

**“Students' Perception of English Club Extracurricular Activities in
Learning English”**

**(A Descriptive Study Of Junior High School in Rejang Lebong and
Lebong District)**

THESIS

**This research is submitted to fulfill the requirements for ‘sarjana’
degree in English Tadris Study Program**



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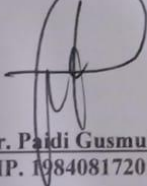
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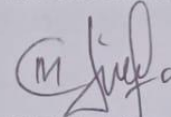
PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This thesis entitled "**Students' Perception of English Club Extracurricular Activities in Learning English**".

The purpose of writing this research proposal is to complete one of the requirements for the S-I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this thesis can be useful for readers and other interested parties, and can be used as a reference for future researchers.

Curup, February 2024

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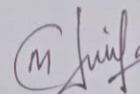
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Curup, February 2024

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Motto And Dedication

Allah does not sent a person except according to his ability." (QS Al Baqarah : 286)

"Man Jadda Wa Jadda"

Whoever is serious, he will surely succeed.

This thesis is dedicated to:

Allah is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My amazing and loving family, the greatest man ever, my father Herdi the most patient and beautiful woman ever, my mother El miana.
- ❖ My beloved brother, Icen who always supports and motivates me.
- ❖ My beloved sister, Yunita Fitria who always supports me.
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- ❖ My Best Tutor Mrs Henny Septia Utami, M.Pd Who always gives me motivation, support, guidance in completing this thesis and also in completing my studies.
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ABSTARCT

MELINDA ATIKA 2024: Students' Perception of English Club Extracurricular Activities in Learning English (A Descriptive Study Of Junior High School in Rejang Lebong and Lebong District)

The point of English club held by school is to give students chance to improve their ability in Eglish andgive more time in learning English because they do not extra time in regular class. The purpose of this research is determine students' perceptions and influences on English club extracurricular activities in Learning English. This reasearch use a quantitative method resesrch. Addition, the research sample were 100 students. The data collection techniques used were questionnaires. A closed questionnairee was used for respondents for the questionnaire too detemine students responses to extracurricukar English club activities in Learning English. After obtaining the data, researcher analyzed student responses by calculating frequency and percentages. The finding of this researcher show that majority of students have positive Perception of English Club Extracurricular Activities in Learning English based on 3 indicators. This research revealed that students responded positive to the influence of English Club Extracurricular Activities in Learning English.

Key Word : Student' Perception, English Club, Learning English

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CHAPTER I

INTRODUCTION

A. Background of the Research

English club Extracurricular activities is a common activity outside of school hours and is able to develop students' interests and abilities in the learning process. With the extracurricular English club, students can learn even more optimally and be followed by ice breakingtissements to make learning english club more fun as quoted by Firqo Amelia underlined that the motivation is very important given to students to direct them to study hard.¹

As revealed by Mulyasa that extracurriculars are certain programs that are held outside the regular class.² With joining an English club has a positive impact on students' learning english as mentioned by Yuliandasari & Kusriandi, increase motivation and confidence to practice speaking. Especially in public speaking quoted in Yeyen Armita states that students' responses to participating in extracurricular activities are important, which are non-formal learning activities carried out by students at school.³ As quoted by Ahmad Wael, that can improve students' speaking skills through storytelling techniques in the English club.⁴ Perception starts with the observation that through the relationship to see, hears,

¹ Firqo Amelia et al., "*peningkatan minat belajar bahasa inggris bagi siswa-siswi ma nurul huda paowan melalui english club*". 2017,p.85.

² Mulyasa as cited in Okta Virawan, et.al., *An Analysis On The English Club To Support Students' Speaking Performance at SMA Muhammadiyah 1 Pontianak*", Journal Vol 10, No 3 (2021),. p.2

³ Yeyen Armita . "*Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu*". (2019), p.14

⁴ Ahmad wael et al, "*Meningkatkan Kemampuan Berbicara Siswa melalui teknik storytelling di Medina english club*". (2020), p.1

touch, feels, and accept something then someone selecting, organizing, and interpreting the received information into something meaningful.

According to Kotler, perception is the process for people about how to select, organize, and interpret the input of information and create a picture of the overall meanings.⁵ Students' perceptions of English club activities can influence students' interest in participating in English club activities. The importance of using perceptions is to see that measuring the results of student perceptions is very useful for the continuity of English club extracurricular activities, if they have a lot of positive perceptions about the English club, then they will be more interested in joining that English club activities are useful and can help improve students' abilities in activities. English club in learning English on the other hand, if they have a lot of negative perceptions and there is no progress from students, it is better if the English club is not held anymore and maybe they are not interested in participating in this activity. This researcher is more focused on student perceptions of English club activities.

However in the learning process, students have some problems in learning English which will affect their speaking, especially speaking is one of the most important skills because it is one of the skills of the English language and is the form of communication for every student. Students lack the confidence to appear to make mistakes in pronunciation often occur to students because of a lack of vocabulary in students. Then, to complement this phenomenon, the researcher made

⁵ Kotler as cited in Eva Destrianti et al, "*The Perception Of The English Club Members Of The English Department Students Association (Edsa) Toward Their Club*". Journal of English Education and Teaching (JEET) Vol.2.No.3.2018, p.1-2

observations by interviewing several students at SMPN 06 Lebong and to see their responses about the English club extracurricular activities in learning English. First, they feel less confident or embarrassed to speak English and they are afraid of making mistakes in speaking. Second, they find it difficult to speak English due to a lack of vocabulary which is limited students.⁶

Based on initial observations at SMP N 06 Lebong on February, 16 2023. The English club at SMP N 06 Lebong is usually held every Thursday at 13:00 WIB until finished. There are about 25 students who take part in the English club, they consist of grades seven and eight. The English club at SMP N 06 Lebong is to assist students in improving and developing their English speaking skills. Based on initial observations at MTSs Al-Hadi Lebong on August, 1 2023. The English club at MTSs Al-Hadi is usually held every Tuesday at 11:10 WIB until finished. There are about 22 students who take part in the English club, they consist of grades seven, eight and nine. The English club at MTSs Al-Hadi Lebong is to assist students in improving and developing their English speaking skills. Based on initial observations at SMP N 05 Rejang Lebong on August, 10 2023. The English club at SMP N 05 Rejang Lebong is usually held every Thursday at 13:00 WIB until finished. There are about 27 students who take part in the English club, they consist of grades seven, eight and nine. The English club at SMP N 05 Rejang Lebong is to assist students in improving and developing their English speaking skills and vocabulary. Based on initial observations at SMP IT RR Rejang Lebong on August, 12 2023. The English club at SMP IT RR Rejang Lebong is usually held

⁶ Airin et.al.. English club member at SMP N 06 Lebong, Observed on February 16, 2023.

every Saturday at 08:10 WIB until finished. There are about 26 students who take part in the English club, they consist of grades seven, eight and nine. The English club at SMP N 05 Rejang Lebong is to assist students in improving and developing their English speaking skills.

According to the tutors who teaches the English Club, students still need to study harder because in formal classes the student's ability is still lacking in English and also a lack of vocabulary for students and the goal is to improve English language skills and increase vocabulary for junior high school students whether it's speaking, listening, writing and reading. There are several activities in English Club, namely Speech, Story telling, English advertisements, Listening to songs, Conversation, Debate, News Reading, Singing, Scrabble Games, and Poem. These activities are most important part of learning English.⁷

Based on the statement above and accordance with the facts on the ground, to be precise in Junior High School in Rejang Lebong and Lebong district an English extracurricular activity has been carried out, for students this really helps improve students' abilities in various skills joining an English club is one way to practice fluency in speaking English apart from experience it can also help students expand vocabulary and easily use tricks in answering English questions. So it can be concluded that students are still lacking in speaking English, so the existence of a language club English really helps students in improving students' abilities.

This part consists of the previous studies of similar researches. The finding is a research entitled "Diska Fatima Virgiyanti has done the research in 2013 with

⁷ Tutors of Teaches English Club in Rejang Lebong and Lebong District, Observed on 2023

title a Study on English club as an extracurricular program at SMP N 1 Malang. In her research, she want to know that English club can support the activities of regular class or not. In her research, she used descriptive qualitative research which is guide, field note, and questionare to collected the data, and she find that English club did not support the activities of regular class ⁸. Whereas the aim of English club is to help and support the students in their regular class.

Second, Melviza et al has done the research in 2017 with the tittle Students' Perception Toward English Club Activities. In their research they want to know the perception of the students, toward English club activities. They use questionnaire and interview to collect the data. They found that students perceived English club play an important role in supporting students to practice speaking.

Third, Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu" by Yeyen Armita has done the research in 2019. in this research the researcher use descriptive qualitative method as research design because in this research the researcher want to describe the students' perception toward English club activities in practicing speaking at SMA N 02 Kaur.⁹

Fourth, From journal Okta Virawan, et.al have done the research in 2021 with the tittle An Analysis On The English Club To Support Students' Speaking Performance at SMA Muhammadiyah 1 Pontianak. In this research the researcher

⁸ Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang." State University of Malang. (2013): p.1

⁹ Yeyen Armita . "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu" . (2019), p.54

want to know the analysis of factor supporting students' speaking performance. They use qualitative descriptive method as the research design. The researcher just collect the data. The researcher chooses to use the descriptive method.¹⁰

In some of the previous studies above, there are differences with the research me with the tittle "Students' perception of English club extracurricular activities in learning English". In my research, the research used a quantitative method. This reseacher to investigate how is the influence of English club activities in learning English and to collect the data the researcher will use questionnaire and this reseacher to investigate how is students' perceptions of English club activities in learning English and to collect the data the researcher will use questionnaire. In this research is a Quantitative descriptive research that aim too see the positive and negative perception of members of the English and the instrument used is an questionnaire. Based on the description above, the researcher is interested in discussing students' perceptions of the extracurricular English club in English lessons. So to further examine the problem, the authors conducted research with the title : **“STUDENTS’ PERCEPTION OF ENGLISH CLUB EXTRACURRICULAR ACTIVITIES IN LEARNING ENGLISH ”**

¹⁰ Okta Virawan, et.al., *An Analysis On The English Club To Support Students' Speaking Performance at SMA Muhammadiyah 1 Pontianak*”,*Journal* Vol 10, No 3 (2021), p.4

B. Research Questions

This research is focused with Students' Perception of English Club extracurricular activities in learning English in Rejang Lebong and Lebong District.

1. How is Students' Perception of English Club Extracurricular Activities in Learning English in Rejang Lebong and Lebong District?
2. How is the influence of English Club Extracurricular Activities in Learning English in Rejang Lebong and Lebong District?

C. Objective of the Research

Based on the research question above, the researcher formulates the objective of the research to investigate the students' perception of English club extracurricular activities in learning English and the influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District.

D. Delimitation Of The Research

This research is focus on the Students' Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province and the influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District.

E. Operational Definition

There are some important term describe related to tittle of the research that's Students' Perceptions of English Club Extracurricular Activities in Learning

English in Rejang Lebong and Lebong District. They are perception, English Club Extracurricular, and Learning English:

- a. **Perception** is an opinion or view of a person toward something, event or phenomenon. According to Bakhrust and Shanker said that perception is an awareness on how things are and thought makes contact with an independent reality.¹¹ In this research, perception is how students' opinion about English club extracurricular in learning English.
- b. **English Club** English club is the one form of extracurricular activities that held by the school to enhance their students ability in English. According Kathleen and Smedley English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club.¹²
- c. **Learning English** as a foreign language requires the use of new innovations in teaching and learning, since acquiring a language is almost a social act which involves students' activeness and participation. Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to

¹¹ David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001), p.118

¹² Kathleen F. Malu and Bryce Smedley, *The English club handbook a guidefor English club leaders*, (Kinshasa: Republique Democratique du Congo, 2015), 11.

think and behave in a different manner and one's beliefs have been distinguished quoted by Mohamad Jafre Zainol Abidin.¹³ With leaning English student can learn English through English club activities.

F. Significance of The Research

The researcher hopes the results of this study can provide something benefits as follows:

1. For Students

The goal of this study's findings is to provide benefits to pupils. by participating in English club extracurriculars.

2. For readers

The researcher hope that these findings can be useful for readers, this research can be a useful source of information and reference.

3. For the School.

The researcher hope that these findings can be useful for schools. so that it can improve the quality of English clubs in junior high schools in Rejang Lebong and Lebong District.

¹³ Mohamad Jafre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (2012): 119–134.

CHAPTER II

LITERATUR REVIEW

A. The Theory of Perception

1. Definition Of Perception

Generally the term perception is used in the field of psychology. In terminology the notion of perception is a direct response from an absorption or process someone knows some things through sensing. Where as, in a large psychology dictionary, perceptions are interpreted as a process of observing a person towards the environment by using the senses he has so that he becomes aware of everything that exists in his environment. According to Bakhrust and Shanker said that perception is an awareness on how things are and thought makes contact with an independent reality.¹⁴

According to Yeyen Armita perception is a proces of how one selects, organizes and interprets inpit of information and experiences that exist. Perception is the thoughts and feelings of human beings indiviually so that it is possible for one person to another to have different even though the object being studied same.¹⁵

Based on definitions above it can conclude that perception is an response from the someone about the something and perception is a

¹⁴ David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001), p.118

¹⁵ Yeyen Armita, "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu", (2019), p.25

process from the person to give opinion and response about the something and then perception is feelings of human beings individually.

2. Types of Perception

According to Richard there are 3 types of Perception as follows¹⁶:

1. Visual perceptions, is the perception that is gained by seeing. Visual perception is formed of visual information and stimuli which comes from outside. This kind of perception is the earliest perception that is developed in human life.
2. Auditory perceptions, is perception related to hearing. Hearing is an ability to recognize sounds. For human and vertebrate, hearing ability is processed by hearing system which is consist ears, neural, and brain.
3. Speech perceptions, is a perception which related to spoken language, speech perception is expressed by verbal ability.

Based on three types of perception above, it can be conclude that perception is formed through experience from an object by analyzing information and inferring message.

3. Forms of Perception

An individual disposed to assess an object by considering whether the object is appropriate with their appreciation and receivable rationally and emotionally. In another case, an individual will envisage an object negatively when the object received by preceptor inappropriate with the personal

¹⁶ Richard Et al, "Longman Dictionary of Applied Linguistic", (Hongkong: Longman Ltd.1992), p.12

comprehension, and they will be disposed to reject it. That statement is in line with Walgito who divided perception into two forms:

a. Positive perception

It is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

b. Negative perception

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.¹⁷

4. Perception Indicators

The indicators of perception are as follows:

a. Responses

That is an image of something that remains in memory after making observations or after fantasizing. Responses are also called impressions or memories. According to Abu Ahmadi Responses are mostly in the subconscious or pre-conscious space, and react consciously again after being in the conscious space for some reason. Responses that are in the subconscious space are called talents (hidden) while those that are in the conscious space are called *actueel* (really).¹⁸ While according to Eytonck, the term

¹⁷ Walgito, in Budiman Thesis, "Students' Perception of Lecturers' Role in Enhancing EFL Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN Curup). "IAIN Curup. 2018. p.34

¹⁸ Abu Ahmadi, *Psikologi Umum*, Surabaya: Bina Ilmu, 1982, h. 43.

response is the process of someone's activity giving an impression, opinion research, feeling, interpreting something based on information displayed from other information, response is very important in order to foster active communication, so that it can increase learning capacity in the class.¹⁹ So, it can be concluded, a response or comment is someone who gives an impression or assessment of an object that is positive or negative regarding the activities of an English club.

b. Opinions

According to Kartini Kartono, in everyday language it is referred to as: conjecture, estimate, supposition, subjective opinion "feeling".²⁰ While according to Achmad states that: "Opinions come from thought patterns, responses and understanding, as stated that opinions are the result of thought work, laying out the relationship between one response and another, between one understanding and another meaning, which is expressed in one sentence. To express an understanding or response is usually enough with one word."²¹ So it can be concluded that an opinion is a

¹⁹ Eytonck as cited in M. Yahya dan Amirzan "Tanggapan Siswa Terhadap Manfaat Kegiatan Ekstrakurikuler Olahraga Dalam Pengembangan Prestasi Dan Potensi Diri" Jurnal Sosial Humaniora (JSH) p-ISSN 2615-3688.p81.

²⁰ Kartini Kartono, *Psikologi Sosial untuk Manajemen, Perusahaan dan Industri*, Jakarta: Rajawali, 1991, h.304.

²¹ Ahmad as cited in Sry Dowinne Br Sembiring Thesis , "Analisis Kesulitan Siswa Dalam Mengutarakan Pendapat Pribadi Tentang Pertanyaan Yang Disampaikan Guru Dalam Mengajar Di Kelas V SDN 043952 Sukaramai Tahun Ajaran 2020/2021" P.21.

response given by someone to answer a question which is the result of a thought pattern, response, and has relative meaning.

c. Evaluation

When we perceive something, we choose a certain view about the thing being perceived. As quoted by Renato Tagulisi in his book Alo Liliwery in his book entitled *Theoretical Perception, Interpersonal Communication*, states that a person's perception refers to the process that makes him know and think, assess the qualities and internal states of a person.²² Meanwhile, according to Sudjana said learning outcomes assessment is the process of giving grades to the learning outcomes achieved by students using certain criteria.²³ So, Evaluation is the process of collecting data or information that is used to see whether student achievement has increased or not.

5. Perception Measurement

In measuring attitudes, opinions and perceptions of a person or group of people, can use a Likert scale. Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher. This scale is a psychometric scale that is usually applied in questionnaires

²² Alo Liliwery, *Persepsi Teoritis, Komunikasi antar Pribadi*, Bandung: Cipta Aditya Bakti, 1994, h. 173.

