



Students' Perceptions of the English Club Extracurricular Program in Terms of Improving Motivation to Learn English

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui karakteristik apa yang mendorong siswa untuk belajar bahasa Inggris dan keberhasilan belajar bahasa Inggris pada peserta di klub bahasa Inggris. Sebuah kuesioner digunakan untuk mengumpulkan data untuk menilai persentase elemen-elemen dalam pemerolehan bahasa Inggris berdasarkan teori-teori yang ada. Sampel sebanyak 20 siswa dipilih secara acak untuk mengevaluasi dan mengukur motivasi dan prestasi belajar bahasa Inggris siswa. Dalam penelitian ini, kumpulan 10 kuesioner digunakan untuk memeriksa hubungan antara banyak faktor. Analisis data melibatkan penggunaan analisis persentase deskriptif untuk kuesioner, sementara untuk wawancara dan observasi, data dikondensasi dan disajikan. Hasil penelitian menunjukkan bahwa siswa yang mengikuti ekstrakurikuler English Club merasa lebih termotivasi untuk belajar bahasa Inggris.

ABSTRACT

The purpose of this study is to discover what characteristics drive students to learn English and their English learning success in the participant at an English club. A questionnaire was used to collect data to assess the percentage of elements in English language acquisition based on current theories. A sample of 20 students was chosen at random to evaluate and measure the students' motivation and English learning achievement. In this study, a collection of 10 questionnaires was employed to examine the relationship between many factors. Data analysis uses descriptive percentage analysis for questionnaires, while for interviews and observations the data is reduced and presented. The research results show that students who take part in the extracurricular English Club feel more motivated to learn English.

1. INTRODUCTION

English has developed into an everyday language that is widely utilized for a way for interaction in many places all around this world. As a result, it can be said that the language has developed into an international and global language. This certainly makes English something important for everyone, especially Indonesian students, to participate in playing various roles in the Industrial Revolution 4.0. Along with the increasingly rapid progress of information systems and digitalization, it is increasingly important for every individual to understand this universal language, not only passively but also actively. So that it can function as a medium of communication and spoken interaction.

From elementary school to high school, English has been taught as a second or foreign language in Indonesia. Furthermore, learning is influenced by three aspects: internal factors including physical condition, cognitive ability level, behaviors, abilities, fields of interest along with motivation; external factors including just like parental traits, parental control methods, educational institutions and locations, and educational tools; as well as approaches to education including for techniques implemented by students in the mastering process. Students that are motivated to learn have a strong desire to achieve in their studies, feel encouraged and have a strong want to learn, have goals, enjoy learning, and are passionate about in learning. Therefore, students must enjoy learning, learn actively, and be careful when completing their assignments. Studying after school and trying to understand the content of the subjects at school in order to achieve academic success is good. However, even though learning English takes time, many Indonesian students have not mastered their English skills well. Learning English in Indonesia has a number of challenges, one of which is that students are not motivated to learn English.

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This study is based on a month of practical teaching experience at SMAN 4 Kota Serang. Researchers discovered issues that pupils encountered when learning English. Researchers discovered that kids struggled to speak English confidently. As a result, they are not eager and engaged learners of English. They require more time to learn English, particularly for speaking practice. A standard English class lasts roughly two hours each week. When learning English in class, students notice a lack of English-speaking experience. Every school must plan extracurricular activities that cater to the interests or talents of its students. Extracurricular activities should be pursued by all pupils. In order to emphasize the importance of English, the school has an English club as an extracurricular activity. This practice is designed to help pupils learn English. The English club has a variety of activities such as debates, storytelling, discussions, presentations, singing and retelling, and so on. One of the most popular sorts of English club activities is debate. Such activities encourage pupils to be more active and to speak up. English club teachers or coaches encourage their pupils to use English in a more natural way than they would in regular lessons. However, many students are still unwilling to join English clubs, despite the fact that they understand that English is difficult to learn without the guidance of a teacher. Only about 2-3 kids in each class are interested in joining the English club. As a result, the researcher is curious in the perspectives of students who participate in the English club on increasing their motivation to learn English. Several research on student opinions of English Club activities have previously been done. Yulindasari and Kusriandi (2015) investigated Student Perceptions of Extracurricular English Club in Speaking Practices at Madrasah Aliyah Pembangunan Mandirancan, and Melviza, Bahri, and Erdiana (2017) conducted study on Student Perceptions of English Club Activities at SMAN 3 Banda Aceh.

