
**STUDENTS PERCEPTION OF ENGLISH CLUB IN ENHANCING
COMMUNICATIVE SKILLS AT SMAN 1 MEMPAWAH HILIR IN THE
ACADEMIC YEAR 2022/2023**

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Abstrak

Pada penelitian yang berjudul *Students Perception of English Club In Enhancing Communicative Skills At Sman 1 Mempawah Hilir In The Academic Year 2022/2023* dimana tujuan dari penelitian ini adalah untuk mengetahui keuntungan dari bergabung dengan English club dan persepsi siswa terhadap English club dalam meningkatkan skill komunikasi mereka. dalam penelitian ini, peneliti menggunakan dua instrument untuk mengumpulkan data. Yaitu field note dan interview, penelitian ini dilakukan di SMAN 1 Mempawah hilir. Penelitian ini melibatkan guru pengampu ekstrakurikuler English club yaitu Yuli Nuranawati, S.Pd. peneliti melakukan kolaborasi dengan guru pengampu dalam pengumpulan data, peneliti meminta bantuan guru pengampu untuk melakukan pengamatan terhadap siswa English club, hal ini bertujuan untuk menghindari bias. Sedangkan interview, dilakukan oleh peneliti sendiri. Peneliti mengambil enam siswa English club sebagai narasumber dari interview. Berdasarkan hasil dari observasi dan interview yang dilakukan oleh peneliti yang berkolaborasi dengan guru pengampu, peneliti menemukan bahwa English club memberikan dampak positif pada kemampuan komunikasi mereka. Peneliti juga menemukan bagaimana English club meningkatkan kemampuan komunikasi mereka..

Kata kunci: English club, komunikasi skill, persepsi siswa

Abstract

In the research titled "*Students Perception of English Club In Enhancing Communicative Skills At Sman 1 Mempawah Hilir In The Academic Year 2022/2023*," the aim of this study is to determine the benefits of joining the English club and students' perceptions of the English club in improving their communication skills. In this research, the researcher employed two instruments to collect data: field notes and interviews. The study was conducted at SMAN 1 Mempawah Hilir and involved the extracurricular English club instructor, Yuli Nuranawati, S.Pd. The researcher collaborated with the extracurricular instructor in data collection, seeking assistance in observing English club students to avoid bias. Meanwhile, the interviews were conducted by the researcher. Six English club students were selected as interviewees. Based on the results of observations and interviews conducted by the researcher in collaboration with the extracurricular instructor, it was found that the English club had a positive impact on their communication skills. The researcher also discovered how the English club enhanced their communication abilities.

Keyword : *English club, communicative skills, students perception*

INTRODUCTION

Language is an important aspect of being human. By learning, people can communicate in a language each other, inform each other and interact. Language plays an important role in human life, a language can be interpreted as a tool of communication to convey ideas and messages or to extend an information to each other. English appears as one of international languages used to communicate among people all over the world. Nowadays, learning English language is very important "English is the only language that is used in almost all the fields, such as science and

technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and technology, business, trade and commerce, the internet, employment, to name a few” (Srinivas, 2019)

Many students face challenges when it comes to speaking, whether it's public speaking, class discussions, or casual conversations. “To overcome the problems faced by students, teachers should create a speaking learning environment that can make students learn more relaxed. So, they can feel more free to talk English speaking club may be one solution in Learning English Speaking” (Mouleka, 2013). To enhance students' communicative skills beyond the classroom, the school provide extracurricular activities to those who are interest on English. These extracurriculars come in various forms, such as English and debate clubs. The school's aim is to foster the development of English language skills among students through these activities, including the creation of English clubs specifically designed for students with an interest in the language.