²³ Sudjana as cited in Margaretha Puspita Arumsari, et al, Penerapan Kombinasi Model Pembelajaran Kooperatif *Two Stay Two Stray* Dengan *Make A Match* Untuk Meningkatkan Hasil Belajar Ekonomi Siswa Kelas Xi-Iis 6 Sma Negeri 8 Surakarta Tahun Pelajaran 2015/2016, p.10

and is most often used for research in the form of surveys, including in descriptive survey research. According to Azwar cited in Chabib to measure the perception we can use likert scale with the categories as follow ²⁴:

1. Positive statement or Negative Statement

- 1) `Strongly Agree : SA
- 2) Agree : A
- 3) Disagree : DA
- 4) Strongly disagree : SD

The Criteria of Perception Measurement

- a. Positive perception if the T value of the score obtained by respondents from the questionnaire is greater than T Mean.
- b. Negative perception if the T value of the score obtained by respondents from the questionnaire is smaller or equal to T Mean.

B. The Theory of Extracurricular Activities

1. Definition of Extracurricular Activities

Extracurricular activities is a program that is supported and formed by the school with the aim of providing opportunities for students to develop their activities and talents such as extracurricular sports, arts, scouts, English club and others. According to Yeyen Armita said extracurricular activity is a program which is not part of the course that a student is doing at a school to improve or express their ability according their interested.²⁵ This study

²⁴ Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), p.16

²⁵ Yeyen Armita . "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu" . (2019), p.29

discusses the extracurricular English club which plays an important role in improving students' learning English at the Junior High School.

In addition, 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. According to Usman, cited in Maisrul & Dewa, extracurricular is an activity that is done outside of regular class.²⁶ Extracurricular activities can form a positive attitude towards activities that are followed by students. Extracurricular activities that are followed and implemented by students both at school and outside the school, aiming for students to develop their potential, interests, and talents.

So, an English club extracurricular is a program activity that is done outside of regular class or non-academic and there are several skills such as writing, speaking, listening, and reading. This research focuses more on speaking skills, as speaking is one of the skills to communicate with one another, and for students to develop their potential, interests, and talents.

2. The History of Extracurricular Activities

Gholson, cited in Brian, summarized the history of extracurricular by dividing it into three phases.²⁷ The three phases are as follows:

²⁶ Monalisa Dewa Ayu et al., "A correlation between the eighth grade students' participation in English extracurricular activities and their speaking ability at SMPN 6 Pekanbaru," Student of English Study Program Language and Arts Department Faculty of Teachers Training and Education Riau University, (2016): p.3

²⁷ Anthony Brian Watkins, "The Effects of Participation in Extracurricular Activities on the Mean Grade Point Average of High School Students in a Rural Setting" (S3 Dissertations, University of Tennessee, 2004), 16-17.

The first phases in 1870-1900 was labeled a rejection period. In this period the education lader conclude that extracurricular as a school program given a little benefit.

The second phases in 1900-1920 was labeled the era of passive acceptance. In this period the eductaion leader conclude that students club or organisation able to prepare learning experience for young people. In this second phases occurred two significant development that support the acceptance of students activity programs. These two developments included a report on the Seven Cardinal Principles by the Commission of the Reorganization of Secondary Schools; and the work of Elbert Fretwell of Columbia University who, in 1918, offered the first college level course in the student activities area.

The last phases in 1920-1956 was described as a period of active acceptance and encouragement. During this phase, state and national "parent" organizations provided direction and assistance to the local school club or chapter. During the past thirty years, the line between school-sponsored and nonsponsored activities, to a large degree, has been fused. The school however, continues to be the primary center for social life and socialization among young people. The degree to which the school offers a variety of learning experiences remains a critical issue. Extracurricular activities have evolved into a permanent program within the public high school, and continue to serve as a significant contribution to the contemporary comprehensive secondary school. Moreover, the original purpose for

including extracurricular activities into the public school curriculum has essentially remained the same for over 60 years.

3. The Benefits of Extracurricular

The benefits of an extracurricular for students is that they can develop their skills and abilities just like in an organization they can learn about leadership, skills to increase their interest and talent to achieve success. According to Joakel quoted in Yeyen Armita extracurricular activities are providing opportunities for students to develop leadership skills, to increase self-esteem, and to meet social and emotional needs and Joakel also found that one factor that is predictive of success in the future is achievement in extracurricular activities.²⁸

Generally, students who participated in extracurricular activity learned and developed self-discipline, self-confidence, and skills to handle competitive situations. According to Biernat and Klesse cited in Watkins, students who participated in extracurricular activity not only have better academically, but also developed and improve other valuable characteristics such as self-esteem, self-confidence, social cooperation and leadership skill.²⁹

²⁸ Joakel as cited in Yeyen Armita . "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu" . (2019), p.35

²⁹ Anthony Brian Watkins, "The Effects of Participation in Extracurricular Activities on the Mean Grade Point Average of High School Students in a Rural Setting" (S3 Dissertations, University of Tennessee, 2004), p.2

4. The Functions of Extracurricular

Based on Minister of Education and Culture number 81A article 2 of 2013 attachment III concerning curriculum implementation cited in Lia Fitriani, extracurricular activities have the following functions³⁰:

Functions :

- 1) The function of development, namely that extracurricular activities function to support the personal development of learners through the expansion of interests, developing potential, and providing opportunities for character formation and leadership training.
- 2) Social function, namely that extracurricular activities function to develop students' abilities and sense of social responsibility. Social competence is developed by providing opportunities for students to expand social experience, practice social skills, and internalize moral values and social values.
- 3) The recreational function, namely that extracurricular activities are carried out in a relaxed, joyful, and pleasant atmosphere that supports the development process of students. Extracurricular activities must be able to make the life or atmosphere of the school more challenging and more interesting for students.
- 4) Career preparation function, namely that extracurricular activities serves to develop the career readiness of students through capacity building.

³⁰ Lia Fitriani, "Pendidikan Karakter Dalam Kegiatan Ekstrakurikuler Di Sma Negeri 8 Yogyakarta" (S1 thesis, Universitas Negeri Yogyakarta, 2014), p.20

C. Theory The of English Club

1. Definition of English Club

An English club is a place for a group of people who meet in person to practice their English shared skills in a relaxed atmosphere. According Kathleen and Smedley English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem.³¹ The English club is that it provides a nice atmosphere and the learning method belongs to the non-formal which includes goals in learning and to practice various styles English making friends and learning about cultural diversity.

English clubs help improve vocabulary and so on to improve general speech and pronunciation errors, practice listening and speaking skills in a similar setting everyday life, and boost confidence by speaking English. Student may feel more comfortable practicing English around people they trust and having fun with them. English club non-formal learning activity carried out by students, generally outside the standard curriculum learning hours. English club not mandatory, so students are entitled to participate or not to join.

The formation of the English club is expected to become a study group that fun affective. Because the learning method is learning by doing, it is

³¹ Kathleen F. Malu and Bryce Smedley, *The English club handbook a guide for English club leaders*, (Kinshasa: Republique Democratique du Congo, 2015), p.11

also interspersed with games interesting things will be the main dish at this English club therefore expected the program can support the achievement of a fun learning atmosphere at the same time produce members who are proficient in English.

2. The Benefits of English Club

According to Diska Fatima Virgiyanti said the point of English club held by school is to give students a chance to improve their ability in English and give the students more time in learning English because they do not have extra time in regular class³². The other aim of English club extracurricular is to support academic achievement of students and also to improve students' English ability. Furthermore, by joining English club students are able to participate in various activities based on the club objective and then the students will have an opportunity to follow national and international English competitions quoted by Diska Fatima Virgiyanti³³. And according to Zulvy Melviza said in addition, by following English club the students could share their knowledge with their friends and then English club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problems.³⁴

³² Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang," State University of Malang. (2013):p.3

³³ Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang," State University of Malang. (2013): p.3

³⁴ Zulvy Melviza et al., "Students Perception Toward English Club Activities," Research in English and Education (READ), 2(2). (2017): p.103

3. The Purposes of English Club

According to Elnadeef and abdala in queted of Raskova the purposes E-club are as follows :³⁵

- 1) Creating a friendly atmosphere in which participants' can practice their spoken English without feeling self-concious;
- 2) Expanding participants' vocabularies Enchancing their use of idiomatic expressions;
- 3) Indentifying and addressing participants' most commont errors in spoken English and/or pronunciation;
- 4) Boosting participants' self-assurance in their ability to communicate effectively in English ; and
- 5) Providing participants with the opportunity to hone a variety listening and speaking skills in a situations are the goals of E-club.

4. Activities in English Club

There are several activities at the English club namely, Speech, Story Telling, English advertisement, Listen to songs, Conversations and others.

a. Speech

According Qoirina Susilowati said speech is the human ability to produce language in oral. Speech or public speaking is a skill that must followed by knowlodge.³⁶ It is mean that speech is not easy to do. It is

³⁵ Like Raskova Octaberlina., et.al "*Fostering Students' Speaking Ability through English Club Activities*". Arab World English Jurnsk (AWEJ) Volume 13. Number 3. September 2022, P.418

³⁶ Qoirina Susilowati, "A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/2017," (S1 thesis, State Islamic Institute Of Surakarta, 2017), 5

needed the guidance and training. Marjohan said that there is a significant relationship between communication skills and anxiety when speaking in public.³⁷ So, to solve this problem, intensive training is needed with good and varied learning methods to motivate students to have the courage to speak English and express their ideas and thoughts through speeches, because giving speeches is one part of speaking skills (Ainiya, Darmuki & Hidayati.)³⁸

b. Story Telling

Story telling is the original form of teaching. Story telling can also be interpreted as the oldest branch of literature. According to Boltman cited in Yulia Indah Firyati. Storytelling as an art or a narrative skill from stories in the form of poetry or prose, which is shown or led by one person in front of the audience directly where the story can be narrated by way of being told or sung, with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources.³⁹ Finally, it can be concluded that Storytelling skills is an art in which describes a story or event that storytelling that is conveyed using images or sounds by conveying through stories and singing. Wahyuni stated that the use of story telling media for

³⁷ Marjohan, in Sonny Elfiyanto et al. "*Nasihah Pemberdayaan Santri Madrasah Diniyah melalui Peningkatan Berpidato dalam Bahasa Inggris*" Elfiyanto & Nasihah/Bubungan Tinggi: Jurnal Pengabdian Masyarakat 4 (3) 2022, p.1024

³⁸ Ainiya, Dkk in Sonny Elfiyanto et al. "*Nasihah Pemberdayaan Santri Madrasah Diniyah melalui Peningkatan Berpidato dalam Bahasa Inggris*" Elfiyanto & Nasihah/Bubungan Tinggi: Jurnal Pengabdian Masyarakat 4 (3) 2022, p.1024

³⁹ Boltman as cited in Yulia Indah Firyati, "Pengaruh Metode Story Telling Terhadap Perkembangan Kemampuan Bahasa Anak Usia 4-5 Tahun Di Tk Nurul Amal Ratulangi Bandar Lampung Tahun Ajaran 2017/2018," (S1 thesis, Universitas Lampung, 2017), 28-29.

intermediate students is a creative step in learning English. This will improve students' abilities in listening to stories, writing scripts, understanding stories chronologically, and talking about opinions in content story. Apart from that, students can also practice controlling body movements, facial expressions, and providing insights so that listeners understand the story line. Activities can be done in groups or individually.

⁴⁰According to the National Story Telling Association, story telling is the art of using language, vocalization, movement and body gestures to convey a message to an audience. Techniques that can be used include: picture stories, writing free stories based on pictures, words in videos, discussions, and presentations or story telling performances. With this technique students can improve their writing and speaking skills as well as new vocabulary.⁴¹

c. English advertisement

Advertising, as a social institution that produces advertisements in the political economy of technical specialization, usually informs or promotes to the public about a product or service through pictures, films, TV, newspapers or the internet, and has become one of the most important. Power in our society by Dyre. Unaware of the constructs underlying advertisements and their motives, people may easily be duped into buying

⁴⁰ Wahyuni in Titik Ismailia, et.al. "*Pelatihan News Reading dan Story Telling untuk English Club di SMAN Kalisat*", Jurnal Pengabdian Masyarakat J-DINAMIKA, Vol. 2, No. 1, Juni 2017, p.31

⁴¹ National in Titik Ismailia, et.al, "*Pelatihan News Reading dan Story Telling untuk English Club di SMAN Kalisat*", Jurnal Pengabdian Masyarakat J-DINAMIKA, Vol. 2, No. 1, Juni 2017, p.32

products or taking advertised services by Williamson.⁴² An advertisement certainly requires things that attract potential consumers to be interested in the product or service being offered. The following is how to write an advertisement according to Kosasih, (1) Start writing an advertisement with a statement that attracts the audience's attention, namely by focusing on the problems they face. (2) Offering solutions, for example when we sell slimming products, the solutions offered (3) Show evidence What the audience needs when seeing an advertisement is evidence. To be more convincing, show evidence that the solution provided is correct, in accordance with their expectations. (4) Submit a price.⁴³ So writing advertisements can improve your writing skills and add new vocabulary.

d. Listen to songs

Listening skill is a skill that must be understood . if someone is not in used to listening, then when that person is in the listening class, that person will find it difficult to get the contents of what is in an existing text. Therefore, in order to easily understand exiting texts, one needs to be accustomed to practicing listening skills. Listening to English songs can improve listening skills because by listening to English songs someone wants to know the contents of the song. According to Litiyaningsih, states that one way to improve listening skills is by listening to English songs.

⁴² Alireza Jalilifar, "The Rhetoric and English Advertisements" The international of language society and culture : 2010. P.25

⁴³ Kosasih in Amellia, Resya (2021) *Peningkatan Kemampuan Menelaah Dan Menulis Teks Iklan Dengan Menggunakan Model Contextual, Teaching, And Learning (CTL)* (Penelitian Tindakan Kelas pada Peserta Didik Kelas VIII A MTs Persis Cempakawarna Kota Tasikmalaya Tahun Ajaran 2021/2022). *Sarjana thesis, Universitas Siliwangi*.p.21

Listening to English songs can improve listening skills.⁴⁴ So, listening to a song, someone not only listens, but also wants to know its contents and with that curiosity, someone who listens to an English song will try to find the meaning of the vocabulary in the song.

e. Conversations

According Susan E. Brennan quoted in Yeyen Armita said Conversation is an activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Conversation is not just a sequence of messages that are expressed as a talk turn, produced by the speaker, and received and translated by the recipient, Conversations are arranged into adjacency pairs, with the first and second parts produced by different speakers.⁴⁵

f. Debate

Debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides those are supporting resolution and opposing it. Freeley & Steinberg debate refers to the process of considering multiple views point and arriving at a judgment, and its application ranges from an individual using debate to make a decision in

⁴⁴ Litiyaningsih in Eicha afriyunida., Lulud Oktaviani (2021) *The use of English songs to improve English students' listening skills*. Journal of English language teaching and learning (JELTL). Vol.2, No 2, December 2021, 80-85. P:80

⁴⁵ Susan E. Brennan as cited in Yeyen armita , "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu" . (2019), p.39

his or her own mind to an individual or group using debate to convince others.⁴⁶

g. News Reading

Reading the news means conveying news to others. A news reader must pay attention to intonation, articulation (pronunciation), and sound volume by Restuti.⁴⁷ Accuracy of pronunciation, intonation, and clarity of speech is a must for newsreaders. Good or bad someone news reading depends on these thing. Good news readers are fluent, reliable, and careful readers of words, phrases, clauses, or sentences read. A newsreader must sit up straight and dress appropriately, neatly and cleanly when reading the news. According Edwar Kemal, Ability to speak English through news reading techniques can train students' listening and speaking skills in English. Because inside there are several components to English language skills, namely pronunciation, intonation, sentences stress, grammar and vocabulary that need to be developed in learning English.⁴⁸

h. Singing

Tarwiyah says singing is language, a deep language the form of song lyric becomes an important part an important part in growing multiple

⁴⁶ Freeley & Steinberg in Zulvy Melviza, et.al., "*Students' Perception Toward English Club Actiities*", Research in English and Education (READ), 2(2), 101-109, June 2017: P.103

⁴⁷ Restuti in Nur Afrianti, "Keefektifan Pemodelan dalam Pembelajaran Membaca Teks Berita Siswa VIII SMP Negeri 2 Galesong Selatan Kabupaten Takalar", Diploma thesis, FBS.2017: P.18

⁴⁸ Edwar Kemal,Dkk., "*Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Teknik Membaca Berita Di Sma Dek Padang*", Jurnal Pengabdian Pada Masyarakat UP3M STKIP PGRI Sumatera Barat Vol. 1 (Juni 2019): 29

intelligence children.⁴⁹ Through singing activities can develop children's language skills, so that children can interact with the environment around. By involving children in singing activities together in an indirect way we have directly provided a pleasant experience to them. Regarding the effects of having students sing, various studies have reported positive effects on vocabulary learning in both children and adults. Focusing on studies with children, singing has been shown to help children who are recent immigrants to improve their L2 vocabulary recall according from Busse et al.⁵⁰

i. Scrabble

Scrabble is a familiar board game in which players form words by arranging tiles with letters printed. According to Warner and Brown, Scrabble is a game with a proprietary board game that involves the building of words for point scores and can be played by two or more players.⁵¹ One of the players has to get the highest score to win the game. Glaveanu argues that educators can make vocabulary more interesting and easier to learn through the use of games. Learning English using Scrabble media has an impact on students⁵². This makes them active and happy because

⁴⁹ Tarwiyah in Maslihah, et.al., "Upaya Meningkatkan Percaya Diri Melalui Kegiatan Menyanyi Pada Anak Usia 5-7 Tahun Di RA Tarbiatul Umi Kota Tenggerang", Jurnal Program Studi Pendidikan Anak Usia Dini, ISSN 2301-9905. Volume 7, No. 2, Januari 2018 : P.29

⁵⁰ Busse et al. "Singing Songs Facilitates L2 Pronunciation and Vocabulary Learning: A Study with Chinese Adolescent ESL Learners" <https://www.mdpi.com/journal/languages>, 2023, 8, 219

⁵¹ Warner and Brown in Nurmawaddah, "The Effect Of Scrabble Game On Students' Speaking Skill Competence", 2019: P.13

⁵² Glaveanu in Sri Chairani, "Using Scrabble For Learning English Vocabulary At Man 2 Kuantan Singingi", Language Literacy: Journal of Linguistics, Literature and Language Teaching Volume 5, Number 1, pp: 205-212, June 2021, p.206

they learn while playing games so they can add vocabulary through the Scrabble game.

j. Poem

Poem is a form of short literary work. Short and concise which is poured from the contents of the heart, thoughts and feelings poets, with all the language skills that are dance creative, imaginative By Suroto.⁵³ Imaginative character is a characteristic strong because of the arrangement of his words. Poetry is able to provide emotion in language learning which give significant effect on students speaking and writing skills. The exposure of target language in poetry is able to improve students sub-skills such as grammar, vocabulary, and pronunciation (Beymer et al).⁵⁴

5. English club in Rejang Lebong and Lebong District

English club has been in SMPN 06 Lebong, which is located in that school especially at Tes 3 street, Tes sub district, Lebong regency. English club at SMPN 06 Lebong held every Thursday at 13.00 until finished following by 25 students with Mrs Rahmi Utama, M.Pd and Mrs Mariza Deni A, M.Pd as the tutors. There are some activities in English club at SMP N 06 Lebong namely, Speech, Story telling, English Advertisement, Listen to Songs, and Conversation.