2. METHODS

This study was descriptive-survey research. The purpose of descriptive study is to identify a group of people, circumstance, or phenomenon accurately and comprehensively. It is capable of answering what, where, when, and how questions, but not why. It is useful when less information exists about a certain topic or circumstance. Before it can explore why anything happens, it has to know how, when, and where it happens.

According to John W. Cresswell (2017): "Data collection techniques are methods for collecting relevant information in research. This involves the use of tools, instruments, and procedures to collect objective and systematic data." Through various methods, tools, and strategies, these techniques enable researchers to collect the required data. The questionnaire approach works well for quantifying abilities or abstract concepts so that they may be converted into numerical values and made more clear. After that, the data was examined to describe the dimensions of a problem variable investigation. The survey utilized in this study uses an open-ended questionnaire format, meaning that respondents are given a range of possible answers. Options, for instance, respond to assertions in a range from strongly agree to strongly disagree. First, the questionnaire is completed to identify markers on each factor, the learning creativity variable being the first and participants' command of the English language. Then, followed by making a questionnaire grid.

A descriptive study methodology may use a variety of research approaches to investigate one or more variables. Unlike in experimental studies, the researcher cannot affect or change any of the variables; instead, he or she simply pays attention to and evaluates them.

This descriptive research technique may be understood as a procedure for solving the topic under consideration, which explains or describes the research object's present condition, based on obvious facts or as it stands. This study is since there is case study research of a number of events proving its existence Learning motivation and demotivation English that students encounter.

Descriptive research is often regarded as a sort of research that is quantitative, while qualitative studies can also be utilized for descriptive reasons. In this topic, researchers used qualitative methods with several methods, including:

a. Surveys

Survey research generates massive volumes of data that can be analyzed for frequency, the averages, and trends. Surveys are frequently employed for these particular reasons:

- 1) Defining comprehension of the English Club structure as a whole and documentation
- 2) Determining student opinion on the issues
- 3) Assessing student satisfaction with an English club organization's continuity or activity

b. Observation

Observing allow researchers to gather information about behaviors and occurrences without relying on the honesty and accuracy of respondents. This method is commonly used by psychologists,

sociologists, and market study researchers in order to better comprehend how people respond in real-life situations.

Observation of actual objects and occurrences is also an important element of natural science research. Before constructing the hypotheses, models, or theories, it is necessary to observe and rigorously characterize the problem under investigation.

c. Data Cases

This research is a case study since there are several occurrences that illustrate its presence. Learning motivation and demotivation English that arises among students who participate in extracurricular English Club activities.

The case study seeks to learn more about something in depth. So In this study, researchers will utilize the case study technique to show positive aspects Learning motivation and demotivation English instruction.

This study will be conducted in Serang City, Kasemen District, Banten. ID 42191. At Serang City, Kasemen District, site selection is dependent on the location of the Educational Field Experience Practice, which has been decided by the campus, and one of the activities is writing articles about difficulties around the school.

Existing variables are operationalized to make things easier to measure. Operational variables of motivation Learning is an impulse that exists within oneself someone to study accompanied by feeling happy in doing the learning activity through motivation. Students are expected to have enthusiasm for learning so produce good learning achievements. Factor Learning motivation covers the following elements:

- 1) Experience joining an organization or equivalent with learning English
- 2) Have basic skills or already have an interest in English
- 3) Learning ability
- 4) Physical and spiritual condition of students
- 5) The learning approach

Aside from the discussion above, while producing a scientific article, we shall describe the research methodologies employed in Chapter III. The research topic is one of the components that has been covered. As the name implies, research subject refers to who will be researched in the study you are performing. Of course, there is a topic and an object in any study. Of course, there is a topic and a research object in every study. The informant who is the source of research data is referred to as the subject, and the problem being explored in the study is referred to as the research object. The research subject is the complete object where there are various sources or informants that can supply knowledge on difficulties relevant to the study to be carried out, and it will be subject to the conclusions of the research results.

The study subject is critical and must be planned and determined from the beginning of the investigation. Because understanding the subject allows the researcher to predict what or who will supply data and information.

