



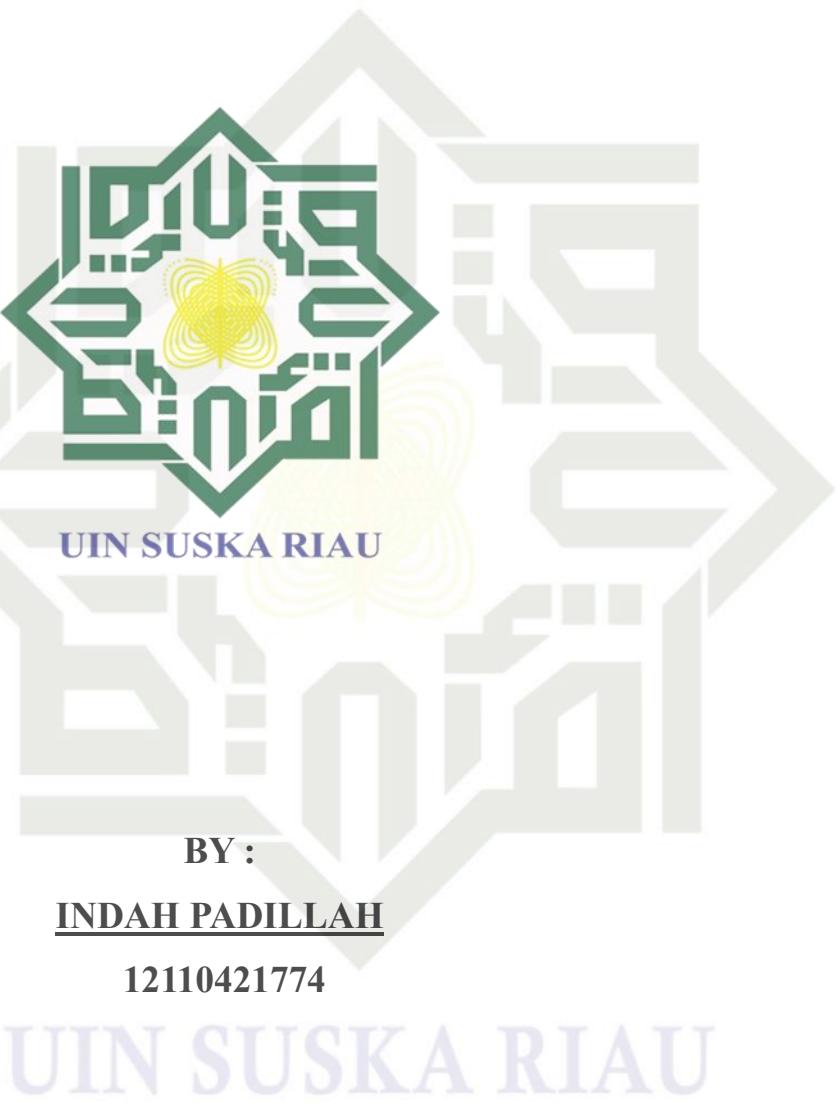
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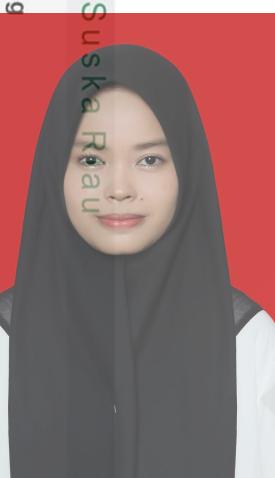
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# THE CORRELATION BETWEEN PARTICIPATION IN ENGLISH CLUB EXTRACURRICULAR ACTIVITIES AND STUDENTS' ACADEMIC PERFORMANCE AT SMP NEGERI 23 PEKANBARU



BY:

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Thesis

Submitted as partial fulfilment of the requirements  
for Bachelor's Degree of English Education  
(S. Pd)

ENGLISH EDUCATION DEPARTMENT  
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Certify that this thesis entitled “ **THE CORRELATION BETWEEN PARTICIPATION IN ENGLISH CLUB EXTRACURRICULAR ACTIVITIES AND STUDENTS ACADEMIC PERFORMANCE AT SMP NEGERI 23 PEKANBARU**” is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this thesis. Other's opinion finding include in this thesis are quoted in accordance with ethical standards.

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The thesis entitled: **THE CORRELATION BETWEEN ENGLISH CLUB EXTRACURRICULAR ACTIVITIES AND STUDENTS ACADEMIC PERFORMANCE AT SMP NEGERI 23 PEKANBARU** that is written by Indah Padillah with SIN. 12110421774. It has been approved and accepted to be examined in the final examination by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of Sultan Syarif Kasim State Islamic University of Riau, to fulfill a requirement for the Award of Undergraduate Degree (S. Pd) in Department of English Education.

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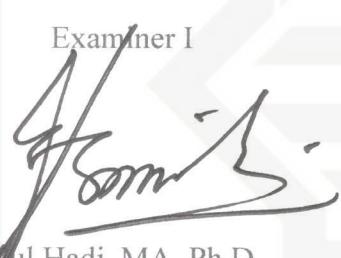
## EXAMINER APPROVAL

The thesis entitled "The Correlation Between Participation in English Club Extracurricular Activities and Students Academic Performance at SMP Negeri 23 Pekanbaru" by Indah Padillah, SIN. 12110421774. It has been examined and approved by the final examination committee of an Undergraduate Degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau on Rajab 18<sup>th</sup>, 1447 H / January 08<sup>th</sup>, 2026 M. It is submitted at one of the requirements for Bachelor Degree (S. Pd) at Department of English Education.

Pekanbaru, Rajab 28<sup>rd</sup> 1446 H  
January 8<sup>th</sup>, 2026 M

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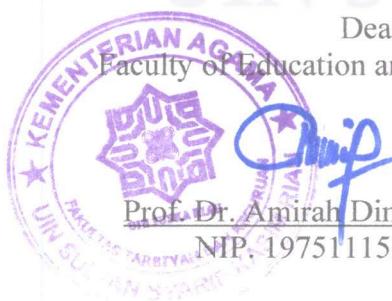
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## ACKNOWLEDGEMENTS



First and foremost, the writer would like to express her deepest gratitude to Almighty Allah SWT for His endless blessings, health, and guidance that have enabled the completion of this undergraduate thesis entitled “ The Correlation Between Participation in English Club Extracurricular Activities And Students Academic Performance At Smp Negeri 23 Pekanbaru.” This thesis is submitted as one of the requirements to obtain a bachelor’s degree in English Education at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then Shalawat and salam are devoted to our beloved Prophet Muhammad SAW, the last messenger of Allah, who has brought enlightenment and guidance for all humankind throughout the world. His teachings have been the source of inspiration, patience, and strength for Muslims in pursuing knowledge and good deeds.

On this special occasion, The researcher would like to express the deepest respect and sincere gratitude to beloved parents. With unceasing prayers, invaluable love, and countless sacrifices, they have been the greatest source of strength and encouragement in every step of the researcher’s journey. Without their prayers, blessings and support, the completion of this thesis would not have been possible.

The researcher realizes that this thesis could not have been completed without the assistance, encouragement, and support from many individuals. Therefore, the researcher sincerely wishes to extend her appreciation and gratitude to:

1. Prof. Dr. Hj. Leny Nofianti, MS., SE., AK., CA., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. H. Raihani, M. Ed., Ph.D., as Vice Rector I; Dr. Alex Wenda, S.T., M. Eng., as Vice Rector II; Dr. Harris Simaremare, M.T., as Vice Rector III; and all staff. Thanks for the kindness and encouragement.
2. Prof. Dr. Amirah Diniaty, M. Pd., the Dean of the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Dr. Sukma Erni, M. Pd., as the Vice Dean I. Prof. Dr Zubaidah Amir, MZ., S. Pd., M. Pd as the Vice Dean II. Dr. Ismail Mulia Hasibuan, M.Si as the Vice Dean III; and all the staff. Thank for the kindness and encouragement.

3. Roswati, S. Pd.I.,M. Pd the Head of the Department of English Education, has given me corrections, suggestions, support and guidance inn completing the thesis.
4. Cut Raudhatul Miski, M.A., Ph. D., the Secretary of the Department of English Education, for her guidance of the students.
5. Kurnia Budiyanti, M.Pd. my Academic Supervisor lecturer. Thanks for his guidance, to support and kindness to complete this thesis.
6. Nuardi, M.Ed., as a Research Supervisor for her invaluable guidance, constructive feedback, and encouragement throughout the process of research and writing.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have provided knowledge, guidance, and inspiration during my studies and the writing of this thesis.
8. Beloved parents, My deepest gratitude to my beloved mother and Alm. Father. Your prayers, love, and patience have been my greatest strength in getting through every step of the process until this thesis was finally completed. I dedicate this humble work to you.
9. The author would like to express her deepest gratitude to Mrs. Yenni Elifa, S. Pd, Headmaster of SMP Negeri 23 Pekanbaru, for permitting and providing the researcher with the opportunity to conduct research at this school. The researcher would also like to express his gratitude to Mrs. Yustisiana,S.Pd, as an English teacher who has helped, guided, and provided direction during the data collection process so that this research could be carried out properly.
10. My beloved brothers and sister FerdianSyah, Lukman Abdullah Fatias, Siti Sarah fatias, and Khafid Numan Rifai. The researcher would like to express his sincere gratitude to his beloved siblings. Thank you for all your attention,

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encouragement, and love, which have always strengthened the author in carrying out the research process and writing this thesis.

11. To my beloved best friends, Yunita Marshely,S.Ikom, Puja Azzahra, Lisi Atiatu Sania. S.Pd, Wulan Sri Hargilia, Putri Rizki Afdal Nahri, who have helped, mentored, and listened to the researcher during the thesis and all of my friends I can't mention on by one.
12. Last but not least, to myself, Indah Fadillah. The researcher would also like to express gratitude to herself. Thank you for continuing to move forward even when things didn't go as planned. Thank you for staying committed, even when I felt lost, tired, or overwhelmed, thank you for surviving around this far. Finishing this thesis wasn't just about completing a task it was also about learning, growing, and understanding my own limits and strengths. I've faced challenges that tested me that progress takes time, and it's okay to struggle as long as I keep moving forward.

Finally, the researcher realize that this thesis is still far from perfections. The perfection only belongs to Allah. Criticisms, comments and suggestions are as material for evaluation in order to improve further. May Allah, Almighty, bless you all.