In MTSs Al-Hadi Lebong, which is located in that school especially at Turan Lalang, Lebong regency. English club at MTSs Al-Hadi Lebong held

⁵³ Suroto in Avelyiani, Lisa, *Sosiologi Pengarang Dalam Puisi Watashi Ga Ichiban Kirei Datta Toki Karya Ibaragi Noriko*. Other thesis, Universitas Komputer Indonesia. 2019: P.9

⁵⁴ Beymer et al in Suwastini & Dewi., "Students' perception on the use of poetry for teaching speaking", *Electronic Journal of Education, Social Economic and Technology*, Vol. 4, No. 1, (2023), p.9

every Tuesday at 11.10 until finished following by 22 students with Mr Fajri Hariadi, S.Pd as the tutor, There are some activities in English club at MTSs Al- Hadi Lebong namely, Speech, and Story telling.

In SMPN 05 R/L, which is located in that school especially at Dwi Tunggal, Rejang Lebong regency. English club at SMPN 05 R/L held every Thursday at 13.00 until finished following by 27 students with Mrs Nurlinda Sya'baniah, S.Pd as the tutor. There are some activities in English club at SMP N 05 Rejang Lebong namely, Speech, Story telling, Conversation, Scrabble Game, Singing, News Reading and Poem.

and the last in SMP IT RR R/L, which is located in that school especially at Air meles bawah, Rejang Lebong regency. English club held every Saturday at 08.10 until finished following by 26 students with Mrs Karmila Dewi Br Siregar, S.Pd., Gr as the tutor. There are some activities in English club at SMP IT RR Rejang Lebong namely, Speech, Story telling, Debate, Scrabble Game. So there are some activities in English club at SMPN 06 Lebong, MTSs Al-Hadi Lebong, SMPN 05 R/L, and SMP IT RR R/L namely, Speech, Story telling, Debate, Conversation, Listen to songs, Singing, News reading, Scrabble games and Poem.

D. Theory The of Learning English

1. Definition of Learning English

Learning English in non learners has many obtacles, because the process of foreign language learning strongly influenced from learners' weakness, both motivation or their language skill. This papas can be given

understanding about English as a foreign language and students' need. Where, in learning English students' are not only encouraged to master 4 skills of language; reading, writing, listening and speaking, but also the need of motivation both internal and external, because motivation as a driving force in gaining students purpose related with their learning English.

2. Students problem in Learning English

a. Definition of Problem

In Oxford Learning's pocket distionary the word problem' is thing that difficult to deal with or understand.⁵⁵ So, problem is situation, person, or thing that difficult to understand something and needs to be deal or solved. Arccording to margono, problem is a gap between the expetations of something that should be the reality⁵⁶. For example, the gap between the overflowing number of high school graduates in hopes og accommodating ability of university. It means that the cause of problem in mastering English are some differences between English and indonesian such as pronounce, grammar, and phrase. It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the expectation or something and reality. To save the problem we need to understand the problem and cause of the problem occur.

⁵⁵ Victoria Bull, Oxford Leaner's Pocket Distionary (New york : Oxford University Press, 2008), p.350

⁵⁶ Margono in Siti Ratna Thesis, *An Analysis Of the students' Problem In Learning Speaking At The First Semester Of the Eleventh Grade Of Smkn6 Bandar Lampung In The Academic Year 2018*

b. Students problem in learning English

According to praveen and patel, they argue that the students problem in learning English are :

1. Motivation, thought speech that child learn to organize this perception and regulate his behavior and mental activities.
2. Reinforcement, makes any response powerful.
3. Attention, mental process of students which decide the role of students' involvement in teaching learning process.
4. Memory, human brain is store house of memory.
5. Habit formation, if we want to learn language we should take it in practice.⁵⁷

E. Review of Related Findings

This part consists of the previous studies of similar researches. The finding is a research entitled “Diska Fatima Virgiyanti has done the research in 2013 with title a Study on English club as an extracurricular program at SMP N 1 Malang. In her research, she want to know that English club can support the activities of regular class or not. In her research, she used descriptive qualitative research which is guide, field note, and questionare to collected the data, and she find that English club did not support the activities

⁵⁷ M. Praveen and M.E Patel, English Language Teaching (Jaipur : Sunsire Publishers, 2008), p.41-45

of regular class.⁵⁸ Where as the aim of English club is to help and support the students in their regular class.

Second, Melviza et al has done the research in 2017 with the tittle Students' Perception Toward English Club Activities. In their research they want to know the perception of the students, toward English club activities. They use questionnaire and interview to collect the data. They found that students perceived English club play an important role in supporting students to practice speaking.

Third, Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu by Yeyen Armita has done the research in 2019. The researcher use descriptive qualitative method as research design because in this research the researcher want to describe the students' perception toward English club activities in practicing speaking at SMA N 02 Kaur.⁵⁹

Fourth, From journal Okta Virawan, et.al have done the research in 2021 with the tittle An Analysis On The English Club To Support Students' Speaking Performance at SMA Muhammadiyah 1 Pontianak. In their research they want to know the analysis of factor supporting students' speaking performance. They use qualitative descriptive method as the research design. The researcher just collect the data. The researcher chooses to use the

⁵⁸ Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang." State University of Malang. (2013): p.1

⁵⁹ Yeyen Armita . "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu". (2019), p.54

descriptive method.⁶⁰ In some of the previous studies above, there are differences with the research me with the tittle “Students’ perception of English club extracurricular activities in learning of Junior High School in Rejang Lebong and Lebong District. In my research, researcher used Quantitative method to analyze the data. This reseacher to investigate how is students’ perceptions of English club activities in learning English and how is the influence of English club activities in learning English and to collect the data the researcher can use questionnaire.

⁶⁰ Okta Virawan, et.al., *An Analysis On The English Club To Support Students’ Speaking Performance at SMA Muhammadiyah 1 Pontianak*”, Journal Vol 10, No 3 (2021), p.4

CHAPTER III

RESEARCH METHOD

A. Kind of The Research

The Researcher used quantitative descriptive to analyze the data. This researcher to investigate how is students' perceptions of English club activities in learning English and how is the influence of English Club Extracurricular Activities in learning English in Rejang Lebong and Lebong district. This researchers was use quantitative research. According to Cresswell, quantitative study is a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically based method.⁶¹ In another definition according to muijs quantitative research is essentially about collecting numerical data to explain a particular phenomena.⁶² Hancock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.⁶³ Therefore, descriptive research is suitable for investigating many problems in education.

Therefore, the design of this research is a survey. The survey design is considered appropriate to the quantitative method for gathering student information. The survey designed in this study was to obtain data on students' perceptions of English Club Extracurricular Activities in learning

⁶¹ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* Fourth Edition, (Pearson Education: USA, 2012) p.376

⁶² Muijs, Daniel. (2004). *Doing Quantitative Research in Education*. London: Sage Publication, p.2

⁶³ Barverley Hancock, Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research, 1998, p.20

English and the influence of English Club Extracurricular Activities in learning English in Rejang Lebong and Lebong district.

B. Population and Sample

1. Population

According to Fraenkel and Wallen population is the group which one hopes to apply the result.⁶⁴ In this research the population was the entire all of students follow English Club. The number of population is given in table 3.1

Table 3.1

The Population of Instrument

NO	School name	Population
1.	SMP N 06 Lebong	25 Students
2.	MTSs Al-Hadi Lebong	22 Students
3.	SMP N 05 R/L	27 Students
4.	SMP IT RR R/L	26 Students
Total		100 Students

Source : Junior High School In Rejang Lebong and Lebong District

2. Sample

A sample is a group in a research study on which information is obtained.⁶⁵ According to Sugiono, the sample is part a number and

⁶⁴ Fraenkel and Wallen. (2009). *How to Design and Evaluate Research in Education* (7th Ed), New York, NY: McGraw-Hill, Inc. p.90

⁶⁵ ack. R. Frangkel and Norman E, *How design and evaluate research in education*, MC, Hill international Edition, 1976. P. 78

characteristic owned by the population.⁶⁶ Arikunto says that if the population is less than 100 persons the research is better to take all of the population as sample,. The sampling technique in this research is simple random sampling. In random sampling the researcher selects participants (or units, such as school) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled that will be representative of the population. The researcher 100 students. It can see based on the table 3.2.

Table 3.2

Total number of Sample

NO	School Name	Population	Sample
1.	SMP N 06 Lebong	25 Students	25 Students
2.	MTSs Al-Hadi Lebong	22 Students	22 Students
3.	SMP N 05 R/L	27 Students	27 Students
4.	SMP IT RR R/L	26 Students	26 Students
Total		100 Students	100Students

C. Technique of Data Collection

In this research, the researcher used questionnaire to obtain the data needed.

1. Questionnaire

Questionnaire is a technique for obtaining data. Arikunto state that questionnaire is a number of written questions which used to get information from the respondents in a mean a report of her/his

⁶⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, Alfabeta, Bandung, 2009, P. 18

personality or some things s/he knows.⁶⁷ According Nasution cited in Jumatul Hidayah said questionnaire is a list of question as a technique in collecting the data that will be answered by the respondents themselves.⁶⁸ It is a group of written question and given to the respondents to be answered independently. In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire.⁶⁹ Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist. Open-ended questionnaire is a set of question which is there is no reference question and the respondents have to write down their own answer.⁷⁰ Since this study is a quantitative study, the researcher chooses close-ended questionnaire. In this questionnaire, the researcher used Likert Scale to obtain the data needed, namely:

- a) 4 : Strongly agree
- b) 3 : Agree
- c) 2 : Disagree
- d) 1 : Strongly disagree

In this research, the questionnaire is given to the students in order to know about the student's perception of. The questionnaire was a tool to collect Students' Perceptions of English Club Extracurricular Activities

⁶⁷ Suharsimi Arikunto. (2009). *Manajemen Pendidikan*, Jakarta: Rineka Cipta, p.194

⁶⁸ Nasution in Jumatul Hidayah research. *The ICT used by the English lecturer for non-English study program students at IAIN Curup*. 2019. Vol 8. No.1.26-37

⁶⁹ *Ibid*

⁷⁰ Cathrine Dawson, *"Practical Research Method"*, (United Kingdom: Deer Park Park Production), p.31

in learning English. The result of the questionnaire is in the form of score. After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. In the research, the social phenomenon has determined specifically by researcher, then called as research variable.⁷¹

Afterwards, to requisite quantitative analysis, each answer can be given score, for example:

- a. Strongly agree : 4
- b. Agree : 3
- c. Disagree : 2
- d. Strongly disagree : 1⁷²

D. Instrument of Research

Instrument is something that is used to collect data or information needed and is an important tool for researchers. In this research, the researcher used close-ended type of questionnaire as the instrument. The researcher create this questionnaire to obtain data about How students' perception of English club extracurricular activities in learning English in Junior high school in Rejang Lebong and Lebong. The questionnaire consisted of 35 statement and questionnaire to obtain data about How is the influence of English club extracurricular activities in learning English in Junior high school in Rejang Lebong and Lebong. The questionnaire

⁷¹ *Ibid*, p.93

⁷² Sugiyono, "*Statistika Untuk Penelitian*" (Jakarta: RinekaCipta, 1998), p.199

consisted of 10 Statement. After that, the researcher validated the questionnaire with professional lecturer in English Tadris Study Program at IAIN Curup as a validator to check the correctness of the questions.

1. Questionnaire

Close-ended format questionnaire is that include multiple choice answer. By including closed format questions in the questionnaire design, researcher could easily calculate statistical data and percentages.⁷³ The questionnaire was considered appropriate to be applied in this study, so that the activity of obtaining data does not take much time.

The closed format questionnaire was in the form of a Likert Scale has 4 options namely a,b,c,and d.

Table 3.3

Likert Scale

Option	Code	Meaning
A	SA	Strongly Agree
B	A	Agree
C	D	Disagree
D	SD	Strongly Disagree

⁷³ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif dan R & D*, (Bandung,: Alfabeta, 2013), p.199

Table 3.4
Blueprint Number Of Questionnaire

No	Indicators	Definition of Indicator	Number Of Questions
1.	Responses	Responses or comments are those that provide an assement of object that is positive or negative regarding the English club' activities.	1,2,3,4,5,6,7,8,9,10,11
2.	Opinions	Opinion is a response given by someone to answer a question which is the result of a thought pattern, response, and has relative meaning. Opinions is also an opinion that arises from the student's own mindset or opinion regarding the activity.	12,13,14,15,16,17,18,19,20, 21,22
3.	Evaluation	Evaluation is the process of collecting data or information that is used to see whether student achievement has increased or not.	23,24,25,26,27,28,29,30,31, 32,33,34,35

The detailed Instrument of questionnaire can be seen in the appendix.

Table 3.5

Blueprint Of Questionnaire

“Students’ Perception Of English Club Extracurricular Activities In Learning English In Rejang Lebong and Lebong District”

Intruccion for filling out the questionnaire : This questionnaire was created to determine students’ perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers **SA, A, D, & SD**

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (**X**) or (\surd) on one of the answers **SA, S, D, & SD** that matches what you really feel.

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				
3.		Story Telling activities at English Club train				

		my English speaking to narrate a story or event.				
4.		Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.				
5.		In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.				
6.		I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.				
7.		I do not pay attention to the tutor's presentation at the English Club about English Advertisement.				
8.		I can use audio to listen to the content of English club activity materials.				
9.		I am given audio to listen to and repeat what I hear in English Club activities.				
10.		Scrabble activities at English Club make us trained in memorizing vocabulary.				
11.		With poem activities at English Club, I can express poems to listeners.				
12.	Opinions	I can speak English because I always				

		practice speech at English Club.				
13.		I can not speak English because I do not practice speech activities at the English club				
14.		It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.				
15.		I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.				
16.		I can not make advertisements in English because of a lack of understanding and participation at English Club.				
17.		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.				
18.		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.				
19.		I can speak English fluently because I always practice debating activities conducted at English Club.				

20.		I can not debate English because I rarely practice it at English Club.				
21.		I can not sing in English because I lack confidence and practice at English Club.				
22.		Poem activities at English Club make me think critically about writing.				
23.	Evaluation	My public speaking in the English language can improve because I join speech activities at the English club.				
24.		By joining Story Telling activities at English Club, I can add new vocabulary in English.				
25.		I practice making English advertisements in English Club to improve my writing skills.				
26.		I watch English product advertisements on YouTube presented in English Club to improve my English skills.				
27.		I can use English songs provided in English Club activities to improve my listening skill.				
28.		I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.				

29.	I do not like to listen to English songs at English Club so my listening ability is poor.				
30.	Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.				
31.	Conversations activity in English Club gives me the motivation to improve my new vocabulary.				
32.	By practicing to become a newsreader at English Club, I can improve my English vocabulary.				
33.	Newsreader activities at English Club can improve my pronunciation in English.				
34.	Singing activities in English conducted at English Club can increase my confidence.				
35.	Scrabble activities at English Club can increase vocabulary.				

Table 3.5

Blueprint of Questionnaire

How is influence of English club extracurricular activities in learning English

In Rejang Lebong and Lebong District

NO	Indicators	Statement	SD	D	A	SA
1.	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.				
2.	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the English Club.				
3.	English advertisement	English Club activities provided knowledge for me to create English Advertisements.				
4.	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.				
5.	Conversation	I speak English fluently in the conversation activities carried out in English Club. Kapan				
6.	Debate	Debate activities at English Club facilitate my speaking English.				
7.	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.				
8.	Singing	Singing activities in the English Club made me more confident in English.				
9.	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.				
10.	Poem	By reading poetry, I can express the poem in an interesting way in English Club activities.				