There are some previous studies that are inspired the researcher to conduct this research. The study entitled “The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context” (Elnadeef & Abdala, 2019) This study examines the importance of English clubs in promoting speaking skills capacity in the Saudi context. This study aims to determine the benefits of activating English Club to promote oral expression and improve academic English teachers' perception of the importance of its use. The research entitled “Students’ Perception On English Club Extracurricular In Speaking Practices At Madrasah” (Yulindasari & Kusriandi, 2018) This research aim to investigate the students perception of english club toward students speaking skills, the main focus of this study is what is student perception about English club affect to their speaking skills

This study has both similarities and contrasts with previous studies. The similarities are mostly connected to the students' perceptions of English clubs, whereas the differences are due to the study's focus. Unlike previous studies, the current study focuses on how English clubs improve students' speaking skills while also analyzing their perceptions of these clubs. In summary, this new study expands on previous research by using a more thorough approach that considers both students' opinions of English clubs as well as the practical impact that English clubs on their communication abilities. This method helps to a more in-depth and nuanced understanding of the

role of English clubs in academic settings.

The English club is an extracurricular activity held by the school. In this extracurricular, students have the opportunity to practice English in a joyful and enjoyable manner. The students are encouraged to express themselves without the fear of making mistakes, and they can also practice with their friends. The implementation of English club activities serves as a means to help students become more familiar with spoken and written English expressions within the school environment. Extracurricular activities, like the English club, form a unique learning community within the school, occurring outside the regular teaching and learning processes. The English club can be defined as a platform for students to showcase their interests, talents, and knowledge in the field of the English language. In the context of this research, the researcher aims to explore the benefits of the English club and understand the students' perceptions of the English club at SMAN 1 Mempawah Hilir.

METHOD

This research used Qualitative descriptive study. According to (Creswell, 2012) “Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.” In this research, the researcher used two instruments to collect the data. Observation and interview, where the observation are indirect observation and semi structured interview. For item each indicator for observation and interview, had been try out for validity. For the observation from seven item the researcher found only four item are valid. Therefore the interview from ten item the researcher found only seven item are valid. The research start on September 18, 2023, a researcher visited the school to request permission to conduct research. The researcher met with a teacher to seek approval from the relevant teacher. After obtaining permission from the teacher who oversees the English club at the school, the researcher began preparing the research instruments, namely field notes and interview sheets that had been tested or tried out. On September 19, 2023, the researcher met with the teacher in charge of the English club to discuss the planned research. The researcher asked for the teacher's assistance to act as an observer, aiming to prevent bias. After reaching an agreement, the researcher commenced the

research in the English club, where the interviews were conducted by the researcher, and observation was carried out by the collaborating teacher.

In this research, the researcher using thematic analysis as a technique to collect the data. According to Creswell, (2012b) Interconnecting themes in thematic analysis involves connecting the themes to display a chronology or sequence of events, similar to how qualitative researchers generate a theoretical and conceptual model. After the researcher collect the data, the researcher would do the data reduction, showing data with interview transcripts, verifying data interpretation, and comparing data with literature on the subject to draw conclusions. This reduction function is to get good data based on research questions. This makes it easier for researchers to analyze the data. data analysis activities in this study are as follows:

1. After conducting interviews and observation as well as field research, the researcher will sort the collected data. The function of this reduction is to get good data based on research questions. This makes it easier for researchers to analyze the data.
2. After reducing the data, display the data along with observations and interview notes. Interview questions are relevant to the situation the interviewer faces and are sensitive to their needs and feelings. The questions are designed to encourage information flow and ensure that they focus on issues and topics relevant to the research question. Scoreboard form as data show. To visualize the data, researchers create short tables or records to aid in the next stage of planning. The results of interviews and observations by researchers about teachers and students participating in SMA Negeri 1 Mempawah Hilir English club activities used a brief description of this activity.
3. Third, exploratory research after reducing data from observations and interviews. Data should be compared with other publications with similar extracurricular activities.

FINDING AND DISCUSSION

In this section, the researcher presents the research findings and discussion. As the researcher indicated in the previous section, the researcher used observations and interviews to collect data for the investigation. Researchers will analyze the data obtained in this section. The researcher explains the results of research on "Students' Perceptions of the English Club in

Improving Communicative Skills at SMAN 1 Mempawah Hilir Academic Year 2022/2023." Research data findings from observations and interviews conducted by researchers.

