

531 FM (SPEAK ENGLISH IN FIVE MINUTES) PROGRAM AT ONE JUNIOR HIGH SCHOOL IN PALEMBANG: STUDENTS' PERCEPTIONS

M. Raditya Ramadhani Dirgantara^{*1}, Annisa Astrid², Rizqy Dwi Amrina³

dirgantarama35@gmail.com^{*1}, annisaastrid_uin@radenfatah.ac.id²,

rizqydwiamrina_uin@radenfatah.ac.id³

Faculty of Tarbiyah and Teaching Sciences^{*1,2,3}

Universitas Islam Negeri Raden Fatah Palembang^{*1,2,3}

Received: November 29, 2025

Accepted: June 8, 2026

Published: September 25, 2026

ABSTRACT

This study aims to explore students' perceptions of the 531 FM Program, a non-formal English-speaking activity implemented at SMP LTI IGM Palembang. The program was designed to enhance students' speaking skills through consistent and structured practice outside the formal curriculum. A qualitative case study approach was employed, with data collected through classroom observations and semi-structured interviews involving twelve ninth-grade students. Thematic analysis was used to identify key patterns within students' experiences and responses. The findings indicate that students generally perceived the 531 FM Program positively. They reported improvements in various components of speaking competence, including grammar, vocabulary, pronunciation, comprehension, and fluency. The program also strengthened functional speaking skills, such as using English for greetings, casual exchanges, and task-based communication. Students noted that regular exposure and supportive feedback contributed to increased confidence in speaking English. However, the limited duration of each session (5 minutes) was considered insufficient for optimal development. The results highlight the significance of structured non-formal English activities in supporting language development in school contexts. The study concludes that such programs can be highly beneficial when implemented consistently and supported by teachers, and further research could examine extended program durations or integration with formal classroom instruction.

Keywords: 531 FM Program, Non-Formal English Activity, Students' Perceptions

DOI: 10.31943/wej.v10i2.587

INTRODUCTION

Second language acquisition (SLA) does not unfold in a simple or linear way. Rather, it tends to develop through a mix of exposure, interaction, and deliberate engagement with the target language in meaningful contexts. Among the many elements involved, language input seems to play a particularly central role. Long (1996), for instance, argues that access to comprehensible input is not just helpful but essential, since learners need to encounter language they can reasonably make sense of in order to gradually absorb its structure and function. In other words,

understanding precedes mastery, and not the other way around. Building on this idea, Bahrani (2013) highlights how consistent exposure to authentic and well-structured input can sharpen learners' ability to acquire vocabulary, recognize grammatical patterns, and develop a more natural sense of language use. When learners regularly hear or read language as it is actually used in real-life situations, they begin to notice subtle features such as tone, rhythm, and context-specific expressions. Over time, this kind of experience becomes especially valuable for speaking development, since it provides concrete models that learners can imitate and adapt. As a result, their pronunciation tends to become clearer, their speech more fluid, and their overall confidence in using the language gradually improves in ways that feel both practical and meaningful.

In Indonesia, English is taught as a foreign language (EFL), and many students receive limited exposure to English in their daily lives. Classroom-based teaching often faces constraints such as restricted time allocation, large class sizes, and an emphasis on written assessments rather than communicative performance. As a result, many students struggle to develop oral proficiency even after years of formal instruction. These conditions have motivated educational institutions to explore supplementary approaches that extend learning beyond the classroom, particularly through non-formal English activities that allow students to practice English in interactive, meaningful, and student-centered environments.

Non-formal English activities have been gaining increased recognition due to their potential role in enhancing the learners' communicative competence. Some examples of the application of non-formal activities in teaching English in Indonesia include English Club, English Day, English Camp, and English Podcast. Research works done previously indicate that the use of such programs enables students to get considerable exposure to the language through carefully planned but flexible communication practices, rather than inflexible ones involved in classroom-based language lessons. It is also argued that non-formal activities help learners develop more positive attitudes, increase their confidence level and engage in interpersonal communication more willingly since they perceive such programs as being more interesting, relaxed, and realistic (Alwiah & Abduh, 2023; Ferian et al., 2022; Fikra & Hilmi, 2023; Hijrah & Umar, 2021; Maulidiyah & Afifa, 2022; Munir et al., 2023; Sinaga, 2018). Nevertheless, although previous researches indicate some similarities regarding the results achieved due to non-formal activities, they tend to be too vague and lack sufficient explanations about how they impact on certain speaking aspects, such as fluency or grammatical accuracy. Non-formal language programs are often implemented in an unorganized manner and are considered voluntary by students.

