

A STUDY OF CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT SMA PLUS BUDI UTOMO MAKASSAR

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ABSTRACT

This study aims to determine the correlation between students' participation in the English Club Extracurricular and their learning achievement. This research is a quantitative research with correlation method. The population of this study was students of class XI SMA Plus Budi Utomo Makassar with a sample of class XI who are selected by using purposive sampling technique for selecting the sample because the target sample taken was students who took part in the English Club. The research data was collected using two instruments; questionnaires and data documentation. The questionnaire used is an open-closed questionnaire with the document used is student learning outcomes. The questionnaire was distributed to the students who joined on English Club. Then the results was analyzed by calculating using the Spearman correlation analysis method using SPSS 26.00 software with a significance level, the authors get a significant correlation of 0.008. The result is $0.000 < 0.05$. Because 0.000 is lower than 0.05 ($0.000 < 0.05$), it means that there is a correlation between the student's participation in tutoring and the student's English achievement variable. In addition, from the data analysis, it was found that the Pearson Correlation was 0.644, which means that the correlation is strong according to the interpretation table correlation. Based on the research results, the null hypothesis is rejected. This means that there is a significant correlation between student participation in English Club and student learning achievements.

Keywords: English Club, Students' Achievement

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INTRODUCTION

Language is the most important system used by human to communicate in their daily life. It is also substantial to obtain information locally, nationally, and internationally. Through the language, humans can express thoughts, feelings, ideas, and so on. If the use of language can be understood according to the intent and purpose of the speaker, then the language has achieved its goal in conveying a message in communication Mailani, (2022). That's the point that language plays a very important role in communicating.

As a language, learning English is also very necessary. It is the official language of 53 countries and spoken by around 400 million people across the globe Aziza, (2020). With the help of developing technology, English has played a major role in many sectors including medicine, engineering, and education, which h are the most significant areas where English is needed. There are four skills in learning English, such as listening, speaking, reading, and writing.

In Indonesia, English is not considered as a second language, but it is a foreign language. Which is taught as one of the compulsory to learn in schools with the aim of basic communication and mastering the 4 language skills (listening, reading, writing, speaking). However, it will not be easy for Indonesians to learn a foreign language because we grow up with various mother tongues. Delbio et al., (2018) in his research said that mother tongue has a role when teaching or learning languages, mother tongue can also be involved and influential in the development of foreign languages.

The position of English as a foreign language, it makes students less interested in learning English. in fact, there are still many students who experience obstacles in receiving English lessons, students who do not really understand and are slow in learning English, and students' lack of interest in learning to learn English Azizah, (2010). For this reason, it is important to think of ways to build students' interest in English, because according to Ariastuti et al., (2014) interest, it is very dominant in influencing student learning.

The lack of student interest causes most students to find it difficult to learn English. According to Wardatun (2020) these problems include student barriers, nothing to say, low participation, themes to be discussed and use of mother tongue. In addition, there are still many students who experience difficulties, are embarrassed, anxious, and lack motivation.

One of the ways that schools do in order to build student interest is by holding English Club activities as extracurricular. Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum Bartkus et al., (2012). English Club activities as one of the extracurricular activities carried out outside school hours aim to improve and support student competence outside of school.

With the existence of the English Club, it is hoped that it can assist students in achieving English achievement in class. Activities carried out in the English club make students not depressed and feel relaxed in learning. According to Purwanti & Suriansyah (2019) English Club gives more confidence such as greeting teacher outside, increasing vocabulary; Motivate students to speak and contribute in Debate and Speech activities.

Regarding this English Club, researcher is interested in finding out the correlation between English Club activities and students' English achievement. several previous studies have also taken the issue of non-formal education such as English clubs or English courses for their research. Therefore, as a student of the Department of English Education, the researcher is interested in verifying and re-analyzing this phenomenon in another place and time.

METHOD

This study uses quantitative research with a non-experimental design. In this case the researcher use a non-experimental design, with the correlation method, and the main objective is to describe the relationship between existing variables. Researcher use two instruments namely questionnaires

and documentation. And then, the researchers use the Point-Biserial Correlation Coefficient which is a measure of the correlation strength of the relationship between continuous level variables (ratio or interval data) and binary variables, and then be analyzed using SPSS.

