

Exploring Students' Self-Determination in Joining English Club as the Extracurricular Activities

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the
Degree of Bachelor of Education In English Language Edition



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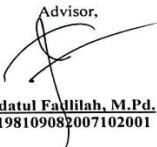
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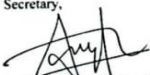

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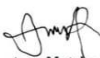

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ABSTRACT

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This study aims to explain the factors that influence students' motivation to join the English club as an extracurricular activity at MTs Darul Ulum Semarang, referencing the three psychological needs in Self-Determination Theory (SDT): autonomy, competence, and connectedness. Utilizing a qualitative case study, this research involved two participants with varying levels of motivation. Data was collected through observation and in-depth interviews. The findings revealed that highly motivated students experienced a sense of autonomy in selecting activities, felt an increase in competence through active participation, and developed strong connections with peers and teachers within the club. Conversely, students with low motivation often did not feel a sense of autonomy, perceived themselves as less competent, and experienced minimal connectedness, leading to their low engagement. This research underscores the significance of fostering a positive learning environment that addresses these three psychological needs, ultimately enhancing students' intrinsic motivation.

Keywords: *English Club, Extracurricular Activities, Self-Determination Theory*

DEDICATION

I dedicate this Final Project to my beloved parents, father Bambang Utomo, S.Pd.I and mother Masrifah, my beloved brother Muhammad Baraka Wiguna, and all those who have supported me in any situation and condition, my beloved teachers, friends and all those who have prayed and encouraged me in completing my studies. I thank you for all your efforts and support so far.

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I sincerely thank Allah SWT for His mercies, blessings, and everything else that helped me finish my research. Salawat and salam will always be given to Prophet Muhammad SAW, who teaches humanity, love, and good morals and leads us from darkness to the light era.

Furthermore, I express my gratitude to the parties who helped me, including my parents, supervisors, friends, and participants. I realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from people around me. This is not just a formality but a form of respect for their invaluable contribution. Therefore, I would like to express my wholehearted gratitude and appreciation to:

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MOTTO

“Allah does not burden a person beyond his capacity”

(Q.S Al-Baqarah, 2:286)

“it’s fine to fake it until you make. Until you do, until it true”

(Taylor Swift)

“Don’t give up when you still have something to give.

Nothing is really over until the moment you stop trying.”

(Briyan Dyson)

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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research, and significance of the research

A. Background of the Study

Participation in English language clubs in schools has been shown to be one of the effective ways to increase student's motivation to learn English, as these clubs offer a supportive and interactive environment to practice language skills. It is not associated with academic value, but rather with learning for enjoyment that is anxiety-free.

Yildiz (2015) stated that extracurricular activities have a positive impact on increasing students' English proficiency by emphasizing the importance of integrating language-oriented extracurricular activities into the school curriculum to support language education. Language-related extracurricular activities are an excellent way to motivate and assist language learners by providing an additional setting for language practice. Students in Canada and Russia report that extracurricular activities have a positive impact on all language skills (Makarova & Reva,2017).

As stated Lai et al,(2015) emphasize that students who engage in a range of out-of-class activities that complement classroom learning experiences report higher levels of self-confidence and enjoyment in English. Aoujil & Benattabou (2020) argues that extracurricular activities

can increase student achievement in English and can have a positive impact on each student's academic achievement and social relationships. Extracurricular English activities can motivate students as a means of improving their language skills and reducing anxiety in foreign languages.

English Club serves as a platform for students to develop and enhance their motivation to practice their English Rahmawati Bage & Agustina (2021). Additionally, the English club helps students' English proficiency Elnadeef & Abdala (2019). This does not, however, rule out the chance of learning demotivation. When students have low learning motivation, they avoid academic activities or work more outside of their learning activities.

A person's learning process will be impacted by low learning motivation Wright (2012). For instance, even if avoiding working on and finishing the assigned task, working on an individual task will be difficult to finish. Individual learning outcomes are also impacted by low motivation, in addition to the learning process itself. Even though an Individual can achieve the maximum amount of learning outcomes, but the learning outcomes obtained with motivation are not optimal.

Reiss (2009), research provides additional support for the idea that low learning motivation will cause people to lack the motivation to perform at their highest level, which will lead to lower learning outcomes. Low motivation is another factor that may contribute to students' poor academic performance. Additionally, the study's findings indicate that outside variables like family and teachers are to blame for this illness (Mauliya et al., 2020).

I am curious about the differences between highly motivated students, who tend to participate in more English club extracurricular activities, and lowly motivated students, who participate less. Specifically, I wanted to identify the motivational factors that affect students with different levels of motivation in order to understand the interactions that occur and ultimately formulate pedagogical implications that can be applied to support learners in their independent learning process.

Many studies have used questionnaires to look at the factors that influence motivation (Bakracevic Vukman & Licardo, 2010; Saheb, 2014; Garcia & Pintrich, 1996). These studies mostly emphasized the broad concepts of motivation, giving more weight to general factors than to particular circumstances or contexts that are connected to the factors. Since motivation is a complicated phenomenon, studying it necessitates an ecologically comprehensive viewpoint (Lightbown & Spada, 2013). Furthermore, every student is a unique agent who deserves to be treated as a complete person. Thus, to investigate the intricate and ever-changing nature of motivation, studies employing a more comprehensive ecological viewpoint are required.

The focus of this study is a case study that employs qualitative inquiry to examine the cases of both highly and lowly motivated students in order to identify the motivating elements that affect their performance in extracurricular English club participation. Therefore, the research question is “What are the motivational factors that influence students' participation in extracurricular English club activities?”.

B. Research Question

How do the motivating factors influence students' participation in extracurricular English Club activities?

C. Research Objectives

According to the research questions, the objectives of the research can be stated as follows:

To explain the motivational factors that influence students' participation in extracurricular English club activities.

D. Scope and Limitation

This study will focus on the factors that influence students who have high and low motivation to participate in extracurricular English club activities at MTs Darul Ulum Semarang, involving upper-grade students who are active in the club, but this research is limited to one educational institution, only includes students who currently participate in English club activities, and relies on data obtained from self-reported answers, so it cannot be generalized to other contexts and can be affected by social bias, and is conducted within a certain time that may not reflect changes in motivation.

E. Pedagogical Significance

a. Theoretical Contribution

This study contributes to the existing literature on student motivation and extracurricular activities by providing a nuanced

understanding of the factors that influence participation in English clubs, particularly focusing on students with both high and low motivation. By examining these motivational dynamics, the research adds depth to theories of language acquisition and student engagement, highlighting how varying levels of motivation can significantly affect students' learning experiences and outcomes.

b. Practically, the result of this study is beneficial:

1. For the student

The findings can help students recognize their own motivational factors, enabling them to understand what drives their participation in English club activities. This awareness can lead to increased engagement and improved language skills as they leverage their motivations effectively, whether they are among those with high motivation who actively seek opportunities for improvement or those with low motivation who may need additional support.

2. For the future research

This study lays the groundwork for further research into student motivation in extracurricular settings. Future researchers can build upon these findings to explore motivational factors in different educational contexts or among various age groups, thus expanding the understanding of student engagement across a spectrum of motivation levels.

3. For the school

The insights gained from this research can inform school administrators and educators about the importance of fostering an engaging environment within extracurricular activities. By understanding what motivates both high and low motivation students, schools can implement targeted strategies to enhance participation and support language development for all students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents important aspects of the previous studies and related theoretical views.