The major components of non-formal English courses voluntary participation, flexibility, and socialization are highly important concerning the usage of the language being learnt by the students. This is because such attributes influence the way pupils utilize the English language due to the fact that people act in different ways when they enjoy more autonomy and are not coerced into doing anything. They do not experience any form of pressure but feel relaxed and willing to make use of the language. According to Sternberg et al. (2024) and O'Donnell et al. (2024), such instances could result in intrinsic motivation.

Interaction plays an important role in this kind of learning. Students create their own meanings, respond to each other, and experiment with new linguistic expressions through communication. The dialogues appear to be quite arbitrary but help the students become more confident that they have correctly understood and conveyed their message. Additionally, the informal atmosphere creates a safe space for the learners where they do not need to worry about making mistakes that normally prevent them from actively participating in lessons.

The above mentioned environments are useful for improving some important elements related to speaking skills, including fluency, use of vocabulary, and pronunciations, because the students have the motivation to utilize the language in real-life settings. The claim mentioned above is supported by empirical findings. As per the research conducted by Melviza et al. (2017) participation in English Day events improved the participants' level of self-confidence due to constant interactions. Furthermore, research done by Vadriani et al. (2023) participation in English clubs reduced the level of anxiety and improved vocabulary use. Also, research findings by Amalia and Novita (2023) state that participation in English camps improved spontaneous communication abilities. Overall, when we take all these empirical pieces of evidence into account, we see that informal English activities do not only help you practice but also motivate you, improve communication, and reduce anxiety.

Despite all the successes observed within non-formal programs in English learning, there are certain challenges that exist within the implementation of these programs. According to the previous literature, many learners still experience anxiety associated with making mistakes when speaking English. It may influence negatively the ability to take an active part in classes and impair both learners' fluency and pronunciation. Non-formal activities might face certain difficulties, including unpredictability of schedule, lack of sufficient time, and insufficient support by educators. It is likely to result in difficulties in getting sufficient practice and improvement in grammar and speaking skills.

It is also possible that the students' involvement could vary depending on personal motivations, peer pressure, and especially the usefulness and benefits that they perceive regarding the program. The reason why some would participate is that they see benefit from the activities and find them enjoyable while others will not due to the fact that they do not see any benefit nor do they enjoy them, thus making them passive and less likely to engage in speaking practice. However, despite all of this, there are a number of past studies that have not adequately investigated the perceptions that students have regarding their speaking proficiency.

Within this broader context of non-formal language learning, the 531 FM Program at SMP LTI IGM Palembang represents a distinctive approach to supporting students' English speaking development. Initiated in 2022, the program requires students to practice speaking English for five minutes before the start of formal classes, three times a week. During these sessions, students engage in English conversations, practice expressions aligned with their classroom lessons, and participate in guided speaking activities facilitated by teachers. A notable feature of the program is its integration with digital platforms, particularly class Instagram accounts, where students upload short English-speaking videos as part

of their practice. This integration not only strengthens students' exposure to the language but also promotes digital literacy and fosters a sense of accountability in completing speaking tasks.

The 531 FM Program differs from other non-formal English programs in its structured nature, compulsory participation of all learners, and strict adherence to the school's English language rules. Unlike English clubs or English Day programs where voluntary involvement of learners determines success, the 531 FM Program guarantees participation of all learners throughout the program process. Another advantage of this method is the focus on speaking practice, providing the learners with numerous opportunities to listen to and speak the target language. It is considered crucial for acquiring good speaking skills through frequent practice that contributes to fluency of the learners (Bailey, 2004; Brown, 2007). Digital media enrich the curriculum offering modernized approaches to traditional speaking activities as well as opportunities for learners to express themselves and receive beneficial feedback.

Although numerous studies have examined various forms of non-formal English activities, research that specifically investigates the 531 FM Program remains limited. Most existing studies primarily focus on programs such as English Day, English clubs, or English camps, which are generally less structured and often depend on voluntary student participation. As a result, there is a noticeable gap in the literature concerning short-duration, systematically organized, and digitally integrated speaking programs like the 531 FM Program implemented at SMP LTI IGM Palembang. This lack of focused research limits a comprehensive understanding of how such programs function and contribute to students' speaking development in formal school settings.