E. Validity and Reliability of Instrument

a. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.⁷⁴ The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyzes the item with count the correlation between item score of instrument and the total score of instrument. In this research, the researcher used 1 expert to get commentary and feedback. After that, in getting the construct validity. Before the researcher gives the questionnaire to the respondents, the researcher will test the questionnaire to 68 non-sample students as respondents to ensure that the questionnaire is valid when given to be responded to. After try-out, researcher analyzed the data by using Microsoft excel to measure that is valid or not questionnaire. By using r table, if the r count value is $>$ from the r table value, then the questionnaire is declared valid and If the r count value is $<$ than the r table value, then the questionnaire is declared invalid. How to find R table value with N= 68 at a significance of 5% in the distribution of statistical R table values, the R table value is 0,244. And the questionnaire was found to be valid, and see appendix.

⁷⁴ SugiyonoOp.cit, p.135

b. Reliability

After the validity of questionnaire had analyzed by using Microsoft excel. The reliability is measured by using Cronbach Alpha. According to Saifudin Azwar, validity is the accuracy and accuracy of a measuring instrument in performing its measuring function. The research will test the realibility of 68 students. The test tool can be said to have high vaidity if the tool perfoms its measuring function, or provides measurement.⁷⁵

The realibility in this research was measured by using Cronbach Alpha. Cronbach's Alpha is the most popular measure of realibility. It is generally used when a researcher has multiple questions with likert scale in a very survey/questionnaire to determine if the scale is realible.

Table 3.6

Cronbach`s Alpha

Cronbach alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

⁷⁵ Saefudin Azwar, *Reliabilitas dan Validitas*, (Yogyakarta: Pustaka Pelajar Offset, 1997), hlm.5

Application Ms.Excel was used to analyze the realibility in this study. The basis for decision making in the reliability test is if the Cronbach's Alpha value is > 0.60 , the questionnaire is declared reliable or consistent. In order to know the construct validity of the try out the researcher use Cronbach Alpha formula as stated below:

$$r = \left(\frac{k}{k-1} \right) \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

r : koefisien reliabilitas instrument

k : the number of questions

$\sum \sigma_b^2$: total varians numeral

σ_t^2 : total varians

As a result, the questionnaire internal is only 0.761%. It denotes that the item “Acceptable” internal consistency rating. As a result the questionnaire items were trustf worthy and The detailed realibility can be seen in the appendix.

F. Technique of Data Analysis

1. Quantitative data

Before analyzing the data, the researcher run the reliability analysis in order to measure internal consistency of each item. The reliability in this research was measured by using Cronbach Alpha.

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source, Saefudin Azwar⁷⁶

After measuring the internal consistency, the next step was analyzing the data. Robson mentioned that there are some steps to analyze the data as follow: First, the researcher analyzed the data from questionnaire by using 4 values an Likert Scale that is used to measuring the mean score of students perception of English Club extracurricular activities in learning English. To obtain the mean score, each statement was developed with the value (Strongly agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), the formula is described as follow :

$$x = \{(f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)\}$$

Where :

f	: Frequency	D	: Disagree
SA	: Strongly agree	SD	: Strongly Disagree
A	: Agree		

After each respondent's score were accounted, then the researcher would categorized the range score to describe the categories English club extracurricular activities in learning English. Then, the score from each respondent done to be

⁷⁶ Saefudin Azwar, *Reliabilitas dan Validitas*, (Yogyakarta: Pustaka Pelajar Offset, 1997), hlm.5

counted, then it should be categorized into the range score to get the description of students' perception of English club extracurricular. The formula is following below:

$$\text{Highest Score} = 4, \text{Lowest Score} = 1$$

$$\text{Score Range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Max Score}}$$

The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. Percentage analysis is used by the researcher to find out the category of students' perception of English club extracurricular activities in learning English. In this research the researcher only focused to find out the category of students' perception.

The formula is following below:

$$P = \frac{\Sigma \text{score}}{\text{Max score}} \times 100\%$$

Where:

P: Percentage⁷⁷

Σscore : Total Score

Max score : Maximum score

⁷⁷ Herzberg Paul, Principle of Statistics, (New York: University Press, 1983), p.73

Table 3.7

Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Disagree	Combined	Negative Perception
Strongly Disagree		

Table 3.8

Agreement of the Term for Negative Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Disagree	Combined	Negative Perception
Strongly Disagree		

The table above was categorized from Likert scales that divided the students' perception in the four categorized. were grouped into four categories by Ridwan, as shown in the table above. Strongly Agree, Agree, Disagree, and Strongly Disagree are the four options. The outcome of much computations was classified as very high, high, low, and very low based on the four categories, there are

Table 3.9

Interval Presents

Interval Presents	Category
76%-100%	Very High
51%-75%	High
26%-50%	Low
0%-25%	Very Low

Source: Ridwan, 2004⁷⁸

⁷⁸ Ridwan as cited in Wisnu Budiman, *Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN CURUP)* P.53

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of The Research

The researcher's findings on Students' perception of English club extracurricular activities in learning English are presented in this chapter. The survey's results were obtained through the use of a questionnaire. This way done by distributing questionnaires to all respondents in several junior high schools in Rejang Lebong and Lebong district who took part in the English club. This way taken from 4 October to 4 december 2023, and with a sample of 100. The questionnaire with 35 statements was made to find out students perceptions of English club extracurricular activities in learning English from 3 of indicators From the responses given by students based on the questionnaire, the researcher found that the students have perception of English club extracurricular activities in learning English, in 3 of indicators: Responses, Opinions and Evaluation. and the questionnaire with 10 statements was made to find out The influence of English club extracurricular activities in learning English from ten indicators : Speech, Story Telling, English advertisement, Listen to Song, Conversation, Debate, News Reading, Singing, Scrabble, and Poem.

1. Students perceptions of English club extracurricular activities in learning English

A questionnaire with 35 statements is used to perform the survey. There were 100 students that completed the questionnaire in its entirety. Because the goal of this study is to How is Students' Perception of English Club Extracurricular Activities in Learning English, a survey method was used. A statistical quantification was used to calculate the questionnaire replies. Each statement response in the questionnaire was assigned a scale value based on Likert scale values of "Strongly Agree" (value (4)), "Agree" (value (3)), and "Disagree" (value (4)). (2). Which value did you "strongly disagree" with? (1). This finding aim to answer the research question of "How is Students' Perception of English Club Extracurricular Activities in Learning English in Rejang Lebong and Lebong district?"

Bellows is the table that describes of alls percentage from indicators:

Table 4.1

Table of alls percentage

NO	Indicators	Percentage
1	Responses	73,3%
2	Opinioms	62,08%
3	Evaluation	74%

From the table above, three indicators that have the highest percentage of value including evaluation 74%, responses 73,3% and opinions 62,08%. These three indicators have positive perceptions of English club activities.

a. Responses

Bellows is the table that describes the percentages from students' perception of English club extracurricular activities in learning English in indicator of responses.

Table 4.2

Percentage of Responses

Indicators	No	SD	D	A	SA	Total	
	Items	F	F	F	F	Score	%
Responses	1	2	8	59	31	319	79,8
	2	6	3	53	38	326	81,5
	3	1	16	59	24	306	76,5
	4	1	24	56	19	293	73,3
	5	4	20	57	19	291	72,8
	6	3	21	54	22	295	73,8
	7	35	43	19	3	209	52,3
	8	6	14	62	18	292	73
	9	7	12	67	14	288	72
	10	1	11	62	26	313	78,3
	11	3	23	53	21	292	73
Average							73,3

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students'

responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. As a result, the questionnaire's maximum score is $100 \times 4 = 400$. Using the formula $P = F/400 \times 100\%$, the percentage of each statement was computed.

Statement 1 (Engaging in Speech activities at English Club can make my English speaking easier.) From the result of the data obtained in items 1, it showed that there were several choices from the students, including 2 students choose strongly disagree, 8 students choose disagree, 59 students choose agree, and 31 students choose strongly agree. so it can be concluded that many students choose to agree. The total score is 319 and has percentage 79,8 in the very high category.

Statement 2 (Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.) From the result of the data obtained in items 2, it showed that there were several choices from the students, including 6 students choose strongly disagree, 3 students choose disagree, 53 students choose agree, and 38 students choose strongly agree. so it can be concluded that many students choose to agree and The total score is 326 and has percentage 81,5% in very high category.

Statement 3 (Story Telling activities at English Club train my English speaking to narrate a story or event.) From the result of the data obtained in items 3, it showed that there were several choices from the students, including 1 students choose strongly disagree, 16 students choose disagree, 59 students choose agree, and

24 students choose strongly agree. so it can be concluded that many students choose to agree and The total score is 306 and has percentage 76,5% in very high category.

Statement 4 (Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.) From the result of the data obtained in items 4, it showed that there were several choices from the students, including 1 students choose strongly disagree, 24 students choose disagree, 56 students choose agree, and 19 students choose strongly agree. so it can be concluded that many students choose to agree and The total score is 293 and has percentage 73,3 in high category.

Statement 5 (In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.) From the result of the data obtained in items 5, it showed that there were several choices from the students, including 4 students choose strongly disagree, 20 students choose disagree, 57 students choose agree, and 19 students choose strongly agree. so it can be concluded that many students choose to agree and the total score is 291 and has percentage 72,8% in high category.

Statement 6 (I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.) From the result of the data obtained in items 6, it showed that there were several choices from the students, including 3 students choose strongly disagree, 21 students choose disagree, 54 students choose agree, and 22 students choose strongly agree. so it can be concluded that many students choose to agree and the total score is 295 and has percentage 73,8% in high category.

Statement 7 (I do not pay attention to the tutor's presentation at the English Club about English Advertisement.) From the result of the data obtained in items 7, it showed that there were several choices from the students, including 35 students choose strongly disagree, 43 students choose disagree, 19 students choose agree, and 3 students choose strongly agree. so it can be concluded that many students choose to disagree and the total score is 209 and has percentage 52,3% in high category.

Statement 8 (I can use audio to listen to the content of English club activity materials.) From the result of the data obtained in items 8, it showed that there were several choices from the students, including 6 students choose strongly disagree, 14 students choose disagree, 62 students choose agree, and 18 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 292 and has percentage 73% in high category.

Statement 9 (I am given audio to listen to and repeat what I hear in English Club activities From the result of the data obtained in items 9, it showed that there were several choices from the students, including 7 students choose strongly disagree, 12 students choose disagree, 67 students choose agree, and 14 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 288 and has percentage 72% in high category.

Statement 10 (Scrabble activities at English Club make us trained in memorizing vocabulary.) From the result of the data obtained in items 10, it showed that there were several choices from the students, including 1 students choose strongly disagree, 11 students choose disagree, 62 students choose agree, and 26

students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 313 and has percentage 78,3% in very high category.

Statement 11 (With poem activities at English Club, I can express poems to listeners.) From the result of the data obtained in items 11, it showed that there were several choices from the students, including 3 students choose strongly disagree, 23 students choose disagree, 53 students choose agree, and 21 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 292 and has percentage 73% in high category.

According to the description, the majority of students have high students' perception of English club extracurricular activities in learning English, with an overall average percentage of 73,3 %.

b. Opinions

Bellows is the table that describes the percentages from students' perception of English Club Extracurricular Activities in Learning English in indicator of opinions.

Table 4.3
Percentage of Opinions

Indicators	No Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
Opinions	12	2	36	51	11	271	67,65
	13	22	58	15	5	264	66
	14	9	54	29	8	236	59
	15	27	46	23	4	210	52,5
	16	10	49	34	7	241	60,3
	17	9	18	50	23	287	71,8

	18	17	51	26	6	222	55,5
	19	7	33	44	16	269	67,3
	20	16	42	33	9	235	58,8
	21	14	44	30	7	225	56,3
	22	6	32	47	15	271	67,8
	Average						62,08

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. As a result, the questionnaire's maximum score is $100 \times 4 = 400$. Using the formula $P = F/400 \times 100\%$, the percentage of each statement was computed.

Statement 12 (I can speak English because I always practice speech at English Club.) From the result of the data obtained in item 12, it showed that there were several choices from the students, including 2 students choose strongly disagree, 36 students choose disagree, 51 students choose agree, and 11 students choose strongly agree, so it can be concluded that many students choose to agree. With a total score of 271 and has percentage 67,65% in the high category.

Statement 13 (I can not speak English because I do not practice speech activities at the English club) From the result of the data obtained in items 13, it showed that there were several choices from the students, including 22 students choose strongly disagree, 58 students choose disagree, 15 students choose agree, and

5 students choose strongly agree. so it can be concluded that many students choose to disagree The total score is 264 and has percentage 66 in high category.

Statement 14 (It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.) From the result of the data obtained in items 14, it showed that there were several choices from the students, including 9 students choose strongly disagree, 54 students choose disagree, 29 students choose agree, and 8 students choose strongly agree. so it can be concluded that many students choose to disagree and The total score is 236 and has percentage 59% in high category.

Statement 15 (I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.) From the result of the data obtained in items 15, it showed that there were several choices from the students, including 27 students choose strongly disagree, 46 students choose disagree, 23 students choose agree, and 4 students choose strongly agree. so it can be concluded that many students choose to disagree and the total score is 210 and has percentage 52,5% in high category.

Statement 16 (I can not make advertisements in English because of a lack of understanding and participation at English Club.) From the result of the data obtained in items 16, it showed that there were several choices from the students, including 10 students choose strongly disagree, 49 students choose disagree, 34 students choose agree, and 7 students choose strongly agree. so it can be concluded that many students choose to disagree and the total score is 241 and has percentage 60,3% in high category.

Statement 17 (With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.) From the result of the data obtained in items 17, it showed that there were several choices from the students, including 9 students choose strongly disagree, 18 students choose disagree, 50 students choose agree, and 23 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 287 and has percentage 71,8% in high category.

Statement 18 (I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.) From the result of the data obtained in items 18, it showed that there were several choices from the students, including 17 students choose strongly disagree, 51 students choose disagree, 26 students choose agree, and 6 students choose strongly agree. So it can be concluded that many students choose to disagree and the total score is 222 and has percentage 55,5 in high category.

Statement 19 (I can speak English fluently because I always practice debating activities conducted at English Club.) From the result of the data obtained in items 19, it showed that there were several choices from the students, including 7 students choose strongly disagree, 33 students choose disagree, 44 students choose agree, and 16 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 269 and has percentage 67,3% in high category.

Statement 20 (I can not debate English because I rarely practice it at English Club.) From the result of the data obtained in items 20, it showed that there were several choices from the students, including 16 students choose strongly disagree, 42

students choose disagree, 33 students choose agree, and 9 students choose strongly agree. So it can be concluded that many students choose to disagree and the total score is 235 and has percentage 58,8% in high category.

Statement 21 (I can not sing in English because I lack confidence and practice at English Club.) From the result of the data obtained in items 21, it showed that there were several choices from the students, including 19 students choose strongly disagree, 44 students choose disagree, 30 students choose agree, and 7 students choose strongly agree. So it can be concluded that many students choose to disagree and the total score is 225 and has percentage 56,3% in high category.

Statement 22 (Poem activities at English Club make me think critically about writing.) From the result of the data obtained in items 22, it showed that there were several choices from the students, including 6 students choose strongly disagree, 32 students choose disagree, 47 students choose agree, and 15 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 271 and has percentage 67,8% in high category.

According to the description, the majority of students have high students' perception of English club extracurricular activities in learning English, with an overall average percentage of 62,08%.

c. Evaluation

Bellows is the table that describes the percentages from students' perception of English Club Extracurricular Activities in Learning English in indicator of Evaluation.

Table 4.4
Percentage of Evaluation

Indicators	No Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
Evaluation	23	5	14	66	15	291	72,8
	24	2	10	51	37	323	80,8
	25	5	18	64	13	285	71,3
	26	2	19	59	20	302	75,5
	27	6	8	57	29	321	80,3
	28	1	14	62	23	307	76,8
	29	27	45	18	10	198	49,5
	30	2	11	70	17	298	74,5
	31	2	9	58	31	318	79,5
	32	3	21	61	15	290	72,5
	33	0	10	70	20	310	77,5
	34	4	19	52	25	298	74,5
	45	6	11	59	24	302	75,5
	Average						74

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. As a result, the questionnaire's maximum score is $100 \times 4 = 400$. Using the formula $P = F/400 \times 100\%$, the percentage of each statement was computed.

Statement 23 (My public speaking in the English language can improve because I join speech activities at the English club.) From the result of the data obtained in items 23, it showed that there were several choices from the students, including 5 students choose strongly disagree, 14 students choose disagree, 66 students choose agree, and 15 students choose strongly agree. so it can be concluded that many students choose to agree The total score is 291 and has percentage 72,8% in high category.

Statement 24 (By joining Story Telling activities at English Club, I can add new vocabulary in English.) From the result of the data obtained in items 24, it showed that there were several choices from the students, including 2 students choose strongly disagree, 10 students choose disagree, 51 students choose agree, and 37 students choose strongly agree. so it can be concluded that many students choose to agree and The total is 323 and has percentage 80,8% in very high category.

Statement 25 (I practice making English advertisements in English Club to improve my writing skills.) From the result of the data obtained in items 25, it showed that there were several choices from the students, including 5 students choose strongly disagree, 18 students choose disagree, 64 students choose agree, and 13 students choose strongly agree. so it can be concluded that many students choose to agree and the total score is 285 and has percentage 71,3% in high category.

Statement 26 (I watch English product advertisements on YouTube presented in English Club to improve my English skills.) From the result of the data obtained in items 26, it showed that there were several choices from the students, including 2 students choose strongly disagree, 19 students choose disagree, 59

students choose agree, and 20 students choose strongly agree. so it can be concluded that many students choose to agree and the total score is 302 and has percentage 75,5% in high category

Statement 27 (I can use English songs provided in English Club activities to improve my listening skill.) From the result of the data obtained in items 27, it showed that there were several choices from the students, including 6 students choose strongly disagree, 8 students choose disagree, 57 students choose agree, and 29 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 321 and has percentage 80,3 % in very high category.