Pekanbaru, December 18<sup>th</sup> 2025

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**ABSTRACT**

Indah Padillah (2025): **The Correlation Between Participation in English Club Extracurricular Activities and Students Academic Performance at SMP Negeri 23 Pekanbaru**

This research aimed at finding out the correlation between English Club Extracurricular activities and Students Academic Performance. It was quantitative research with correlation method. The students participating in English Club activities were the population of this research, and the samples were 23 students. Data were collected through questionnaire to measure student participation in English Club Extracurricular Activities and Documentation of student English Academic scores to assess academic performance. The analysis results showed that student participation in English Club Extracurricular activities was in moderate category, while student academic performance in English subject was in high category. The correlation analysis revealed a very weak and negative correlation between English Club Extracurricular activities and students academic performance, the correlation coefficient of  $r$  was  $-0.080$ , and the score of significance was higher than  $0.05$ . These findings showed that there was no statistically significant correlation between the two variables. Therefore, Alternative hypothesis ( $H_1$ ) was rejected, and Null hypothesis ( $H_0$ ) was accepted. It could be concluded that although English Club Extracurricular Activities provided students with opportunities to practice English outside of class, this activity was not the only factor influencing student Academic performance in English subject.

**Keywords:** *English Club Participation, Extracurricular, Academic Performance*

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**ABSTRAK****Indah Padillah (2025):Hubungan antara Partisipasi Kegiatan Ekstrakurikuler English Club dengan Prestasi Akademik Siswa SMP Negeri 23 Pekanbaru**

Penelitian ini bertujuan untuk mengetahui hubungan antara kegiatan ekstrakurikuler English Club dan prestasi akademik siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasional. Populasi dalam penelitian ini adalah siswa yang mengikuti kegiatan English Club, dengan jumlah sampel sebanyak 23 siswa. Data penelitian dikumpulkan melalui kuesioner untuk mengukur partisipasi siswa dalam kegiatan ekstrakurikuler English Club serta dokumentasi nilai akademik Bahasa Inggris siswa untuk menilai prestasi akademik. Hasil analisis menunjukkan bahwa partisipasi siswa dalam kegiatan ekstrakurikuler English Club berada pada kategori sedang, sedangkan prestasi akademik siswa pada mata pelajaran Bahasa Inggris berada pada kategori tinggi. Analisis korelasi menunjukkan adanya hubungan yang sangat lemah dan bersifat negatif antara kegiatan ekstrakurikuler English Club dan prestasi akademik siswa, dengan koefisien korelasi sebesar  $r = -0,080$  dan nilai signifikansi lebih besar dari 0,05. Temuan ini menunjukkan bahwa tidak terdapat hubungan yang signifikan secara statistik antara kedua variabel tersebut. Oleh karena itu, hipotesis alternatif ( $H_1$ ) ditolak dan hipotesis nol ( $H_0$ ) diterima. Dapat disimpulkan bahwa meskipun kegiatan ekstrakurikuler English Club memberikan kesempatan kepada siswa untuk berlatih Bahasa Inggris di luar kelas, kegiatan ini bukan satu-satunya faktor yang memengaruhi prestasi akademik siswa pada mata pelajaran Bahasa Inggris.

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## ملخص

### إنداه فضيلة، (٢٠٢٥): ارتباط بين الأنشطة اللامنهجية لنادي اللغة الإنجليزية والتحصيل الدراسي للתלמיד في المدرسة المتوسطة الحكومية ٢٣ بكنبارو

هذا البحث يهدف إلى معرفة الارتباط بين أنشطة نادي اللغة الإنجليزية اللامنهجية والتحصيل الأكاديمي لدى التلاميذ. ويُعدّ هذا البحث من البحوث الكمية باستخدام المنهج الارتباطي. ويتمثل مجتمع البحث في التلاميذ المشاركون في أنشطة نادي اللغة الإنجليزية، حيث بلغ عدد العينة ٢٣ تلميذاً. جُمعت بيانات البحث من خلال استبيان لقياس مدى مشاركة التلاميذ في أنشطة نادي اللغة الإنجليزية اللامنهجية، إضافةً إلى توثيق درجات التلاميذ في مادة اللغة الإنجليزية لتقديم تحصيلهم الأكاديمي. وأظهرت نتائج التحليل أن مستوى مشاركة التلاميذ في أنشطة نادي اللغة الإنجليزية يقع في الفئة المتوسطة، في حين أن التحصيل الأكاديمي للתלמיד في مادة اللغة الإنجليزية يقع في الفئة المرتفعة. وأظهر تحليل الارتباط وجود ارتباط ضعيفة جداً وسلبية بين أنشطة نادي اللغة الإنجليزية اللامنهجية والتحصيل الأكاديمي للתלמיד، حيث بلغ معامل الارتباط  $= -0.080$ ، وكانت قيمة الدالة الإحصائية أكبر من  $0.080$ . وتشير هذه النتائج إلى عدم وجود ارتباط ذي دلالة إحصائية بين المتغيرين. وبناء على ذلك، لا تُقبل الفرضية البديلة، بينما تُقبل الفرضية الصفرية. ويمكن استنتاج أنه على الرغم من أن أنشطة نادي اللغة الإنجليزية اللامنهجية تتيح للתלמיד فرصة ممارسة اللغة الإنجليزية خارج الصالون، فإن هذه الأنشطة ليست العامل الوحيد الذي يؤثر في التحصيل الأكاديمي للתלמיד في مادة اللغة الإنجليزية.

**الكلمات الأساسية:** نادي اللغة الإنجليزية، الأنشطة اللامنهجية، التحصيل الدراسي

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Extracurricular activities are defined as those activities which are not the components of the academic curriculum but an important part of the educational environment (Azzahra 2024). Extracurricular activities comprise sports, singing, music, debate, dance, drama, social services, etc. Schools can play a significant role by transmitting the energy of both normal as well as physically challenged students into a positive direction of personality development through extracurricular activities.

The ability to master English has become increasingly essential in today's global world. English proficiency is seen as a key factor in students' academic success and future career prospects, especially in countries like Indonesia where English is taught as a foreign language. Recognizing this importance, many schools have introduced extracurricular programs, including English Clubs, to help students improve their English skills through various non-formal learning activities.

English Club is designed to provide students with opportunities to practice English in more interactive and engaging ways. Activities such as group discussions, vocabulary games, debates, and storytelling are intended to encourage students to use the language actively outside the classroom. According to Kurniawan and Herpratiwi (2015), English Club can improve

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students' English skills by allowing them to practice speaking and share ideas with peers in a relaxed setting.

Extracurricular activities are activities carried out outside of class hours with the aim of improving and supporting student competency (Mulyasa, 2007) in Diva (2022). The English Club is a school extracurricular activity where students who join share the same goal and interest in English. They meet regularly, and each member participates in all activities (Marinova et al., 2000). Students can practice their speaking skills not only with the teacher but also with their friends.

Based on the result of preliminary study conducted at one of the junior high school in Pekanbaru it was turned to improve students' language skills. However, despite the presence of this program, not all students participate in it, and the effectiveness of English Club in improving students' academic performance, particularly in English subjects, remains unclear. While some students show noticeable progress, others may not experience significant improvement, raising questions about the actual impact of the program.

This concern reflects a broader issue in the educational field. Some studies suggest that extracurricular activities can support students' academic performance, while others argue that the influence depends on various factors such as the intensity of participation, students' motivation, and the structure of the activities. These findings suggest that the impact of programs like English Club is not universal, and may vary depending on how students engage with

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them. Therefore, further research is needed to examine whether participation in English Club activities genuinely contributes to better academic performance.

Factors that determine student academic performance include class participation, classwork, homework, tests, exams, and participation in competitions or other events. Pressure from parents and others on teachers and school administrators to improve academic achievement has enabled schools to develop more advanced strategies (Kapur R, 2018). Student academic performance is measured using the Cumulative Grade Point Average (GPA).

The GPA is used to measure student academic performance (Weda, S. 2018)

According to Narad, A., and Abdullah (2016), Academic performance refers to the level of knowledge acquired by learners, which is commonly indicated through scores or grades assigned by teachers. In an educational context, academic performance represents the educational objectives achieved by students, teachers, or institutions within a specific period of time and is typically assessed through examinations or continuous evaluation. These objectives may vary depending on individual learners or institutional standards. Furthermore, academic performance reflects the outcome of the educational process, indicating the extent to which students, teachers, or institutions have successfully attained their intended educational goals.

Academic performance is often defined in terms of exam performance. In this study, academic performance is characterized by overall performance in each year, culminating in a Grade Point Average (GPA).

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The GPA score takes into account a student's performance on tests, coursework, and exams. The minimum and maximum GPA scores are 0 (an F grade) and 4.0 (an A grade), respectively. This implies that the higher the GPA score, the better the student's academic performance. Therefore, the GPA is a good measure of a student's academic performance (Jayanthi, S. V., Balakrishnan, 2014).

This study is guided by Vygotsky's Sociocultural Theory, which highlights the role of social interaction in the learning process, and Gardner's Theory of Multiple Intelligences, particularly verbal-linguistic intelligence, which supports students' language learning through speaking and writing. By exploring the correlation between English Club participation and students' academic performance in English, this research aims to provide valuable insights into the effectiveness of such extracurricular activities.

The reason why this study is needed to be conducted is to examine the relationship between students' participation in English Club extracurricular activities and their academic performance in English.

### **Identification of the Problem**

In many schools, students struggle with English proficiency, which drags down their overall GPA. If the English club is intended to fix this but its effectiveness hasn't been measured, that is a significant "problem" to be identified. Despite the implementation of English club extracurricular activities intended to bolster language acquisition, there is a lack of empirical data to

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determine if this participation correlates positively with overall academic performance. Without this evidence, it remains unclear whether these clubs serve as an effective academic intervention or if they place an unnecessary time burden on students, potentially leading to a decline in grades.

**Limitation of the problem**

This study is limited to students who participate in the English Club extracurricular activity at SMP Negeri 23 Pekanbaru and only assesses the correlation between extracurricular activities and students academic performance in English subjects. External factors such as personal motivation, family support, and students' socio-economic conditions are not considered in this study.

**D. Formulation of the Problem**

This research problems were formulated in the following questions:

1. How is the student's participation in extracurricular activities at SMP Negeri 23 Pekanbaru?
2. Is there any the Correlation between English Club Extracurricular Activities and Students Academic Performance at SMP Negeri 23 Pekanbaru?

**Objective of the Problem**

The objectives of the study can be stated as follows :

1. To know how to the students participation in English club activities at SMP Negeri 23 Pekanbaru.

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2. To know the correlation between the English club activities and students academic performance.

## **The Significance of the Research**

The significance of the research is to provide insight into how extracurricular activities, particularly the English Club, play an important role in improving students' academic performance, especially in English language skills. Understanding the relationship between participation in these activities and academic achievement can contribute practical knowledge for schools in structuring and developing more effective extracurricular programs to enhance students' learning results.

## **G. Definition of the Term**

### **1. Extracurricular Activities**

In this research, Extracurricular activities are additional learning experiences conducted outside formal subjects or regular classroom sessions within educational institutions, aimed at supporting the overall learning process (Campbell, 1973 in Kurdiansyah, 2018). Generally, these activities are organized to facilitate students' development based on their individual potential, talents, and interests. Therefore, extracurricular activities emphasize the fulfillment of students' needs for knowledge enrichment, personal growth, and skill development beyond the classroom environment.