Furthermore, previous studies have largely emphasized broad learning outcomes, including students' motivation, confidence, and general attitudes toward English, while paying limited attention to learners' perceptions of improvement in specific components of speaking competence. Aspects such as grammar accuracy, vocabulary use, pronunciation, comprehension, and fluency are often discussed implicitly rather than examined in a detailed and systematic manner. Addressing this gap provides an important opportunity to explore how the 531 FM Program supports students' speaking development more comprehensively, offering clearer insights into the role of structured non-formal programs in enhancing communicative competence among junior high school students.

Given this gap, the present study aims to investigate students' perceptions of the 531 FM Program at SMP LTI IGM Palembang. Understanding students' perceptions is crucial because their attitudes influence engagement, persistence, and the overall effectiveness of language learning programs. When students view a program positively, they are more likely to participate actively, apply newly acquired skills, and exhibit greater confidence. Conversely, negative perceptions may reduce participation and limit the program's impact. By exploring students' personal experiences, perceived benefits, and challenges encountered during participation in the 531 FM Program, this study contributes new insights into the potential of structured non-formal English activities in supporting language development.

The context of the study centers on a private junior high school in Palembang that has demonstrated a strong institutional commitment to fostering English use across academic and non-academic settings. The school's implementation of the 531 FM Program reflects an intentional effort to cultivate English-speaking habits and enhance students' communicative competence through structured input and repeated practice. The units of analysis in this study consist of twelve ninth-grade students who regularly participate in the program. Their insights are expected to provide a comprehensive understanding of how the program is perceived and experienced by learners at different levels of proficiency and motivation.

The main contribution of this study lies in its examination of a relatively unexplored non-formal English program that integrates structured speaking practice with digital engagement. By focusing on the 531 FM Program, the study provides empirical insights that may inform the design of similar initiatives in other educational institutions. The findings may also guide teachers and school administrators in improving the duration, structure, and feedback mechanisms of the program. Additionally, this research offers opportunities for future studies to explore teacher perceptions, long-term impacts on speaking proficiency, or comparative analyses with other non-formal English activities.

In summary, this study addresses the limited body of research on the 531 FM Program by examining students' perceptions of its implementation and its impact on speaking development. By focusing on learners' experiences, the study provides meaningful insights into how structured non-formal English activities can support speaking practice beyond the classroom. The findings suggest that consistent exposure to English through guided activities helps students build confidence, reduce speaking anxiety, and improve their ability to communicate orally. This is particularly important in EFL contexts where opportunities to use English in daily life are limited, making alternative learning spaces essential for language development.

Furthermore, this research contributes to ongoing discussions in EFL education regarding the role of non-formal language programs in enhancing students' communicative competence. The 531 FM Program demonstrates how structured input, regular practice, and digital integration can work together to complement formal instruction and promote sustainable speaking development. As non-formal English programs continue to gain importance in supporting classroom learning, this study offers a valuable foundation for educators and program developers seeking effective strategies to improve speaking proficiency among junior high school students.

RESEARCH METHOD

This study employed a qualitative single case study to explore students' perceptions of the 531 FM Program at SMP LTI IGM Palembang. Qualitative research is a form of inquiry used to understand human experiences, perspectives, and meanings (Creswell & Poth, 2018). According to Creswell and Creswell (2018), case study is a qualitative research method that involves in-depth analysis

of specific situations such as programs, events, activities, processes, or individuals. The qualitative approach was chosen to provide a deep, contextualized understanding of students' thoughts, feelings, and experiences regarding the program's implementation. The participants in this study consisted of twelve 9th-grade students who have participated in the program for the past three years. The participants included both male and female students aged 14–15 years. The participants for the study were selected through purposeful sampling depending on specific qualities, among which their competency in English language skills and their involvement in the program can be mentioned. In addition, the students were classified into three groups according to their competencies in high, medium, and low. Such an action was taken in order to ensure a diversity of opinions. The classification was done by the instructor taking into account the performance and participation of the pupils in the 531 FM Program. By including participants from different proficiency levels, this study aimed to capture a broader range of perceptions and experiences related to the implementation of the program.