Statement 28 (I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.) From the result of the data obtained in items 28, it showed that there were several choices from the students, including 1 students choose strongly disagree, 14 students choose disagree, 62 students choose agree, and 23 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 307 and has percentage 76,78% in very high category.

Statement 29 (I do not like to listen to English songs at English Club so my listening ability is poor.) From the result of the data obtained in items 29, it showed that there were several choices from the students, including 27 students choose strongly disagree, 45 students choose disagree, 18 students choose agree, and 10 students choose strongly agree. So it can be concluded that many students choose to disagree and the total score is 198 and has percentage 49,5% in low category.

Statement 30 (Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.) From the result of the data obtained in items 30, it showed that there were several choices from the students, including 2 students choose strongly disagree, 11 students choose disagree, 70 students choose agree, and 17 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 298 and has percentage 74,5% in high category.

Statement 31 (Conversations activity in English Club gives me the motivation to improve my new vocabulary.) From the result of the data obtained in items 31, it showed that there were several choices from the students, including 2 students choose strongly disagree, 9 students choose disagree, 58 students choose agree, and 31 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 318 and has percentage 79,5% in very high category.

Statement 32 (By practicing to become a newsreader at English Club, I can improve my English vocabulary.) From the result of the data obtained in items 32, it showed that there were several choices from the students, including 3 students choose strongly disagree, 21 students choose disagree, 61 students choose agree, and 15 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 290 and has percentage 72,5% in high category

Statement 33 (News reader activities at English Club can improve my pronunciation in English.) From the result of the data obtained in items 33, it

showed that there were several choices from the students, including 0 students choose strongly disagree, 10 students choose disagree, 70 students choose agree, and 20 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 310 and has percentage 77,5% in very high category.

Statement 34 (Singing activities in English conducted at English Club can increase my confidence.) From the result of the data obtained in items 34, it showed that there were several choices from the students, including 4 students choose strongly disagree, 19 students choose disagree, 52 students choose agree, and 25 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 298 and has percentage 74,5% in high category.

Statement 35 (Scrabble activities at English Club can increase vocabulary.) From the result of the data obtained in items 35, it showed that there were several choices from the students, including 6 students choose strongly disagree, 11 students choose disagree, 59 students choose agree, and 24 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 302 and has percentage 75,5% in high category.

According to the description, the majority of students have high students' perception of English club extracurricular activities in learning English, with an overall average percentage of 74%.

2. The influence of English Club Extracurricular Activities in Learning English in Bengkulu Province

A questionnaire with 10 statements is used to perform the survey. There were 100 students that completed the questionnaire in its entirety.

Because the goal of this study is to How is The Influence of English Club Extracurricular Activities in Learning English, a survey method was used. A statistical quantification was used to calculate the questionnaire replies. Each statement response in the questionnaire was assigned a scale value based on Likert scale values of “Strongly Agree” (value (4)), “Agree” (value (3)), and “Disagree” (value (4)). (2). Which value did you “strongly disagree” with? (1). This finding aim to answer the research question of “How is The Influence of English Club Extracurricular Activities in Learning English in Rejang Lebong and Lebong distict?”

Table 4.5
Percentage of all indicators

Indicators	No Items	SD	D	A	SA	Total	
		F	F	F	F	Score	%
Speech	1	6	11	41	42	319	79,75
Story Telling	2	3	8	58	31	317	79,25
English Advertisement	3	1	13	51	35	320	80
ListenTo Songs	4	3	8	45	44	330	82,5
Conversation	5	1	22	49	28	292	73
Debate	6	2	14	51	33	315	78,75
News Reading	7	1	10	67	22	310	77,5
Singing	8	4	18	41	37	311	77,75
Scrabble	9	2	2	57	39	333	83,25
Poem	10	1	10	54	35	323	80,75
	Average						79,25

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$. As a result, the questionnaire's maximum score is $10 \times 4 = 40$. Using the formula $P = F/40 \times 100\%$, the percentage of each statement was computed.

Statement 1 (Speech activities in the English Club can overcome my difficulties in speaking English.) From the result of the data obtained in items 1, it showed that there were several choices from the students, including 6 students choose strongly disagree, 11 students choose disagree, 41 students choose agree, and 42 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 319 and has percentage 79,75% in very high category.

Statement 2 (By Story Telling, I can create interesting stories in storytelling activities at the English Club.) From the result of the data obtained in items 2, it showed that there were several choices from the students, including 3 students choose strongly disagree, 8 students choose disagree, 58 students choose agree, and 31 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 317 and has percentage 79,25% in very high category.

Statement 3 (English Club activities provided knowledge for me to create English Advertisements.) From the result of the data obtained in items 3, it showed that there were several choices from the students, including 1 students choose strongly

disagree, 13 students choose disagree, 51 students choose agree, and 33 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 313 and has percentage 80 % in very high category.

Statement 4 (By listening to songs in English I will try to find the meaning of vocabulary that I do not know.) From the result of the data obtained in items 4, it showed that there were several choices from the students, including 3 students choose strongly disagree, 8 students choose disagree, 45 students choose agree, and 44 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 330 and has percentage 82,5% in very high category.

Statement 5 (I speak English fluently in the conversation activities carried out in English Club.) From the result of the data obtained in items 5, it showed that there were several choices from the students, including 1 students choose strongly disagree, 22 students choose disagree, 49 students choose agree, and 28 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 292 and has percentage 73% in high category.

Statement 6 (Debate activities at English Club facilitate my speaking English.) From the result of the data obtained in items 6, it showed that there were several choices from the students, including 2 students choose strongly disagree, 14 students choose disagree, 51 students choose agree, and 33 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 315 and has percentage 78,75% in very high category.

Statement 7 (By News reading, I can speak and write fluently and improve my vocabulary.) From the result of the data obtained in items 7, it showed that there were

several choices from the students, including 1 students choose strongly disagree, 10 students choose disagree, 67 students choose agree, and 22 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 310 and has percentage 77,5% in very high category.

Statement 8 (Singing activities in the English Club made me more confident in English.) From the result of the data obtained in items 8, it showed that there were several choices from the students, including 4 students choose strongly disagree, 18 students choose disagree, 41 students choose agree, and 37 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 311 and has percentage 77,75% in very high category.

Statement 9 (Scrabble activities in the English Club increase my vocabulary mastery.) From the result of the data obtained in items 9, it showed that there were several choices from the students, including 2 students choose strongly disagree, 2 students choose disagree, 57 students choose agree, and 39 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 333 and has percentage 83,25% in very high category.

Statement 10 (By reading poetry, I can express the poem in an interesting way in in English Club activities.) From the result of the data obtained in items 10, it showed that there were several choices from the students, including 1 students choose strongly disagree, 10 students choose disagree, 54 students choose agree, and 35 students choose strongly agree. So it can be concluded that many students choose to agree and the total score is 323 and has percentage 80,75% in very high category.

B. Discussion

1. Students' perception of English club extracurricular activities in learning English in Rejang Lebong and Lebong District

To discover students' perception of English club extracurricular activities in learning English in Rejang Lebong and Lebong District, the researcher used questionnaire to the 100 respondent. The questionnaires consist of 35 items from 3 main indicators.

Concerning to the first indicators Responses, most of students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized high with 73,27%. Most of students disagree and agree because they had different responses about the activities in the English club. According to Eytonck, the term response is the process of someone's activity giving an impression, opinion research, feeling, interpreting something based on information displayed from other information, response is very important in order to foster active communication, so that it can increase learning capacity in the class.⁷⁹

Meanwhile, in the second indicator Opinion, the majority of students have positive perceptions. Based on the results of the questionnaire, researchers found data that showed that the entire percentage of students' perceptions was in the high category, namely 62.06%. Most of the students disagreed and agreed because they had different opinions about the activities

⁷⁹ Eytonck in journal M. Yahya dan Amirzan "Tanggapan Siswa Terhadap Manfaat Kegiatan Ekstrakurikuler Olahraga Dalam Pengembangan Prestasi Dan Potensi Diri" Jurnal Sosial Humaniora (JSH) p-ISSN 2615-3688.p81.

in the English club. with the opinions of students, they can express whether the English club activities are good or not for the future. According to Achmad states that: "Opinions come from thought patterns, responses and understanding, as stated that opinions are the result of thought work, laying out the relationship between one response and another, between one understanding and another meaning, which is expressed in one sentence. To express an understanding or response is usually enough with one word."⁸⁰

Lastly, the third is the evaluation indicator, most students have positive perceptions. Based on the results of the questionnaire, researchers found data that showed that the entire percentage of students' perceptions was in the high category, namely 74%. Most of the students strongly agree and agree because they have different assessments of the activities in the English club. With evaluation, students can assess themselves whether by participating in English club activities their grades can improve or not. According to Sudjana said learning outcomes assessment is the process of giving grades to the learning outcomes achieved by students using certain criteria.⁸¹

⁸⁰ Ahmad in Sry Dwinne Br Sembiring Thesis , "Analisis Kesulitan Siswa Dalam Mengutarakan Pendapat Pribadi Tentang Pertanyaan Yang Disampaikan Guru Dalam Mengajar Di Kelas V SDN 043952 Sukaramai Tahun Ajaran 2020/2021" P.21.

⁸¹ Sudjana in Margaretha Puspita Arumsari, et al, Penerapan Kombinasi Model Pembelajaran Kooperatif *Two Stay Two Stray* Dengan *Make A Match* Untuk Meningkatkan Hasil Belajar Ekonomi Siswa Kelas Xi-Iis 6 Sma Negeri 8 Surakarta Tahun Pelajaran 2015/2016, p.10

2. The influence of English Club Extracurricular Activities in Learning English in Rejang Lebong and Lebong District.

To discover students' perception of English club extracurricular activities in learning English in Rejang Lebong and Lebong District, the researcher used questionnaire to the 100 respondent. The questionnaires consist of 10 items from ten of indicators.

a. Speech

From the indicator of Speech, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of the influence of English club extracurriculare categorized very high with 79,75%. With English club activities, they feel more confident and can practice speaking English well. Marjohan said that there is a significant relationship between communication skills and anxiety when speaking in public. So, to solve this problem, intensive training is needed with good and varied learning methods to motivate students to have the courage to speak English and express their ideas and thoughts through speeches.⁸²

b. Story telling

From the indicator of story telling, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with

⁸² Marjohan, in Sonny Elfiyanto et al. "Nasihah Pemberdayaan Santri Madrasah Diniyah melalui Peningkatan Berpidato dalam Bahasa Inggris" Elfiyanto & Nasihah/Bubungan Tinggi: Jurnal Pengabdian Masyarakat 4 (3) 2022, p.1024

79,25%. They can tell stories more interestingly by adding expressions, movements and imagination to their story telling so that listeners listen carefully. Wahyuni stated that the use of story telling media for intermediate students is a creative step in learning English. This will improve students' abilities in listening to stories, writing scripts, understanding stories chronologically, and talking about opinions in content story. Apart from that, students can also practice controlling body movements, facial expressions, and providing insights so that listeners understand the story line. Activities can be done in groups or individually.⁸³

c. Advertisements

From the indicator of Advertisement, most of students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 80%. They can learn with various promotions about their products and schools. So, usually informs or promotes to the public about a product or service through pictures, films, TV, newspapers or the internet, and has become one of the most important. Power in our society by Dyre. Unaware of the constructs underlying advertisements and their

⁸³ Wahyuni in Titik Ismailia, S.Pd., M.Pd, et.al. "*Pelatihan News Reading dan Story Telling untuk English Club di SMAN Kalisat*", Jurnal Pengabdian Masyarakat J-DINAMIKA, Vol. 2, No. 1, Juni 2017, p.31

moitives, people may easily be duped into buying products or taking advertised services by Williamson.⁸⁴

d. Listen to song

From the indicator of Listen to Song, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 82,5%. They want to look for the meaning of vocabulary they don't know so they get new vocabulary. According to Litiyaningsih, states that one way to improve listening skills is by listening to English songs. Listening to English songs can improve listening skills.⁸⁵ So, listening to a song, someone not only listens, but also wants to know its contents and with that curiosity, someone who listens to an English song will try to find the meaning of the vocabulary in the song.

e. Conversation

From the indicator of Conversation, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized high with 73%. They still lack vocabulary and lack confidence but through the English club they can practice speaking English well through conversation activities.

⁸⁴ Alireza Jalilifar, "The Rhetoric and English Advertisements" *The international of language society and culture* : 2010. P.25

⁸⁵ Litiyaningsih in Eicha afriyunida., Lulud Oktaviani (2021) *The use of English songs to improve English students' listening skills*. *Journal of English language teaching and learning (JELTL)*. Vol.2, No 2, December 2021, P:80

f. Debate

From the indicator of Debate, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 78,75 %. For them, debate really facilitates their English speaking because they often practice so they can speak English fluently. Meanwhile, some of the other respondents did not speak English very well.

g. News reading

From the indicator of News Reading, most of students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 77,5%. There are several schools where the English club has news reading activities, for them news reading is very influential in the English club's news reading activities, they can practice reading and writing news. Meanwhile, some respondents lacked the ability to read and write news fluently. With English club's reading the news means conveying news to others. A news reader must pay attention to intonation, articulation (pronunciation), and sound volume by Restuti.⁸⁶ Accuracy of pronunciation, intonation, and clarity of speech is a must for newsreaders. Good or bad someone news reading depends on these thing.

⁸⁶ Restuti in Nur Afrianti, "Keefektifan Pemodelan dalam Pembelajaran Membaca Teks Berita Siswa VIII SMP Negeri 2 Galesong Selatan Kabupaten Takalar", Diploma thesis, FBS.2017: P.18

Good news readers are fluent, reliable, and careful readers of words, phrases, clauses, or sentences read.

h. Singing

From the indicator of Singing, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 77,75%. They are more confident in singing English and they are more not confident in singing English. With English club's various studies have reported positive effects on vocabulary learning. Regarding the effects of having students sing, various studies have reported positive effects on vocabulary learning in both children and adults. Focusing on studies with children, singing has been shown to help children who are recent immigrants to improve their L2 vocabulary recall according from Busse.⁸⁷

i. Scrabble game

From the indicator of Scrabble Game, students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 83,25%. With English club's they can increase new vocabulary. Glaveanu argues that educators can make vocabulary more interesting and easier to learn through the use of games. Learning English

⁸⁷Busse et al. "Singing Songs Facilitates L2 Pronunciation and Vocabulary Learning: A Study with Chinese Adolescent ESL Learners" <https://www.mdpi.com/journal/languages>, 2023, 8, 219

using Scrabble media has an impact on students.⁸⁸ This makes them active and happy because they learn while playing games so they can add vocabulary through the Scrabble game.

j. Poem

From the indicator of Poem, most of students' have positive perception. the result of questionnaire, the researcher found the data that showed all of the percentages of students' perception are categorized very high with 80,75%. Because in several schools whose English clubs have poem activities, their way of expressing poetry is more interesting by adding movement and appreciation to the poem, while for other respondents they are less able to apply expression in poem. Poetry is able to provide emotion in language learning which give significant effect on students speaking and writing skills. The exposure of target language in poetry is able to improve studentssub-skills such as grammar, vocabulary, and pronunciation (Beymer et al).⁸⁹

⁸⁸ Glaveanu in Sri Chairani, "Using Scrabble For Learning English Vocabulary At Man 2 Kuantan Singingi", *Language Literacy: Journal of Linguistics, Literature and Language Teaching* Volume 5, Number 1, pp: 205-212, June 2021,p.206

⁸⁹ Beymer et al in Suwastini & Dewi., "Students' perception on the use of poetry for teaching speaking", *Electronic Journal of Education, Social Economic and Technology*, Vol. 4, No. 1, (2023), p.9

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research questions, how is students' perceptions of English Club extracurricular activities in learning English in Rejang Lebong and Lebong district and how is the influence of students on English Club extracurricular activities in learning English learning in Rejang Lebong and Lebong district. It can be concluded that with the first problem formulation, students have a positive perception of the English club extracurricular activities in learning English. With the 3 indicators, first indicator of responses, students have a positive perception of English club activities with a score of 73.3% in the high category, the second indicator of opinion, students have positive perception towards English club activities with a score of 62.08 % in the high category and finally, indicator of Evaluation, students have positive perception of English club activities with a score of 74 % in the high category. By joining the English club students can improve their vocabulary, speak English fluently and confidently.

Next, the second problem formulation how is students influence English Club extracurricular activities in learning English in Rejang Lebong and Lebong district. It can be concluded, that English club activities have a positive influence on students who take part in English club activities with an average score of 79,25%. in the high category. From these two problem formulations, it can be concluded that existence of English club activities can

improve students' various abilities, namely improving the quality of speaking English, adding new vocabulary and make students more confident in speaking English in learning English.

B. Suggestion

Based on the conclusions and data obtained, the English club activities in Rejang lebong and Lebong districts. There are several suggestions submitted to related parties, including:

1. For students

Students should realize that mastering English is not easy. Students need to practice more in various skills in English. Besides that, one of media which is believed to be an interesting forum for students to practice English in Learning English.

2. For Teacher/Tutors

The tutors should pay more attention to teaching their students problems that are solved. Apart from that, teachers must also understand their students before starting the teaching and learning process because each student has their own capacity and learning style.

3. For future researchers

For friends and students from the next generation, the researcher hope this thesis can be a reference in writing the next thesis.