### **2. English Club**

In this research, Mouleka (2013) in Virawan (2021) includes that an English club is a real place where the learning of English is more viable.

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Hence, it can be summarized that talking club may be a media to encourage understudies in practicing and have fluency in talking English. Understudies might trade and share their information among their companions.

### 3. Academic Performance

In this research, Factors that determine student academic performance include class participation, classwork, homework, tests, exams, and participation in competitions or other events. Pressure from parents and others on teachers and school administrators to improve academic achievement has enabled schools to develop more advanced strategies. When teachers implement strategies to reward good performance, students are motivated to learn and improve their academic performance, and wealthy families recognize and aspire to have good careers (Kapur, R. 2018).

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**CHAPTER II****LITERATURE REVIEW****A. Theoretical Framework****1. English Club**

According to Husniya (2023), English Club serves as a valuable platform for individuals to learn and master English. The club generally provides a structured and supportive environment where members can practice, improve, and enhance their English proficiency. Besides discussions, English Club can also focus on other language skills such as writing, reading, and listening, depending on the goals and types of activities conducted.

Furthermore, Malu and Smedley (2016) state that an English Club is a series of regularly scheduled meetings where members practice English and help one another solve problems within the group or community. Additionally, the researcher observed that joining an English Club provides various benefits, including helping members enhance their English ability and overcome anxiety through frequent speaking practice in front of others during club sessions.

The English Club is expected to increase students' interest in extracurricular English activities as a practical and enjoyable learning tool, thereby helping them achieve English language proficiency in the classroom. The English Club activities help students feel more relaxed and less stressed while studying (Makhasina, 2025).

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In the context of Indonesian schools, English Clubs provide a rich environment for implementing and exploring various language-learning strategies. English Clubs usually involve extracurricular activities that allow students to practice English outside the formal classroom setting. The purpose of joining an English Club as an extracurricular activity is to gain its benefits.

According to Galanes and Adams (2013) in Liana (2024), students can obtain several advantages from participating in an English Club. Through this activity, students gain access to a wider range of English-related information and learning resources. English Club participation also provides students with opportunities to take turns speaking, which helps improve their speaking skills and confidence. In addition, the learning atmosphere in an English Club is generally more enjoyable and relaxed compared to regular English classes, allowing students to feel more comfortable in practicing the language. Furthermore, students can acquire new vocabulary, knowledge, and information by listening to others speak, which supports the development of their overall English language proficiency.

The objective of English Club programs held by schools is to provide students with opportunities to practice their English skills particularly speaking and to have more time for learning English, especially since they do not usually get extra practice time during regular lessons. Another concept of English Club implementation is to present lesson

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materials in a more relaxed and concise way, often accompanied by games and quizzes, which serve as warm-up and cool-down activities.

These methods help students maintain focus and understanding even in informal settings. At the same time, teachers continue to emphasize the importance of creating an environment where students feel comfortable expressing themselves in English. This approach is considered a creative breakthrough, especially since the extracurricular activity is facilitated by the school and free of charge, thus not adding any financial burden on the students' parents.

According to the British Council (2014) in Amelia (2017), in order to help students learn English in a relaxed environment, an English Club should fulfill several important criteria. An English Club is expected to be student-centered, allowing learners to actively participate and take responsibility for their learning. It should also provide opportunities for students to learn freely without excessive pressure, creating a supportive atmosphere for language practice. In addition, an English Club plays an important social role by encouraging interaction, collaboration, and communication among students. The club should be embedded within the school community so that students feel a sense of belonging and engagement. Furthermore, an English Club should be fun, as enjoyable activities can increase students' motivation and interest in learning English.

Because English clubs different from regular English teaching and learning in the classroom, the activities provided should enable students to

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learn English in a fun way. Therefore, tutors should make English clubs a place for students to use English in a relaxed atmosphere, meaning. so that students have the opportunity to practice various skills in an environment that more closely resembles real life.

## 2. Extracurricular Activities

Extracurricular activities are special programs provided by schools as a form of student development outside regular classroom instruction. The primary purpose of extracurricular activities is to offer students a space to develop their skills and interests.

According to Lawhorn (2008), there are nine categories of extracurricular activities: academic clubs, academic competitions, athletics, debate, performing arts, service organizations, student government, student publications, and other organizations.

First, academic club In junior high school and college, many academic subjects have associated clubs. These clubs promote members' shared interests in the subject and complement classroom learning. Club members can hold leadership positions and organize guest speakers, field trips, or study groups. Academic clubs give students the opportunity to discuss topics outside of class. Language clubs, for example, allow students to watch foreign films or experience the cuisine of their home country. These cultural experiences are fun and help make language learning more meaningful.

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Second, Academic competitions can be limited to a single subject, such as math or history, or encompass a wide range of subjects. Competitions can take place within a single school, or school teams can participate in state, national, or international events.

Third, Athletics is one of the most prominent and popular extracurricular activities in high schools and colleges. Participating in collegiate athletics typically requires a significant commitment of time and effort. However, many students participate in another popular option: intramural sports. Then, Performing arts Most high schools and colleges have performing arts organizations, such as music (band, orchestra, choir) and drama clubs. Like elite athletes, student performers typically have to commit a significant amount of time. This includes group time and, often, individual practice time.

Fourth, Service organization is Community service organizations provide a structured environment for students to engage in charitable work. Participation in these organizations allows students to meet socially conscious individuals and collaborate with them on meaningful projects. There are many types of student community service organizations, and new ones are constantly emerging. Many large organizations have student chapters in schools across the country. However, smaller, independent clubs also exist.

Next, Student government is Students elected by their peers to serve on the school government serve as a bridge between the student body

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and the school administration. These students communicate with both groups to facilitate cooperation and understanding. They can also lead projects, such as organizing and hosting fundraisers for school reunions and other annual events. Participating in student government often requires a lot of hard work, but it provides an opportunity to develop leadership skills.

Furthermore, Student Publication is Most schools provide opportunities for aspiring writers: Publications by students and for students offer aspiring writers and editors a chance to gain experience and build a portfolio. Newspapers, yearbooks, and literary magazines are common publications in high schools and colleges. Then, Other Organization There are other ways for students to get involved in organized activities outside of class. Examples include honor societies, politically affiliated clubs, and, on college campuses, fraternity and sorority social organizations. Like many extracurricular activities, the activities offered by these groups encourage social interaction with peers who share similar interests. They also provide students with other opportunities, such as leadership development and community service.

Participation is voluntary, allowing students to choose activities based on their preferences. One such activity is the English Club, which is organized by schools to help students improve their English skills. Through the English Club, students receive greater exposure to English and more time to practice the language, especially since additional practice time is

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often not available in regular classroom settings (Kusriandi, 2015). Improving students' English skills is also part of developing their talents and interests. Talent refers to a person's natural ability, which is inborn and related to brain structure (Siteatava, 2013, as cited in Astari, 2022). Extracurricular activities are conducted outside of regular academic hours and typically include materials and experiences not covered in the standard curriculum. The main goals of extracurricular programs are to facilitate the development of students' skills according to their interests and talents, to expand their knowledge, help them socialize, improve their abilities, and make productive use of their free time (Azadi, Aliakbari, & Azizifar, 2015).

There are several concepts for increasing student participation (Phelan, 2009) in Diva (2022) :

- 1) Communicate clear course objectives and learning outcomes, and reinforce what students will gain from achieving those objectives.
- 2) Create a positive classroom environment by getting to know your students. Use icebreakers to build rapport with students, learn their names, and learn about their expectations from the course, their preparation, and their background knowledge.
- 3) Strive to align course activities with student goals. Explain this connection to students.
- 4) Explain how to succeed in this course, both in the syllabus and repeatedly throughout the semester.

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- 5) Provide regular feedback to students on their progress and help them learn how to assess their own work and progress.
- 6) Discuss the definition of participation and include it in the syllabus.

### 3. English club as extracurricular activities

In this time, many schools are placing emphasis on improving students' English skills through various learning programs. One effective method is through extracurricular activities such as English Club. English Club plays an important role in developing students' English proficiency. Fitriany et al. (2021) state that English Club can significantly enhance students' English abilities, especially in speaking. It is evident that after participating in English Club, students are better at organizing their ideas when speaking, feel more comfortable communicating in English, and exert less effort in understanding and expressing the language.

Hamdan and Syaprizal (2020) in Aryanti (2024) emphasize that to be proficient in English, students must master several components and language skills to support their learning process. This implies that English Club serves as a platform for students to practice and improve their English skills in a more relaxed and supportive environment outside the formal classroom.

According to Vermaas et al. (2009), extracurricular activities are activities that occur outside the scope of the school curriculum. Extracurricular activities are very important for students because they allow

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them to learn about themselves and their interests. Wilson (2009) states that students can gain many benefits from participating in extracurricular activities. Through extracurricular activities at school, students can learn about teamwork, develop communication skills, time management, and improve academic performance.

According to Malu & Smedley (2016), the activities in the English Club are: sketching, debating, role-playing, and social change.

a. Skit

A skit is a short conversation or dialogue between two or more people. It usually tells a story or part of a story. Synonyms for "skit" include "sketch," "drama," or "dialogue." Before a club meeting, the supervisor must read the skit and determine the number of roles for the skit. Reading the skit before the meeting is essential.

b. Role playes

Role-playing is similar to skits; the main difference is that multiple members can participate in a role-play, and it doesn't use a script. Each role-play is different because it relies on the interpretation of each person playing their assigned role. Role-playing is most effective when the chosen issue relates to the lives of the club members.

c. Debate

According to Akerman & Neale (2011), a debate can be described as a formal discussion in which two opposing parties follow a pre-agreed set of rules to engage in an oral exchange of varying perspectives on an

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issue. Debates are common in both political and educational contexts.

Individuals can disagree with opposing viewpoints in a structured environment that gives all participants the opportunity to present, defend, and reach conclusions about their opponents' arguments.

**d. Social Change**

Social change begins when club members discuss important issues in their community. Once members take action to change their community, they become engaged and committed to improving life, especially in their community. While social change activities can be combined with other activities such as debates, skits, or role-playing, they should follow a basic three-step format. The first club meeting should identify the problem or issue the members want to address.

In line with this, Mulyasa (2007) in Virawan (2021) highlights that extracurricular programs are designed to support and improve student competence through activities conducted outside of regular school hours. The goal of the English Club is to provide students with additional opportunities and exposure to learning English, especially in areas where regular class time may be limited.

According to Herpratiwi and Purnomo (2015), English Club aims to develop students' English abilities by encouraging them to practice speaking with peers and articulate objects or ideas around them. This kind of activity reflects a teacher's awareness of the importance of early English exposure and active participation in language use.