Two primary methods of collecting data for the present study include interviews and observations. Interviews were conducted in a semi-structured format to allow the respondents to freely voice their opinions while staying relevant to the research objectives (Creswell & Poth, 2018). The interview involved 34 open-ended questions relating to speaking abilities, purposes, confidence, and time constraints. The interviews were conducted in Bahasa Indonesia to ensure that all individuals could express themselves freely without any difficulties. Three days were spent conducting the interviews, where four people participated daily. Each person took part in one interview, which lasted between 10 and 20 minutes and was recorded with consent from the participants.

In addition, non-participant classroom observations were conducted to gain insights into the actual implementation of the program and students' engagement. The researcher acted as a pure observer and did not interfere with the activities during the observation. A focused observation approach was used, in which the researcher employed note-taking to record students' behaviors and interactions. Observations were carried out during three regular 531 FM sessions.

The interviews conducted have been recorded and analyzed through inductive thematic analysis. In this kind of analysis, the themes arise from the data spontaneously instead of being fixed beforehand. The process of analyzing the themes was done in line with the scheme developed by Braun & Clarke (2006). These six stages include: (1) familiarization with the data, (2) generating the initial codes, (3) identifying the themes, (4) reviewing the themes, (5) defining and naming the themes, and (6) reporting the themes.

The process involved the transcription and thorough analysis of interview transcripts in order to attain a well-rounded understanding of the answers offered by the participants. Following this, significant phrases were categorized and clustered based on common features. Finally, clusters were organized into major themes representing students' perceptions of the 531 FM Program.

Observational data helped in authenticating the themes that emerged from interviews through data triangulation. Additionally, member checks were carried out to ensure validity of results by having the participants read and confirm the

accuracy of the transcribed interviews. In general, the approach enabled the researcher to have a clear understanding of the perceptions held by students about the 531 FM Program.

FINDING AND DISCUSSION

Finding

Students perceive that 531 FM Program can improve their speaking competence.

Based on the interview and observation data, students perceived an improvement in English comprehension through the 531 FM Program's emphasis on practice and consistent exposure to spoken English. One participant noted that regular practice contributed to a better grasp of spoken English: "Yes, because in the 531 program we really practice directly, from the text, we read, and immediately practice saying it too" (F.M., personal communication, February 24, 2025). Another participant emphasized the practical orientation of the program compared to traditional classroom instruction: "In the 531 FM program, we focus more on practice, while in regular class, we mostly learn the theory. According to me, the 531 FM program feels more useful because it emphasizes practical speaking skills" (A.A.R., personal communication, February 24, 2025). This finding is supported by classroom observations, which show students' active involvement in dialogue practice.

Students' grammatical accuracy improved through guided speaking and video creation activities in the 531 FM Program. One participant explained that observing well-structured conversation models helped improve grammatical awareness and organization in speaking (A.S.M., personal communication, February 25, 2025). Another participant noted that teachers reviewed and corrected grammar before videos were uploaded, ensuring language accuracy (D.S.A., personal communication, February 20, 2025). These perceptions were supported by classroom observations showing that teachers provided immediate feedback and corrections during speaking activities, particularly dialogues. Such guidance helped students recognize grammatical errors and develop more accurate language use in authentic communication contexts.

Students gained new vocabulary and word choices through expressions and peer interaction facilitated by the 531 FM Program. One participant explained that new vocabulary was acquired by observing the expressions used in instructional videos: "It helps, because if there are expressions that we don't know, we can just look at the video" (K.A.Z., personal communication, February 20, 2025). Another participant described how consulting with teachers during the program contributed to vocabulary development: "It helps a little because sometimes there are some words that I don't know, but after joining 531 FM, I asked the teacher who was supervising about the meaning. And I finally realized what it meant. It made my vocabulary wider" (D.S.A., personal communication, February 20, 2025). These statements are supported by observational data, which showed that students engaged with video materials and practiced vocabulary during dialogues and peer collaborations.