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Apendix 1 Validitas and Realibitas

Tabulation Instrument Questionnaire of try out

NO	RESPONDEN	Items																																			TOTAL				
		Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27	Q.28	Q.29	Q.30	Q.31	Q.32	Q.33	Q.34	Q.35					
1	1	4	4	2	3	4	3	3	2	4	2	3	3	2	4	3	2	3	3	3	3	2	3	3	3	2	3	3	2	3	2	3	3	3	2	3	3	2	4	103	
2	2	4	4	2	3	4	3	3	2	3	2	3	3	2	3	3	2	3	3	3	3	2	4	3	4	2	3	2	4	3	3	3	2	3	3	2	3	3	2	4	102
3	3	4	4	2	3	4	3	3	2	3	2	4	4	4	3	3	2	3	4	3	3	2	4	3	4	2	3	2	4	4	3	2	3	2	3	2	3	2	3	106	
4	4	3	3	2	4	4	3	4	3	2	3	3	2	3	3	3	3	1	3	3	3	2	2	2	2	1	3	3	3	3	2	2	3	4	4	4	4	97			
5	5	4	4	2	4	4	3	4	3	4	3	4	4	3	4	4	1	3	4	4	3	1	4	3	4	2	4	2	4	3	4	3	3	3	4	2	3	115			
6	6	4	4	4	3	4	3	2	2	2	2	2	2	3	3	1	3	3	4	3	2	3	4	3	2	4	2	4	2	4	4	4	3	2	4	2	4	103			
7	7	4	4	4	4	4	3	4	3	4	4	4	4	4	3	2	2	3	3	3	3	2	3	4	4	2	3	3	4	4	2	3	3	3	2	3	3	113			
8	8	3	4	3	2	3	2	2	3	3	1	4	4	3	3	3	2	4	4	1	3	2	4	2	3	3	3	4	4	1	3	3	2	2	3	100					
9	9	3	3	1	3	3	3	2	4	2	3	1	3	1	3	1	2	3	3	3	3	3	1	3	1	3	3	3	3	3	2	3	4	3	4	3	92				
10	10	3	4	3	2	3	2	2	3	3	1	4	4	3	3	3	2	4	4	1	3	2	4	2	3	3	3	4	4	1	3	3	3	2	3	101					
11	11	4	3	3	2	3	2	4	4	4	3	2	4	3	4	2	3	4	2	3	4	4	3	3	4	4	4	3	3	4	4	4	3	2	3	114					
12	12	2	3	1	3	3	4	3	3	2	2	3	3	2	3	3	1	3	3	3	3	2	3	3	3	1	3	2	3	3	3	2	3	3	3	93					
13	13	2	3	2	3	3	3	3	2	3	2	3	3	2	3	2	3	2	3	3	2	3	2	3	3	3	2	3	3	2	3	2	3	3	2	2	92				
14	14	3	4	2	3	4	4	4	2	3	2	4	2	2	3	3	2	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	102					
15	15	3	3	2	3	3	3	3	2	1	2	3	3	4	4	1	4	3	4	3	2	3	3	3	2	3	3	2	3	3	3	4	1	3	3	100					
16	16	3	3	2	3	3	3	3	2	1	1	3	3	3	4	1	4	3	3	3	2	3	3	3	4	3	2	3	3	3	3	4	2	3	4	98					
17	17	3	4	2	2	4	4	4	3	3	3	4	4	2	3	2	3	3	3	3	4	2	4	4	4	4	1	3	3	4	3	3	2	4	4	3	111				
18	18	2	3	3	1	3	3	3	3	2	2	2	2	2	3	2	2	3	3	3	3	2	3	3	4	2	2	3	3	3	2	2	3	2	3	91					
19	19	2	1	2	1	1	1	1	2	2	2	3	3	3	3	2	2	3	3	2	2	2	2	3	3	2	2	3	3	2	2	2	2	2	2	78					
20	20	2	3	1	3	3	3	3	3	1	3	3	2	3	3	1	3	3	3	3	3	3	2	3	3	3	2	3	2	3	3	3	3	3	3	92					
21	21	2	3	1	3	3	4	4	3	3	3	2	3	3	2	4	4	4	4	1	3	3	3	3	2	1	1	4	4	3	3	1	4	3	99						
22	22	2	3	1	1	2	4	3	1	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	3	3	2	2	82					
23	23	3	4	2	3	4	3	3	4	4	2	3	2	4	2	3	3	2	3	3	4	1	3	3	3	2	3	1	3	3	3	2	4	4	3	101					
24	24	3	3	1	3	3	3	3	2	3	1	2	2	3	3	2	2	3	3	3	2	1	4	4	1	3	3	3	3	3	1	4	4	3	3	94					
25	25	2	3	1	3	3	4	4	3	3	3	4	3	2	4	3	2	3	3	3	4	4	2	1	3	3	2	2	4	4	3	4	4	3	3	104					
26	26	2	4	2	3	4	3	4	2	3	2	3	3	2	2	2	3	3	3	3	3	2	4	3	4	1	2	2	2	4	1	4	4	3	2	96					
27	27	1	3	2	3	3	3	3	4	2	3	3	3	3	3	3	2	3	3	3	2	3	3	2	4	3	3	3	2	2	3	3	3	3	2	95					
28	28	2	1	2	3	3	2	3	3	2	3	2	3	2	3	2	3	1	1	3	2	2	1	3	2	3	1	3	2	3	1	3	3	2	3	1	79				
29	29	2	3	2	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	88				
30	30	2	3	3	3	3	3	3	3	2	2	2	2	3	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	2	3	2	3	3	3	97					
31	31	3	3	2	3	3	3	3	2	3	1	3	3	2	3	3	1	4	3	4	3	3	4	4	4	2	3	1	3	4	3	2	3	3	3	100					
32	32	3	4	2	4	3	3	3	2	3	2	3	3	2	3	4	1	3	3	4	3	1	4	3	4	1	3	1	3	4	4	1	4	4	3	101					
33	33	3	3	2	3	3	3	3	2	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	101				
34	34	3	3	3	4	4	3	3	2	3	2	3	3	2	4	3	2	4	3	3	2	4	4	3	2	3	2	4	3	4	3	2	4	4	3	4	107				
35	35	3	4	2	3	4	4	4	2	3	2	4	1	2	3	3	1	3	3	1	4	3	4	3	3	1	4	3	4	3	3	1	4	4	4	4	104				
36	36	3	4	2	3	4	3	3	2	4	2	4	3	2	4	3	3	4	3	4	3	4	4	2	4	3	4	2	3	3	4	2	4	4	3	4	111				
37	37	3	4	2	3	4	3	3	2	4	2	4	3	2	4	3	2	4	3	4	4	2	4	3	4	2	3	4	2	3	2	3	4	2	3	4	109				
38	38	3	4	2	1	4	4	3	2	4	1	3	3	3	4	4	1	2	3	4	4	3	1	2	3	2	4	2	3	4	4	2	2	2	3	4	99				
39	39	3	3	3	3	3	3	3	4	3	3	3	2	2	3	2	2	3	2	3	2	3	3	2	2	2	3	3	2	3	3	3	3	3	3	3	98				
40	40	2	3	2	3	3	3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3	3	2	3	3	1	3	96				
41	41	3	3	2	3	3	3	3	2	3	2	3	3	2	3	3	2	3	3	3	2	3	3	2	3	3	2	3	2	3	2	3	3	3	3	2	94				
42	42	2	3	2	3	3	3	4	2	3	2	3	3	2	3	3	2	2	2	2	2	2	3	3	2	3	2	3	2	3	2	3	2	3	3	1	3	92			
43	43	3	3	2	3	3	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	2	3	2	3	2	3	3	3	3	3	3	3	2	96			
44	44	3	3	2	3	3	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	2	3	2	3	3	3	2	3	2	2	2	2	93				
45	45	3	3	1	3	4	4	3	2	3	1	3	1	3	2	3	2	3	3	2	3	3	3	3	3	2	3	2	3	4	2	3	3	3	4	4	99				
46	46	3	3	2	4	4	3	4	1	4	2	3	3	2	3	4	1	4	3	3	3	2	3	3	3	1	4	1	3	4	4	2	3	3	3	4	103				
47	47	3	4	2	3	4	4	4	2	2	2	3	3	2	4	4	1	3	3	3	4	3	4	3	4	3	4	1	3	4	4	4	3	3	3	4	109				
48	48	3	4	2	3	4	4	4	2	4	1	3	3	2	4	4	1	3	3	3	4	1	4	3	4	2	4	1	3	4	4	3	3	3	3	4	107				
49	49	3	3	2	3	4	2	4	2	3	1	3	4	3	2	3	3	1	3	3	3	4	1	3	3	3	3	2	3	4	3	3	4	3	3	3	99				
50	50	3	4	2	3	4	3	4	2	3	2	4	2	2	3	3	1	2	2	2	4	1	2	2	2	2	2	3	2	3	2	1	2	2	4	3	88				
51	51	3	4	2	1	3	2	4	3	2	2	2	3	3	2</																										

Valid or invalid Questionnaire of try out

NO	ITEMS	R table	R count	VALID/INVALID
1.	1.	0,244	0,457	VALID
2.	2.	0,244	0,551	VALID
3.	3.	0,244	0,262	VALID
4.	4.	0,244	0,420	VALID
5.	5.	0,244	0,589	VALID
6.	6.	0,244	0,378	VALID
7.	7.	0,244	0,460	VALID
8.	8.	0,244	0,266	VALID
9.	9.	0,244	0,279	VALID
10.	10.	0,244	0,274	VALID
11.	11.	0,244	0,468	VALID
12.	12.	0,244	0,343	VALID
13.	13.	0,244	0,230	VALID
14.	14.	0,244	0,518	VALID
15.	15.	0,244	0,335	VALID
16.	16.	0,244	0,258	VALID
17.	17.	0,244	0,335	VALID
18.	18.	0,244	0,382	VALID
19.	19.	0,244	0,268	VALID
20.	20.	0,244	0,663	VALID
21.	21.	0,244	0,256	VALID
22.	22.	0,244	0,514	VALID
23.	23.	0,244	0,416	VALID
24.	24.	0,244	0,519	VALID
25.	25.	0,244	0,242	VALID
26.	26.	0,244	0,467	VALID
27.	27.	0,244	0,261	VALID
28.	28.	0,244	0,351	VALID
29.	29.	0,244	0,434	VALID
30.	30.	0,244	0,537	VALID
31.	31.	0,244	0,243	VALID
32.	32.	0,244	0,269	VALID
33.	33.	0,244	0,478	VALID
34.	34.	0,244	0,274	VALID
35.	35.	0,244	0,626	VALID

Reliability Statistics

Cronbach's Alpha	N of Items
,761	35

Appendix Valid or Invalid Instrument Research Question number 1

NO	ITEMS	R table	R count	VALID/INVALID
1.	1.	0,195	0,479	VALID
2.	2.	0,195	0,483	VALID
3.	3.	0,195	0,487	VALID
4.	4.	0,195	0,334	VALID
5.	5.	0,195	0,483	VALID
6.	6.	0,195	0,335	VALID
7.	7.	0,195	0,206	VALID
8.	8.	0,195	0,258	VALID
9.	9.	0,195	0,292	VALID
10.	10.	0,195	0,407	VALID
11.	11.	0,195	0,537	VALID
12.	12.	0,195	0,437	VALID
13.	13.	0,195	0,218	VALID
14.	14.	0,195	0,263	VALID
15.	15.	0,195	0,197	VALID
16.	16.	0,195	0,244	VALID
17.	17.	0,195	0,509	VALID
18.	18.	0,195	0,224	VALID
19.	19.	0,195	0,385	VALID
20.	20.	0,195	0,228	VALID
21.	21.	0,195	0,24	VALID
22.	22.	0,195	0,235	VALID
23.	23.	0,195	0,498	VALID
24.	24.	0,195	0,471	VALID
25.	25.	0,195	0,346	VALID
26.	26.	0,195	0,502	VALID
27.	27.	0,195	0,219	VALID
28.	28.	0,195	0,587	VALID
29.	29.	0,195	0,214	VALID
30.	30.	0,195	0,385	VALID
31.	31.	0,195	0,479	VALID
32.	32.	0,195	0,417	VALID
33.	33.	0,195	0,39	VALID
34.	34.	0,195	0,468	VALID
35.	35.	0,195	0,223	VALID

Reliability Statistics

Cronbach's Alpha	N of Items
,794	35

Tabulation Instrument Questionnaire number 2

NO	NAMA RESPONDEN	Items										Score S	Score Max N	
		Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10			
1	Responden 1	4	2	2	3	2	2	2	2	3	4	2	26	400
2	Responden 2	2	3	3	3	3	3	2	3	2	3	3	27	400
3	Responden 3	3	3	3	4	2	3	2	3	2	4	2	29	400
4	Responden 4	3	2	2	4	2	2	3	3	3	4	2	27	400
5	Responden 5	4	3	3	4	2	3	3	4	4	3	3	33	400
6	Responden 6	4	3	3	3	1	2	3	4	4	3	3	30	400
7	Responden 7	1	2	3	1	3	2	2	2	1	4	2	21	400
8	Responden 8	3	3	3	3	3	3	3	3	3	3	3	30	400
9	Responden 9	3	3	3	3	3	3	3	3	3	3	3	30	400
10	Responden 10	4	3	2	4	3	3	3	4	4	3	3	33	400
11	Responden 11	4	3	3	4	3	3	3	3	4	3	3	33	400
12	Responden 12	3	1	3	1	3	3	3	1	3	1	2	22	400
13	Responden 13	4	3	3	4	3	2	4	1	4	2	3	30	400
14	Responden 14	3	1	3	1	3	3	3	1	3	3	3	24	400
15	Responden 15	3	3	1	2	2	3	3	1	4	3	3	25	400
16	Responden 16	4	4	4	3	2	3	4	3	4	3	3	34	400
17	Responden 17	3	3	3	4	2	2	3	4	3	3	3	30	400
18	Responden 18	1	2	2	2	3	3	2	2	3	2	2	22	400
19	Responden 19	4	3	4	4	3	4	4	4	4	3	3	37	400
20	Responden 20	4	3	2	3	2	3	3	2	3	2	3	27	400
21	Responden 21	2	4	4	4	3	3	4	4	4	3	3	35	400
22	Responden 22	4	4	4	4	3	4	4	4	4	4	3	38	400
23	Responden 23	4	3	4	4	3	4	4	4	4	4	3	38	400
24	Responden 24	3	3	2	4	3	3	3	3	4	2	3	30	400
25	Responden 25	3	3	2	4	2	3	3	4	4	3	3	31	400
26	Responden 26	3	4	3	4	3	3	3	2	3	3	3	31	400
27	Responden 27	3	3	2	3	2	3	4	3	2	3	3	29	400
28	Responden 28	4	4	3	2	3	3	3	2	3	3	3	30	400
29	Responden 29	4	3	3	3	2	3	3	3	3	3	3	30	400
30	Responden 30	3	3	2	4	4	4	4	3	3	3	3	33	400
31	Responden 31	4	4	4	3	3	3	2	3	3	3	3	32	400
32	Responden 32	3	1	3	3	2	3	4	4	4	4	4	31	400
33	Responden 33	2	3	2	4	4	3	2	3	4	3	3	31	400
34	Responden 34	4	3	3	3	2	2	3	4	4	2	3	30	400
35	Responden 35	2	2	3	4	3	3	3	4	3	3	3	30	400
36	Responden 36	1	4	4	4	3	3	2	2	4	4	4	31	400
37	Responden 37	2	3	3	3	4	4	3	3	3	3	3	31	400
38	Responden 38	3	3	4	4	2	3	3	4	3	4	3	33	400
39	Responden 39	4	4	4	3	3	3	3	2	3	3	3	31	400
40	Responden 40	3	4	3	3	3	2	3	3	3	3	3	30	400
41	Responden 41	2	2	3	3	2	1	3	3	4	4	4	27	400
42	Responden 42	4	4	4	3	3	4	3	4	4	4	4	37	400
43	Responden 43	2	3	3	4	4	3	3	3	3	3	2	30	400
44	Responden 44	4	3	3	2	2	1	3	4	4	3	2	29	400
45	Responden 45	3	3	3	3	4	4	3	3	4	4	4	34	400
46	Responden 46	4	3	2	2	3	3	4	2	1	3	2	27	400
47	Responden 47	4	4	3	2	3	2	3	4	3	4	3	32	400
48	Responden 48	3	3	4	3	3	4	4	2	3	3	3	32	400
49	Responden 49	3	3	3	3	4	4	4	3	3	3	3	33	400
50	Responden 50	2	3	3	4	3	4	3	2	3	2	3	30	400
51	Responden 51	1	3	4	3	4	3	2	3	3	4	3	30	400
52	Responden 52	2	3	4	4	4	4	3	3	4	3	3	34	400
53	Responden 53	4	4	3	3	2	3	3	3	3	4	3	32	400
54	Responden 54	3	3	2	3	4	4	3	3	3	2	3	30	400
55	Responden 55	4	4	4	3	3	4	3	3	3	4	3	35	400
56	Responden 56	3	3	3	3	4	3	3	2	4	3	2	32	400
57	Responden 57	3	4	3	3	3	4	4	3	3	3	3	33	400
58	Responden 58	4	3	3	4	3	4	3	2	3	3	3	32	400
59	Responden 59	3	4	4	4	2	3	3	4	3	3	3	33	400
60	Responden 60	4	3	3	3	4	4	2	2	4	3	3	32	400
61	Responden 61	3	3	3	4	2	3	3	4	3	4	3	33	400
62	Responden 62	1	2	2	3	3	3	3	2	4	3	2	26	400
63	Responden 63	4	4	3	4	3	4	1	3	3	4	3	33	400
64	Responden 64	3	3	4	4	4	3	3	3	4	3	4	34	400
65	Responden 65	4	4	3	3	2	3	3	4	3	3	3	32	400
66	Responden 66	3	3	4	4	4	4	3	3	4	3	3	32	400
67	Responden 67	4	4	4	4	4	4	3	2	3	3	3	35	400
68	Responden 68	4	4	4	4	4	4	4	3	4	3	3	38	400
69	Responden 69	3	3	3	3	4	3	4	4	3	3	3	33	400
70	Responden 70	4	4	3	3	4	4	3	4	4	3	3	36	400
71	Responden 71	4	4	4	3	3	4	4	3	3	4	3	36	400
72	Responden 72	3	3	4	3	2	3	3	3	3	3	3	30	400
73	Responden 73	3	3	4	4	4	4	3	4	4	4	3	34	400
74	Responden 74	4	4	4	4	4	4	4	3	4	3	4	38	400
75	Responden 75	3	3	4	4	3	3	3	2	3	3	3	31	400
76	Responden 76	1	3	2	4	3	4	3	3	3	4	3	30	400
77	Responden 77	4	4	4	4	4	4	3	4	3	4	3	37	400
78	Responden 78	4	4	3	3	4	4	3	3	3	4	3	35	400
79	Responden 79	4	4	4	3	3	2	3	3	4	4	3	34	400
80	Responden 80	3	3	3	2	3	3	4	3	3	3	3	30	400
81	Responden 81	4	4	4	3	3	4	3	3	4	3	3	35	400
82	Responden 82	3	3	3	3	3	2	2	3	3	3	3	28	400
83	Responden 83	4	3	4	3	4	4	2	3	4	4	3	35	400
84	Responden 84	2	3	4	3	4	2	3	4	4	4	4	33	400
85	Responden 85	3	3	4	4	4	3	4	3	4	3	4	35	400
86	Responden 86	3	4	3	4	3	4	3	4	3	4	3	35	400
87	Responden 87	4	4	3	3	4	4	3	4	3	4	3	36	400
88	Responden 88	4	4	3	3	2	3	4	3	4	3	3	33	400
89	Responden 89	3	3	4	3	3	4	2	3	4	3	3	32	400
90	Responden 90	2	3	3	4	3	4	3	4	3	3	3	32	400
91	Responden 91	3	2	3	4	3	3	3	4	3	4	3	32	400
92	Responden 92	3	3	3	4	4	4	3	4	3	4	3	35	400
93	Responden 93	4	3	4	3	3	4	3	4	4	4	4	36	400
94	Responden 94	3	4	4	4	4	3	4	4	3	4	3	37	400
95	Responden 95	4	3	3	4	3	3	4	4	3	4	3	34	400
96	Responden 96	3	3	3	3	3	3	3	4	3	3	3	31	400
97	Responden 97	4	3	3	4	4	4	3	4	3	4	3	36	400
98	Responden 98	3	3	4	4	3	3	3	4	3	4	3	34	400
99	Responden 99	4	4	3	3	4	3	4	4	3	4	3	35	400
100	Responden 100	3	3	4	3	4	3	2	4	3	4	3	33	400
Realibitas		0,451	0,6342	0,571	0,5557	0,3906	0,513	0,339	0,602	0,246	0,5005			
Keenanngan		0,195	0,195	0,195	0,195	0,195	0,195	0,195	0,195	0,195	0,195			
Varian		0,741	0,486	0,485	0,5586	0,5438	0,533	0,354	0,705	0,385	0,4415	jumlah varian	5,22929	
Jumlah												varian total	12,2299	
SD = 1		6	3	1	3	1	2	1	4	2	1	Realibitas	0,63602	
D ₁ = 2		11	8	13	8	22	14	10	18	2	10			
A = 3		41	58	51	45	49	51	67	41	57	54			
SA = 4		42	31	35	44	28	33	22	37	39	35			
Score		319	317	320	330	292	315	310	311	333	323			
percentage		79,75	79,25	80	82,5	73	78,75	77,5	77,75	83,25	80,75			