The participants in the English club activities in Serang city, Kasemen sub-district, Banten, are the topic of this study, precisely at SMAN 4 Serang City. In consideration of data there were twenty pupils in all who answered the questionnaire on why they wanted to study English in high school. Due to the small number of responders, all students will be used in the research. The following are specifics of the indications on the completed questionnaire about English language learning motivation.

Table 1. Questionnaire Grid

| No | Variable 1 | Indicator | Question Number |
|----|-------------------------|-----------------|-------------------|
| 1 | Motivation for learning | Experiences | 1, 3, 6 |
| | | Internal Factor | 4, 5, 7, 8, 9, 10 |
| | | External Factor | 2 |

The results indicate that a variety of factors contribute to motivation among learners to learn English, including internal factors that relate to physical well-being, cognitive ability level, behaviors, interest, abilities, and motivation; external factors such as parental involvement traits, parenting practices, educational institutions and locations, and educational tools; and instructional methods such as techniques used by students in the process of learning.

Apart from questionnaires, techniques are used observation, interviews, and documentation for answering problems related to factors that exist outside existing theories displayed. Analysis of questionnaire data using percentage descriptive techniques while data from observation, interviews, and documentation using data reduction, data presentation, and drawing conclusions.

3. RESULT AND DISCUSSION

This research used percentage descriptive analysis. Descriptive analysis of the percentage of the scores obtained are used to know the description of the respondent's answers related to motivation and demotivation English learning.

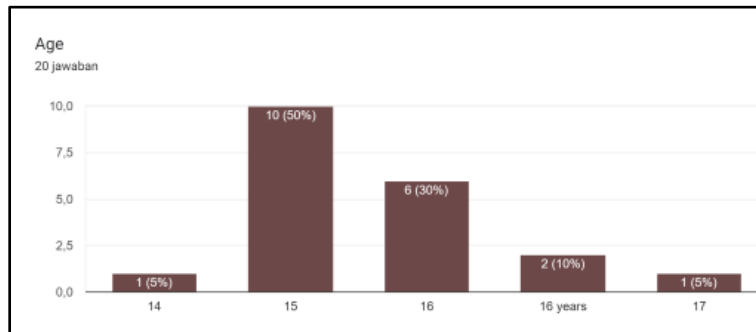


Figure 1. Percentage of students' age who take part in the English Club

Based on this data, it can be seen that there are 50% of English club enthusiasts who are 15 years old or equivalent to class X as new members. This means that the new members have a higher level of interest in the English club activities of SMAN 4 Kota Serang.

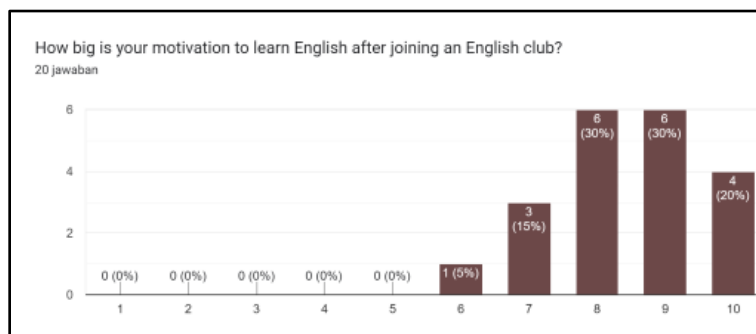


Figure 2. English learning motivation variables

The data above shows that students who join the English Club feel more motivated to learn English. Based on the data there are 30% of students who chose numbers 8 and 9 as a representation of an almost perfect level of motivation. And 20% of students feel motivated to learn English by choosing the number 10 as a representation of a perfect level of motivation.

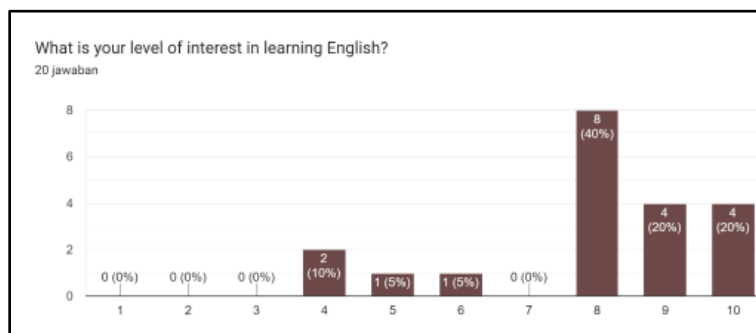


Figure 3. Level of interest in learning English

Based on the information from the Chart above, shows that there are 10% of students whose level of interest in learning English is low. However, there are more than 80% whose level of interest in learning English is above 8 or higher. This shows that the majority of students or English Club members do have a fairly high level of interest in learning English.