RESULT AND DISCUSSION

The researcher was carried out on 20 January 2025=18 February 2025 by observation students at SMA Plus Budi Utomo Makassar.

1. Students' Participation in English Club

In class X1 there are 40 students, researchers found 28 participants in English club activities. So, there are 70% of students' participation in English Club. Students who joined the English club were quite enthusiastic about this activity at school as one of the extracurricular activities.

The result of the student participation questionnaire in the English club can be seen in the table below:

List of Question

No	Question	Answer students				Total %
		Always	Often	Sometimes	Never	
1.	I take part in outdoor learning activities that can support the process of English language skills	0%	50%	25%	0%	75%
2.	Based on outdoor learning, I get new knowledge to develop my English language skills	50%	25%	0%	0%	75%
3.	I participating in outdoor learning activities is very interesting and motivates me to develop my English skills	25%	0%	50%	0%	75%
4.	Outdoor learning activities make me more active in learning English in class	25%	50%	0%	0%	75%
5.	I really like taking part in outdoor learning activities	50%	25%	0%	0%	75%
6.	Outdoor learning activities can motivate me in the English learning process	50%	25%	0%	0%	75%

7.	Following outdoor learning activities, I feel more confident in speaking English in public	25%	25%	0%	25%	75%
8.	Since I have participated in outdoor learning activities, my English language skills have improved	25%	50%	0%	0%	75%
9.	This outdoor learning is very easy to make my English skills very good	25%	50%	0%	0%	75%
10.	Outdoor learning activities can help me in English learning activities in class	50%	25%	0%	0%	75%
11.	Outdoor learning activities are very effective for me, especially my English skills	25%	0%	25%	25%	75%
12.	Through outdoor learning activities really opened my horizons in the process of learning English in class	25%	25%	0%	25%	75%
13.	This outdoor learning can enable me to develop my English skills in class	50%	25%	0%	0%	75%
14.	Through outdoor learning activities is very enjoyable because I feel very motivated to learn English in class	25%	0%	25%	25%	75%
15.	Outdoor learning activities make it easy for me to adapt to learning English in class	25%	0%	25%	25%	75%

Based on the questionnaire, student participation in English club activities looks very good and students are very enthusiastic to participate in outdoor learning activities to improve their English skills in class, such as participating in activities in the English club. Student participation in outdoor learning activities, namely with full confidence and enthusiasm in doing the activities given in the English club.

As for student participation in outdoor learning activities such as participating in debate, storytelling and speech competitions to improve their English language achievement skills in class through English club activities.

2. Students English Achievement

After examining the respondents on the student's form. Then, the authors redistributed documentation of student scores in the following table:

Table 2.1 students' English Achievement

No.	Score	Frequency
1	80-85	0
2	86-90	28
3	91-95	0
4	96-100	0
Total		28

It is known that the standard value of students at school is 85 and the achievement scores of students who are members of the English club are on average above the standard value students get scored 87-89 and 96,4% students who get the scored 88-89.

Based on the average student scores in the documentation, there were 1 students who scored 87, 11 students who scored 88 and also 16 students who scored 89.

3. Correlation between English Club participation and students' English learning achievement

The main objective of this study was to find a correlation between students' participation in the English club and their achievement at SMA Plus Budi Utomo Makassar. There is a correlation between students attending the English Club and their English achievement. In this study, researchers used the Spearman correlation analysis method using SPSS version 26.00. The data results are entered in the table below:

Table 3.1 Correlation between English club participation and students' English learning achievement

	English club participation	Students' English
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				learning Achievement
Spearman's rho	English club Coefficient Participation	Correlation Sig. (2-tailed) N	1.000 . 28	.644 .000 28
	Students' Coefficient English Achievement	Correlation sig. (2-tailed) N	.644 .000 28	1.000 . 28

“. Correlation is significant at the 0.01 level (2-tailed).