A. Previous Research

1. Extracurricular Program for Student

Research (Furda & Shuleski, 2019) with the title “*The Impact of Extracurriculars on Academic Performance and School Perception*” identifies the significant influence that participation in extracurricular activities has on students' academic success and their perceptions of the school environment. This research involved surveying students to compare their academic performance, as measured by grade point averages, and the overall school perceptions between those who engaged in extracurricular activities and those who did not. The findings revealed that students who participated in extracurricular activities not only achieved significantly higher grade point averages but also reported more positive feelings about their school experience, indicating a strong correlation between extracurricular involvement and enhanced academic and social outcomes.

A further study by Abizada et al. (2020) entitled “*The Effect of Extracurricular Activities on Academic Performance in Secondary School: The Case of Azerbaijan*” states that extracurricular activities play an important role in students' school life, contributing to the development of social skills, learning motivation, and student academic outcomes. Together, these studies highlight the critical role that extracurricular involvement plays in fostering both academic achievement and a positive school climate for students.

Research conducted by (Anjum, 2021) entitled “Impact of Extracurricular Activities on Academic Performance of Students at Secondary Level” further supports the notion that extracurricular activities significantly improve the academic performance of students at the secondary level. The study, conducted in Multan City, showed that students who actively participated in extracurricular activities exhibited better behavior, better test scores, and increased class attendance. This is in line with the conclusions drawn from previous studies, which emphasize that involvement in extracurricular activities not only contributes to academic success but also fosters a more positive self-image and social interaction among students.

In addition, research (Carbonaro & Maloney, 2019) entitled “Extracurricular Activities and Student Learning

Outcomes in Primary and Secondary Schools: Causal Effects or Self-selection?” reinforces these findings by showing that participation in extracurricular activities during primary and secondary school has a small but positive causal effect on academic ability. This suggests that early involvement in such activities can lay the foundation for sustained academic improvement and social development, further validating the important role of extracurricular programs in improving student learning outcomes at different stages of education.

2. English Club Extracurricular Activities

English clubs as extracurricular activities play a significant role in enhancing students' language skills and providing a structured environment for practice. Extracurricular activities such as English clubs, provide the structure and guidance necessary for the development of language skills, which are not always acquired in ordinary social interactions. This stated by Hafid & Mulis (2023) with the title "*The Impact of English Clubs on Students' Language Skills at SMA Raudlatul Ulum Gondanglegi*", the findings revealed that students who joined the English club had a better understanding of English and were more proficient in speaking than those who did not participate. This supports the idea that English clubs provide a structured environment that facilitates language practice and development.

Furthermore, the research conducted Desti Aryanti et al. (2024) and the title "*Student's Perceptions and Challenges on English Club Extracurricular Activity at SMAN 8 Lubuklinggau*" corroborates these findings by showing that most students have a positive perception of English club activities. The study indicated that participation in the English club not only improved students' pronunciation and vocabulary but also increased their confidence and interest in learning English.

3. Student Motivation to Learn through English Club Activities

Students who take part in extracurricular English Club feel more motivated to learn English, this is the opinion of Handayani et al (2023) in their research entitled "*Students' Perceptions of the English Club Extracurricular Program in Terms of Improving Motivation to Learn English*" Data obtained through questionnaires showed that 30% of students felt they had an almost perfect level of motivation, and 20% of students felt very motivated to learn English. As stated by Hamadameen & Najim (2020), in their research entitled "*The Impact of English Club Activities on EFL Students' Communicative Skills*" focused on students' motivation to join the English Club to help improve students' English communication skills. The researcher stated that students

showed that they had better English achievement after joining the English club and felt more confident.

Melviza et al (2017) and Kurniati (2023) argue that the majority of students consider practicing in English Club more fun than attending regular classes, this is because students can practice English without fear when exchanging opinions and can motivate them. in accordance with the opinion Elnadeef & Abdala, (2019) in the study entitled “*The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context*” which states that English clubs significantly increase student motivation especially in practicing their English (speaking). The English teaching environment model in extracurricular activities is also influential because it can increase students' learning motivation Alhasov et al (2020).

4. Exploring Motivational Factors

In their study “*How motivation influences student engagement: A qualitative case study*”, Saeed & Zyngier, (2012) concentrated more intently on the relationship between motivation and engagement. While extrinsic-motivated students displayed ritualized and retreat forms of engagement, intrinsic-motivated students demonstrated genuine engagement in their education. Authentic, ritualized, retreats,

and rebellious engagement was demonstrated by students who were motivated by both internal and external factors.

In line with research conducted by Said et al. (2023) with the title *“The motivation of university students in speaking English on extracurricular activity: Extrinsic or intrinsic?”* which extends research on motivational factors into the context of extracurricular speaking activities. The findings showed that the participants were motivated by intrinsic and extrinsic motivations; they wanted to be able to communicate in English and also get a certificate.

In the context of Thailand, Srithep (2023) explores the innovative aspects of extracurricular activities in his study titled *“In Love and English: A Case of An Extracurricular Activity Conducted in Thailand’s Tertiary Level.”* While the research highlights the importance of novelty in such activities, it notably does not delve into the motivational factors that may influence student engagement and participation. This extracurricular activity is from more conventional pursuits like debate clubs, writing sessions, or film analysis. The goal of these exercises is to increase their confidence in students’ motivation to learn outside of class hours as demonstrated by the study. Nevertheless, no distinct motivating elements were found.

B. Literature Review

1. English Club

By joining an English club, the desire to learn English can be fulfilled through informal education. English Club is a student-run organization that hosts engaging literary, artistic, and social events like poetry readings, essay writing contests, and language forums. English Club is an essential tool for further learning. College students don't have much time to practice speaking; they hardly have a few hours a week to write, learn grammar, and commit words to memory. English language clubs in the community can help close the gap Malu & Smedley (2016).

English clubs have several advantages, according to Carter and Nunan (2001) These include encouraging students to use real-world English in authentic contexts, building self-confidence through fundamental socialization techniques, improving students' communication abilities, and creating a welcoming environment for students. Students can practice speaking in a supportive environment at the English club, which provides a tangible setting where learning English becomes more hands-on (Mouleka & Fouty, 2013).

By participating in enjoyable English practice with peers, joining an English club gives students the chance to enhance their language proficiency and raises their awareness of the

importance of communicating effectively in English (Wardatun, 2020). Additionally, the English club helps students develop their confidence because it encourages them to speak in front of their peers, which helps them practice speaking and confidence.

The English Club places more of an emphasis on exposure to the language than on honing a rigid set of English language abilities Afia (2006). A club for individuals interested in practicing their English language skills is called an English club. The availability of English clubs is very beneficial to those learning foreign languages, it is because they will consistently have ample opportunity to utilize the target language in authentic communication Sabgini (2017).

2. Extracurricular Activities

Extracurricular activities are typically defined as those that an academic institution offers but do not fall under the purview of the curriculum. As explained by Holt et al (2012), Students are challenged to help develop competencies and confidence while being guided toward appropriate behaviors. Thus, Participating in extracurricular activities helps students develop discipline and good behavior in real-world scenarios (Yildiz, 2016).

Extracurricular activities are an important part of student's educational experience, as they provide opportunities for

learning outside of the formal curriculum. Students can improve their teamwork, communication, and time management skills through extracurricular activities (Wilson, 2009). Additionally, these activities help students perform better academically. Joining an English club as an extracurricular activity has been shown to offer numerous advantages in the context of learning the language.

Various degrees of engagement and participation in an activity could have a positive effect on an individual's future success. Studies also showed that an individual's development may be impacted by the kind of extracurricular activities they participate in and how much of them they do Eccles et al (2003). As expressed by Gardner et al (2008), The transition of human development is emphasized by theory and research on positive youth development, which also suggests that fostering supportive, positive relationships with individuals and social institutions promotes healthy development.

Due to variations in school cultures, extracurricular activities are interpreted differently in every country. In America, extracurricular activities have an effect on students' academic progress Harisiswana (2017). Research findings from a case study of the Access Program in Morocco prove that extracurricular activities can improve students' achievement in English and their social relationships.

