

# THE EFFECT OF STUDENTS INVOLVEMENT IN “ENGLISH CONVERSATION CLUB” ON THEIR ACHIEVEMENT IN ENGLISH LEARNING

(At Eight-Grade Students of SMP N 01 Kota Tegal)

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## Abstract

The purpose of this study was to determine whether or not there was an influence on the achievement of English learning outcomes and the involvement of students who participated in extracurricular English Conversation Club in the eighth grade of SMP Negeri 1 Kota Tegal. The results stated there was a strong influence between students who participated in the extracurricular English Conversation Club and their achievement results in English lessons in regular classes. This is a quantitative research using 2 instruments: questioner and documentation. The subject of this study was the eighth grade of SMP Negeri 1 Kota Tegal. They consisted of 32 students as research subjects. The method of the sample using purposive sampling technique. Researchers obtained data based on questionnaires that had been distributed, so that from the results obtained, researchers could conclude about the importance of Extracurricular English Conversation Club to improve students' English achievement and ability. The scores of students who participated in the English Conversation Club were able to help increase the overall average score in the class. In the eighth grade there were 5 students who joined the extracurricular English Conversation Club so that the average score of one class on the English language lesson end-of-semester exam was 83. Meanwhile, the average value of the eighth grade end-of-semester exam in English lessons if calculated without students who take part in extracurricular English Conversation Club is only 79. It is evident that students who joined the extracurricular English Conversation Club were able to help increase the average score of the English end-of-semester exam by 4%. After joining the extracurricular English Conversation Club, students are able to manage their nervousness by increasing their confidence when in the midst of English-speaking people. This is evident from the increased learning achievement, in English lessons in the classroom can be said to be good if the average score is above the Minimum Completion Criteria (KKM) value.

**Keywords:** English Conversation Club, English learning achievement.

## 1 INTRODUCTION

Education is a conscious and planned effort made by educators to change human behavior, both individually and in groups to mature these humans through the process of teaching and training (Sugihartono, cited in Irham & Wiyani, 2013). Many people choose other ways to improve their English skills and knowledge, such as attending English courses. English is not only able to improve students' academic performance, but also able to increase students' skills in the future. According to Viviana Lisma Lestari, (2020) English learning achievement can be defined as the information and abilities acquired through English courses and expressed in the form of numbers provided by teachers as a result of learning activities that have been completed by students over the course of a specific period of time. Results in English-related classes are referred to as students' English learning achievement. The English club program, which was organized by English teachers and attended by students of SMP 1 Tegal City, with no extra time in regular classrooms, this program seeks to give students the chance to sharpen their English language abilities and get more time and skills for learning the language. The English Conversation Club (ECC) is a club that meets outside of the classroom. held outside of regular school hours to support and improve students' competencies. In this study, the researcher will be focused more on The effect of students involvement in "English Conversation Club" on their achievement in English learning. There are many students who consider learning English very important, so they need extracurricular activities focuses on non-academic activities, such as basketball, futsal, musical instruments, vocals and others. However, students also need to be facilitated with extracurricular activities that are useful or focused on activities related to their academics, such as this English Conversation Club program. This program can add additional knowledge and experience from outside of class sessions, so they choose to join the English Conversation Club

### 1.1. Objectives

1. The effect of students involvement in "English Conversation Club" on their achievement in English learning
2. Students' self-confidence in learning English based on the experience of joining the English Conversation Club.

## 2 LITERATURE REVIEW

### 2.1. What is English Conversation Club ?

English Conversation Club is an extracurricular activity with the goal of improving students' English-language skills. English learning is one of language learning as a process taken to develop language intelligence through reading and writing activities. The objectives of teaching English include all language competencies, namely: listening, speaking, reading, and writing (Titit Intan Sari, 2018). The English Conversation Club program organized at school has a lot of benefits for students. This program aims to practice students to speak English well. In addition, students' self-confidence will also be tested when they are participating in this extracurricular program. Extracurricular English Conversation Club is also one of the efforts that have been implemented in various schools in order to improve the ability of students to tend to get used to speaking English. Especially the ability to speak or even the ability to organize the students' sense of nervousness if they are going to speak in public. Because in this program, many students are trained not only their speaking skills but also so that students can communicate using English patterns according to situations where someone needs to express their thoughts, feelings, and opinions. Therefore, the English Conversation Club extracurricular program can provide a forum for students or facilitate students to be equipped with appropriate English language skills. For students who have an interest and talent in English, the English Conversation Club activity program requires students to spend a lot of time at school and get used to communicating with peers using English so that students' abilities in English are sufficient to be developed.