Students believed their pronunciation became clearer through repeated practice, video recording activities, and feedback from teachers. Regular speaking

tasks, including structured dialogues and the creation of videos, offered frequent opportunities for students to articulate English words clearly and consistently. One participant stated that improvement was achieved through repeated oral practice: "With a lot of practice. Because the program focused on speaking, so the more we practice, the clearer our pronunciation becomes" (K.A.Z., personal communication, February 20, 2025). Another participant noted the improvement in pronunciation due to video-making tasks: "Of course, making the video requires us to keep talking, so the pronunciation itself is trained continuously. Also, it feels embarrassing if I use poor English in the video" (K.A.Z., personal communication, February 20, 2025).

Teacher feedback emerged as a key factor in supporting students' speaking development. One participant explained that teachers regularly corrected pronunciation errors and asked students to repeat recordings until the pronunciation was accurate (D.S.A., personal communication, February 20, 2025). Another participant highlighted that teachers listened to students individually during practice sessions (A.A.R., personal communication, February 24, 2025). Similarly, students reported receiving direct and constructive feedback whenever mistakes occurred during speaking activities (P.A., personal communication, February 25, 2025). Classroom observations confirmed that students consistently practiced pronunciation and received immediate guidance and correction from teachers during both video-making and live speaking activities.

Students reported improved fluency and smoother speaking delivery after participating regularly in the 531 FM Program. The program's emphasis on consistent and structured speaking activities helped learners develop greater confidence and ease in communication. One participant explained that repeated video-making and corrective feedback improved speaking performance, as teachers asked students to revise recordings until their pronunciation was accurate (D.S.A., personal communication, February 20, 2025). Another participant noted becoming more proficient in speaking since joining the program in Grade 7 (S.F., personal communication, February 24, 2025). Observations further confirmed that students frequently performed speaking tasks without relying on scripts, indicating increased fluency.

Students perceive that the program improves their functional communication skills in speaking.

Interview and observation data showed that students became more confident in using English for greetings and casual interactions through the 531 FM Program. Regular exposure to greeting expressions and repeated practice helped students feel more comfortable initiating conversations. One participant stated that frequent implementation of the program made greeting others in English feel natural (K.A.Z., personal communication, February 20, 2025). Another participant also noted that: "Every time you take a video, there must be greetings in it, so you have to say 'Good Morning' first, introduce it, then start the video" (D.S.A., personal communication, February 20, 2025). Observations confirmed these findings during speaking activities in 531 FM Program.

Students used clarity and task-based communication through structured speaking opportunities provided by the 531 FM Program. The program consistently engaged students in purposeful speaking tasks such. One participant noted, “Yes, we sometimes have certain materials every week on 531 FM, such as asking for directions, asking for a schedule, how to convey something, giving compliments or other things, like basic things” (D.S.A., personal communication, February 20, 2025). Similarly, one participant emphasized the practicality of the program's topics: “Maybe when I ask about today's schedule. Anyway, mostly about daily life” (F.M., personal communication, February 24, 2025). Structured scenarios such as role plays and weekly speaking themes also provided frequent exposure to real-life transactional expressions. As one participant stated, “Every week, there is different material, right, there are greetings, appreciation of someone using English” (A.A.R., personal communication, 2025). Observation confirmed that students actively participated in task-based speaking exercises during 531 FM sessions, demonstrating improved clarity in communication as they completed structured, goal-oriented activities.

Students believe that the 531 FM Program boosts their speaking confidence.

The data from interview and observation revealed that the 531 FM Program significantly contributed to the development of students' confidence in speaking English, primarily through consistent exposure and structured public speaking opportunities. One participant noted that engaging in tasks such as video-making and dialogue performances on familiar topics, which further reinforced speaking practice: “Like making a video with present tense, for example about holidays so make the English a day, or like a dialogue for permission to the teacher” (D.Z.A., personal communication, February 25, 2025). These repeated experiences led to a marked increase in student confidence. As one student reflected, “It has developed. Due to the frequent practice. I am now getting used to it than before” (P.A., personal communication, February 25, 2025). Observational data revealed that students were regularly required to speak in front of the class or record videos, fostering greater ease and reducing anxiety over time.