Appendix Valid or Invalid of Research Question number 2

NO	ITEMS	R table	R count	VALID/INVALID
1	1	0,195	0,741	VALID
2	2	0,195	0,486	VALID
3	3	0,195	0,485	VALID
4	4	0,195	0,556	VALID
5	5	0,195	0,544	VALID
6	6	0,195	0,533	VALID
7	7	0,195	0,354	VALID
8	8	0,195	0,705	VALID
9	9	0,195	0,385	VALID
10	10	0,195	0,442	VALID

Reliability Statistics

Cronbach's Alpha	N of Items
,63	10

Appendix 2 Blueprint Of Questionnaire

Instrument of Questionnaire

“Students’ Perception Of English Club Extracurricular Activities In Learning English In Rejang Lebong and Lebong District”

Intruccion for filling out the questionnaire : This questionnaire was created to determine students’ perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers **SA, A, D, & SD**

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (**X**) or (\surd) on one of the answers **SA, S, D, & SD** that matches what you really feel.

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				
3.		Story Telling activities at English Club train				

		my English speaking to narrate a story or event.				
4.		Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.				
5.		In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.				
6.		I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.				
7.		I do not pay attention to the tutor's presentation at the English Club about English Advertisement.				
8.		I can use audio to listen to the content of English club activity materials.				
9.		I am given audio to listen to and repeat what I hear in English Club activities.				
10.		Scrabble activities at English Club make us trained in memorizing vocabulary.				
11.		With poem activities at English Club, I can express poems to listeners.				
12.	Opinions	I can speak English because I always				

		practice speech at English Club.				
13.		I can not speak English because I do not practice speech activities at the English club				
14.		It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.				
15.		I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.				
16.		I can not make advertisements in English because of a lack of understanding and participation at English Club.				
17.		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.				
18.		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.				
19.		I can speak English fluently because I always practice debating activities conducted at English Club.				

20.		I can not debate English because I rarely practice it at English Club.				
21.		I can not sing in English because I lack confidence and practice at English Club.				
22.		Poem activities at English Club make me think critically about writing.				
23.	Evaluation	My public speaking in the English language can improve because I join speech activities at the English club.				
24.		By joining Story Telling activities at English Club, I can add new vocabulary in English.				
25.		I practice making English advertisements in English Club to improve my writing skills.				
26.		I watch English product advertisements on YouTube presented in English Club to improve my English skills.				
27.		I can use English songs provided in English Club activities to improve my listening skill.				
28.		I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.				
29.		I do not like to listen to English songs at English Club so my listening ability is poor.				

30.		Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.				
31.		Conversations activity in English Club gives me the motivation to improve my new vocabulary.				
32.		By practicing to become a newsreader at English Club, I can improve my English vocabulary.				
33.		Newsreader activities at English Club can improve my pronunciation in English.				
34.		Singing activities in English conducted at English Club can increase my confidence.				
35.		Scrabble activities at English Club can increase vocabulary.				

Instrument Of Questionnaire

How Is influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District

NO	Indicators	Statement	SD	D	A	SA
1.	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.				
2.	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the English Club.				
3.	English advertisement	English Club activities provided knowledge for me to create English Advertisements.				
4.	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.				
5.	Conversation	I speak English fluently in the conversation activities carried out in English Club.				
6.	Debate	Debate activities at English Club facilitate my speaking English.				
7.	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.				
8.	Singing	Singing activities in the English Club made me more confident in English.				
9.	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.				
10.	Poem	By reading poetry, I can express the poem in an interesting way in in English Club activities				

Appendix 3 “Students answer the questionnaire”

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

A. Respondent Identity:

Name : Airin

School : SMPN 06 Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students’ perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui persepsi siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan persepsi yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disegree / Tidak Setuju)

SD : (Strongly Disegree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers SA, S, D, & SD that matches what you really feel. **(Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)**

Instrument of Questionnaire

Students perceptions of English club extracurricular activities in learning

English in Rejang Lebong and Lebong District

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				√
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				√
3.		Story Telling activities at English Club train my English speaking to narrate a story or event.			√	
4.		Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.				√
5.		In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.			√	
6.		I always listen to the tutor's presentations			√	

		at the English Club about the new vocabulary of advertising.				
7.		I do not pay attention to the tutor's presentation at the English Club about English Advertisement.		√		
8.		I can use audio to listen to the content of English club activity materials.			√	
9.		I am given audio to listen to and repeat what I hear in English Club activities.			√	
10.		Scrabble activities at English Club make us trained in memorizing vocabulary.			√	
11.		With poem activities at English Club, I can express poems to listeners.				√
12.	Opinions	I can speak English because I always practice speech at English Club.				√
13.		I can not speak English because I do not practice speech activities at the English club		√		
14.		It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.		√		
15.		I am not good at narrating stories because I do not pay attention to the tutor in		√		

		explaining Story Telling material in English club activities.			
16.		I can not make advertisements in English because of a lack of understanding and participation at English Club.		√	
17.		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.			√
18.		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.		√	
19.		I can speak English fluently because I always practice debating activities conducted at English Club.			√
20.		I can not debate English because I rarely practice it at English Club.		√	
21.		I can not sing in English because I lack confidence and practice at English Club.		√	
22.		Poem activities at English Club make me think critically about writing.		√	
23.	Evaluation	My public speaking in the English language can improve because I join			√

		speech activities at the English club.				
24.		By joining Story Telling activities at English Club, I can add new vocabulary in English.			√	
25.		I practice making English advertisements in English Club to improve my writing skills.			√	
26.		I watch English product advertisements on YouTube presented in English Club to improve my English skills.				√
27.		I can use English songs provided in English Club activities to improve my listening skill.			√	
28.		I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.			√	
29.		I do not like to listen to English songs at English Club so my listening ability is poor.		√		
30.		Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.			√	

31.	Conversations activity in English Club gives me the motivation to improve my new vocabulary.			√	
32.	By practicing to become a newsreader at English Club, I can improve my English vocabulary.			√	
33.	Newsreader activities at English Club can improve my pronunciation in English.			√	
34.	Singing activities in English conducted at English Club can increase my confidence.			√	
35.	Scrabble activities at English Club can increase vocabulary.			√	

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

B. Respondent Identity:

Name : Tamara

School : MTSs Al-Hadi Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui persepsi siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah.

Maka jawabah pernyataan dibawah ini sesuai dengan persepsi yang sebenarnya.

Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers **SA, S, D, & SD** that matches what you really feel. (Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)

Instrument of Questionnaire

Students perceptions of English club extracurricular activities in learning

English in Rejang Lebong and Lebong District

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				√
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				√

3.	Story Telling activities at English Club train my English speaking to narrate a story or event.			√	
4.	Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.			√	
5.	In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.			√	
6.	I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.		√		
7.	I do not pay attention to the tutor's presentation at the English Club about English Advertisement.			√	
8.	I can use audio to listen to the content of English club activity materials.			√	
9.	I am given audio to listen to and repeat what I hear in English Club activities.			√	
10.	Scrabble activities at English Club make us trained in memorizing vocabulary.				√
11.	With poem activities at English Club, I can express poems to listeners.		√		

12.	Opinions	I can speak English because I always practice speech at English Club.		√		
13.		I can not speak English because I do not practice speech activities at the English club		√		
14.		It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.		√		
15.		I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.		√		
16.		I can not make advertisements in English because of a lack of understanding and participation at English Club.		√		
17.		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.				√
18.		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.	√			
19.		I can speak English fluently because I		√		

		always practice debating activities conducted at English Club.				
20.		I can not debate English because I rarely practice it at English Club.		√		
21.		I can not sing in English because I lack confidence and practice at English Club.	√			
22.		Poem activities at English Club make me think critically about writing.		√		
23.	Evaluation	My public speaking in the English language can improve because I join speech activities at the English club.			√	
24.		By joining Story Telling activities at English Club, I can add new vocabulary in English.				√
25.		I practice making English advertisements in English Club to improve my writing skills.			√	
26.		I watch English product advertisements on YouTube presented in English Club to improve my English skills.		√		
27.		I can use English songs provided in English Club activities to improve my listening skill.				√

28.	I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.			√	
29.	I do not like to listen to English songs at English Club so my listening ability is poor.		√		
30.	Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.			√	
31.	Conversations activity in English Club gives me the motivation to improve my new vocabulary.				√
32.	By practicing to become a newsreader at English Club, I can improve my English vocabulary.		√		
33.	Newsreader activities at English Club can improve my pronunciation in English.		√		
34.	Singing activities in English conducted at English Club can increase my confidence.				√
35.	Scrabble activities at English Club can increase vocabulary.				√

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

C. Respondent Identity:

Name : Aulia

School : SMP IT RR Rejang Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui persepsi siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan persepsi yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (**X**) or (\surd) on one of the answers **SA, S, D, & SD** that matches what you really feel. (**Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya**)

Instrument of Questionnaire

Students perceptions of English club extracurricular activities in learning

English in Rejang Lebong and Lebong District

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				√
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				√
3.		Story Telling activities at English Club train my English speaking to narrate a story or event.				√
4.		Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.				√
5.		In joining English Club, I learn to make advertisements in English to improve the quality of my speaking.			√	
6.		I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.				√

7.		I do not pay attention to the tutor's presentation at the English Club about English Advertisement.	√			
8.		I can use audio to listen to the content of English club activity materials.			√	
9.		I am given audio to listen to and repeat what I hear in English Club activities.			√	
10.		Scrabble activities at English Club make us trained in memorizing vocabulary.			√	
11.		With poem activities at English Club, I can express poems to listeners.				√
12.	Opinions	I can speak English because I always practice speech at English Club.			√	
13.		I can not speak English because I do not practice speech activities at the English club		√		
14.		It is difficult for me to do Story Telling because I lack vocabulary and participation at English Club.		√		
15.		I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.	√			
16.		I can not make advertisements in English		√		

		because of a lack of understanding and participation at English Club.				
17.		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.				√
18.		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.		√		
19.		I can speak English fluently because I always practice debating activities conducted at English Club.				√
20.		I can not debate English because I rarely practice it at English Club.	√			
21.		I can not sing in English because I lack confidence and practice at English Club.			√	
22.		Poem activities at English Club make me think critically about writing.			√	
23.	Evaluation	My public speaking in the English language can improve because I join speech activities at the English club.			√	
24.		By joining Story Telling activities at English Club, I can add new vocabulary in				√

	English.				
25.	I practice making English advertisements in English Club to improve my writing skills.			√	
26.	I watch English product advertisements on YouTube presented in English Club to improve my English skills.				√
27.	I can use English songs provided in English Club activities to improve my listening skill.			√	
28.	I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.				√
29.	I do not like to listen to English songs at English Club so my listening ability is poor.	√			
30.	Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.			√	
31.	Conversations activity in English Club gives me the motivation to improve my new vocabulary.				√
32.	By practicing to become a newsreader at English Club, I can improve my English vocabulary.			√	

33.	Newsreader activities at English Club can improve my pronunciation in English.				√
34.	Singing activities in English conducted at English Club can increase my confidence.				√
35.	Scrabble activities at English Club can increase vocabulary.			√	

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

D. Respondent Identity:

Name : Alif

School : SMPN 05 Rejang Lebong

Intruption for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual perception. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui persepsi siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan persepsi yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers SA, S, D, & SD that matches what you really feel. (Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)

Instrument of Questionnaire

Students perceptions of English club extracurricular activities in learning

English in Rejang Lebong and Lebong District

NO	Indicators	Statement/Pernyataan	SD	D	A	SA
1.	Responses	Engaging in Speech activities at English Club can make my English speaking easier.				√
2.		Participating in the Speech activities at English Club provides me with the guidance and knowledge to train my speaking skill.				√
3.		Story Telling activities at English Club train my English speaking to narrate a story or event.				√
4.		Engaging Story Telling activities at English Club makes me confident in telling stories in an interesting way.				√
5.		In joining English Club, I learn to make			√	

		advertisements in English to improve the quality of my speaking.				
6.		I always listen to the tutor's presentations at the English Club about the new vocabulary of advertising.				√
7.		I do not pay attention to the tutor's presentation at the English Club about English Advertisement.	√			
8.		I can use audio to listen to the content of English club activity materials.			√	
9.		I am given audio to listen to and repeat what I hear in English Club activities.			√	
10		Scrabble activities at English Club make us trained in memorizing vocabulary.			√	
11		With poem activities at English Club, I can express poems to listeners.				√
12	Opinions	I can speak English because I always practice speech at English Club.			√	
13		I can not speak English because I do not practice speech activities at the English club		√		
14		It is difficult for me to do Story Telling because I lack vocabulary and participation		√		

		at English Club.				
15		I am not good at narrating stories because I do not pay attention to the tutor in explaining Story Telling material in English club activities.	√			
16		I can not make advertisements in English because of a lack of understanding and participation at English Club.		√		
17		With Conversations activities at English Club, I am more confident to speak English in front of my teacher and friends.				√
18		I can not speak English with my interlocutors because of a lack of vocabulary and participation in conversation activities in the English Club.		√		
19		I can speak English fluently because I always practice debating activities conducted at English Club.				√
20		I can not debate English because I rarely practice it at English Club.	√			
21		I can not sing in English because I lack confidence and practice at English Club.			√	

22		Poem activities at English Club make me think critically about writing.			√	
23	Evaluation	My public speaking in the English language can improve because I join speech activities at the English club.			√	
24		By joining Story Telling activities at English Club, I can add new vocabulary in English.				√
25		I practice making English advertisements in English Club to improve my writing skills.			√	
26		I watch English product advertisements on YouTube presented in English Club to improve my English skills.				√
27		I can use English songs provided in English Club activities to improve my listening skill.			√	
28		I am given audio in English at English Club and then translate it into Indonesian to add to my vocabulary.				√
29		I do not like to listen to English songs at English Club so my listening ability is poor.	√			

30	Through conversation in English Club, I can speak English with my interlocutors to improve the quality of my speaking.			√	
31	Conversations activity in English Club gives me the motivation to improve my new vocabulary.				√
32	By practicing to become a newsreader at English Club, I can improve my English vocabulary.			√	
33	Newsreader activities at English Club can improve my pronunciation in English.				√
34	Singing activities in English conducted at English Club can increase my confidence.				√
35	Scrabble activities at English Club can increase vocabulary.			√	

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

E. Respondent Identity:

Name : Cahaya

School :SMPN 06 Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your

actual opinion. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui pendapat siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan pendapat yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers SA, S, D, & SD that matches what you really feel. **(Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)**

Instrument Of Questionnaire

How Is influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District

NO	Indicators	Statement	SD	D	A	SA
1.	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.				√
2.	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the			√	

		English Club.				
3.	English advertisement	English Club activities provided knowledge for me to create English Advertisements.				√
4.	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.				√
5.	Conversation	I speak English fluently in the conversation activities carried out in English Club.			√	
6.	Debate	Debate activities at English Club facilitate my speaking English.				√
7.	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.				√
8.	Singing	Singing activities in the English Club made me more confident in English.				√
9.	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.				√
10.	Poem	By reading poetry, I can express the poem in an interesting way in in English Club activities			√	

Give answers honestly, objectively, and responsibly due to your answer gives

invaluable aid to this research. Thank you very much.