### 2.2. Related Theories

The purpose of this study was to investigate the involvement of the English Conversation Club program in students' English achievement in junior high school. The engagement in question is whether the students who participate in the English

Conversation Club extracurricular program can influence the increase in the average grade of English lessons in one class. The quality of student achievement is usually only seen from report cards, school attendance, improved good behavior, and entry into the next class or level. In a study conducted by Bryk and Schneider (in Erlendsdóttir, 2010) also showed that students are more likely to achieve greater academic success from involved 14 parents. This is also supported by the statement that schools will be successful if positive relationships between students, parents, teachers, and the community have created a supportive environment. Previous studies have provided many results that English Conversation Club activities held at school can have a positive impact on English achievement. According to Noor Mas'Udah, Ahmad Shofiyuddin Ichsan, and Mujawazah in an article entitled "Implementation of English Club Extracurricular Activities in Developing Linguistic Intelligence of MIN 2 Sleman Students" (2020) students who join the extracurricular English Conversation Club tend to be more prepared mentally and materially in facing English lessons in regular classes. Of course, this can be caused by other factors, such as the interest of the students themselves, it can even come from the hobbies of students who enjoy reading English books. Indirectly, this extracurricular activity can develop intelligence in students with listening, reading, writing, and speaking activities during the English Conversation Club implementation process. This makes students have habits that reflect pleasure with language product skills.

## 1.2.

### **Hypothesis**

1. Alternative hypothesis: There is a big impact between English Conversation Club program involvement and student achievement in English learning.
2. Null hypothesis: There is no a big impact between English Conversation Club program involvement and student achievement in English learning..

## 3 RESEARCH METHODOLOGY

### 3.1.

#### **Research Design**

In this study, the researcher used a quantitative research. Quantitative research is usually used to examine a certain population or sample. The purpose of this quantitative research is for researchers to test and prove hypotheses that have been made or determined. Then, researchers also use a research approach, according to Hamid Darmadi (2014) the research approach is a scientific method or way to obtain data with specific useful purposes. The method used is a survey method.

### 3.2.

#### **Research Participants**

From the total of all eight grade TOTAL 256 19 students of SMP N 1 Kota Tegal amounted to 256 students. In this study, the researcher took a sample from class VIII C SMP N 1 Kota Tegal with a sample of 32 students.

### 3.3.

#### **Data Collecting Technique**

Data collecting technique is one of the important parts of research. In this study, the researcher used quantitative data collection techniques. According to Jogiyanto Hartono M, Prof., Dr., MBA, Ak, CMA, CA in the book Data Collection Methods and Analysis Techniques, states that quantitative data collection techniques are methods used when research uses numeric type data such as statistical data, while quantitative data itself is data that can be expressed in numbers and can be known in size. The researcher used a questionnaire methods. According to Sugiyono (2010), Providing respondents with a list of questions or written statements to respond to defines a questionnaire as a data collection technique. In this case, what the researcher did was survey the object to be studied, then distribute questionnaires as a research instrument. Questionnaire data collecting methods tend to be more effective and efficient for collecting numerical data.