Participation in such activities increases students' motivation, which contributes to higher academic achievement (Aoujil & Benattabou, 2020).

3. Motivation and Motivational Factors in Language Learning English

Ryan & Deci (2000a) suggest that “To be motivated means to be moved to do something”. This indicates that those who are driven to accomplish a task are enthusiastic about it. Motivated students put in more time, effort, perseverance, and energy to meet their language learning objectives. When learning a language, highly motivated students are likely to feel in "flow". They become completely engrossed and focused on the task at hand during the flow stage, losing track of time and developing a sense of competence and control (Csíkszentmihályi, 1997).

Dörnyei (2001) believes that even people with exceptional talent cannot achieve long-term goals without enough motivation. Conversely, learners who are unmotivated or low-motivated do not have the desire to learn. Serious issues with language learning include a lack of drive, purpose, and agency. Low-motivation learners give up easily and lack resilience when faced with obstacles; they do not enjoy learning and are not willing to take on challenges. Notably, learners'

commitment to the learning process is determined by their motivation.

Individual motivation levels determine how committed or invested students are in the learning process and how involved they are, Ryan & Deci (2000a). A variety of motivational factors impact learners, who display differing levels of motivation. The degree of their learning success is largely determined by these individual differences (Alizadeh, 2016).

Types of motivation, learning goals, expectations, learners' preferences, emotions, feelings, mindsets, anxiety, physical condition, attitudes, self-concept, learning context, group dynamics, learning materials, and task types are just a few of the many variables that make up motivational factors.

The general framework of motivation types (integrative, instrumental, intrinsic, and extrinsic motivation) and the macro theory of SDT, which comprises the fundamental ideas of competence, autonomy, and task expectancy-value, as well as relatedness, as these theoretical constructs taken together mold people's views of themselves, their actions, and the elements that affect them Ryan & Deci (2000a).

4. Intrinsic and Extrinsic Motivation in Second Language Learning.

Motivational factors have long been discussed in relation to second language learning (L2). Gardner and Lambert (1972)

First, put forth the idea that a social group of language users plays a significant role in determining the instrumental or integrative motivation of learners. They clarified that these two unique factors created separate motivational factors or motives for students' learning. Instrumental motivation drives learners who want to use L2 for utilitarian values like advancing in their careers or obtaining a better job. Conversely, students who have integrative motives want to learn a second language in order to fit in with the target community.

According to this perspective, there are three elements that make up L2 motivation: the desire to learn the language, attitudes toward learning the language, and motivational intensity or effort, Gardner (1985). Learners' attitudes toward L2 and their levels of effort and desire to learn vary depending on whether they are motivated by instrumental or integrative factors. Empirical studies showed that integrative motivation outperformed instrumental motivation in terms of its impact on students' behavior and language skills (Gardner & MacIntyre, 1991). Nonetheless, it is impossible to ignore the impact of instrumental motivation.

Another motivational pair discusses the difference between extrinsic and intrinsic motivations. Intrinsic motivation refers to the drives inherent in the activity itself. The learners' personal interests motivate them to complete the

learning task, which leads to their enjoyment of it. Conversely, extrinsic motivation is associated with outside variables like earning rewards or passing an exam (Anjomshoa & Sadighi, 2015).

These two types of motivation enabled SDT, which will be discussed in greater detail in the next section. Most education research suggests that is essential to assign tasks that support students' intrinsic motivation at the beginning and maintain motivation stages in order to pique students' interest and keep them engaged and challenged throughout the learning process.

5. Self-Determination Theory

Self-determination theory (SDT), a macro theory that is well-known and significant for comprehending human motivation and behavior, serves as the theoretical framework for this study, which focuses on student motivation factors (Ryan & Deci, 2008). Additionally, SDT places a great emphasis on people's basic psychological needs, such as relatedness, competence, and autonomy. It recognizes that people's needs for social interaction and self-determination are fundamental. SDT's human-centered approach yields promising findings for motivation research (Dörnyei & Ushioda, 2010).

Recent studies on L2 motivation have increasingly explored enhancement through the application of SDT, a macro theory that focuses on human motivation and personality, as a result of the cognitively situated period (Deci & Ryan, 1985; Ryan & Deci, 2000b). The focus is on the innate psychological needs and growth tendencies of individuals. The extent to which human behavior is self-motivated and self-determined is investigated by SDT. It depends on the social environment and aims to explain human motivation and personality in connection to how people interact with something (Legault, 2020).

The early development of SDT was based on research on both intrinsic and extrinsic motivation. It asserts that human behavior is strongly influenced by both forms of motivation. It also offers a basic comprehension of how outside stimuli, such as praise or awards, can occasionally boost motivation while other times having the opposite effect (Ryan & Deci, 2008). SDT expands upon these motivational sources into a more intricate idea that includes both controlled and autonomous motivation (Ryan & Deci, 2008).

An individual will feel self-directed and independent when motivated by autonomous motivation; conversely, they will feel less autonomous when motivated by controlled motivation (Ryan & Deci, 2008). The motivational

components of SDT can be further explained by three main concepts: autonomy, competency, and relatedness. This theory states that goal-directed behavior is driven by three innate psychological needs, which are as follows:

a. Autonomy

Autonomy is key to understanding behavioral regulation. Students must learn to take charge of their own lives and conduct. Students will feel that they are in charge of their own education if they have a strong sense of autonomy. They would be capable of taking charge of their education and motivating themselves to succeed. Instead of feeling under pressure from outside sources, autonomous students believe that their learning activities originate from within and represent who they are (Martela & Riecki, 2018).

Individual mentality and the absence of outside influences are the sources of autonomy. Without being coerced, people choose to do something because they enjoy it. For instance, when learning English, students who feel autonomous would participate in activities that pique their interest without feeling pressured to.

b. Competence

Competence is the need for achievement, knowledge, and skills. Competence is the need to

experience mastery and achieve desired outcomes. A sense of mastery is closely related to self-efficacy, which is essentially a belief in one's own abilities (Martela & Riecki, 2018). Everyone has a need to feel competent and develop an experience of mastery over something. When students master skills and gain competence in a task, they also want to learn more.

Competence is an important motivational factor in learning and development. In terms of language learning, students participate in activities or take part in extracurriculars because they feel that these activities and extracurriculars enable successful learning.

c. Relatedness

Relatedness refers to a sense of belonging and connectedness to others. Martela & Riecki (2018); Van den Broeck et al. (2010) state that relatedness is the need to feel connected to others. When students feel that they are part of a learning community and see meaning in what they are doing, they will enjoy learning and want to learn more.

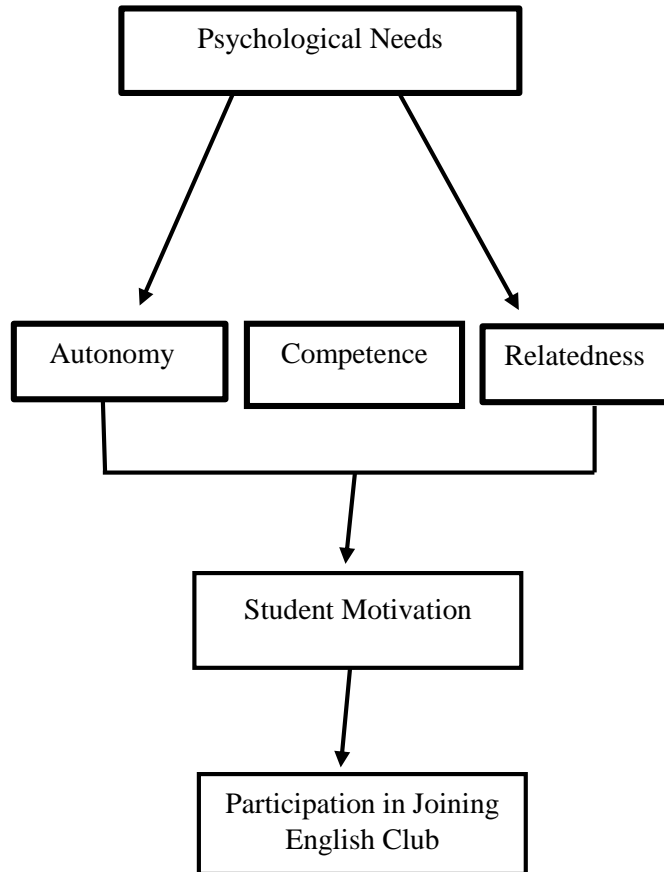
In short, the sense of connectedness that everyone needs to experience is the feeling of belonging and being connected to others, feeling cared for by others,

and caring for others. Feeling connected to others does not come from internal factors. They decide to do something because they feel an activity makes them connect with others or feel part of a group of people in the activities.