F. Respondent Identity:

Name : Nugi

School :MTSs Al-Hadi Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual opinion. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui pendapat siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan pendapat yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disegree / Tidak Setuju)

SD : (Strongly Disegree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers **SA, S, D, & SD** that matches what you really feel. **(Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)**

Instrument Of Questionnaire

How Is influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District

NO	Indicators	Statement	SD	D	A	SA
1	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.			√	
2	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the English Club.			√	
3	English advertisement	English Club activities provided knowledge for me to create English Advertisements.		√		
4	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.				√
5	Conversation	I speak English fluently in the conversation activities carried out in English Club.				√
6	Debate	Debate activities at English Club facilitate my speaking English.				√
7	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.				√
8	Singing	Singing activities in the English Club made me more confident in English.			√	
9	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.			√	
10	Poem	By reading poetry, I can express the poem in an interesting way in in English Club activities			√	

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

G. Respondent Identity:

Name : Dzakiah

School : SMPN 05 Rejang Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual opinion. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui pendapat siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan pendapat yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disagree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (X) or (√) on one of the answers SA, S, D, & SD that matches what you really feel. **(Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya)**

Instrument Of Questionnaire

**How Is influence of English club extracurricular activities in learning English in
Rejang Lebong and Lebong District**

NO	Indicators	Statement	SD	D	A	SA
1	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.				√
2	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the English Club.				√
3	English advertisement	English Club activities provided knowledge for me to create English Advertisements.				√
4	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.			√	
5	Conversation	I speak English fluently in the conversation activities carried out in English Club.			√	
6	Debate	Debate activities at English Club facilitate my speaking English.				√
7	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.			√	

8	Singing	Singing activities in the English Club made me more confident in English.				√
9	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.				√
10	Poem	By reading poetry, I can express the poem in an interesting way in English Club activities				√

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

H. Respondent Identity:

Name : Anggun

School :SMP IT RR Rejang Lebong

Intruccion for filling out the questionnaire : This questionnaire was created to determine students' perceptions of English club activities. In this questionnaire there are no True and Wrong answers. So answer the statement bellow according to your actual opinion. Where each number has an answers SA, A, D, & SD (Petunjuk pengisian angket : Angket ini dibuat untuk mengetahui pendapat siswa terhadap kegiatan klub bahasa Inggris. Didalam angket ini tidak ada jawaban benar dan salah. Maka jawabah pernyataan dibawah ini sesuai dengan pendapat yang sebenarnya. Setiap Nomor ada jawaban dimana SA, A, D, & SD

SA : (Strongly Agree / Sangat Setuju)

A : (Agree / Setuju)

D : (Disegree / Tidak Setuju)

SD : (Strongly Disagree / Sangat Tidak Setuju)

How to fill out a questionnaire : Give a cross or checklist (**X**) or (**√**) on one of the answers **SA, S, D, & SD** that matches what you really feel. (**Cara pengisian angket beri tanda silang atau ceklist pada salah satu jawaban yang sesuai dengan yang dirasakan anda sebenarnya**)

Instrument Of Questionnaire

How Is influence of English club extracurricular activities in learning English in Rejang Lebong and Lebong District

NO	Indicators	Statement	SD	D	A	SA
1	Speech	Speech activities in the English Club can overcome my difficulties in speaking English.				√
2	Story Telling	By Story Telling, I can create interesting stories in storytelling activities at the English Club.				√
3	English advertisement	English Club activities provided knowledge for me to create English Advertisements.			√	
4	Listen to Songs	By listening to songs in English I will try to find the meaning of vocabulary that I do not know.			√	
5	Conversation	I speak English fluently in the conversation				√

		activities carried out in English Club.				
6	Debate	Debate activities at English Club facilitate my speaking English.				√
7	News Reading	By News reading, I can speak and write fluently and improve my vocabulary.			√	
8	Singing	Singing activities in the English Club made me more confident in English.				√
9	Scrabble	Scrabble activities in the English Club increase my vocabulary mastery.			√	
10	Poem	By reading poetry, I can express the poem in an interesting way in in English Club activities				√

Appendix 4 Documentation



Source : distribution of questionnaires in junior high schools 06 RL



Source : distribution of questionnaires in junior high schools 05 Lebong



Source : distribution of questionnaires in junior high schools IT RR R/L



Source : distribution of questionnaires in junior high schools MTSs AL Hadi Lebong



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : sekre@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 497 Tahun 2023

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.141/FT.5/PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Selasa, 21 Juni 2023

MEMUTUSKAN :

- Menetapkan Pertama** : 1. **Dr. Paldi Gusmuliana, M.Pd** NIP. 19840817 201503 1 004
2. **Henny Septia Utami, M.Pd** NIDN.2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Melinda Atika

N I M : 19551036

JUDUL SKRIPSI : Students' Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Penerangan 24 Juli 2023



- Tembusan
1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik kemahasiswaan dan kerja sama,
4. Mahasiswa yang bersangkutan,



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor : 2416 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

04 Oktober 2023

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Melinda Atika
NIM : 19551036
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students Perception of English Club Extracurricular Activities in Learning English
in Province Bengkulu
Waktu Penelitian : 04 Oktober s.d 04 Desember 2023
Lokasi Penelitian : SMPN 06 Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih


Wakil Dekan I,

Dr. Sakuf Anshori, S.Pd.I., Hum
NIP: 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 2416 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

04 Oktober 2023

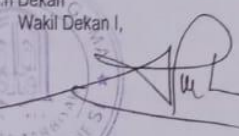
Kepada Yth. Kepala Kementerian Agama
Kab. Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Melinda Atika
NIM : 19551036
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students Perception of English Club Extracurricular Activities in Learning English
in Province Bengkulu
Waktu Penelitian : 04 Oktober s.d 04 Desember 2023
Lokasi Penelitian : MTs Al Hadi

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 2416 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

04 Oktober 2023

Kepada Yth. **Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Melinda Atika
NIM : 19551036
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students Perception of English Club Extracurricular Activities in Learning English
in Province Bengkulu
Waktu Penelitian : 04 Oktober s.d 04 Desember 2023
Lokasi Penelitian : SMPN 05 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I,

Dr. Sakat Anshori, S.Pd.I., Hum
NIR: 19611020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



IAIN CURUP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Jln. Dr. A.K Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
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Nomor : 2416 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

04 Oktober 2023

Kepada Yth. **Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Melinda Atika
NIM : 19551036
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students Perception of English Club Extracurricular Activities in Learning English
in Province Bengkulu
Waktu Penelitian : 04 Oktober s.d 04 Desember 2023
Lokasi Penelitian : SMPIT RR Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ,

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



**PEMERINTAH KABUPATEN LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**

Jalan Raya Muara Aman – Curup Kode Pos 39164
Email: dpmptspkablebong@gmail.com

REKOMENDASI

Nomor: 070/076/DPMPTSP-04/2023

TENTANG PENELITIAN

- Dasar:
1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelagiasian Wewenang Penadatangan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
 2. Surat dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 2416/In.34/FT/PP.00.9/10/2023 Tanggal : 04 Oktober 2023 Perihal Permohonan Izin Penelitian Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 13 November 2023.

Nama Peneliti / NPM : Melinda Atika / 19551036
Maksud : Melakukan Penelitian
Judul Penelitian : Students Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province
Waktu Penelitian : 04 Oktober s d 04 Desember 2023
Penanggung Jawab : Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
Tempat Penelitian : SMPN 06 Lebong

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

- a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait
- b. Harus menaati semua ketentuan Perundang-undangan yang berlaku
- c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong
- d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada instansi pemohon.
- e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Suka Marga, 13 November 2023



SAPUTRA, SH
NIP. 19680710 200502 1 001

Tembusan disampaikan kepada Yth

1. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
2. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lebong
3. Kepala Sekolah SMPN 06 Lebong
4. Dekan Fakultas Tarbiyah IAIN Curup
5. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LEBONG

Jl. Komplek Perkantoran Tubel,
Lebong Atas Telepon (0738) 21317,
Faksimili (0738) 21317, Email
lebong.kemenag@gmail.com

SURAT IZIN PENELITIAN

Nomor B-13/Kk 07 09/PP 00.5/11/2023

Dasar Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Curup Nomor 2416/In 34/FT/PP 00 9/10/2023 tanggal 04 Oktober 2023 tentang Permohonan Izin Penelitian,

Kepala Kantor Kementerian Agama Kabupaten Lebong, memberikan izin kepada saudara

No.	Nama	NIM	Fakultas/Prodi
1.	Melinda Atika	19551036	Fakultas Tarbiyah / Tadris Bahasa Inggris (TBI)

Untuk melaksanakan Penelitian dengan Judul Penelitian "Students Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province" bertempat di Madrasah Tsanawiyah Al-Hadi Kabupaten Lebong dengan waktu penelitian dari tanggal 04 Oktober s.d 04 Desember 2023, dengan catatan :

1. Selama melaksanakan kegiatan tidak boleh bertentangan dengan peraturan yang berlaku,
2. Kegiatan benar-benar dapat dilakukan dengan baik dan dapat dipertanggungjawabkan,
3. Setelah selesai melaksanakan penelitian melaporkan hasilnya ke Kantor Kementerian Agama Kabupaten Lebong dan Unit kerja yang bersangkutan

Demikianlah Surat Izin Penelitian Skripsi ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya

14 November 2023
Kepala,



Arief Azizi, S Ag MH

Tembusan, Yth.

1. Kepala Kantor Kementerian Agama Kabupaten Lebong,
2. Dekan Fakultas Tarbiyah IAIN Curup,
3. Kepala MTsS Al Hadi Lebong,
4. Yang Bersangkutan



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/462 /IP/DPMP/TSP/XI/2023

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2416/In.34/FT/PP.00.9/10/2023 tanggal 04 Oktober 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Melinda Atika/ Turan Lalang, 15 Mei 2001
NIM : 19551036
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : Students Perception Of English Club Extracurricular Activities In Learning English In Bengkulu Province
Lokasi Penelitian : SMP IT RR dan SMPN 05 Rejang Lebong
Waktu Penelitian : 01 November 2023 s/d 04 Desember 2023
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup

Pada Tanggal : 01 November 2023

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMP IT RR Rejang Lebong
4. Kepala SMPN 05 Rejang Lebong
5. Yang Bersangkutan
6. Arsip



PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 06 LEBONG
Sekolah Bermutu, Idaman dan Berstandar Nasional
Akreditasi "A"



NPSN : 10701996 NSS : 201260704001 email : smpn1lebongselatan@gmail.com
Alamat : Jalan Pariwisata II Kel.Tes. Kec. Lebong Selatan , Kab. Lebong. Kode Pos 39258

SURAT KETERANGAN

Nomor : 329 /A.22.16.03/SMPN06/LL/2023

Yang bertanda tangan di bawah ini Kepala SMPN 06 Lebong:

Nama : **DERI HARYANTO, M.Pd**
NIP : 19820228201001 1 015
Pangkat/Gol : Penata Tk.I /III.d
Jabatan : Kepala SMP Negeri 06 Lebong

Dengan ini menerangkan bahwa nama dibawah ini :

Nama : **MELINDA ATIKA**
NIM : 19551036
Program Studi : Tadris Bahasa Inggris (TBI)
Jenjang : S1

Benar telah mengadakan penelitian di SMP Negeri 06 Lebong pada bulan 04 Oktober 2023 s/d 04 Desember 2023 guna melengkapi data pada penyusunan skripsi yang berjudul :
"Student Perception Of English Club Extracurricular Activities In Learning English In Bengkulu Province"

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Lebong, 16 November 2023

Kepala SMPN 06 Lebong



DERI HARYANTO, M.Pd
NIP. 19820228201001 1 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
YAYASAN MADINATUN NAJAH AL HADI



المدرسة الثانوية الهادي الخاصة

MTsS AL HADI

Jl. Raya Muara Aman - Curup Kel. Turan Lalang Kec. Lebong Selatan Kabupaten Lebong, Provinsi Bengkulu
Kode Pos 38258 e-mail: mtsal_hadi@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : 214/MTs.07.07.04/PP.01.1/12/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Swasta Al Hadi Kelurahan
Turan Lalang Kecamatan Lebong Selatan Kabupaten Lebong, menerangkan bahwa :

Nama Peneliti : MELINDA ATIKA
NIM : 19551036
Fakultas : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)
Universitas : Institut Agama Islam Negeri Curup

Dengan ini menyatakan yang sesungguhnya bahwa nama tersebut di atas **BENAR** telah
melaksanakan penelitian di MTsS Al Hadi mulai 04 Oktober 2023 sampai dengan 04 Desember
2023, dengan Judul penelitian " **Students Perception of English Club Extracurricular
Activities in Learning English in Bengkulu Province** "

Demikian surat keterangan ini dibuat untuk dipergunakan oleh yang bersangkutan sebagaimana
mestinya.



Lebong, 04 Desember 2023
Kepala MTsS Al Hadi

RISTI FEBRIYANTI, S.Pd
NPK. 2942170012074



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 REJANG LEBONG



Alamat : Jalan Basuki Rahmat No. 6 Curup Kode POS 39112 Telp 0732 – 21660
Homepage : <http://www.smpn5rejanglebong.sch.id>|E-mail:smpn5rl@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/ *381* / PL /SMP.5/RL/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 5 Rejang Lebong dengan ini menerangkan bahwa :

Nama : MELINDA ATIKA
Tempat Tgl/ Lahir : Turan Lalang, 15 Mei 2001
NIM : 19551036
Prodi / Fakultas : Tadris Bahasa Inggris (TBI)/Tarbiyah
Tempat Penelitian : SMP Negeri 5 Rejang Lebong

Nama tersebut telah melaksanakan Penelitian dengan Judul “ **Students Perception Of English Club Extracurricular Activities In Learning English In Bengkulu Province**” di SMP Negeri 5 Rejang Lebong yang dilaksanakan pada tanggal 01 November 2023 S/d 04 Desember 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Curup, 11 Desember 2023
Kepala Sekolah

EVLNOVIYANTI S.Pd
NIP. 198005222005022002

**YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL-ISHLAH CURUP
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU**



RABBI RADHIYYA

Jln. Air Meles Gading, Desa Air Meles Bawah Curup Timur
Kab. Rejang Lebong - Bengkulu
email : smpit_rr@gmail.com

AKREDITASI A



SURAT KETERANGAN

Nomor : 421.3/97/SKet/SMPIT-RR/RL/2023

Berdasarkan surat permohonan izin penelitian IAIN Curup Nomor :
2416/In.34/FT/PP.09/10/2023 Tanggal 4 Oktober 2023, dengan ini Kepala
SMP IT Rabbi Radhiyya Rejang Lebong menerangkan :

Nama : **MELINDA ATIKA**
NIM : 19551036
Program Studi : Tadris Bahasa Inggris
Tanggal Penelitian : 1 November s.d 4 Desember 2023

Telah melaksanakan penelitian di SMP IT Rabbi Radhiyya Rejang Lebong dengan
judul “ *Student Perception of English Club Extracurricular Activities in
Learning English in Bengkulu Province* “ di SMP IT Rabbi Radhiyya Rejang
Lebong dengan baik.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan
sebagaimana mestinya.

Rejang Lebong, 14 Desember 2023

Ditandatangani Kepala sekolah



RIZKA PRIANSYAH, S.Si

NPT. 292 04 0218 0022



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Melinda Arika
 NIM : 1951026
 FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Dr. Paik Gusmaniana, M.Pd
 PEMBIMBING II : Henry Saba Utami, M.Pd
 JUDUL SKRIPSI : Students Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province

- * Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Melinda Arika
 NIM : 1951026
 FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Dr. Paik Gusmaniana, M.Pd
 PEMBIMBING II : Henry Saba Utami, M.Pd
 JUDUL SKRIPSI : Students Perception of English Club Extracurricular Activities in Learning English in Bengkulu Province

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I :
 NIP. 19510319201501004

Pembimbing II :
 NIP. 2016043001075

Biography



Bismillah..

Assalamu'alaikum..

I am the usual person that want to reach my dream that not been materialized. My name is Melinda Atika, but my friends call me Melinda. I was born in Lebong, on May15th 2001. I live with my parents, my father name's Herdi and my mother name's El-Miana. I have one sister and one brother. Cooking and Listen to songs is my hooby. And now i took English Study Program as my faculty tarbiyah in state islamic institute of curup.