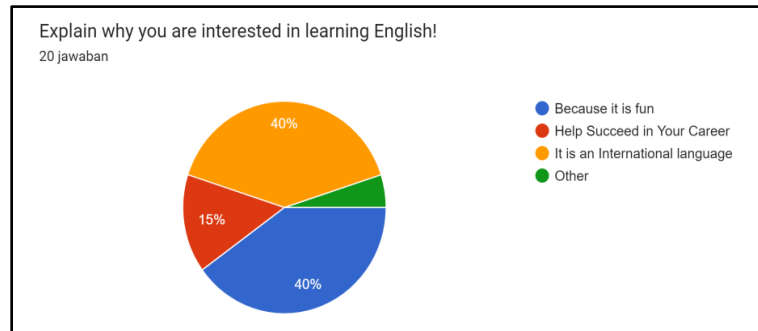


Figure 4. Reasons for students' interest in learning English

The students' desire in learning English is evident from the following figure, as they find it to be both enjoyable and globally relevant. More than 40% of students believe that learning English is both worthwhile and enjoyable. It shows that students' awareness of the importance of learning English in the age of globalization is essential for the future.

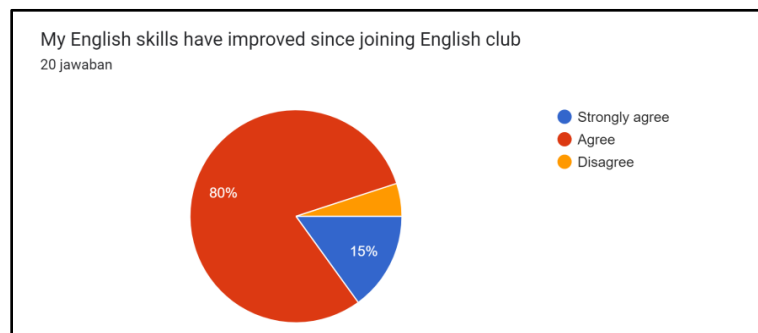


Figure 5. Improvement of students' proficiency in the English language

According to the graphic above, more than 80% of students think that their English language abilities have improved since becoming members and engaging in English Club events. It demonstrates high expectations, which might motivate kids to become more engaged in studying English through participation in English Club activities.

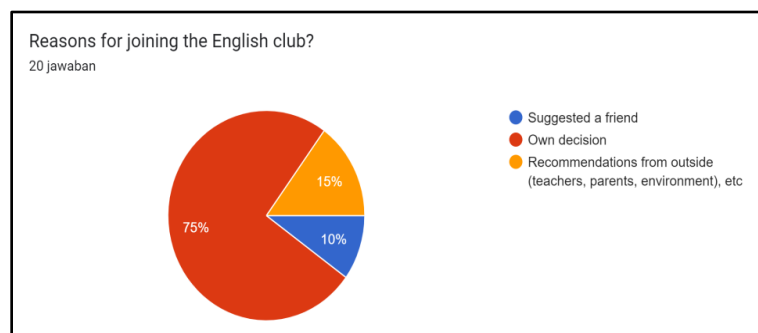


Figure 6. Students' motivations for joining English Club

Based on the chart most of the students choose their own decision to join the extracurricular English Club. More than 70% of students are motivated to join the English Club due to internal factors.

4. CONCLUSION

In conclusion, it can be seen that several factors that influence students' motivation in learning English consist of several indicators, namely internal factors that relate to physical well-being, cognitive ability level, behaviors, interest, abilities, and motivation; external factors such as parental involvement traits, parenting practices, educational institutions and locations, and educational tools; and instructional methods such as techniques used by students in the process of learning. Therefore, having an extracurricular English club is one solution to increase their motivation to learn English.

Based on research, the results show that students who take part in the extracurricular English Club feel more motivated to learn English. This shows that the majority of students or members of the English Club do have a fairly high level of interest in learning English. In addition, students' increasing proficiency in English indicates high expectations, which may motivate students to become more involved in learning English through participation in English Club activities. Therefore, we hope that students will be more enthusiastic about joining extracurricular English clubs and will be more motivated to improve their English skills.

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