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From a theoretical perspective, Vygotsky's Sociocultural Theory, particularly his concept of the Zone of Proximal Development (ZPD), aligns well with the function of English Club. According to Vygotsky, learning occurs most effectively through social interaction, where students engage in group activities, communication, and collaborative tasks (Gibbons, 2003). English Club provides a space where peer learning, scaffolding, and language interaction naturally occur, enabling students to progress beyond their current level of competence with the help of more capable peers or facilitators. This collaborative setting supports not only language development but also reduces anxiety and builds confidence in using English.

Moreover, Berger et al. (2020) suggest that extracurricular activities significantly contribute to youth development, including character building and academic performance. Through English Club, students can improve their self-confidence, social skills, and motivation, all of which are essential for holistic language learning and personal growth.

Participation in extracurricular activities can contribute to the development of students' cognitive, affective, and social skills. Through active involvement in various activities, students learn discipline, responsibility, teamwork, and communication skills. These competencies indirectly support students' academic performance by fostering positive learning attitudes and enhancing their ability to engage in classroom learning.

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Therefore, extracurricular activities should be viewed as complementary components of the educational process, not as direct determinants of academic success. Their effectiveness in supporting academic performance depends on how students engage with them and how well they integrate with formal classroom learning.

Sometimes students don't have the opportunity to open up to teachers at school, even though participation in learning is key to good learning. By participating in extracurricular activities, students can be more open in sharing information and ideas with their peers (Yildiz, 2016). Extracurricular activities include pro-social activities such as dance, sports, and performing arts, while school involvement activities can include intramural and academic clubs (Sabgini, 2017).

Different levels of activity, involvement, and participation can positively impact the future success of those who participate. Research also shows that both the type of extracurricular program and the level of participation can influence individual development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive adolescent development emphasize developmental transitions and suggest that fostering positive and supportive relationships with people and social institutions promotes healthy development.

#### **4. Benefits of English Club Extracurricular Activities**

The benefit of joining an English Club is that it provides students with the opportunity to improve their English language skills. Students who

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participate in extracurricular activities like English Club aim to reap the benefits it offers. By joining an English Club, they can reap many benefits (Liana, 2024). Carter and Nunan (2001) proposed that English clubs offer benefits such as motivating students to engage in authentic English in real-life situations, fostering self-confidence through basic socialization processes, improving students' communication skills, and creating a friendly social atmosphere for students.

The English Club is expected to help students achieve English language achievement in class. The activities carried out in the English Club help students feel less stressed and more relaxed while learning. According to Ngadimun and Purwanti (2019), the English Club provides students with increased self-confidence, such as opportunities to greet teachers outside of class, improve vocabulary, motivate students to speak, and encourage participation in debates and speeches.

Furthermore, Ewens (2014) in Fattimah (2023) stated that English clubs are a form of community shared by all clubs. However, these clubs provide opportunities for English learners to practice using English in a relaxed and friendly atmosphere. Therefore, students who are active and participate in them will have an impact on their academic performance.

The general objectives to be achieved do not seem to be entirely directed at the acquisition of educational knowledge; however, they aim to consolidate transversal skills that contribute to the overall growth of the individual, as stated by Hassane and Lahcen (2009). These objectives

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include strengthening the process of teaching and learning English through the integration of information and communication technology, arts, and the promotion of institutional values. They also encourage the strengthening of language and communication skills in foreign languages in order to facilitate registration at national and international universities. In addition, these objectives seek to create situations that allow for the practical use of language skills acquired through hands-on activities, games, and other forms of expression.

Furthermore, they emphasize the strengthening of cross-language skills to foster understanding of different cultures, as well as building self-awareness as an individual with various special abilities and capacities. Moreover, these objectives invite students and teachers to join the English Conversation Club and encourage the exchange of ideas about fun, interesting, and exciting English Club activities.

The English Club's extracurricular activities are very beneficial for students in channeling their talents and insights in English. In developing English language skills in elementary schools, the English Club's extracurricular activities have successfully improved students' English skills, particularly in listening, speaking, writing, and reading, as well as improving their scores on after-school exams. Therefore, the benefits of extracurricular activities are not only limited to direct academic performance, but also include the development of learning attitudes, social

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interaction skills, and emotional readiness, all of which play an important role in supporting students' academic performance.

## 5. Academic Performance

In an increasingly competitive era of higher education, student academic performance is an important indicator in evaluating the success of the learning process (Robbins, 2011). Students' academic performance is usually measured by teachers using teacher made tests or standardized tests. In other words, the data collection process is carried out to determine the extent to which educational goals have been academic performance. This means that individuals who learn will experience a transformation in their learning, not only in academics but also in their habits, skills, and understanding.

According to Syafrinadina (2025), Academic performance refers to students' learning outcomes achieved within a certain period, which are commonly measured through academic scores or grade point averages (Slameto, 2010). It reflects the level of students' success in completing academic tasks assigned during the learning process (Uno, 2011). Furthermore, academic performance is not only influenced by cognitive ability but also results from the interaction of students' motivation and learning strategies (Ormrod, 2012). Therefore, academic performance can be used as an important indicator of the effectiveness of the teaching and learning process in educational institutions (Santrock, 2021).

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This academic performance measures how much knowledge they possess in English, and their academic performance in learning English can be achieved through learning processes in the classroom or outside the classroom, such as English club activities or other English courses. There are factors influence student academic performance and retention in higher education institutions. We discuss the key factors we used in this study. These factors are supported by the existing literature below (Shahzadi, 2011) :

First, Home Environment is literature review shows increasing awareness of the importance of the home or family environment on students' academic performance. The home has a significant influence on students' psychological, emotional, social, and economic well-being.

Second, Study habits is Student study habits may be relevant to grade prediction because it's possible that students' grades are related to their study habits. That is, students with poor study habits may receive lower grades than students with better study habits. Study skills and learning approaches include, for example, time management, using information resources, taking notes, communicating with teachers, preparing for and taking exams, and several other learning strategies.

Furthermore, Learning Skill is The influence of instructional strategies on academic performance, on the other hand, has been much less researched, despite its theoretical importance and extensive discussion in international reports [Martin et al. (2008)]. In 1998, Jere Brophy showed that

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increasing the time spent on instructional activities results in increased learning, provided that teachers are competent and the activities are designed and implemented effectively. Then, Academic Interaction is Research on college students shows that activities such as mentoring can increase student engagement in their college experience. Colleges and universities can use strategic planning to design mentoring programs based on shared accountability and a focus on student success.

Academic performance involves factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, and teacher-student relationships. When there is a gap between a student's academic achievement and expected performance, it is called a performance gap. Based on Vygotsky's Sociocultural Theory, learning occurs through social interaction, which can enhance students' language development when they are actively engaged in communicative activities. Furthermore, Gardner's Theory of Multiple Intelligences, specifically verbal-linguistic intelligence, supports the idea that language learning can be enhanced through activities involving speaking, discussion, and expression.

In this study, academic performance specifically focuses on students' English language achievement, as reflected in their English academic scores documented by the school. These scores are considered valid indicators of student learning outcomes because they are obtained through systematic assessments, including daily tests, midterms, and final exams.

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Mid-term and final-examinations are commonly used forms of assessment in junior high schools to evaluate students' academic performance.

In the school context, midterm examinations function not only as an evaluation tool for teachers to measure students' learning progress, but also as a learning tool for students to reflect on their understanding of the subject matter. Generally, during one semester, students take one or more midterm tests before the final examination, and these assessments may be cumulative or non-cumulative depending on the instructional objectives set by the teacher (Myers & Myers, 2007).

The tests conducted by educators or teachers are daily tests, which are a process carried out periodically and continuously to measure students' level of basic competency performance after completing one or more basic competencies at the end of the student's learning activities (Fahmi, D., A 2014).

Therefore, academic performance in this study is operationally defined as students' English language achievement measured through documented academic grades, which are then analyzed to determine their correlation with students' participation in the English Club extracurricular activities.

## 6. Factor Affecting Students Good Academic Performance in English

Student academic performance is influenced by various factors that can generally be classified as internal and external. These factors interact with each other and play a significant role in determining student learning outcomes, particularly in English as a foreign language.

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The success of school education, including language education, is often the result of collaborative teachers. Therefore, trained, qualified, and competent English teachers are needed who are able to convey subject matter knowledge to students and, on the other hand, improve student achievement in the subject, Professional qualifications are important in education. Qualified teacher is an essential ingredient for students' success. The role a teacher plays in student's performance is undeniable. There is a fact that when things go wrong in the area of academics, teachers are always blamed. (Nurul, 2022).

Harb and El-Shaarwi (2006) in mushtaq (2012), found that the most important factor positively influencing student performance was English language competence. Strong communication skills and a good command of English significantly improved student performance. Student performance is influenced by communication skills; communication can be seen as a variable that may be positively related to student performance in open learning.

Students enjoy learning a second or foreign language when they are motivated, especially intrinsically, as this can be well predicted by perceptions of second language proficiency and autonomy. Motivation is recognized as one of the most important factors influencing student performance in second language (L2) learning (Thang, Thing, & Nurjannah, 2011).

Motivated students have positive attitudes toward learning English. Racha (2003) in Thang (2011), conducted a study in four secondary schools in Sarawak to assess students' readiness to learn mathematics in English. The results showed that the majority of students were highly motivated and had

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positive attitudes toward learning the subject in English because they felt challenged. However, less proficient students felt less comfortable and confident in learning.

Student academic performance is the result of a combination of internal and external factors. While extracurricular activities such as English Club can support students' English language learning, they serve as complementary factors and are not the sole determinants of academic performance. Therefore, understanding these factors is crucial for a comprehensive analysis of student academic performance.

In the context of English language learning, students' affective aspects such as self-confidence and interest significantly influence their academic achievement. Students who feel confident using English are more willing to participate in class activities, ask questions, and practice speaking, which contributes to better comprehension and higher achievement scores. On the other hand, students who experience fear or anxiety when using English may avoid participation, leading to lower academic performance.

Therefore, affective factors are an important component in understanding student academic performance. Although cognitive achievement is generally measured through academic grades, students' emotional engagement and attitudes toward learning also need to be considered, as both play a role in supporting student success in learning English.

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## 7. Factor Affecting Students Poor Academic Performance in English

Factors influencing poor academic performance in English include emotions. Emotions are deeply ingrained in every individual. According to Karande & Kulkarni (2005), unstable emotions lead to a decline in students' academic performance. Mood swings from calm to anger can sometimes occur in class due to unpleasant feelings during the learning process. Furthermore, lack of mastery of the material is also an internal factor contributing to poor student academic performance.

Teachers' lack of exposure to modern English teaching methods in the classroom contributes to low student achievement. Educators do not utilize a variety of strategies when delivering instruction in the classroom, and this impacts students' English learning. They must possess the knowledge and skills necessary to achieve the desired learning outcomes (Kimberly, 2009).

In the context of English language learning, poor academic performance can be reflected in low test scores, limited vocabulary mastery, weak grammar comprehension, and minimal participation in class activities. These conditions indicate that students may need additional guidance, instructional support, and learning reinforcement to improve their academic performance.