Students not only participated in the learning process within the English Club during the observation, but they also liked the aspect experience of learning. Some students even took the initiative to seek out more resources, such as reading additional English books and searching for online resources. This demonstrates their desire to improve their English language skills. The good atmosphere at the English club, supported by teachers, mentors, and fellow club members, provided positive reinforcement and a motivating environment for students to learn. These conditions show that students are not only formally involved, but also increasing their English language abilities willingly and passionately.

During English Club observations, students exhibited high motivation post-joining, actively participating and contributing ideas. Improved English skills, increased confidence in speaking, listening, and writing were noticeable. Some students displayed a heightened interest in self-learning beyond club meetings. This motivation stems from a supportive atmosphere, positive acceptance, recognition of achievements, and the freedom to contribute, fostering an environment that encourages active engagement in the English Club.



Figure 1(English club learning activity)



Figure 2 (English club students discussion)

On the figure 1 and 2, students at English club get a material from the teacher and mentor. The material they will learn is about food and beverage, this material aim to add students vocabulary, students at English club discussed the material gived by the teacher and mentor.



Figure 3 (Speech contest)



Figure 4 (Sing western song contest)

On the figure 3, the English club students are participating in a speech contest organized by the English club itself. The mentors in the English club, consisting of 12th-grade students, will train the participants for this contest. In Figure 4, students are taking part in the Sing Western Song Contest. This contest is joined by English club students from both 10th grade, and 12th-grade students serve as mentors and organizers for this contest.

Based on the findings above, it can be concluded that the English Club had a positive and significant impact on the students. The observations consistently show high levels of enthusiasm, active participation, and improvement among the club members. The students not only engage in structured learning but also display a genuine enjoyment of the English Club activities, indicating a positive and motivating learning environment.

For the interview results would be present by table below.

“Since when you’re joining English club?”

Table 1.1

NO	English Club Students	Answer
1	A12, B12	Tahun ketiga
2	A11, B11	Tahun kedua
2	A10, B10	Tahun pertama

From the table above, researcher concluded that all the participants of English club had been joined since first year, second year, and third year.

“What is your reason for joining the English club?”

Table 1.2

No	English Club Students	Answer
1	A12, B12, B11	Ingin meningkatkan kemampuan speaking
2	A11, A10	Merasa tertarik dengan English club
3	B10	Menyukai Bahasa Inggris sejak lama

From the table above, researcher found that the most reason students joined English club is want to improve their speaking skills. and then they had a interest to join English club, therefore like English language since long time ago.

“Should other students join the English club?”

Table 1.3

No	English Club Students	Answer
1	A12, B12, A11, B11	Harus join English club
2	A10, B10	Tidak harus join English club

From the table above, researcher found that most of students are recommended to join English club, because the benefits of joining were evident, and emphasized the value of enhancing one's English language skills. therefore, there are students are not recommended to join English club, the reason is because every student had their own interest and potential.

“What benefits do you feel after joining the English club?”

Table 1.4

No	English Club Students	Answer
1	A12, B12	Lebih fluent dan lebih percaya diri
2	B12, A10	Mendapat banyak teman baru/relasi
3	A11, B11	Tidak meningkat secara signifikan

From the table above, researcher found that the students feel the benefit and some of them doesn't feel the benefit, the reason is students cannot understand the material well and there is a tendency that students are still new to English.

“How does the English club help you improve your speaking skills?”

Table 1.5

<i>No</i>	<i>English Club Students</i>	<i>Answer</i>
<i>1</i>	<i>A12, B12</i>	<i>Dengan menjadi mentor</i>
<i>2</i>	<i>A11, B11</i>	<i>Merasa tidak begitu membantu</i>
<i>3</i>	<i>A10, B10</i>	<i>Dengan berpartisipasi di “Talent contest”</i>

From the table above, researcher found that the participants had varying opinions regarding how the English club influenced their speaking skills. While some experienced substantial growth through mentorship roles and club contests, others felt that the club's activities were not as directly aligned with their specific speaking skill development needs.

“What is your perception about English club in enhancing communicative skills?”