### 3.4.

#### **Research Instrument**

Research instruments are tools used to collect data needed in research. Research instruments have the aim of making research more systematic and easier. In this study,

researchers used a questionnaire as an instrument. According to Elanjati (2012), the definition of a questionnaire is an efficient data collection mechanism if understand what is needed and how to measure the research variables. The questionnaire is an instrument used to collect research data from respondents. The questionnaire made by the researcher contains a series of questions that are structured and designed to be valid, reliable, and not fake so that the data obtained can be validated. The questionnaire will be given to students to find out how much influence the effect of students involvement in "English Conversation Club" on their achievement in English learning at school, the questionnaire is useful as a scale that contains five levels of agreement to get an expression of opinion, interest, value, issue to react to, or a statement of agree or disagree with a Likert scale. The scoring system uses "Strongly Disagree" worth 1 points, "Disagree" 2 points, "Neutral" 3 points, "Agree" 4 point and "Strongly Agree" 5 point.

### 3.5. Technique of Analyzing Data

The data analysis technique in this study is statistical, because the data obtained comes from questionnaires that are distributed so that quantitative data is formed. Quantitative data has numeric properties or can be calculated because it is in the form of statistical numbers. Researchers perform data processing and analysis techniques using multiple correlations. Correlation can be interpreted as one of the statistical techniques used to find the relationship between two or more variables that are quantitative in nature. This is related to testing the hypothesis proposed in this study, which is to determine the effect of students involvement in "English Conversation Club" on their achievement in English learning. The data analysis will be done manually using tables that correlates with the result of questionnaires and the students' English final exam scores.

## 4 RESULTS

### 4.1. Research Results

Table 1. Item 1. "After joining English Conversation Club, I know how to better organize my ideas for speaking".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	6,25%
Neutral	8	25%
Agree	16	50%
Strongly Agree	6	18,75%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 2. Item 2. "English Conversation Club members can master Englishwell".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	6	18,75%
Agree	24	75%
Strongly Agree	2	6,25%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 3. Item 3. "English Conversation Club extracurricular is better at practicing students' English skills than regular classes".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	6,25%
Neutral	9	28,125%
Agree	17	53,125%
Strongly Agree	4	12,5%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 4. Item 4. "English Conversation Club members have good English scores".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	3,125%
Neutral	11	34,375%
Agree	16	50%
Strongly Agree	4	12,5%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 5. Item 5. "English Conversation Club activities can increase students' confidence in speaking English".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	3,125%
Neutral	10	31,25%
Agree	18	56,25%
Strongly Agree	3	9,375%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 6. Item 6. "English lessons in class are fun and easy to understand".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	3,125%
Neutral	16	50%
Agree	11	34,375%
Strongly Agree	4	12,5%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 7. Item 7. "I enjoy learning English even though I don't participate in English Conversation Club extracurricular activities".

Five-points Scale	Frequency	Percentage
Strongly Disagree	3	9,375%
Disagree	1	3,125%
Neutral	13	40,625%
Agree	10	31,25%
Strongly Agree	5	15,625%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 8. Item 8. "I follow tutoring or lessons (English)".

Five-points Scale	Frequency	Percentage
Strongly Disagree	11	34,375%
Disagree	12	37,5%
Neutral	2	6,25%
Agree	5	15,625%
Strongly Agree	2	6,25%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 9. Item 9. "English is a difficult subject but I like it and I want to learn".

Five-points Scale	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	2	6,25%
Neutral	8	25%
Agree	18	56,25%
Strongly Agree	4	12,5%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Table 10. Item 10. "English is a difficult subject and I don't like it".

Five-points Scale	Frequency	Percentage
Strongly Disagree	12	37,5%
Disagree	13	40,625%
Neutral	3	9,375%
Agree	3	9,375%
Strongly Agree	1	3,125%
<b>Total</b>	<b>N = 32</b>	<b>100%</b>

Based on the table above, it can be seen that the average score of students who don't participate in the English Conversation Club extracurricular activities in the English language final exam is 79,29, although the average score includes passing the minimum completeness criteria, but the score is not high enough when compared to the average score of students who participate in the English Conversation Club extracurricular activities. So, the scores of students who join the extracurricular English Conversation Club can help increase the average score of one class to exceed the minimum completeness criteria in English lessons.

