

**THE EFFECT OF ENGLISH EXTRACURRICULAR ACTIVITIES
TOWARD STUDENTS' ENGLISH LEARNING RESULT
AT THE ELEVENTH GRADE OF
MAN BIAU BUOL**



A THESIS

*Submitted to Meet Requirements for Examination in the Degree of Sarjana
Pendidikan (S.Pd) at the English Tadris Study Program Faculty of Tarbiyah
and Teacher Training State Islamic University Datokarama Palu*

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2023**

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I hereby declare that this thesis entitled “the effect English extracurricular activities toward students’ English learning result at the eleventh grade of MAN Biau Buol”, has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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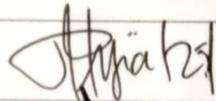
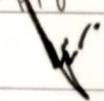
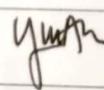
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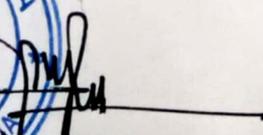
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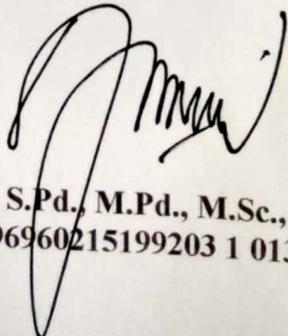
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ABSTRACT

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Title : The Effect of English Extracurricular Activities Toward Students' English Learning Result at the Eleventh Grade of MAN Biau Buol.

This research is motivated by English extracurricular activities at MAN Biau Buol namely English learning activities outside of English subject hours in class. English extracurricular activities at MAN Biau is an English language forum organization as a place together, learn English, and understand how to speak English. The function of MBEC are a place to gather, learn together to understand, develop English skills and improve speaking in English.

The research problem in this research is how the effect of English extracurricular activities toward students' English learning result at the eleventh grade of MAN Biau Buol.

This research uses a qualitative approach. The data collection techniques in this research are observation, interview, questionnaire, and documentation. The data analysis techniques used are data reduction, data presentation, and data verification.

The results of this research is English extracurricular activities at MAN Biau is an English language forum organization as a place together, learn English, and understand how to speak English. The function of MBEC is a place to gather and learn together to understand, develop English skills and improve speaking in English. Meanwhile the implementation of English extracurricular activities (MBEC) has been going well, and also English extracurricular activities not effect of students' English learning result or score report but it effects students' motivation to learn English, students' ability to speak English, students' confidence in speaking English, and students' vocabulary becomes more.

From the conclusions obtained, coach MBEC need to develop MBEC so that they are better known by many people such as creating special MBEC social media account So that there is a lot of interest from Students' to take part in MBEC extracurricular activities, not only at MAN Biau school but Students' from other schools or even the community. And for Students', it is hoped that they will be more enthusiastic in the process of learning English in regular classes as well in English extracurricular activities or MBEC.

CHAPTER 1 INTRODUCTION

A. Background of Research

Learning English is one of language learning as a process taken to improve language intelligence through mastery of English it is one of the keys to communicative with other nations. Learning English which stands as a subject has several characteristics as stated Samson, (1) language has a central role in social and intellectual; (2) effective communication requires good and correct mastery of language, namely a language that is by following linguistics rules and the demands of the communication context. (3) English is a means of global communication and (4) to increase the mastery of science, technology, and art (IPTEK) to increase the competitiveness of Indonesian human resources is good mastery of English can be an effective.¹

Many educational institutions in Indonesia teach English as a local content subject, both in formal, non-formal, and informal educational institutions. English lessons are taught in school, but many school institutions have not succeeded, such as the lack of educators in school, and teaching materials that are not by following the required material.

Based on this, improving student's English, takes a place to develop student's talents and interests, namely extracurricular activities. Extracurricular activities have an important role in learning at school. According to Yudha M. Saputra, Extracurricular an activity is out the hours of compulsory subjects in

¹Samson, "Implementasi Kurikulum Tingkat Satuan Pendidikan Dalam Pembelajaran Bahasa Inggris Di Sd Negeri Tukangan Yogyakarta Tahun Ajaran 2009/2010" (Skripsi Tidak Diterbitkan Jurusan Pendidikan Madrasah Ibtidaiyah, Yogyakarta, 2010), 72-73.

school to help improve the potential Students' according to the talents and interests.²

The implementation of extracurricular activities is a process of actualizing the creative potential of Students'. So far, what we have seen is that the teaching and learning process in the form of face to face in the classroom does not provide enough space and time to develop other desires. The existence of extracurricular activities can stimulate Students'' thinking to new things, creativity and dare to speak English.

English club extracurricular activities at Madrasah Aliyah Negeri Biau regency or often called MAN Biau English Club (MBEC) is an activity can answer the important role of English as a foreign language in the era of globalization. This English extracurricular activity was formed to strengthened basic English skills for novice members and practice speaking skills for senior members. The material that becomes the basic of learning is prepared by the trainer who is also an English teacher based on the analysis of student needs.

