowledge but also by their emotional readiness to speak in front of others. Nervousness and fear of making mistakes may make students less confident when producing English. Students may hesitate because they are concerned about incorrect pronunciation, vocabulary choices, or how other students will respond to their performance. (Ashilah, 2026b) similarly discussed the

influence of fear of mistakes and peer judgment on students' confidence when speaking English. Opportunities for repeated practice and positive speaking experiences can therefore be important in helping students become more comfortable with public speaking. Vocabulary and pronunciation difficulties were also relevant because students need sufficient vocabulary and pronunciation knowledge to communicate their intended messages. When students encounter unfamiliar words or are uncertain about pronunciation, they may hesitate during their performance. Regular preparation and repeated exposure to English can help students become more familiar with words and expressions that they need to use.

Perceived Benefits of the Activities

The students perceived the weekly activities as beneficial for their English development. Their responses indicated that the activities provided opportunities to practise speaking, improve pronunciation and vocabulary, and develop confidence. The repeated nature of the activity allowed students to experience speaking in front of others more than once, which could help them become more familiar with the performance situation. The benefits were not limited to linguistic practice. By standing in front of the school community and using English, students also had opportunities to practise communicating with an audience. This experience may help students become more comfortable with public speaking and reduce hesitation when using English. These findings support Dewi et al. (2024), who reported that English-speaking activities could support students' public speaking practice and contribute to development in areas such as pronunciation, vocabulary, and confidence. Ashilah (2026) also highlights the importance of speaking practice and successful speaking experiences in developing students' confidence. Therefore, the weekly English-speaking activity at SMA Takhasus Al-Qur'an can be viewed as an additional environment for bilingual students to practise English and develop their confidence in using the language publicly.

5. CONCLUSIONS AND SUGGESTIONS

The study concludes that the weekly English-speaking activities at SMA Takhasus Al-Qur'an provided bilingual students with regular opportunities to use English beyond formal classroom instruction. The activities included English prayer reading, short speeches, vocabulary presentations, and other English-speaking activities conducted by students from Grades 10 to 12. The students prepared themselves through reviewing materials, memorizing parts, practising pronunciation, and rehearsing before performing. However, they also experienced challenges such as nervousness, fear of making mistakes, limited vocabulary, and pronunciation difficulties. Despite these challenges, the students perceived the activities as

beneficial for practising speaking, improving pronunciation and vocabulary, and developing confidence. These findings indicate that regular English-speaking activities can serve as a meaningful opportunity for students to practise English in an authentic school environment. Future activities may maintain the regularity of the program while providing students with sufficient preparation time and supportive feedback so that they can become more confident in using English publicly. Future research may also involve a larger number of participants and examine changes in students' speaking performance over a longer period.

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