## 4.2. Discussion

As the research results presented above, the questionnaire shows that the Extracurricular English Conversation Club has a positive influence on English learning in regular classes. According to (Amelia et al., 2017) adequate provisions or abilities are needed, one of which is the ability to speak English. It is evident that most students chose the answer "agree" in the questionnaire. Because the researcher made a questionnaire with the majority of positive statements, the researcher decided that the Extracurricular English Conversation Club had a positive influence on the English learning of eighth grade students of SMP Negeri 1 Kota Tegal. According to (Hijrah & Musfikar, 2021) One of the most important indicators in educational institutions is measuring the success of the student learning and teaching process, where there are many factors that can affect the high and low achievement of student learning, both internal and external factors. The first objective of this study was to determine how much influence the eighth grade students of SMP Negeri 1 Kota Tegal who participated in the extracurricular English Conversation Club had on achievement in English lessons. To conduct this research, the

researcher has several steps to take to collect data such as, the researcher surveys the research site to obtain 41 information related to the subject and the place to be studied, so that the researcher can prepare several questions that will be used in the research questionnaire. Which then the researcher distributes the questionnaire offline directly in the eighth grade. So that researchers can collect the results of the questionnaire and then researchers analyze it using the Statistical Package for Social Sciences (SPSS). Researchers obtained data based on questionnaires that had been distributed, so that from the results obtained, researchers could conclude about the importance of Extracurricular English Conversation Club to improve students' English achievement and ability. According to (Elnadeef & Abdala, 2019) Learning English language as a foreign language entails comprehension and production. In the distributed questionnaire, eighth grade students of SMP Negeri 1 Kota Tegal were asked to answer 32 questions related to the students' opinions of other students who participated in the extracurricular English Conversation Club. In some of the questions, most students chose to agree from the questionnaire results. In the table containing the fifth question, it was also found that many students thought that the English Conversation Club could be useful for increasing students' confidence in speaking English. Based on the results of the questionnaire in the third question table, it can be seen that many students agree that the extracurricular English Conversation Club is better in practicing students' English skills compared to regular classes, they also agree that English Conversation Club members can help each other in understanding English learning, and English Conversation Club members can master 42 English better. An English club is a group of individuals who frequently gather and engage in activities related to their shared goal or interest. In any case, it is a group or combination of individuals that share similar objectives or passions. (Marinova, Marshall, and Snow, 2000). After joining the extracurricular English Conversation Club, students are able to manage their nervousness by increasing their confidence when in the midst of English-speaking people. This means that English Conversation Club is very important for students to improve their English learning ability, so that students will find it easier to understand or even communicate in English. This is evident from the increased learning achievement in English lessonsLearning achievement in the classroom can be said to be good if the average score is above the Minimum Completion Criteria (KKM) value. According to (Elnadeef & Abdala, 2019) English clubs offer a less stressful way to learn the language while still taking into account its communication value than traditional sessions that emphasize paper and pencil work. So that from the results of the data provided by students in answering the questionnaire, researchers assume that the Extracurricular English Conversation Club has a positive influence on the learning achievement of eighth grade students of SMP Negeri 1 Kota Tegal in English lessons.

## 5 CONCLUSIONS

Based on the research data that has been conducted by the researcher, the researcher collects opinions from students through questionnaires and the researcher also gets the results of the English end-of-semester exam scores from the English teacher which then the researcher gets the average value. With the English Conversation Club extracurricular activities at SMP Negeri 1 Tegal, the average value of the end-of-semester exam, especially in English lessons from class 8C, managed to meet the minimum completeness value standard (KKM). This is because the scores of students who participated in the English Conversation Club were able to help increase the overall average score in the class. In the eighth grade there were 5 students who joined the extracurricular English Conversation Club so that the average score of one class on the English language lesson end-of-semester exam was 83. Meanwhile, the average value of the eighth grade end-of-semester exam in English lessons if calculated without students who take part in extracurricular English Conversation Club is only 79. It is evident that students who joined the extracurricular English Conversation Club were able to help increase the average score of the English end-of-semester exam by 4%. Based on the results of the questionnaire distributed, some students did 44 45 consider that they were not very interested in learning English in class. However, with the English Conversation Club extracurricular program, students can learn English together well so that the effect can help meet the minimum passing grade standard in English lessons.

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