Carnegie Mellon University (2019) in Defitri (2022), argues that the reason why students are less motivated when learning English is because they do not believe that their efforts will improve their performance and that they have other priorities that demand their attention more. Dişlen (2013) in Defitri (2022), also argues that students lack motivation and have poor academic

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performance due to boring lessons and complex assignments without detailed explanations from lecturers.

Therefore, poor academic performance should not be viewed solely as a result of students' abilities, but rather as an outcome influenced by a combination of internal and external factors. Understanding this condition is important for educators in designing appropriate instructional strategies and support systems to help students achieve better academic performance.

Factors related to assessment can also contribute to poor academic performance. The discrepancy between the content practiced in English Club activities and the material assessed in formal exams can create a gap between students' skills and academic evaluations. If English Club activities focus more on informal communication while school assessments emphasize grammar and written tests, students' academic performance may not improve significantly.

Furthermore, student attendance and consistency in learning impact academic outcomes. Irregular attendance at English Club activities or English classes reduces exposure to learning materials and practice opportunities. This inconsistency can hinder students' language development and lead to lower academic achievement.

Peer influence can impact student academic performance. Students surrounded by peers with low academic motivation may adopt similar attitudes toward learning. This social environment can hinder academic effort and reduce students' commitment to improving their English achievement.

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Poor academic performance can also be influenced by affective factors, such as low self-confidence, anxiety, and fear of making mistakes. In English language learning, students who feel anxious about speaking or being evaluated often avoid participation, which limits their learning progress. The lack of a supportive learning environment can further hinder students' academic development.

Furthermore, external factors such as family support, learning facilities, and teaching strategies also contribute to poor academic performance. Students who receive limited academic support at home or experience ineffective teaching methods may struggle to achieve expected learning outcomes. These factors demonstrate that poor academic performance is a complex issue influenced by many internal and external variables.

Therefore, poor academic performance cannot be attributed to a single factor. While extracurricular activities such as the English Club can provide opportunities to improve students' English skills, academic performance is also shaped by motivation, affective factors, the learning environment, and the quality of instruction.

**B. Relevant Research**

To avoid the same title used within the research, than the author shows the relevant research as follows :

The first is a study form Fatimah Azzahra (2023), Conducted a research entitled “The Implementation Of English Club As An Extracurricular Activity

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At Sma Negeri 8 Pekanbaru". This study provides to investigating how the Implementation Of English Club As An Extracurricular Activity At Sma Negeri 8 Pekanbaru. This consider was expected to give positive impacts in giving exact data about the usage of english club as an extracurricular movement at SMA Negeri 8 Pekanbaru. Theoretically, this consider displayed different components implement from part of english club and administrator to form the understudies unreservedly with english dialect and set out to be a representative from the school.

The second, study form Siti Marfu'ah (2020), conducted a research entitled "English Club As An Extracurricular: (A Case Study At Smkn 1 Teluk Kuantan)". The purpose of this study is to describe the activities conducted in the English Club extracurricular program, identify the challenges faced during its implementation, and examine students' responses to the application of the English Club extracurricular at SMKN 1 Teluk Kuantan. This study also aims to identify various factors influencing students' participation and to provide an overview of the effectiveness of the English Club in enhancing students' English language skills, particularly in an academic context.

The third is study by Syafrinadina (2025), conducted a research entitled " Dampak Academic self- Efficiacy dan Time Management terhadap Academic Performance". The purpose of this study that academic performance of students is significantly influenced by internal factors such as academic self-efficacy and external factors like time management. The findings show that students' ability to manage their time has a stronger impact on their academic performance

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compared to their self-confidence in academic abilities. Specifically, effective time management contributes to higher GPA, timely completion of assignments, active participation in academic activities, and better exam results. Improving both self-efficacy and time management skills is essential for enhancing overall academic performance.

The last relevant research is a journal entitled "The Correlation between English Club Participation a Students Learning Achievement at SMAN 1 Barru" written by Aulia Ramanda Nawir, Syamsiarna Nappu, and Uyunnaisirah. Based on the journals that have been studied, the relevance of this research lies in the influence of student participation in English Club activities on their English learning achievement. The results of the study indicate that there is a significant and positive correlation between student activeness in the English Club and increased English learning achievement, with a correlation value of 0.621 and a significance level of  $p = 0.008$ . Therefore, this research is very relevant to be used as a basis for a thesis that discusses the influence of extracurricular activities, especially the English Club, on student motivation and English learning outcomes.

In conclusion, Overall, several researchers have implemented extracurricular activities in English clubs. However, each study has different objectives. This research will focus on the Impact of English Club Extracurricular Activities on Students' Academic Performance: A Study at SMP Negeri 23 Pekanbaru.

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## Operational Concept

This study aims to decide the Correlation between English Club extracurricular activities and students' academic performance within the English subject. In this research, English Club activities are considered as the independent variable (X), while academic performance in English is the dependent variable (Y). Thus, the writer determines some indicators of both variables as follows:

According to Nawir AR (2024) the indicators for variable X English club extracurricular activities are as follow:

1. Students who attend English club extracurricular activities
2. Students who join English club extracurricular activities
3. Students who participate in English club extracurricular activities

According to Wang, et al.,(2023) in Syafrinadina (2025) the indicators for variable y students academic performance are as follow Academic Performance Measured through indicators such as GPA(Grade Point Average), timely completion of assignments, participation in academic activities, and exam results.

## Assumptions and Hypothesis

### 1. Assumptions

In this research, the assumption is the Correlation between Participation English Club Extracurricular Activities and Students Academic Performance.

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## 2. Hypothesis

Based on the problem of the study, the researcher proposed alternative

Hypothesis (Ha) and Null Hypothesis (Ho) as follows :

- a. Ho : There is no correlation between students participation in English Club Extracurricular activities and their Academic Performance
- b. Ha : There is a Correlation between students participation in English Club Extracurricular Activities and their Academic Performance

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This study employed a quantitative correlational research design. The reason of this plan is to decide the relationship between two factors, to be specific students' interest in English Club extracurricular activities (independent variable) and their academic performance in English (dependent variable). it allows the researcher to measure the degree and course of the relationship between the two variables statistically.

According to Mc Millan and Schumacher as quoted in Syamsuddin, the existence of this relationship and level of variables is important because by knowing the level of the existing relationship, researchers will be able to develop it in accordance with the research objectives. Especially to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient. (Sugiyono, 2017). By using this design, the researcher is able to provide experimental prove with respect to how interest in extracurricular activities such as English Club is related with students' academic results, especially within the subject of English.

#### B. Location and Time of the Research

This research was conducted at SMP Negeri 23 Pekanbaru. The location is Jl. Garuda Sakti No.KM.3, Simpang Baru, Kec. Tampan, Kota Pekanbaru, Riau 28293. Then the research conducted in September 2025.

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**Subject and Object of the Research**

The subject of the research was the students participations in the English club extracurricular activities at SMP Negeri 23 Pekanbaru in the academic year 2024/2025. The object was the students Academic Performance in English.

**D. Population and Sample of Research**

**The population in this research was comprises of all member who joined English club extracurricular at SMP Negeri 23 Pekanbaru within the academic year 2024/2025. The overall number of understudies in this populace is 23.**

since the number of students is relatively small and still manageable, the researcher used a total sampling technique, where all members of the population were included as the research sample. A sample is a subset of the target population that a researcher selects for study in order to make generalizations about the entire population (Creswell, 2012). The reason for taking total sampling is because according to (Sugiyono, 2017) the total populace is less than 100, the complete populace is used as a research sample.

**Technique of Collecting Data**

To answer the research questions, data collection technique used questioner and documentation.

1. Questionnaire

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This study used questionnaire to collect the data of students' participation in English Club extracurricular activities. A questionnaire is an information collection method that includes efficiently organized questions given to respondents in order to obtain quantifiable responses (Creswell, 2014). According to Sugiyono (2011), a questionnaire is a data collection technique that involves providing respondents with a series of questions or statements to be answered. In this research, closed-ended questionnaires were used, in which respondents only needed to choose answers based on the given characteristics. To ensure that the questionnaire items reflected the research objectives, the researcher developed a blueprint of the questionnaire instrument.

**Table III. 1**  
**Blue Print of Participation in English Club**  
**Extracurricular Activities**

No.	Indicators	Item of Questions
1.	Students who attend in English Club Extracurricular Activities	11, 12, 13, 14, 15
2.	Students who join English Club Extracurricular Activities	1, 2, 3, 4, 5
3.	Students who participate in English Club Extracurricular Activities	6, 7, 8, 9, 10

## 2. Documentation

In this study, researcher used the documentation method to use what is the students academic performance in class. These documents served as the information source for the dependent variable (Y): students' academic performance in English. According to Suharsini Arikunto, the

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documentation method is a method of searching for data about something in the form of notes, books, transcripts, newspapers, inscriptions, magazines, meeting minutes, agendas, and photos of activities.

### **F. Techniques of Collecting Data**

Data analysis is the process of examining information obtained from research findings. In this study, the researcher used the following formula:

#### **1. Pre- Analysis Requirements Test**

Before conducting the correlation test, a pre-analysis requirement test was conducted to ensure the data met the assumptions required for statistical analysis. Because the data in this study consisted of ordinal scores (questionnaire results) and interval scores (students' English report card grades), a normality test was not necessary. Therefore, the Spearman Rank Correlation Test was chosen because it is suitable for non-parametric data and does not assume a normal distribution.

#### **2. Descriptive Analysis**

Descriptive analysis was used to describe the data collected from both variables, including the frequency, percentage, mean, and category of students' English Club participation (Variable X) and students' academic achievement in English (Variable Y). This analysis helped provide an overview of the distribution and trends of the data before further statistical testing.

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**3. Spearman Rank Correlation Test**

The Spearman Rank Correlation Test was used to determine whether there was a significant correlation between students' participation in the English Club extracurricular activity and their academic achievement in English. This test is appropriate because the data for Variable X were obtained from Likert-scale questionnaire scores, while the data for Variable Y were obtained from student report card documentation. The calculation was performed using the Spearman rho formula in SPSS.

**4. Hypothesis Testing**

Hypothesis testing is carried out by comparing the Sig. (2-tailed) value with a significance level ( $\alpha = 0.05$ ).

- a. If  $\text{Sig.} < 0.05$ , the alternative hypothesis ( $H_a$ ) is accepted, meaning there is a significant correlation.
- b. If  $\text{Sig.} > 0.05$ , the null hypothesis ( $H_0$ ) is accepted, meaning there is no significant correlation. This step confirms whether the research hypothesis is supported by the statistical results.

**5. Result Interpretation**

The results were interpreted to explain the meaning of the correlation coefficient (r-value) and its level of strength, referring to a correlation interpretation scale (very weak, weak, moderate, strong, or very strong). The findings were then linked to theory, previous research, and the context of the English Club's extracurricular activities.