C. Conceptual Framework

A system of concepts, assumptions, expectations, beliefs, and theories that support and inform research or tentative theories about what phenomena are and why they are happening or ways of looking at problems in an integrated manner, or the culmination of various concepts or sets of related concepts or models of relations between variables implying a particular theoretical perspective to describe a phenomenon, are examples of the conceptual framework. The concepts collectively provide a comprehensive understanding of a phenomenon or phenomenon or a collection of interrelated ideas (or theories) about how a phenomenon functions or is related to its component.

Figure 2.1



This conceptual framework explains the relationship between students' psychological needs and their motivation to participate in English clubs, based on Self-Determination Theory (SDT). The three needs are autonomy, competence and connectedness. Autonomy reflects

students' control over the choice of activities, which increases their engagement. Competence relates to a sense of capability in mastering skills, which encourages students to be motivated to actively participate. Connectedness includes a sense of belonging and social support from friends and teachers, which also increases motivation. Overall, the fulfillment of these three needs contributes to students' motivation and their participation in English clubs, thus creating a more effective learning environment.

CHAPTER III

RESEARCH METHOD

This chapter provides an overview of the research method. This procedural step is essential to the research because it impacts the analysis and findings of the study. To get accurate data, the researcher must thoroughly verify reliable sources before beginning any research and employ the right research techniques. The study's researcher clearly explains the research design, research setting, data source, research focus, data collection method, data validity and reality, and data analysis method in this section.

A. Research Approach

As extracurricular engagement and motivation should be context-dependent and subjective in nature Dickinson et al (2021), I adopted an qualitative case study due to its ontological suitability and ability to answer our research questions. I used a case study from MTs Darul Ulum Semarang. We chose this location because it has an Extracurricular English club, which provides students with additional opportunities to practice their language skills outside of the regular curriculum. This club reflects the school's commitment to improving English language education by offering students more chances to engage with the subject matter in a fun and interactive way.

Understanding process, experience, and the meaning people ascribe to objects are the main concerns of qualitative research. Qualitative research places a strong emphasis on the researcher's active participation in the research process (Nassaji, 2020). The subject of the study or the data being examined is directly interacted with by the qualitative researcher. Many times used as a research method, the case study helps us better understand individual, group, organizational, social, political, and related events (Yin, 1989). I will gain a thorough understanding of the phenomenon description by using this design.

Thus, to fully understand the reasons behind MTs Darul Ulum students' decision to join the English Club, the researcher used this research approach in this study to conduct an in-depth investigation and collect detailed information through observation. Along with finding and examining documents from this English club, the researcher also conducted in-depth interviews with the students. Afterward, the data was examined and provided in the form of descriptions.

B. Research Setting and Place

1. Place of the Research

The research location is the place where I conduct research. This research was conducted at MTs Darul Ulum Semarang. I chose MTs Darul Ulum Semarang as the research site because it

has extracurricular activities, specifically the English Club, which serves as a learning program to improve students' English Skills.

2. Time of the Research

This research was conducted in October. The month was chosen because the researcher was carrying out PLP activities at the school and felt that the time was the right time to conduct research. This research lasted for two months, from October to November. At the end of October, i began observing the extracurricular activities of the English club. I used the beginning of November to collect data by interviewing students.

The details of this field research setting are described in the form of a schedule that was continued every week according to the English club extracurricular schedule :

Table 2.1

Research Schedule

No	Date	Activity
1	Oct 29, 2024	Interview student 1
2	Nov 05, 2024	Interview student 2
3	Nov 12, 2024	Observation
4	Nov 19, 2024	Observation
5	Nov 26,2024	Observation

C. Research Focus

This study focuses on the motivation of MTs Darul Ulum students who participate in extracurricular English club activities. The participants in this case study consisted of 2 people: one person who had high motivation, named Aw (pseudonym), and another person who had low motivation, named Ade (pseudonym). Their motivation level was determined by their attendance and participation in the English club activities. Highly motivated students, such as Aw, are often included to participate in inter-school competitions or other events. He agreed to participate in this study.

D. Sources of Data

A collection of works and actions as the main sources of data for the study. The others, such as documents, are supplementary. The source of data is the person who answers the researcher's question, provides information or responds. The data is also gathered through documentation and observation.

It is important for researchers to think about the sources they will use to back up their findings. I can choose between primary and secondary sources of information. Additionally, I have the option to employ both dual methodology and triangulation. The information used in this study can be categorized as follows based on where it came from:

a. Primary data

The main data in this study were taken from the observation of the implementation of English club extracurricular activities, and in-depth interviews with MTs Darul Ulum Semarang students regarding their motivation to join the English club activities.

b. Secondary data

The main data in this study were taken from the observation of the implementation of English club extracurricular activities, and in-depth interviews with MTs Darul Ulum Semarang students regarding their motivation to join the English club activities.

E. The Technique of Data Collection

Data can be collected using a variety of methods to capture multiple realities and provide a comprehensive picture of the human experience. Three data collection methods were used in this qualitative research: in-depth interviews and observations

1. Observation

The observation was used to collect direct data on skill development, student relationships, and leadership in the context of students' motivation to participate in English Club extracurricular activities. By directly observing group interactions and dynamics, the researcher was able to identify

factors that supported or hindered students' engagement and its impact on their motivation.

The following indicators will be looked at in the observations of the clubs:

- a. Autonomy: student's involvement in choosing roles, making decisions, and showing intrinsic motivation in participating in English club activities
- b. Competence: students' development of English language skills, confidence, and progress in the tasks given in the activities.
- c. Relatedness: students' relationships with friends, social interactions, and support received from friends and mentors during activities.

2. In-depth Interview

Interviews were conducted to gain in-depth perspectives from students regarding their experiences in the club. By asking 12 diverse questions, we were able to elicit information about the support they received, the barriers they faced, and their motivations for engaging in club activities.

Interviews allowed students to share personal views that may not be apparent in observations, thus providing a richer context to the data collected. In this interview, I will give 12 questions with different types for each number, to students who take part in the English Club.

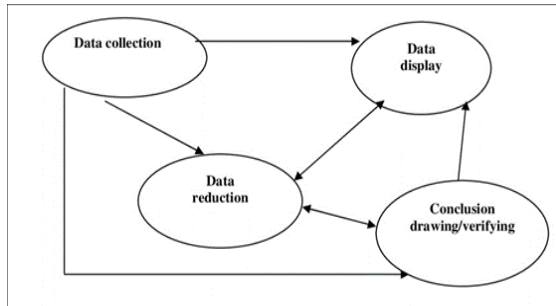
F. Technique of Data Analysis

I collected the completed data and then proceeded with the data analysis. Using narrative analysis, the researcher examined the data. In addition to acting as a framework or model for data organization, the narrative also functions as a kind of transcript of the experiences of the respondents.