Several participants highlighted that the supportive classroom atmosphere played a crucial role in fostering their willingness to speak English. The familiarity of the environment, coupled with the presence of empathetic peers, contributed to a sense of comfort and security during speaking tasks. One participant reflected on this dynamic by stating, “Not really. Sometimes others laugh when someone makes a mistake, but there are also some who are supportive and say things like, ‘Oh, that’s wrong—this is the correct way’” (A.S.M., personal communication, February 25, 2025). Another participant emphasized the role of teacher support, noting that mistakes were met with constructive feedback rather than criticism: “Yes, at 531 FM, it's okay if you make mistakes. You will be told the right one” (D.S.A., personal communication, February 20, 2025). Observations confirmed that students gradually appeared more composed and confident when speaking in front of the class, particularly after receiving positive reinforcement such as encouragement and applause from peers and teachers.

Students perceive that the duration of the program is insufficient for effective English practice.

Based on the data from interview and observation, many participants expressed that the 15-minute duration of the 531 FM Program felt too short to maximize their speaking ability. While the brief daily sessions were helpful, several students felt they needed more time to explore topics, express ideas, and build fluency. One participant stated, "It is a bit lacking. Sometimes, I have not memorized or created the dialogue" (P.A., personal communication, February 25, 2025). Another participant shared a similar view, stating, "It is still lacking. Maybe it needs to be increased in terms of duration" (E.M., personal communication, February 25, 2025). During the observation, it was evident that each 531 FM session lasted only 15 minutes before transitioning into regular lessons, limiting the depth of speaking engagement. The short sessions were effective for daily exposure, many students expressed the need for longer or more frequent sessions to deepen their language use and fluency.

Discussion

The findings of this study revealed four major perceptions held by the students regarding the implementation of the program. First, students perceived that the program contributed positively to the improvement of their overall speaking competence. Second, the program was seen as enhancing several key functions of speaking, such as expressing ideas, responding to questions, and participating in simple interactions. Third, students reported increased confidence when speaking English, as the routine practice and supportive environment helped reduce fear of making mistakes. Finally, despite these positive perceptions, students also noted the limited duration of the program as a constraint that affected the depth of practice and opportunities for more extensive interaction.

This combination of outcomes demonstrates the considerable importance of the influence exerted by the non-formal English activities in developing speaking skills and boosting confidence of junior high school students. It appears that the effectiveness of the 531 FM Program implemented in this particular case is dependent on its distinctive features compared to other non-formal English programs. In turn, the 531 FM Program is different from other English activities because of its systematic approach that involves obligatory participation of learners in activities. As a result, the frequency of the activities provides numerous opportunities for the utilization of the English language, which contributes greatly to developing fluency, correct pronunciation, and overall confidence. Moreover, the combination of classwork with multimedia material allows learners to use language in realistic situations. This combination creates an appropriate balance between systematicity and engagement, which allows the application of software as the means for improving speaking in the EFL environment, where there is not much opportunity to use English..

The improvement in students' speaking competence, particularly in aspects such as grammar, vocabulary, pronunciation, comprehension, and fluency, demonstrates the strong pedagogical value of routine exposure to English through practical and meaningful formats. Regular participation in speaking activities

allowed students to gradually internalize language structures and develop greater control over their spoken output, supporting by these finding done by Bailey (2004) goes that consistent speaking practice is essential for effective language development. As students repeatedly used English in real communicative situations, they became more familiar with common expressions, pronunciation patterns, and grammatical forms, which contributed to improved fluency and comprehension over time. This finding is consistent with previous studies that emphasize the effectiveness of structured and guided speaking activities in supporting junior high school students' oral language development, particularly when teacher assistance and systematic practice are provided (Margaretha et al., 2023). Furthermore, the 531 FM Program reflects the principles of communicative language teaching as described by Nunan (2004), in which learners develop language competence through meaningful interaction rather than isolated drills. In contrast to more formal classroom instruction that often prioritizes theoretical knowledge and written exercises, this program offers experiential learning opportunities that encourage real-time language use, active participation, and authentic communication, thereby supporting more of speaking development.

From a functional perspective, the program aligns with the three functions of speaking proposed by Brown (2007), namely interaction, transaction, and performance. Students not only greeted each other and engaged in casual interactions, but also carried out transactional tasks such as giving directions, asking for clarification, and providing information. These varied speaking functions allowed learners to practice using language for different communicative purposes in a meaningful way. This finding is consistent with previous studies, such as Maulidiyah and Afifa (2022) who described English Day as a practical space for students to apply linguistic skills in real and semi-authentic contexts. The similarity between the 531 FM Program and English Day further underscores the broader applicability and effectiveness of task-based language learning approaches within Indonesian educational settings.