**6. Data Validity and Reliability**

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In this study, the instrument used to collect data is a closed questionnaire. In order for the instrument to provide accurate and reliable results, it is necessary to conduct validity and reliability tests.

a. Instrument validity

Validity refers to the extent to which an instrument measures what it is intended to measure (Sugiyono, 2017). A questionnaire is considered valid when its items accurately represent the indicators of the variables being studied.

This study applied construct validity, which assesses whether the items in the questionnaire appropriately reflect the theoretical construct of the research variables. The validity test was conducted using the Pearson Product-Moment correlation, by correlating the item scores with the total score. The results were compared to the critical value of  $r$ -table at a 0.05 significance level.

Based on the validity test results of the 15-item questionnaire, the calculated  $r$ -value ( $r$ -item) for all items was higher than the table  $r$ -value of 0.349 at the 5% significance level with 23 respondents. The item  $r$ -values ranged from 0.368 to 0.884. These results indicate that all questionnaire items, from Item 1 to Item 15, are valid, as they meet the item validity criterion of  $r > \text{table } r$ . Therefore, all items in the questionnaire are suitable for use as research instruments to measure the English Club Extracurricular Activities variable.

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**Table III. 2**  
**Validity Test**

Item Number	R item	R table	Result
Item 1	0,829	0,349	valid
Item 2	0,747	0,349	valid
Item 3	0,763	0,349	valid
Item 4	0,606	0,349	valid
Item 5	0,391	0,349	valid
Item 6	0,746	0,349	valid
Item 7	0,671	0,349	valid
Item 8	0,752	0,349	valid
Item 9	0,536	0,349	valid
Item 10	0,456	0,349	valid
Item 11	0,748	0,349	valid
Item 12	0,740	0,349	valid
Item 13	0,368	0,349	valid
Item 14	0,790	0,349	valid
Item 15	0,884	0,349	valid

b. Instrument Reliability

Reliability refers to the consistency of the instrument in measuring a concept over time. A reliable instrument provides stable and consistent result. The reliability test in this study was carried out using Cronbach's Alpha method.

An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 (arikunto, 2010), indicating that the items have good internal consistency. The following is the interpretation of cronbach's Alpha values ( Arikunto, 2010) :

**Table III. 3**  
**Reliability test of Questionnaire Instrument**

Cronbach's Alpha value	Interpretation
$\geq 0.90$	Very reliable
0.80 – 0.89	Reliable
0.70 – 0.79	Fairly reliable
0.60 – 0.69	Less reliable
$< 0.60$	Not reliable

The validity and reliability tests were carried out using SPSS (Statistical Package for the Social Sciences) to ensure statistical accuracy and reliability.

One method for finding reliability that is used is the Alfa Cronbach reliability coefficient:

**Table III. 4**  
**Reliability Statistic of Test**

Cronbach's Alpha	N of Items
,905	15

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A Conclusion

Based on the results of the data analysis and discussion, it can be concluded that there is a very weak correlation between students' participation in English Club extracurricular activities and their academic performance. The correlation coefficient obtained in this study indicates that students' involvement in English Club activities has a minimal relationship with their academic performance in English.

This finding suggests that participation in English Club extracurricular activities alone does not significantly influence students' academic performance. Although English Club activities provide opportunities for students to practice English skills in a more relaxed and interactive environment, students' academic performance is affected by various other factors, such as teaching and learning processes in the classroom, students' motivation, learning strategies, and individual differences.

#### B Suggestion

Based on the conclusions of this study, the following suggestion are provided :

##### 1. For students

Students are encouraged to actively participate in the English Club's extracurricular activities as a complementary learning tool to improve their English skills, particularly speaking confidence and vocabulary mastery. Although the results showed no significant correlation with academic

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performance, these activities can still provide meaningful learning experiences outside the classroom. Students are enthusiastic and collaborate in group assignments, ask questions, and respond to others' opinions on learning problems.

**2. For teachers**

Teachers must develop classroom activities to provide students with new ways to learn English. Teachers also need to motivate students to improve their skills.

**3. For future researchers**

For future researchers, the researchers hope to encourage others to conduct further research on this issue. Similar studies are needed with a broader population and involving other factors using different data collection methods to obtain more comprehensive and diverse data.

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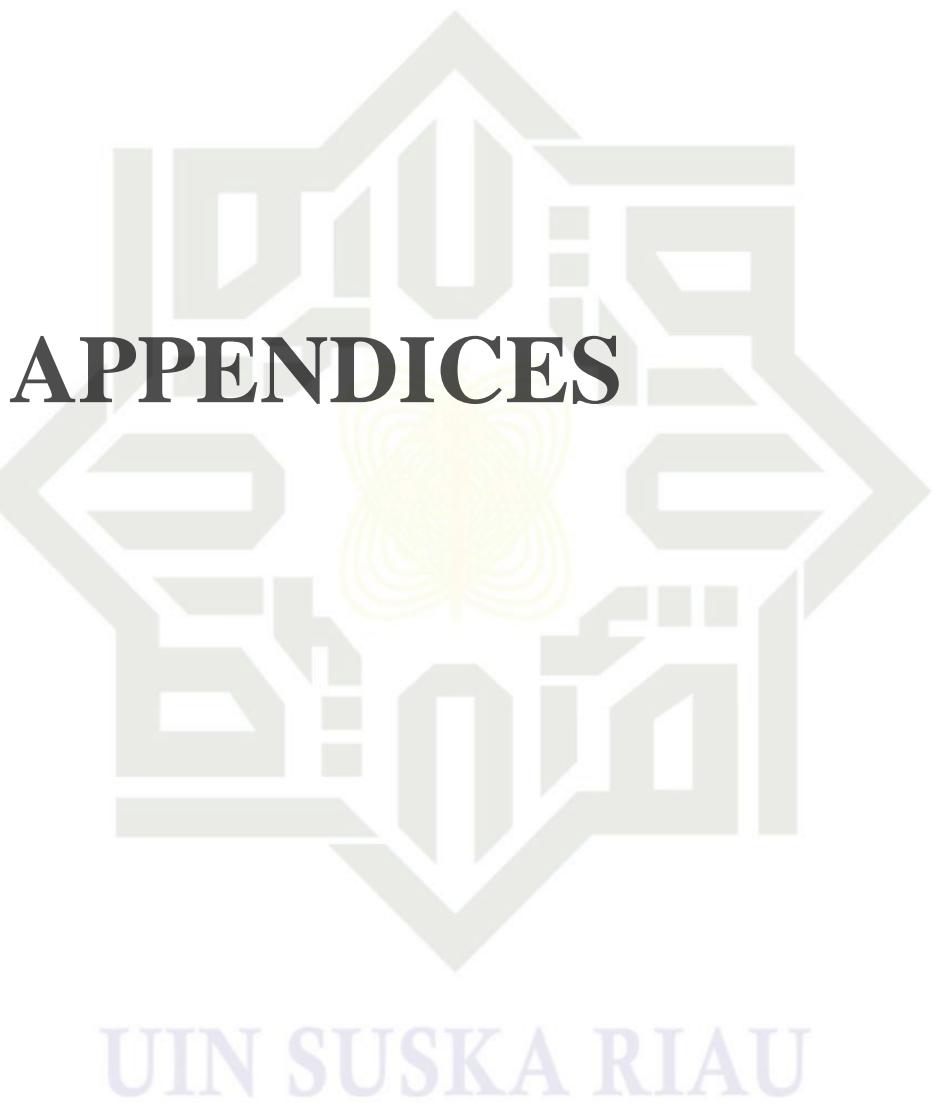
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## APPENDICES



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## APPENDIX I

### Research Instrument

UIN SUSKA RIAU



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

RESEARCH INSTRUMENT  
ENGLISH CLUB EXTRACURRICULAR ACTIVITIES

Name :  
Class :  
Date :

INSTRUCTION :

1. This questionnaire is used to collect data for research purposes.  
( *Kuesioner ini digunakan untuk mengumpulkan data dalam rangka penelitian.* )
2. This questionnaire does not influence to your score.  
( *Angket ini tidak mempengaruhi status nilai anda* )
3. Please put a check mark (✓) on one of the answers that best suits your opinion. There are five answer options to choose from:  
( *Berilah tanda checklist (✓) pada salah satu jawaban yang paling sesuai dengan pendapat Anda. Terdapat lima pilihan jawaban yang dapat dipilih:* )
  - Strongly Disagree (SD) = 1 ( Sangat tidak setuju )
  - Disagree (D) = 2 ( tidak setuju )
  - Neutral (N) = 3 ( netral )
  - Agree (A) = 4 ( setuju )
  - Strongly Agree (SA) = 5 ( sangat setuju )
4. Thank you for your participation in this research. our responses are highly valuable for the success of this study.  
( *Terima kasih atas partisipasi anda dalam penelitian ini. Jawaban Anda sangat berarti bagi kelancaran penelitian ini.* )

“ SELAMAT MENGERJAKAN “

NO.	QUESTION	SD	D	N	A	SA
1	I joined the english club because I am interested in learning English. ( <i>saya bergabung di klub Bahasa Inggris karena saya tertarik untuk belajar Bahasa Inggris</i> )					



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2	I decided to join the English club since its activities and programs support my interest in English. <i>(saya memutuskan bergabung di klub Bahasa inggris karena kegiatan dan programnya mendukung minat saya dalam Bahasa inggris)</i>							
3	As a member of the English club, I am happy to represent the school in English competitions. <i>(sebagai anggota klub Bahasa inggris, saya senang mewakili sekolah dalam lomba Bahasa inggris)</i>							
4	I regularly join the activities organized by the English club <i>(saya secara rutin mengikuti kegiatan yang diselenggarakan oleh klub bahasa inggris)</i>							
5	I have problems or difficult while joining the English club. <i>(saya mengalami masalah atau kesulitan selama mengikuti klub Bahasa inggris)</i>							
6	I am active in the learning process both in the classroom and in the English club. <i>(saya aktif dalam proses pembelajaran baik di kelas maupun di klub Bahasa inggris)</i>							
7	I like to exchange opinions with other English club members. <i>(saya suka bertukar pendapat dengan anggota klub Bahasa Inggris lainnya)</i>							
8	I am active in participating English at the English club such as speaking, dialogue, and story telling. <i>(saya aktif berlatih Bahasa Inggris di klub Bahasa Inggris seperti berbicara, dialog, dan bercerita)</i>							
9	I always try to respond the questions from teacher and friends in the English club. <i>(saya selalu berusaha menjawab pertanyaan dari guru dan teman di English club)</i>							