For analysis, the recorded interviews were transcribed. The key ideas of motivational factors were used to outline the participant stories in verbatim transcriptions that were prepared for data presentation in a narrative style. The results were given case by case to demonstrate what the participants had done and their motivating factors. One of the researchers showed each participant the analysis's findings and asked them to double-check the data's accuracy and interpretation in order to validate the data. The methods used to analyze the data were compared to the research techniques employed by (Ary, 2010). Following is a description of the steps:

1. Data collection

Ary (2010) emphasizes that qualitative researchers can use written documents or other artifacts to understand the phenomenon under study



The main sources of this research were in-depth interviews of students, after both participants gave their permission to participate in the study and after they were fully aware of its goals. They were made fully aware that their involvement in English Club activities would not be impacted by this study and that pseudonyms would be used to protect their anonymity.

Each participant was interviewed one-on-one at their convenience in a relaxed, welcoming environment in order to gather data. The interviews were conducted in Indonesian and lasted approximately one hour each. with supporting information coming from classroom observations and teachers who provided further information about the English Club.

2. Data Reduction

In this phase, the researcher compiled, arranged, and focused on important components, like the reasons behind students' involvement in English Club activities for English language acquisition and the students' reactions to these extracurricular activities. Additionally, the researcher required

analysis to distinguish precise data. The investigator can concentrate on the information to be examined.

3. Data Display

As stated by Ary, (2010) , data display involves selecting parts of the data that most effectively illustrate general conclusions. Typically, this consists of reading and evaluating data transcriptions and emphasizing keywords or themes that highlight particular concepts. At this point, the responses and additional data were grouped by the researcher according to the variable group.

After that, it was once more categorized using the particular indicators that had been identified beforehand. There will be a narrative presentation of the data. I will be able to take action for additional analysis or caution based on their understanding of what is happening thanks to the data display.

4. Drawing conclusion

According to Ary (2010). The word "draw" in this context should be taken literally, meaning that the researcher takes relevant interpretations, structures, or processes from the data in accordance with the type of analysis that is selected. At this point, the researcher makes deductions about the responses to the given questions. In qualitative research, the conclusion can provide an answer to the posed problem question.

CHAPTER IV

FINDING AND DISCUSSION

The researcher presents the study's findings in this chapter. Research findings and a discussion are presented in this chapter, which is organized into four major sections. The research question about students' motivation to join extracurricular English clubs is addressed in the first section, which includes a description of the data, the results of the interviews, and a discussion of the results.

A. Finding

Based on the motivational elements that shaped their conduct in the extracurricular English club activities, the narratives of the highly and lowly motivated participants are presented. Their general background, attitude toward English, motivational style, sense of independence, competence, and relatedness are some of these.

1. Finding from the high motivation participant

Pleasure with the activities: Self-motivation and sense of autonomy

As previously stated, Aw loves English and had a great time in his junior high English classes. His primary motivation for participating in the extracurricular English club and other study sessions during his free time appears to be this. He claims that he likes engaging in these pursuits. This intrinsic motivation is

strongly related to her sense of autonomy. She believes that by engaging in these activities, she learns new things.

I want to learn English more deeply, fortunately, I found this extracurricular English club. The existence of this activity motivated me to join because to improved my English skills, both for academic and personal needs.

She emphasized her enjoyment and interest in the English club activities during the interview. Her interest in English has encouraged her to seek more opportunities to learn.

As a bonus, she can participate in the school-level English competition. She wanted to actively participate in this activity. Even during the interview, he said that he often practiced speaking by chatting with friends for small talk, although not with many sentences but at least a little help.

I feel satisfied with my experience in the English club. Although there are challenges such as public speaking I still feel nervous. Because of this, I try to chat with my friends in English when I am in class, although not much. I feel that this activity really helps me to grow.

In addition to participating in the school's extracurricular English club, she plans her own English language education by selecting enjoyable activities.

Almost every day I try to practice English, either practicing speaking or adding vocabulary. I usually learn vocab by listening to songs.

Enhancement and achievement: Sense of competence

AW was also motivated to engage in this activity in order to get better at speaking. He was determined to get better at English. He believed he could pull it off. Although he believed that his English was poor, the teacher had actually selected him to compete in the inter-school English tournament at that time.

He was halfway through his language learning, and he still had a long way to go. Aw believes that learning never stops, so he makes an effort to learn something new every day through the English club activity. During the interview, he stated:

I believe that English club activities are very beneficial as they enhance my language skills and boost my confidence in speaking English and provided me with my first experience in an inter-school English competition.

Having a sense of relatedness and belonging to the group

A sense of belonging is another element that encourages Aw to get involved in English club activities. He was a member of the group. The club accepted him. Additionally, he was acquainted with the instructor who planned the English club activities. He stated in the interview:

He (the teacher) makes students more confident when practicing English, especially when speaking English in any situation. Every member feels valued and encouraged to participate.

2. Findings from students with low motivation

Low task expectations and a lack of motivation

Ade doesn't seem to care much about English lessons or improving his English skills. He prefers Bahasa Indonesia because he finds it easier and it is his everyday language. While his learning experience in the English club did not change his perspective on English, he still finds it difficult to understand it.

I feel that Indonesian is much easier and more comfortable to use on a daily basis. My experience of joining the English club didn't change my perspective on English much. I still found it difficult to understand.

In addition, Ade does not seem to be driven by the need for English at the moment. According to him, other subjects were also much more important during his schooling. In the interview, he said that he realized that English is important and can be useful in the future

I think as long as I am still in school all subjects are important, not just English. I also have no real interest in joining the English club, I joined because I wanted to add value to my report card.

She realized that her English was not good enough. He also had a plan to improve his English, but it was not the main thing for him. He also explained that he had tried his best by joining English club activities. She will not compare herself with others.

I realize that my English skills still need to be improved. Unfortunately, improving my English is not a top priority for me. I have never compared myself with other friends.

Not much progress - no sense of competence or autonomy

In fact, Ade believes that extracurricular activities in English clubs are generally advantageous. He did not, however, feel that he had gained much knowledge or improved as a result of his involvement in English club activities. She did not obtain any motivation from taking part in the extracurricular activities since she did not appear to acquire any sense of competence from them. She simply wants to receive a higher grade or score on her report card.

In addition, she did not have a clear goal to improve her English language skills. She only wanted to participate as an additional activity. She only wants to do this extracurricular activity when she graduates. She said,

“Whether my English will improve or not, it's not a big deal. By joining this extracurricular English club I have tried my best, and I don't need to compare myself with other friends” .

The score is clearly Ade's motivation for joining the extracurricular English club. He said,

“My motivation to join the English club was to increase my report card score. And also to follow my friend who is good at English.”

He obviously didn't think these extracurricular activities were important, so he didn't devote much time, effort, or energy to them either. He did not seem to ascribe his success or failure to them, instead taking them for granted.

He did, however, claim that because he only took part in the English club's extracurricular activities, it forced him to participate in other activities. She was also encouraged to engage in these activities because of the bonus points awarded for them. She acknowledged that she might not have participated in the extracurricular activities if it weren't for her grades.

B. Discussion

The results of both case studies demonstrate the significance of the motivating elements covered below.

Intrinsic and extrinsic motivation in student engagement

This result is also consistent with research by Saeed dan Zyngier (2012), which highlights how motivation affects how engaged students are in the learning process. Both participants in the English club extracurricular activities in this case study were driven by different types of motivation. Aw has intrinsic

motivation and extrinsic motivation, but the dominant high is his intrinsic motivation. Ade, on the other hand, has no intrinsic motivation. His only source of motivation is extrinsic motivation.