Table 1.6

<i>No</i>	<i>English Club Students</i>	<i>Answer</i>
<i>1</i>	<i>A12, B12</i>	<i>Membantu meningkatkan skill speaking</i>
<i>2</i>	<i>A11, B11, A10, B10</i>	<i>Merasa tidak begitu membantu</i>

From the table above, the researcher found that the participants had varied perspectives on the English club's efficacy in enhancing their communicative skills. While some experienced tangible improvements in fluency and confidence, others believed the impact was less significant, possibly due to their shorter duration of involvement or differences in their individual learning journeys.

“What are your hopes for the English club in the future?”

Table 1.7

<i>No</i>	<i>English Club Students</i>	<i>Answer</i>
<i>1</i>	<i>A12, B12, A11, B11,</i>	<i>Mengharapkan lebih banyak yang join english club</i>

2	A10, B10	<i>Mengharapkan lebih banyak contest di english club</i>
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From the table above, researcher found that In summary, the participants had a collective aspiration for the English club's future, focusing on increased membership, enhanced activities such as contests, and more active participation in English communication within the club. These hopes reflect a shared desire to see the English club continue to thrive and benefit its members in the coming days.

DISCUSSION

Based on the findings, the researcher notes that, a several detailed insights can be elaborated upon. Students actively engaged in the English club are perceived to hold a positive perspective regarding the benefits of their participation in this extracurricular activity. More specifically, they view joining the English club as making a significant contribution to the enhancement of their communication skills, especially in English. Students feel that being part of the English club provides them with increased opportunities to practice speaking in English, which, in turn, helps boost their confidence and fluency in communication.

Based on finding on the field, it can be said students have a high enthusiasm to join English club. Students involved in this activity report that they have expanded their social networks since joining the English club. They feel that they have more friends now compared to before. This finding is in line with the research conduct by (Elnadeef & Abdala, 2019) in ‘The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context’ the researcher states that English Club is a place where students can use English in a fun and student environment will have the opportunity to practice speaking skills based on real situations.

Therefore, the researcher concludes that the English club plays a dual role in not only enhancing students' communication skills but also in fostering positive social connections among the students. This illustrates that the English club has the capacity to create a pleasant and joyful learning environment where students not only develop their English language skills but also enrich various aspects of their social lives.

Another benefit of being a part of an English club is the expansion of vocabulary and exposure to more advanced materials. Moreover, the English club serves as a wellspring of rich vocabulary acquisition. Through readings, conversations, and exposure to diverse materials, students encounter an array of words and expressions that go beyond the confines of standard classroom vocabulary. This finding is in line with the research conducted by (Zulvy Melviza, Syamsul Bahri Ys, 2017) the researcher states that participation in an English club is instrumental in equipping students with a wealth of valuable experiences and an extensive vocabulary. This belief is rooted in the understanding that the English club environment fosters a holistic language learning experience. As students engage in a wide range of activities, from discussions and debates to group projects and interactive sessions, they gain exposure to various real-life situations that require them to use the English language effectively.

Based on the findings presented by the researcher, the researcher identified a pattern in students' perceptions of the English club. The researcher discovered that third-year English club students perceive that the English club significantly contributes to improving their communication skills, whereas second-year English club students do not experience a significant impact on their communication skills. Furthermore, first-year students have yet to perceive any impact at all.

In conclusion, the study's results underscore the positive impact of the English club on students' communication skills, vocabulary enrichment, and social connections. The club's enjoyable learning environment and peer collaboration contribute to a more effective and engaging language learning experience.

CONCLUSION

The purpose of this study is to reveal the benefits of English clubs on students' communication skills and to understand students' perceptions of English clubs. After conducting a study, researchers found that English clubs have several benefits, such as providing students with more space to learn English. Researchers also found that students' perceptions. They feel that the English club has greatly helped them improve their communication skills, and although some have only recently joined, some are already seeing

the benefits. Researchers provide teachers with suggestions for developing learning media in English clubs with the aim of creating fun and informative learning experiences. This study is limited to the benefits and perceptions of students when they participate in English clubs. It is hoped that for future researchers, this article will serve as a reference for conducting further research in hopes of addressing the limitations of this study.

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