Confidence in speaking emerged as another major benefit perceived by the students in this study. In line with Harmer (1998), who argues that guided speaking activities play a crucial role in building learners' self-esteem, the findings indicate that peer support, constructive teacher feedback, and routine speaking practice in a familiar environment significantly increased students' willingness to speak English. When students felt supported by their classmates and teachers, they were more likely to participate actively and take risks in using the target language. Similarly, Vadriani et al. (2023) highlighted that safe and supportive English-speaking spaces enable learners to overcome anxiety and gradually develop confidence in their language use. The present study further demonstrates that teacher encouragement and immediate feedback provided during live performances not only helped students recognize their strengths and areas for improvement, but also reinforced their perception of being capable English speakers. This supports the idea that language learning is more effective when it is connected to real-life contexts and communicative use, rather than focusing solely on isolated language forms (Herdiawan, 2017). Over time, this positive reinforcement contributed to greater

self-assurance, increased participation, and a more favorable attitude toward speaking activities within the program.

Despite these strengths, a recurring concern raised by students was the limited duration of the program. With only 5 minutes allocated before regular lessons, many participants felt that the available time was insufficient to support more in-depth speaking practice. This finding aligns with Harmer (2007), who emphasizes that successful language acquisition requires not only consistency but also prolonged and sustained exposure to the target language. When practice time is restricted, opportunities for elaboration, error correction, and reflection on language use may be significantly reduced. Similar concerns were reported in studies by Alwiah & Abduh (2023b) and Munir et al. (2023), which identified time limitations as major obstacles to the effectiveness of non-formal English activities such as English clubs and English Day programs. In contrast, research conducted by Amalia & Novita (2023), which involved longer English podcast sessions, demonstrated deeper student engagement and richer language production, suggesting that extended practice time allows learners to explore ideas more fully and use language more creatively. Therefore, although the 531 FM Program is effective in providing routine speaking exposure, its overall impact on speaking development could be further strengthened by extending session durations to allow for more meaningful practice and sustained language development.

Taken together, these findings indicate that the 531 FM Program effectively supports students' language acquisition by providing regular, practical, and supportive opportunities for English use in a non-formal setting. The structured routine, combined with teacher guidance and peer interaction, creates an environment that encourages active participation and gradual improvement in speaking skills. However, to maximize the program's potential benefits, adjustments related to time allocation, frequency of implementation, and broader institutional support are necessary to ensure more sustained and meaningful language practice. Overall, this study contributes to the growing body of research on non-formal English activities in Indonesia and highlights the importance of adopting structured yet flexible models that effectively integrate speaking practice into students' daily learning routines, particularly in EFL contexts with limited exposure to English.

CONCLUSION AND SUGGESTION

The findings revealed that students generally view the program positively, particularly in its ability to enhance speaking competence, support various communicative functions, and build confidence. Students reported improvements in key components of speaking, including grammar, vocabulary, pronunciation, comprehension, and fluency, largely attributed to consistent speaking opportunities and supportive feedback from teachers. Thus, this activity improves students' English comprehension because it can be seen from students who speak in front of the class without looking at their notes. However, the study also identified a key limitation in the program's implementation, the limited 15-minute timeframe restricted students' ability to fully explore topics and engage in deeper

communication. This suggests a need for extended or additional sessions to optimize language input and speaking performance.

The contribution of this study lies in its emphasis on structured non-formal English activities as a viable platform for enhancing students' English speaking skills, particularly in Indonesian junior high schools where exposure to English outside the classroom remains limited. By aligning with relevant theories and supporting previous research on English day, English clubs, and task-based learning, the findings offer practical implications for educators and policymakers. Institutions are encouraged to invest in non-formal English activities by allocating sufficient time, integrating them into the school culture, and providing continuous teacher training.

Future research could expand on these findings by incorporating a broader sample of schools or by comparing the effectiveness of various non-formal English activity. Additionally, longitudinal studies could examine how long-term participation in such programs influences students' academic performance and language proficiency. This research advances current knowledge by illustrating how consistent, low-stakes, and contextually relevant speaking programs can make meaningful contributions to second language acquisition in school settings.