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

10	I took the initiative to ask my teacher or friends about material that I did not understand in the English club. <i>(saya berinisiatif untuk bertanya kepada guru atau teman tentang materi yang tidak saya pahami di klub Bahasa Inggris)</i>						
11	I am happy when I receive new learning material every week. <i>(saya merasa senang ketika menerima materi baru pembelajaran baru setiap minggunya)</i>						
12	I always attend and get involved in group discussion activities in the English club. <i>(saya selalu hadir dan terlibat dalam kegiatan diskusi kelompok di klub Bahasa Inggris)</i>						
13	I tend to speak English club only during the English club. <i>(saya cenderung berbicara Bahasa Inggris hanya saat berada di klub Bahasa Inggris)</i>						
14	I regularly attend and take part in the activities provided in the English club. <i>(saya secara rutin hadir dan berpartisipasi dalam kegiatan yang diselenggarakan di English club)</i>						
15	I look forward to attending the English club activities because they are enjoyable. <i>(saya selalu menantikan untuk menghadiri kegiatan klub Bahasa Inggris karena menyenangkan)</i>						



UIN SUSKA RIAU

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**APPENDIX II**  
**Recapitulation of Students Score for Validity  
and Reliability Testing**

**UIN SUSKA RIAU**



UIN SUSKA RIAU

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**Hak Cipta Bimbingan Undang-Undang**  
1. Dilarang mengutip sebagian atau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Item Number	R item	R table	Result
Item 1	0,829	0,349	valid
Item 2	0,747	0,349	valid
Item 3	0,763	0,349	valid
Item 4	0,606	0,349	valid
Item 5	0,391	0,349	valid
Item 6	0,746	0,349	valid
Item 7	0,671	0,349	valid
Item 8	0,752	0,349	valid
Item 9	0,536	0,349	valid
Item 10	0,456	0,349	valid
Item 11	0,748	0,349	valid
Item 12	0,740	0,349	valid
Item 13	0,368	0,349	valid
Item 14	0,790	0,349	valid
Item 15	0,884	0,349	valid

**Reliability Statistics**

Cronbach's Alpha	N of Items
,905	15



UIN SUSKA RIAU

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## APPENDIX III

### Recapitulation of Students' Score

UIN SUSKA RIAU

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**STUDENTS ACADEMIC PERFORMANCE**
**SMP NEGERI 23 PEKANBARU**

**SEKOLAH** : SMP Negeri 23 Pekanbaru  
**KD SEMESTER** : 2025 / 2  
**MATA PELAJARAN** : Bahasa Inggris  
**SEMESTER** : 2  
**ID FORMAT** : NILAI RAPORT Semester II / benarkan kelas .

No.	NAMA SISWA	NISN	NIS	NILAI RAPOR
1.	Gavrilla Kim Miranda	0126661207	9115	85
2.	Gilbert Nathanael Manurung	0119340681	8820	90
3.	Fadli Darmawan Putra	0128020416	8818	90
4.	Irshan Arrahman Pratama	0114332118	8822	90
5.	M. Rafa at- fattah	0129986025	9039	92
6.	Razatha Tsany Desrizal	0111744468	9106	90
7.	Juantika Indah Rezky S.	0129788964	8787	88
8.	Rais Radhi	0115727005	8828	88
9.	Izzati Hilmi	0115501893	9048	90
10.	Wahyuni Simatupang	0106907357	9050	88
11.	Anastasia Adeline	01117561869	8839	90
12.	Zaskia Nurvia	0127628625	9052	88
13.	Diela Sunny	0128437895	8941	90
14.	Farly Eldison	0115851335	8942	90
15.	Akhdan hafiz	0111613003	8933	90
16.	Farly eldrone	0115851335	8942	90
17.	M. Nur Ihsan	01183100462	8977	90
18.	Moch Nizam	0105407106	8687	92
19.	Evelyn	0119616993	8649	92
20.	Zahra Arkana	0104842486	8702	88
21.	Audina Apriani Syafira	01136083613	8678	90
22.	Ardilla permata A	0116908124	8675	88
23.	William Marthin S	0114098501	8834	90



UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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## APPENDIX IV

### Transcription Questionnaire

UIN SUSKA RIAU



UIN SUSKA RIAU

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**RESEARCH INSTRUMENT**

**ENGLISH CLUB EXTRACURRICULAR ACTIVITIES**

Name : Angastasia Adeline S.

Class : VIII C (H-k)

Date : 10-10-2025

**INSTRUCTION :**

1. This questionnaire is used to collect data for research purposes.  
( Kuesioner ini digunakan untuk mengumpulkan data dalam rangka penelitian.)
2. This questionnaire does not influence to your score.  
( Angket ini tidak mempengaruhi status nilai anda)
3. Please put a check mark (✓) on one of the answers that best suits your opinion. There are five answer options to choose from:  
( Berilah tanda checklist (✓) pada salah satu jawaban yang paling sesuai dengan pendapat Anda. Terdapat lima pilihan jawaban yang dapat dipilih: )
  - Strongly Disagree (SD) = 1 ( Sangat tidak setuju)
  - Disagree (D) = 2 ( tidak setuju)
  - Neutral (N) = 3 ( netral)
  - Agree (A) = 4 ( setuju )
  - Strongly Agree (SA) = 5 ( sangat setuju )
4. Thank you for your participation in this research. our responses are highly valuable for the success of this study.  
( Terima kasih atas partisipasi anda dalam penelitian ini. Jawaban Anda sangat berarti bagi kelancaran penelitian ini.)

**“ SELAMAT MENGERJAKAN “**

NO.	QUESTION	SD	D	N	A	SA
1	I joined the english club because I am interested in learning English. (saya bergabung di klub Bahasa Inggris karena saya tertarik untuk belajar Bahasa Inggris)				✓	

Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2	I decided to join the English club since its activities and programs support my interest in English. <i>(saya memutuskan bergabung di klub Bahasa inggris karena kegiatan dan programnya mendukung minat saya dalam Bahasa inggris)</i>			✓	
3	As a member of the English club, I am happy to represent the school in English competitions. <i>(sebagai anggota klub Bahasa inggris, saya senang mewakili sekolah dalam lomba Bahasa inggris)</i>			✓	
4	I regularly join the activities organized by the English club <i>(saya secara rutin mengikuti kegiatan yang diselenggarakan oleh klub bahasa inggris)</i>			✓	
5	I have problems or difficult while joining the English club. <i>(saya mengalami masalah atau kesulitan selama mengikuti klub Bahasa inggris)</i>			✓	
6	I am active in the learning process both in the classroom and in the English club. <i>(saya aktif dalam proses pembelajaran baik di kelas maupun di klub Bahasa inggris)</i>			✓	
7	I like to exchange opinions with other English club members. <i>(saya suka bertukar pendapat dengan anggota klub Bahasa inggris lainnya)</i>			✓	
8	I am active in participating English at the English club such as speaking, dialogue, and story telling. <i>(saya aktif berlatih Bahasa inggris di klub Bahasa inggris seperti berbicara, dialog, dan bercerita)</i>			✓	
9	I always try to respond the questions from teacher and friends in the English club. <i>(saya selalu berusaha menjawab pertanyaan dari guru dan teman di English club)</i>			✓	

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

10	I took the initiative to ask my teacher or friends about material that I did not understand in the English club. (saya berinisiatif untuk bertanya kepada guru atau teman tentang materi yang tidak saya pahami di klub Bahasa Inggris)						
11	I am happy when I receive new learning material every week. (saya merasa senang ketika menerima materi baru pembelajaran baru setiap minggunya)				✓		
12	I always attend and get involved in group discussion activities in the English club. (saya selalu hadir dan terlibat dalam kegiatan diskusi kelompok di klub Bahasa Inggris)			✓			
13	I tend to speak English club only during the English club. (saya cenderung berbicara Bahasa Inggris hanya saat berada di klub Bahasa Inggris)				✓		
14	I regularly attend and take part in the activities provided in the English club. (saya secara rutin hadir dan berpartisipasi dalam kegiatan yang diselenggarakan di English club)				✓		
15	I look forward to attending the English club activities because they are enjoyable. (saya selalu menantikan untuk menghadiri kegiatan klub Bahasa Inggris karena menyenangkan)				✓		



**Hak Cipta Dilindungi Undang-Undang**

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**RESEARCH INSTRUMENT**

**ENGLISH CLUB EXTRACURRICULAR ACTIVITIES**

Name : *Mohammad Rafa'atullah*

Class : *8B*

Date : *10-10-2025*

**INSTRUCTION :**

1. This questionnaire is used to collect data for research purposes.  
( *Kuesioner ini digunakan untuk mengumpulkan data dalam rangka penelitian.* )
2. This questionnaire does not influence to your score.  
( *Angket ini tidak mempengaruhi status nilai anda* )
3. Please put a check mark (  ) on one of the answers that best suits your opinion. There are five answer options to choose from:  
( *Berilah tanda checklist (  ) pada salah satu jawaban yang paling sesuai dengan pendapat Anda. Terdapat lima pilihan jawaban yang dapat dipilih:* )
  - Strongly Disagree (SD) = 1 ( Sangat tidak setuju )
  - Disagree (D) = 2 ( tidak setuju )
  - Neutral (N) = 3 ( netral )
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  - Strongly Agree (SA) = 5 ( sangat setuju )
4. Thank you for your participation in this research. our responses are highly valuable for the success of this study.  
( *Terima kasih atas partisipasi anda dalam penelitian ini. Jawaban Anda sangat berarti bagi kelancaran penelitian ini.* )

**“ SELAMAT MENGERJAKAN “**

NO.	QUESTION	SD	D	N	A	SA
1	I joined the english club because I am interested in learning English. ( <i>saya bergabung di klub Bahasa Inggris karena saya tertarik untuk belajar Bahasa Inggris</i> )					<input checked="" type="checkbox"/>

## Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak mengikuti kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

10	I took the initiative to ask my teacher or friends about material that I did not understand in the English club. (saya berinisiatif untuk bertanya kepada guru atau teman tentang materi yang tidak saya pahami di klub Bahasa Inggris)			✓		
11	I am happy when I receive new learning material every week. (saya merasa senang ketika menerima materi baru pembelajaran baru setiap minggunya)			✓		
12	I always attend and get involved in group discussion activities in the English club. (saya selalu hadir dan terlibat dalam kegiatan diskusi kelompok di klub Bahasa Inggris)			✓		
13	I tend to speak English club only during the English club. (saya cenderung berbicara Bahasa Inggris hanya saat berada di klub Bahasa Inggris)		✓			
14	I regularly attend and take part in the activities provided in the English club. (saya secara rutin hadir dan berpartisipasi dalam kegiatan yang diselenggarakan di English club)			✓		
15	I look forward to attending the English club activities because they are enjoyable. (saya selalu menantikan untuk menghadiri kegiatan klub Bahasa Inggris karena menyenangkan)					✓



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## APPENDIX V

### Thesis Guidance Letters

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KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :  
a. Seminar usul Penelitian  
b. Penulisan Laporan Penelitian  
2. Nama Pembimbing :  
a. Nomor Induk Pegawai (NIP)  
3. Nama Mahasiswa : *Indah Padillah*  
4. Nomor Induk Mahasiswa : *1211094779*  
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1)	Senasa, 11 Februari 2025	Bab I Revisi	<i>DR</i>	
2)	Kamis, 15 Maret 2025	Bab II : Revisi, tambah kueri dan research dant teory.	<i>DR</i>	
3)	Rabu, 20 Mei 2025	Revisi Bab III	<i>DR</i>	
4)	Senin, 02 June 2025	Revisi Bab III Review all chapter Review Revisi	<i>DR</i>	

Pekanbaru, ..... 20  
Pembimbing,

NIP.