Variable	<i>R</i>	<i>R</i> ²	<i>P</i>	Keterangan
<i>English club participation</i> * <i>students'</i>	0.644	0.415	0.000	Signifikan
<i>English achievement</i>				

The table above shows that there is a correlation between students' participation in the English club and their achievements in students XI at SMA Plus Budi Utomo Makassar. Significance can be determined by the line Sig. (2-tail). If the value of Sig. (2-tailed) < 0.05, then the relationship on R is considered significant. The results of the significance test (in difference) obtained a significant correlation of 0.000 with a significance level of 0.05. The result is 0.000 < 0.05. This means that there is a significant relationship between Student Participation in the English Club and Student English Achievement.

The degree of correlation is then interpreted using the Sugiyono Correlation Interpretation Table.

Coefficient Interval	Correlation
0.00-0.199	Very Weak

0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

The correlation coefficient between 0.00-0.199 shows a very bad correlation. The correlation coefficient of 0.20 and 0.399 shows which variable has the lowest correlation. The correlation coefficient of 0.40-0.599 can be considered moderately correlated. The correlation coefficient between 0.60 and 0.799 indicates a variable that can be considered highly correlated. and a correlation coefficient between 0.80 and 1.000 indicates a variable that can be considered highly correlated.

For this research, the table shows that the Pearson Correlation is 0.621 is in the strong range or between 0.60 and 0.799. So that the results obtained are $0.60 > 0.621 < 0.799$ which means there is a strong correlation between students' participation in English Club and their achievement.

1. Students' Participation In English Club

Schedule The meeting time for participants who take part in the English club is once a week, which is every Friday. The first meeting on Friday 24 January, the first activity the teacher carried out an English club activity about debate and the students who participated in the English club were very enthusiastic and excited to participate in the activity. This activity aims to develop thinking and discussion carried out by students who participated in the English club activity which led directly by the teacher at the English club. This activity also holds a debate session where students who join the English club can participate in active discussion on certain issues. This debate activity can help improve students' English speaking skills, argumentation, and respond to questions with confidence. The benefits for students who participate in English club activities, especially debate activities, are that they can raise their spirits to not be silent and appearing in public without feeling nervous and students are very motivated to know something so that students can be more active in forums and find out what they want to know. Of course, this has a positive impact because it makes students more enthusiastic about learning and builds curiosity in students. Meanwhile, students who do not participate in English club activities appear very introverted and feel embarrassed to speak in front of the class and lack enthusiasm.

For students who are always active in participating in this activity in the English club, they are very successful in their class and are always active in class to ask their teachers about material that they do not understand and students who do not participate in outdoor learning activities are rarely active in class and choose to remain silent when the teacher ask question about the material being taught, because they are very nervous to ask about what they do not understand.

The second meeting on Friday 31 January, the second activity is that the teacher carries out English club activities about storytelling or short stories. The techniques used by the teacher for this activity

include: picture stories, free stories based on pictures, words in videos, discussions, and presentations or storytelling performances. The teacher chose this theme specifically to motivate students to develop positive feelings of self-confidence towards friends, family, school and the social environment. The teacher and members of the English club were directly involved in this activity. The teacher not only helped but also actively involved in implementing the activity and learning together with the members of the English club. The benefits of this activity for participants who join the English club are that it can increase their confidence in speaking in public and can help add new vocabulary and knowledge. While those who do not join this activity are very lacking in getting new knowledge, moreover their vocabulary is still difficult to write a story in the form of English text.

The third meeting on Friday 7 February, the teacher conducts play English games activities. The implementation of this activity is also very much liked by students who join the English club. They actively participate in order to improve their English club skills. This game is one of the English language activities that involves verbal interaction such as Pictionary, charades or board games with English-speaking players. This can improve students' confidence while maintaining a fun atmosphere. Students who join the English club are very enthusiastic about writing and telling their own short stories. This not only trains reading, speaking skills but also develops their creativity because in the English club students can learn more relaxed and fun because there are several other games and activities. Students who do not participate in this activity are introverted or do not really like crowds and will feel less comfortable.