REFERENCES

- Alwiah, A., & Abduh, A. (2023). Perception of The Students on Speaking Practice in English Club Activities at MA DDI Kanang. *joEELE*. <https://doi.org/https://doi.org/10.26858/joele.v2i4,%20October.54362>
- Amalia, R., & Novita, D. (2023). Students' Perceptions toward the English Podcast Activities for Speaking Skill in Senior High School. *UMSIDA*. <https://archive.umsida.ac.id/index.php/archive/preprint/view/2220>
- Bahrani, T. (2013). Importance of Language Input in Language Learning. *International Research Journal of Applied and Basic Sciences*. www.irjabs.com
- Bailey, K. M. . (2004). *Practical English language teaching : speaking*. McGraw-Hill ESL/ELT.
- Brown, H. Douglas. (2007). *Teaching by principles : an interactive approach to language pedagogy* (3rd ed.). Pearson Longman.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W. ., & Creswell, J. David. (2018). *Research design : qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W. ., & Poth, C. N. . (2018). *Qualitative inquiry and research design*. SAGE Publications.
- Ferian, F., Larasati, F., & Sulaiman, M. (2022). Students' Perception on the Implementation of English Week Program in Islamic Boarding School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1344–1358. <https://doi.org/10.24256/ideas.v10i2.3116>

- Fikra, W., & Hilmi, L. (2023). Students' perception on English camp program in MA Female Ar-Risalah Islamic Boarding School toward their speaking skill development. *Journal of English Language Teaching*, 12(4), 1219–1233. <https://doi.org/10.24036/jelt.v12i4>
- Harmer, Jeremy. (1998). *How to teach English : an introduction to the practice of English language teaching*. Longman.
- Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. Pearson Education.
- Herdiawan, R. D. (2017). Teaching a second or foreign language based on literacy notions. *Wiralodra English Journal*, 1(1), 1–6. <https://doi.org/10.31943/wej.v1i1.10>
- Hijrah, H., & Umar, N. H. (2021). English Meeting Club: Students' Perception and Their Speaking Skill. *Journal of Development Research*, 5(2), 171–176. <https://doi.org/10.28926/jdr.v5i2.181>
- Long, M. H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. In *Handbook of Second Language Acquisition* (pp. 413–468). Elsevier. <https://doi.org/10.1016/B978-012589042-7/50015-3>
- Margaretha, N., Zuniati, M., & Hasyim, U. A. A. (2023). The implementation of describing pictures strategy on speaking ability of junior high school student. *Wiralodra English Journal*, 7(2), 1–12. <https://doi.org/10.31943/wej.v7i2.220>
- Maulidiyah, F. H., & Afifa, N. F. (2022). Students' Perception Towards English Day Program in Speaking Skill Development. *ICONELT*, 3, 128–135. <https://doi.org/10.15642/iconelt.2022.3.128-135>
- Melviza, Z., Ys, S. B., & Erdiana, N. (2017). Students' perception toward english club activities. 2(2). https://www.academia.edu/87705388/Students_perception_toward_English_club_activities
- Munir, S., & Eka Putra, H., (2023). A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera. *Jurnal Simki Pedagogia*, 6(1), <https://jiped.org/index.php/JSP>
- Nunan, David. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- O'Donnell, A. W., Redmond, G., Gardner, A. A., Wang, J. J. J., & Mooney, A. (2024). Extracurricular activity participation, school belonging, and depressed mood: a test of the compensation hypothesis during adolescence. *Applied Developmental Science*, 28(4), 596–611. <https://doi.org/10.1080/10888691.2023.2260745>
- Sinaga, O. (2018). Students' Perception on the Role of English Day Program in Speaking Skill Development. *JET (Journal of English Teaching)*, 4(2), 103. <https://doi.org/10.33541/jet.v4i2.834>
- Sternberg, R. J., Lin, S., & Nguyen, E. C. K. (2024). Are “Extracurricular” Activities Really Extracurricular? The Activities That Matter Least in School Are the Ones That Best Teach Real-World Critical and Creative Thinking. *Journal of Intelligence*, 13(1), 1. <https://doi.org/10.3390/jintelligence13010001>

Vadriani, V., Mulyani, S., Nurwahida, & Ardin, H. (2023). Student perception of English club in improving students' speaking skills. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(2), 1731–1742.
<https://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/4769>