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**LAMPIRAN BERITA ACARA**  
**UJIAN PROPOSAL**

Nama : INDAH PAULILLAH  
Nomor Induk Mahasiswa : 121104211774  
Hari/ Tanggal : WEDNESDAY, 11th JUNE 2025  
Judul Proposal Penelitian : THE IMPACT OF ENGLISH CLUB EXTRACURRICULAR ACTIVITIES ON STUDENTS ACADEMIC PERFORMANCE: A STUDY AT SMP IT AL-12HAR SCHOOL PEKANBARU

NO	URAIAN PERBAIKAN
1.	Make it clear your Concept It should present the problem and related to the suitable of that theories to the suitable of that theories in your references.
2.	
3.	

Penguji I: RIZKY GUSHERNA, M.Ed

Penguji II: NURIA IBRAHIM, S.Pd.I, N.Pd

Pekanbaru, 11th JUNE 2025

Note:  
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN**  
**UJIAN PROPOSAL**

Nama Mahasiswa	: Indah Padillah
Nomor Induk Mahasiswa	: 12110421779
Hari/Tanggal Ujian	: 11 Juni 2025
Judul Proposal Ujian	: The Impact of English Club Extracurricular Activities on Students Academic Performance: A Study at SMP IT AL-IZHAR School Pekanbaru.
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gunhendra, M.Ed	PENGUJI I		
2.	Nelvia Ibrahim, M.Pd	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I  
Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 23 Juni 2025  
Peserta Ujian Proposal  
  
Indah Padillah  
NIM. 12110421779



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Pekanbaru, 20 November 2025

Hal : Pergantian Judul

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Indah Padillah

NIM / HP : 12110421774/089636229969

Tempat / tanggal lahir : Pekanbaru / 30 Desember 2001

Semester / Tahun : IX / 2025

Jurusan : Pendidikan Bahasa Inggris

Dosen Pembimbing : Nuardi, M.Ed

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari "The Impact of English Club Extracurricular Activities on Students Academic Performance : a Study At SMP Negeri 23 Pekanbaru" Menjadi "The Correlation Between English Club Extracurricular Activities and Students Academic Performance At SMP Negeri 23 Pekanbaru". Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapan Terima Kasih.

MENGETAHUI  
Ketua Jurusan

Roswati, S. Pd.I., M. Pd  
NIP. 1976001222007102001

Hormat Saya,

Indah Padillah  
NIM.12110421774



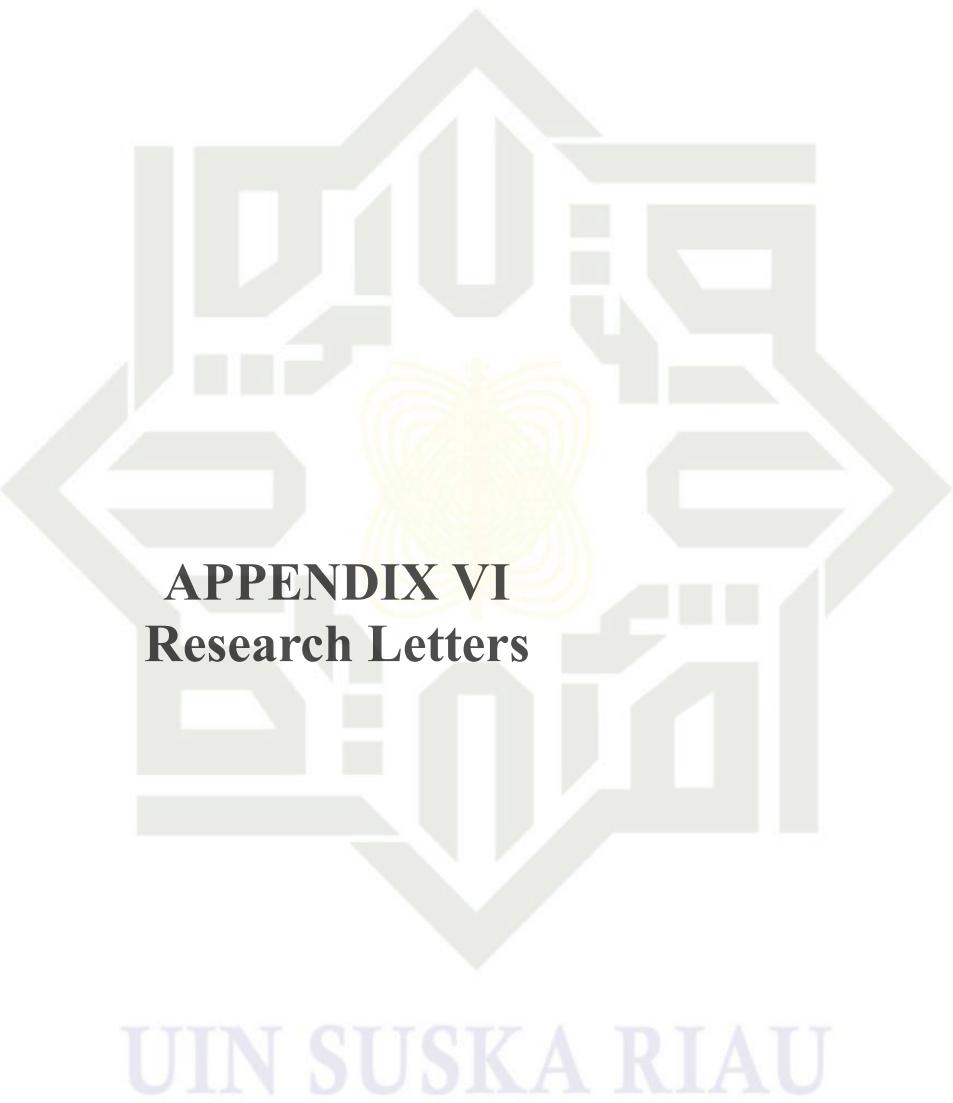
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## APPENDIX VI

### Research Letters



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Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Fax. (0781) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: fthk\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/24785/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Pekanbaru, 12 Desember 2024

Kepada  
Yth.  
1. Nuardi, S.Pd, M.Ed  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Indah Padillah  
Nim : 12110421774  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Influence Of Digital Media On Reading Ability And Comprehension Among High School Students At Sman 12 Pekanbaru  
Waktu : 6 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

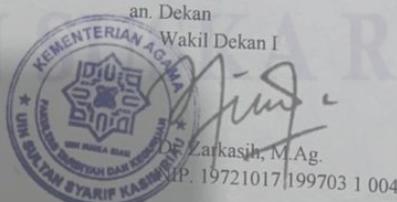
Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an. Dekan

Wakil Dekan I

Zarkasih, M.Ag.

MP. 19721017 199703 1 004





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**PEMERINTAH KOTA PEKANBARU**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 23 PEKANBARU**  
**SEKOLAH STANDAR NASIONAL (SSN)**  
Jl. Garuda Sakti KM. 3 Simpang Baru Tampan Kota Pekanbaru, Telp: (0761) - 7875384  
NIS : 200620, NSS : 201096007062 NPSN : 10403912, Website : [www.smpn23pekanbaru.sch.id](http://www.smpn23pekanbaru.sch.id)



AKREDITASI = A

**SURAT KETERANGAN TELAH MELAKSANAKAN PRA PENELITIAN**  
Nomor : 895 / SMP.N. 23.TU/VII/2025/ 473

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 23 Pekanbaru Provinsi Riau

Nama : Dr. Edi Suhendri M.Si  
NIP : 19800707 200212 1 005  
Pangkat/Golongan : Pembina Tk.I, IV/b

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : B-13589/Un.04/F.II.3/PP.00.9/2025 Tanggal : 17 Juli 2025, tentang Izin Melaksanakan Pra Riset (Pra Penelitian) dengan ini menerangkan :

Nama : Indah Padillah  
NIM : 12110421774  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Pendidikan : Strata – 1 (S1) Semester VIII (delapan) / 2025  
Fakultas /Universitas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

Telah Selesai melaksanakan Pra Penelitian di SMP Negeri 23 Pekanbaru pada tanggal : 18 Juli 2025.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan : Di Pekanbaru  
Pada Tanggal : 18 Juli 2025.

Penjabat Sekolah,



Dr. Edi Suhendri M.Si

NIP. 19800707 200212 1 005



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Nomor : B-13748/Un.04/F.II/PP.00.9/07/2025  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : Mohon Izin Melakukan Riset  
  
Yth : Kepala  
SMP Negeri 23 Pekanbaru  
Di Pekanbaru

Pekanbaru, 21 Juli 2025

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama	:	Indah Padillah
NIM	:	12110421774
Semester/Tahun	:	VIII (Delapan) / 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : THE IMPACT OF ENGLISH CLUB EXTRACURRICULAR  
ACTIVITIES ON STUDENTS ACADEMIC PERFORMANCE: A STUDY AT SMP  
NEGERI 23 PEKANBARU

Lokasi Penelitian : SMP Negeri 23 Pekanbaru

Waktu Penelitian : 3 Bulan (21 Juli 2025 s.d 21 Oktober 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
a.n. Rektor  
Dekan

*Almip*

Prof. Dr. Amirah Diniaty, M.Pd. Kons. +  
NIP 19751115 200312 2 001

Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau



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## CURRICULUM VITAE

Indah Padillah is the first daughter of Alm Mr. Martias and Mrs. Eva. She was born in Pekanbaru on December 30, 2001. In 2015, she graduated from SDN 37 Pekanbaru. She completed her education at SMP N 23 Pekanbaru in 2018, and her high school years were spent at SMK Keuangan Pekanbaru, and she graduated in 2021. That same year, she continued her academic path by joining the Department of English Education within the Faculty of Education and Teacher Training at UIN Suska Riau. During her studies, she gained valuable experience by participating in several academic and community-based programs. She joined KKN (Kuliah Kerja Nyata) program at Pekan Arba, Tembilahan, Indragiri Hilir. And later took part in the Pre-Service Teacher Practice (PPL) at SMP IT Al-Izhar Pekanbaru from September to November 2024. As a requirement for obtaining her Bachelor's Degree in English Education, she conducted her undergraduate research in September 2025. Her thesis, titled "*The Correlation Between English Club Extracurricular Activities And Students Academic Performance At Smp Negeri 23 Pekanbaru*" reflects her dedication to contributing to the field of English education.

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