Numerous studies have acknowledged the importance of both intrinsic and extrinsic motivation (Anjomshoa & Sadighi, 2015; Dörnyei & Ushioda, 2010). However, intrinsic motivation determines whether students will continue to participate in an activity without additional external motivation, and it has been linked to lifelong learning. Aw, students who are highly motivated, happy, and excited to participate in English club activities to learn English as evidenced by their active participation in these activities. Meanwhile, Ade participated in the English club activity just to get his score.

Research shows that intrinsically motivated students are more likely to participate in self-directed learning and show higher levels of creativity and critical thinking, so it is crucial to distinguish between intrinsic and extrinsic motivation (Ryan & Deci, 2000). In addition, Dörnyei (2001) highlights that creating a positive learning atmosphere can increase intrinsic motivation, which can result in a more satisfying learning experience. Conversely, Ade's reliance solely on extrinsic motivation may limit her engagement and hinder her ability to develop a genuine interest in the subject matter.

However, as Amabile (1996) points out, extrinsic rewards can sometimes erode intrinsic motivation. Because intrinsic motivation fosters both active participation and a lifelong love of learning, educators must establish conditions that support it (Schunk, Pintrich, & Meece, 2008; Deci & Ryan, 2008). Furthermore, cultivating interest in a subject can greatly increase intrinsic motivation, resulting in deeper engagement and improved learning outcomes, according to research by Hidi and Renninger (2006).

Sense of autonomy and sense of relatedness

Only highly motivated students reported feeling a sense of autonomy and relatedness in this study on English club activities. Aw thought that participating in the extracurricular English club activities was enjoyable. She has been inspired to look for additional learning opportunities by her interest in English. When she as a member, feels appreciated and encouraged to participate despite her limited language skills, it is evident that she feels a part of the group.

Ade, however, received a different impression. He was therefore unmotivated to join the extracurricular English club and did not particularly enjoy learning. As a result, Aw can be said to be an independent learner who is responsible for her own learning. He admits that joining the English club is also an opportunity for him

to develop his potential, and he is very enthusiastic to learn and practice English through the club activities.

As said Martela & Rieki (2018), independent learners are highly responsible for their own learning and have the ability to plan their studies effectively. The importance of motivation in self-directed learning is also supported by research showing that students who have intrinsic motivation tend to be more engaged in the learning process and achieve better results (Schunk & Zimmerman, 2008).

This supports the findings of Boekaerts (1999), who claimed that students who can better organize their learning will be better equipped to overcome obstacles and maintain motivation in the face of setbacks. Therefore, fostering an encouraging and supportive learning environment for students, as Aw did, can help them develop stronger study techniques and achieve better academic results.

Observations revealed that Aw actively participated in role selection and decision-making during club activities. He felt free to learn and enjoy the club's activities. This is consistent with the interview when Aw stated that he felt free to explore and contribute to the activities. Ade, on the other hand was more likely to follow along without taking any initiative. He admitted that his motivation to participate was extremely low and that he only joined the club activities to earn extra credit. This suggests that a

lack of autonomy may deter student participation in extracurricular activities.

Observations revealed that Aw interacted well with the other members and felt included in the group. She emphasized the significance of receiving support from friends and teachers in building her confidence. In the interview, Aw stated that the English club's supportive environment made him feel at ease about participating.

Sense of competence

Aw believes that English club activities will help him to develop and learn. But it was different with Ade who felt that he did not gain much knowledge from the exercises. However, Ade believes that he has done his best, so he does not feel bad about himself.

Aw is a student who is very motivated to keep learning and taking part in extracurricular activities with the English club because he is competent. E's interested in learning more, particularly in English. One of the things that motivates learners is a sense of competence (Dörnyei, 2019). In addition to determining "how long they are willing to sustain the activity, and how hard they will work at it", motivation also influences why people choose to take certain actions (Dörnyei & Skehan, 2003).

Aw and Ade's divergent perspectives emphasize how crucial personal convictions regarding one's own abilities are to the

learning process. Despite his best efforts, Ade's experience demonstrates that a lack of perceived competence can result in disengagement, even though Aw was able to overcome the difficulties of the English club. This is consistent with Bandura's (1997) theory of self-efficacy, which holds that people are more likely to participate in and stick with difficult tasks if they have confidence in their own abilities.

Given that this can have a big impact on student's motivation and learning outcomes, educators should concentrate on creating a supportive environment that increases students' sense of competence. Teachers can assist students like Ade in realizing their potential and taking an active role in their education by offering them opportunities for success and constructive criticism. For example, this can help the learners more during extracurricular English club activities.

Observations also revealed that Aw was very confident in speaking and participating in club activities. He believed that the club activities helped him improve his English skills and self-esteem. In the interview, Aw stated that his positive experiences at the club made him feel more confident in using English. Ade, on the other hand, appeared hesitant and lacking confidence. He felt he had made little progress and lacked confidence. This suggests that a low sense of competence can reduce students' motivation to participate in more in-depth learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of this research. Based on the data analysis covered in the previous chapter, the author presents the study's findings in this chapter and makes recommendations for the instructor, students, and future researchers.

A. Conclusion

1. Autonomy

High motivated student: This student shows a high level of autonomy in his participation in the English club. He feels free to choose the activities he wants to participate in and takes an active role in determining his role and contribution to the activities. The decision to join the club is driven by personal interest and a desire to learn, which creates a sense of responsibility for the learning process.

Low Motivated student: On the contrary, this student feels less autonomy in his participation. He only participates in activities to get extra marks and does not feel he has control over the choice of activities he participates in. This results in a lack of motivation to be actively involved in the club.

2. Competence

High motivated student: This student felt a significant increase in competence through her participation in the club. She believes that the activities in the club helped her develop her English skills and increased her confidence in speaking. This positive experience encouraged her to continue learning and participating in English competitions.

Low motivated student: This student felt that she did not gain much knowledge or skill improvement from the club activities. She did not feel competent in using English and did not have clear goals to improve. This led to dissatisfaction and lack of motivation to participate further.

3. Relatedness

High motivated student: This student felt a strong connection with her peers and teachers at the club. She felt accepted and valued in the group, which boosted her confidence. Support from friends and teachers made her feel comfortable to participate and share her experiences in learning English.

Low motivated student: On the other hand, this student felt less connected to other club members. She did not feel sufficient social support in activities. This lack of connection contributed to her low motivation and engagement in the club.

Suggestion

Based on the conclusions mentioned above, the author would like to provide some suggestions related to this research that may be useful for teachers, students, and future researchers. The author hopes that these suggestions are useful.

1. For the teacher

It is recommended that teachers create a supportive learning environment during extracurricular activities. A positive and inclusive atmosphere will make students feel comfortable to participate and interact. In addition, the use of varied teaching methods, such as games and group discussions, can increase student engagement. Giving students the opportunity to choose roles and activities that interest them will also increase their sense of responsibility and motivation to actively participate

2. For the student

For students, it is important to increase self-awareness regarding personal motivations for participating in extracurricular activities. By understanding what drives them to learn English, students can more actively seek opportunities to improve their language skills. In addition, students are expected to be more involved in English club activities, both in discussion and practice and build good relationships with friends in the club to support each other in the learning process.

3. For the other researchers

For other researchers, it is recommended to conduct further research on motivational factors in different contexts, such as in schools with different cultural backgrounds or at different educational levels. This research can provide greater insight into the dynamics of student motivation, and can also explore the influence of the social environment on student motivation in participating in extracurricular activities, so as to provide a more holistic picture of the factors that influence student involvement.