The fourth meeting on Friday 14 February, the teacher carries out free talking meeting. In this activity, the teacher directs students to be able to create a pleasant atmosphere and be able to speak freely in English without fear or making mistakes using interesting and relevant topics to encourage active participation. In this activity, all students involved have the right to get the same turn to speak. All members have time to speak in front of other friends in order to improve their English skills

In this research, the students' participation in the English Club can be seen from student activities in English club participation, namely by completing activities and assignments given in the English club. Taking the initiative to create activity topics in the English club such as speaking, reading, and writing. As for the students' participation in outdoor learning activities includes participating in activities such as debate competitions, storytelling, to improve their English language achievement skills, being enthusiastic and working together in outdoor learning activities, participating in all activities held in the English club, being confident in appearing in public such as speeches, debates and other activities in the English club. Which means that Extracurricular activities allow students to grow and express themselves based on their interests and talents.

By joining the English club students will get more information because they can exchange all information and get to know each other. Students who actively participate in English club activities are very successful in English education and it can be seen from the results of English grades on the report cards of students who are always active in extracurricular activities. Meanwhile, students who are not actively involved in extracurricular activities still have a lack of knowledge about

English language education and this can be seen from the results of the students' English language scores on their report cards.

Several previous studies have shown the enthusiasm or participation of students in English club activities. Winardi et al (2023) The PkM English Club activities went smoothly. The enthusiasm of the participants to give their best was not weakened by this sudden change in activity mode. This can be seen clearly from the quality of the assignments they collect such as essays, storytelling and speech. Second, none of the participants dropped out. All participants took part in the activity from start to finish with diligence and enthusiasm.

Previous research also stated similar things regarding student participation in English clubs which were at a good level. Ditta Fidra (2016) stated that The Students Participation in English Club is categorized into the good level with the percentage is 66,28%. It can be seen from the data presentation of the Students Participation in English Club.

2. Student' English Achievement

Students achievement increases due to the existence of internal and external factors that support each other. Internal factors include motivation, talent, intelligence, interest, and positive learning attitudes. External factors include a supportive family environment, quality of teaching at school and a conducive social environment, such as what students did at SMA Plus Budi Utomo Makassar, they hold extracurricular activities, namely the English club, a place to practice their English skills and it is very supportive of their English achievement in class and can be seen based on the documentation of scores, the highest score was achieved by students who participating in the English club with a score range of 87-89. It is known that the standard value of English at school is 85, and students who participate in this English club get scores above the standard value. So, it can be seen that students who participate in the English club have an effect on their achievement.

Factors that can influence the achievement of other students, namely Psychological factors, Each student has different psychological factors such as motivation, interest, intelligence, talent, and attention which will also affect them in their achievement. Motivation and readiness of students in accepting learning is very much needed in receiving learning material. Students who are not interested in English or are not ready to start learning will find it difficult to understand learning material. The role of the family in providing support to students also affects the psychology of students. Students who receive support and encouragement to learn from the family environment will feel motivated in learning. Environmental factors, This factor relates to the environment around students such as the state of the room used, be it room temperature, humidity, or stuffiness. The noisy environment around the class can also be an important factor. Students cannot study effectively and cannot concentrate in a noisy class. because it can distract them from their focus. Teaching methods can also affect the effectiveness of learning. teaching methods that are boring and explanations that are difficult to understand will affect student achievement. Instrumental factors, Instrumental factors, such as curriculum, instructors or teachers, facilities, materials, and media used in learning. The instructor or teacher is also the most important instrumental factor.

As Mas'udah et al (2020) said in his research that, the advantages of increasing students' language talents with the English Club extracurricular activity include improved listening, speaking, writing, and reading skills. and effectively fostering linguistic intelligence, as well as maintaining the production of other good achievements and characteristics toward students.

The results of previous studies also show an increase in student achievement with their participation in extracurricular English (English Club). Afianti (2020) stated that English extracurricular activities proved to have an effect on student learning outcomes in English. Also Ilmiah & Siliwangi (2015) in his research found that in general students who were involved in extracurricular activities had achievement motives in the moderate category with a proportion of 57.778%. This indicates that in general the achievement motive generally develops optimally.