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APPENDICES

Appendix 1: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://itik.walisongo.ac.id>

Nomor : 4658/Un.10.3/K/KM.00.11/10/2024

Semarang, 25 Oktober 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala MTs Darul Ulum
di-Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Faifa Syifa Al Karim

NIM : 2103046003

Semester : 7

Judul Skripsi : Exploring Students' Self-Determination in Joining English Club as the Extracurricular Activities

Dosen Pembimbing: Sayyidatul Fadlilah, S.Pd., M.Pd.

untuk melakukan penelitian/riset di MTs Darul Ulum yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan tema/judul sebagaimana tersebut diatas yang dilaksanakan selama kurang lebih 1 bulan, mulai dari tanggal 29 oktober 2024 sampai dengan tanggal 30 November 2024 dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2: Result of Observation

The following indicators will be looked at in the observations of the clubs:

Indicator	Description	High Motivation Student	Low Motivation Student
Autonomy	Active student involvement (speaking initiative, taking part in discussion)	✓	
	Freedom of choice of role (choice in determining tasks or roles)	✓	
	Intrinsic motivation (self-interest)	✓	
	Decision to participate	✓	✓

	(enthusiasm or reluctance)		
Competence	Student confidence (speaking or contributing confidently)	✓	✓
	Understanding of the task (understand and follow activity instructions)	✓	
	Skills progress (improved speaking, writing, etc.)	✓	✓
	Feedback received (receiving or requesting feedback from friends or teachers)	✓	

Relatedness	Interaction with other members (students cooperate with their peers, support each other, or experience conflict during the activity)		
	Group atmosphere (the group has a comfortable, supportive, and inclusive atmosphere where all members are accepted)		
	acceptance in the group (students feel accepted and valued by their		

	peers in the group)		
	support from the teaching teacher (the teaching teacher provides attention and assistance to students during the activity)		

Adapted from Bayat (2015)

Appendix 3: Guidelines for Interview

Interview Question for Student

Date :

Interviewer :

Location :

Category	Item Specification
Autonomy	<ol style="list-style-type: none">1. Tell us about your experience with English club Extracurricular activities.2. What did you do in the activity? What was your role?3. How well did you participate in the activity?
	<ol style="list-style-type: none">4. What motivated/encouraged you to do the activity? Why did you choose or not do it?
Competence	<ol style="list-style-type: none">5. What did you think about the activity? What did you feel?

	<p>6. What did you learn? What did you get out of the activity?</p> <p>7. What did you like and dislike about the activity?</p>
<p>Relatedness</p>	<p>8. What was the atmosphere like? How was the group dynamic?</p> <p>9. Were you satisfied with the experience?why/why not?</p> <p>10. What problems or difficulties did you encounter?</p> <p>11. How would you rate the activity?</p> <p>12. What is your advice about extracurricular activities as an addition to learning?</p>

Adapted from Bayat (2015)

Appendix 4: Interview Transcript

Interview Question for Student

Date : Oct 29, 2024

Interviewer : Faila Syifa Al Karim

Respondent : Aw

Location : MTs Darul Ulum Semarang

Q:	Please tell us more about your English learning experience.
A:	Pengalaman belajar Bahasa Inggris saya dimulai disekolah dasar, saya merasa kesulitan. Saya tidak menyukai Bahasa Inggris karena pelajarannya membosankan dan sulit dipahami. Tetapi, ketika saya masuk MTs dan bergabung dengan English club, saya mulai menyadari kalau Bahasa Inggris itu penting dan menarik.
	My English learning experience started in elementary school, where I found it difficult. I didn't like English because it was boring and difficult to understand. However, when I entered MTs and joined the English club, I began to realize that English was important and interesting.
Q:	What do you think about English and learning English?
A:	Saya percaya bahwa Bahasa Inggris adalah Bahasa internasional yang sangat penting. Di English club, saya

	belajar dengan cara yang lebih menyenangkan, yang membuat saya lebih menikmati proses belajar.
	I believe that English is a very important international language. In English club, I learn in a more fun way, which makes me enjoy the learning process more.
Q:	Why do you like or dislike English?
A:	Saya mulai menyukai Bahasa Inggris karena saya menemukan cara belajar yang lebih menarik di English Club. Guru pengampunya sangat bersemangat dan selalu mendorong kami untuk percaya diri dalam berbicara Bahasa Inggris. Sedikit demi sedikit saya lebih percaya diri ketika berbicara Bahasa Inggris, dan itu membuat saya semakin tertarik.
	I started to like English because I found a more interesting way of learning in English Club. The teacher was very passionate and always encouraged us to be confident in speaking English. Little by little I became more confident when speaking English, and that made me more interested.
Q:	What do you think is the best way to learn English?
A:	Dengan berinteraksi bersama teman-teman dan mengikuti kegiatan yang melibatkan penggunaan Bahasa Inggris, seperti diskusi dan permainan. Selain itu misalnya menonton film atau mendengarkan lagu dalam Bahasa Inggris juga bisa menjadi cara yang menyenangkan untuk belajar
	By interacting with friends and participating in activities that involve the use of English, such as discussions and games. Watching movies or listening to songs in English can also be a fun way to learn.
Q:	What's your English level?

A:	Bahasa Inggris saya masih perlu ditingkatkan, tetapi sudah lumayan lebih percaya diri dibandingkan sebelumnya.
	My English still needs to improve, but I'm more confident than before
Q:	What is your experience with English club extracurricular activities?
A:	Pengalaman saya di English club sangat positif. Kegiatan di klub ini sangat bermanfaat bagi saya, dan saya merasa bahwa saya belajar banyak dari setiap sesi.
	My experience at the English club has been very positive. The activities in this club are very beneficial to me, and I feel that I learn a lot from each session.
Q:	What did you do in the activity? What was your role?
A:	Saya aktif berpartisipasi dalam diskusi dan sering membantu teman-teman yang kesulitan
Q:	How well did you participate in the activity?
A:	Saya berusaha untuk berpartisipasi sebaik mungkin. Saya merasa bahwa setiap kegiatan di English Club membantu saya belajar lebih banyak dan meningkatkan ketrampilan Bahasa Inggris saya.
	I try to participate to the best of my ability. I feel that every activity in English Club helps me learn more and improve my English skills.
Q:	What motivates you to do these activities? Why did you choose or not to do it?
A:	Motivasi saya untuk bergabung di English club adalah keinginan untuk meningkatkan Kemampuan Bahasa Inggris saya dan mendapatkan pengalaman baru. Juga ingin berkompetisi di tingkat yang lebih tinggi, dan saya merasa bahwa klub ini memberikan kesempatan itu.

	My motivation for joining the English club was the desire to improve my English and gain new experiences. I also want to compete at a higher level, and I feel that this club provides that opportunity.
Q:	What was the atmosphere like in the activity? How was the group atmosphere?
A:	Saya merasa kegiatan ini sangat bermanfaat, saya senang dan bersemangat setiap berangkat English club. Karena kegiatan ini tidak hanya membantu saya belajar, tetapi juga membuat saya memiliki banyak teman baru.
	I find this activity very useful, I am happy and excited every time I go to the English club. Because this activity not only helps me learn but also makes me have many new friends.
Q:	Are you satisfied with the experience? Why/why not?
A:	Saya sangat puas dengan pengalaman di English Club. Saya merasa banyak belajar dan mendapatkan teman baru. Kegiatan ini telah membantu saya meningkatkan keterampilan Bahasa Inggris saya secara signifikan.
	I am very satisfied with my English Club experience. I feel like I learned a lot and made new friends. This activity has helped me improve my English skills significantly.
Q:	What problems or difficulties are you facing?
A:	Terkadang saya merasa gugup saat berbicara di depan umum, terutama ketika harus berbicara dalam Bahasa Inggris. Meskipun saya sudah berlatih, rasa gugup itu masih ada. Namun, saya berusaha untuk mengatasi rasa gugup itu dengan berlatih lebih banyak dan berbicara dengan teman-teman di kelas.