3. The Correlation Between English Club Participation And students' English learning achievement

The results of the analysis show that there is a significant relationship between English Club Participation and students' English achievement ($r = 0.644$; $p = 0.000 < 0.05$) in the strong category. In addition, the value of the positive correlation coefficient means that the higher the participation of students in English club activities, the higher the students' English achievement.

The previous research also found a strong correlation related to students' participation in English club but with their speaking ability. There is a significant correlation between students' participation in English Club and their Speaking Ability at SMA Plus Budi Utomo Makassar. Where the correlation coefficient is 0,646 which means the level of students' participation in English club and their speaking ability at SMA Plus Budi Utomo Makassar is strong

Hypothesis Test

To prove the results of the hypothesis the writer calculates the data obtained as following:

1. Formulate an alternative hypothesis (H_a): There is a significant correlation between students who join the English club and students' English achievement in class.
2. Formulating the null hypothesis (H_o): There is no significant correlation between students who join the English club and students' English achievement in class.

From the above formulation. The author follows several assumptions as follows:

- a. If the result of calculation of significance of the correlation is higher than 0.05. the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected.
- b. If the result of calculation of significance of the correlation is lower than 0.05. the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

According to the result of statistical calculation, Testing the hypothesis in this study using the Spearman correlation analysis method with the help of SPSS software version 26.00. The results

of the analysis show that there is a significant relationship between English club participation and students' English achievement ($r = 0.644$; $p = 0.000 < 0.05$) in the strong category. In addition, the positive value of the correlation coefficient means that the higher the student participation in English club activities, the higher the students' English achievement.

Then, English club activities contributed 0.6442 (0.644×0.644) = 0.415 or 41.5% of students' English achievement. Thus, the alternative hypothesis in this study is accepted (H_a is accepted), namely that there is a positive and significant relationship between English club participation and students' English achievement.

Based on the evidence above, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that there is a significant relationship between the English Club and the English learning achievement of class XI at SMA Plus Budi Utomo Makassar.

CONCLUSION AND SUGGESTION

1. The researcher found how the English club participation and students English learning achievement. The result of the first research question is show that English club is important to improve students English learning achievement. Based on data gathered and analyzed from questionnaire, it can be concluded that English club gave positive effect to the students. Most of students perceived that they prefer practicing in English club than regular class, it is because the students can practice English club without feeling afraid, motivate them, exchange their opinion through English club.

2. The second research question is to answer the question that is English club activity suitable way to improve students' English learning achievement. Based on the data finding it can conclude that English club is suitable way to improve students English learning achievement, it can see from the result of students English scores on their report cards and the material was given from the English club.

3. Students English Achievement was found that the highest scores were achieved by students who took part in the English club with a score range of $87-89$. and students in class XI who take part in this English club get scores above the standard score or above 85 . So, it can be seen that students who take part in the English club have an effect on their achievement.

4. There is a significant relationship between English club registration and the English achievement Student of XI at SMA Plus Budi Utomo Makassar. The result is $0.000 < 0.05$ with a person correlation of 0.644 . Is in a strong range or between 0.60 to 0.799 . It can be concluded that participation in the English club affects student achievement in class with significant correlation results.

Based on the data previously described, the authors provide the following suggestions following:

1. For Institutions

By the research the researcher hopes, develop extracurricular activities at school to provide students with new ways of learning English. Teachers also need to provide motivation to students to improve their abilities. Students Enthusiastic and collaborating in participating in extracurricular activities, asking questions, responding to other people's opinions about learning problems.

2. For the Students

The researcher suggest to the students have to take benefits of the English club program to improve students' English learning achievement. Students should more active to practice and drill the English language skills in English club activities.

3. For the Next Researcher.

The researcher hopes to suggest other researchers to conduct further research on this issue. It is necessary to conduct similar research with a wider population and involve other factors using other data collection methods in order to obtain further and more diverse data.

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