	Sometimes I feel nervous when speaking in public, especially when I have to speak in English. Even though I have practiced, the nervousness is still there. However, I try to overcome my nervousness by practicing more and talking to my friends in class.
Q:	How do you rate the activity?
A:	Saya menilai kegiatan di English Club sangat positif dan bermanfaat untuk pengembangan kemampuan Bahasa Inggris saya. Kegiatan ini tidak hanya membantu saya dalam belajar bahasa, tetapi juga meningkatkan rasa percaya diri saya
	I consider the activities in the English Club to be very positive and beneficial for the development of my English skills. These activities not only help me in learning the language, but also increase my confidence.

Interview Question for Student

Date : Nov 05, 2024

Interviewer : Faila Syifa Al Karim

Respondent : Ade

Location : MTs Darul Ulum Semarang

Q:	Please tell us more about your English learning experience?
A:	Pengalaman belajar Bahasa Inggris saya tidak terlalu menyenangkan. Ketika saya di sekolah dasar, saya merasa sangat kesulitan. Guru biasanya hanya meminta kami untuk menulis aturan tata bahasa tanpa menjelaskan bagaimana cara menggunakannya; hanya mencatat dan mengerjakan tugas. Saya merasa bosan dan tidak mengerti semuanya. Saya merasa tertekan belajar Bahasa Inggris, terutama saat ada penilaian akhir semester. Saya kehilangan minat untuk belajar Bahasa Inggris.
	My English learning experience was not very pleasant. When I was in elementary school, I found it very difficult. Teachers usually just asked us to write grammar rules without explaining how to use them; just taking notes and doing assignments. I felt bored and didn't understand everything. I felt pressured to learn English, especially when there was an end-of-semester assessment. I lost interest in learning English.
Q:	What do you think about English and learning English?

A:	Saya tidak suka Bahasa Inggris. Saya merasa pelajaran ini sangat membosankan dan sulit. Saya lebih suka pelajaran lain yang lebih mudah dipahami. Saya merasa bahwa Bahasa Inggris tidak terlalu penting untuk saya saat ini.
	I don't like English. I find it very boring and difficult. I prefer other subjects that are easier to understand. I feel that English is not very important to me at the moment.
Q:	Why did you like or dislike English?
A:	Saya tidak menyukai Bahasa Inggris karena saya merasa tidak mengerti dan tidak bisa menggunakannya dengan baik. Saya lebih nyaman menggunakan Bahasa Indonesia karena itu adalah bahasa sehari-hari saya.
	I don't like English because I feel like I don't understand it and can't use it well. I am more comfortable using Bahasa Indonesia because it is my daily language.
Q:	What do you think is the best way to learn English?
A:	Saya rasa cara terbaik untuk belajar Bahasa Inggris adalah dengan menonton film atau cerita pendek di YouTube. Itu lebih menyenangkan dan membantu saya menambah kosakata. Saya juga suka belajar dengan cara yang lebih interaktif, tetapi di kelas, saya merasa tidak ada kesempatan untuk itu.
	I think the best way to learn English is by watching movies or short stories on YouTube. It's more fun and helps me increase

	my vocabulary. I also like to learn in a more interactive way, but in class, I feel there is no opportunity for that.
Q:	What's your English level?
A:	Saya merasa bahwa tingkat Bahasa Inggris saya masih sangat dasar. Saya kesulitan dengan tata bahasa dan kosakata, dan saya tidak bisa berbicara dengan lancar.
	I feel that my English level is still very basic. I struggled with grammar and vocabulary, and I couldn't speak fluently.
Q:	What is your experience with English club extracurricular activities?
A:	Pengalaman saya di English Club tidak banyak mengubah pandangan saya tentang Bahasa Inggris. Saya ikut hanya untuk mendapatkan nilai tambahan di rapor. Saya tidak merasa bahwa kegiatan ini benar-benar membantu saya dalam belajar Bahasa Inggris.
	My experience in English Club didn't change my view of English much. I joined just to get extra marks on my report card. I didn't feel that this activity really helped me in learning English.
Q:	What did you do in the activity? What was your role?
A:	Di English Club, saya hanya mengikuti kegiatan tanpa berpartisipasi aktif. Saya lebih banyak mendengarkan daripada berbicara. Saya merasa tidak ada motivasi untuk terlibat lebih

	dalam, jadi saya hanya mengikuti kegiatan tanpa banyak berkontribusi.
	In English Club, I just followed the activities without actively participating. I listened more than I spoke. I felt no motivation to get more involved, so I just followed the activities without contributing much.
Q:	How well did you participate in the activity?
A:	Saya tidak terlalu aktif. Saya merasa tidak ada motivasi untuk terlibat lebih dalam, jadi saya hanya mengikuti kegiatan tanpa banyak berkontribusi. Saya lebih suka duduk dan mendengarkan daripada berbicara.
	I wasn't very active. I felt no motivation to get more involved, so I just went along with the activities without contributing much. I would rather sit and listen than talk.
Q:	What motivates you to do these activities? Why did you choose or not to do it?
A:	Motivasi saya untuk bergabung adalah untuk mendapatkan nilai tambahan. Saya juga ikut karena teman baik saya bergabung dan sering mengikuti kompetisi. Saya merasa saya harus ikut agar tidak ketinggalan.
	My motivation to join was to get extra credit. I also joined because my best friend joined and often participated in competitions. I felt I had to join so I wouldn't be left behind.

Q:	What did you think of the activity? What did you feel?
A:	Saya merasa kegiatan di English Club tidak terlalu penting bagi saya. Saya tidak merasa banyak belajar dari kegiatan tersebut. Saya merasa bahwa kegiatan ini lebih untuk memenuhi syarat daripada untuk belajar.
	I feel that English Club activities are not that important to me. I don't feel that I learned much from them. I feel that these activities are more for fulfilling requirements than for learning.
Q:	What was the atmosphere like in the activity? How was the group atmosphere?
A:	Suasana di dalam kegiatan English Club cukup biasa dan tidak terlalu menarik bagi saya
	The atmosphere in the English Club activities is quite ordinary and not very interesting to me.
Q:	Are you satisfied with the experience? Why/why not?
A:	Saya tidak puas dengan pengalaman di English Club. Saya merasa tidak banyak belajar dan tidak ada kemajuan dalam kemampuan Bahasa Inggris saya.
	I was not satisfied with my English Club experience. I felt like I didn't learn much and there was no progress in my English skills.
Q:	What problems or difficulties are you facing?

A:	Saya merasa kesulitan untuk berbicara dalam Bahasa Inggris. Saya sering merasa gugup dan tidak percaya diri saat harus berbicara di depan orang lain. Saya merasa bahwa saya tidak memiliki cukup kosakata untuk berbicara dengan baik.
	I find it difficult to speak in English. I often feel nervous and insecure when I have to speak in front of others. I feel that I don't have enough vocabulary to speak well.
Q:	How do you rate the activity?
A:	Meskipun ada beberapa kegiatan yang menyenangkan, saya merasa bahwa saya tidak mendapatkan banyak pengetahuan baru dari sana.
	Although there were some fun activities, I felt that I didn't gain much new knowledge from it.

Appendix 5: Documentation



Figure 1 Listening Comprehension Exercises



Figure 2 Writing skill development



Figure 3 Conversatin practice



Figure 4 Interview with participant 1



Figure 5 Interview with participant

Appendix 6: Curriculum Vitae

1. Personal Details

Name : Faila Syifa Al Karim
Student Number : 2103046003
Place of d Date : Grobogan, 15th September 2003
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2. Educational Details

- a. SD Negeri Guyangan
- b. MTs Negeri 1 Grobogan
- c. MAN 1 Grobogan
- d. English Education Department of Walisongo
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