Madrasah Aliyah Negeri Biau (MAN Biau) is a school with the characteristics of the Islamic religion under the auspices of the ministry of religion. Islamic schools must compete with other schools to progress nation, which of course not only intellectual quotient but also emotional intelligence and spiritual intelligence.

² Yudha M Saputra, "Pengembangan Kegiatan Ko Dan Ekstrakurikuler" (Tesis Tidak Diterbitkan, Jakarta, 1999), 23.

Apart from going through a full day school program that makes it easier to implement Islamic cultures in schools, also at the Madrasah Aliyah Negeri Biau facilitates Students' with various activities as a means of self-development for Students' outside of school hours. One of them is English extracurricular to facilitate the talents and interests of the Students', especially English. Therefore, the researcher is interested to find out how the effect of English extracurricular activities toward Students'' English learning result at MAN Biau Buol.

The information that the researcher got at the location was very supportive in the preparation of this thesis only within the scope of the Madrasah Aliyah Negeri Biau (MAN Biau) Buol school, so that the researcher will describe "the effect of English extracurricular activities toward Students' English learning result at the eleventh grade of MAN Biau Buol."

B. Problem Statement

Based on the research background above, it can be formulated that main problems to be researched is "How the effect of English extracurricular activities toward Students'' English learning result at the eleventh grade of MAN Biau Buol"?

C. Objectives and Significance of The Research

1. Objectives of the research

Based on the background of the problem above, the objectives of the research is describe effect of English extracurricular activities toward Students'' English learning result at the eleventh grade of MAN Biau Buol.

2. Significance of the research

Significance is the value resulting from research that can be felt directly by various parties the significance of this research are:

a. Theoretically

This research is expected to provide in depth insight into the process and effect English extracurricular activities toward Students' English learning result at the eleventh grade of MAN Biau Buol.

b. Practically

The result of this study can be used later as a reference for readers to provide initial information to find out English extracurricular activities at MAN Biau Buol. This research can also motivate schools to establish English extracurricular activities in improving Students' English learning results.

D. Operational Definition of Terms

To avoid understanding the meaning of the title above, the research needs to explain the clarification of several terms related to the title in this study.

1. Extracurricular activities

Improve the potential of Students' according to their needs, talents, and interests namely extracurricular activities. This activities organized by researcherized, educators, and education personal in school or madrasah.³ According to Monalisa, Extracurricular activities is activity non-academic, not part of curriculum, and extracurricular activities is done in the outside of class.⁴ Meanwhile according to Steven Wesley Craft extracurricular activities is defined as the activities in Students' participate after the regular school day ended.⁵

³Rosnha Qothrun Nada, "Peningkatan Kemahiran Berbahasa Inggris Melalui Kegiatan Ekstrakurikuler English Club Di Madrasah Ibtidaiyah Istiqomah Sambas" (Skripsi Tidak Diterbitkan, Sambas,2018), 38.

⁴Monalisa Dewa Ayu, "A Correlation Between The Eight Grade Students' Participation In English Extracurricular Activities In Their Speaking Ability At Smpn 6 Pekanbaru," *Education Riau Univercity*, 2016, 3.

⁵Steven Wesley Craft, "The Impact Of Extracurricular Activitie On Students' Achievement At The High School Level," *Education*, 2012, 2.

Finally it can be concluded that, extracurricular activities is a program that can be used by Students' at school to improve and express them talents according to them interests.

2. English extracurricular

According Kathleen and Smedley, English extracurricular is a club member or group people who meet regularly to practice English, and English extracurricular is activity club members meet to practice English for example speaking, reading, listening, and writing in English.⁶ English extracurricular is English learning activities carried outside school hours, to improving Students'' abilities in English and as a facility Students' to practice and improving English skills.⁷

So, meaning of which can be understood from the definitions of English extracurricular activities is activity program English that carried outside school hours or activity non-academic. Goals English extracurricular activities to expand insight into student knowledge and abilities in English.

3. Learning Result

Learning result is behavioral changes in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes can be interpreted development that is better than before and form not understand to understand.⁸

⁶Kathleen F. Malu And Bryce Smedley, "The English Club Handbook A Guidefor English Club Leaders," *Republique Democratiue Du Congo* (2015), 11.

⁷Moh. User Usman, "Upaya Optimalisasi Kegiatan Belajar Mengajar," *Tinjauan Terhadap Buku, Remaja Rosdakarya*, (1993), 22.

⁸ Hamalik, "Proses Belajar Mengajar" *Tinjauan Terhadap Buku Jakarta: Bumi Aksara*, (2007), 30.

Learning result is the process of determining the value of Students' learning through assessment or measurement of learning result. Learning result aim of determining the level of success achieved by Students' after participating in learning activities, the level of success is marked by a value scale in the form of letters, word, or symbols.⁹

Based on the explanation above, that learning result is learning achievements by Students' in the process of teaching and learning activities by bringing about a change in Students' behavior and this is represented in the form a report card in each semester.

E. *Outline the Research*

In general, the research and preparation of scientific work are divided into five parts or the body of each chapter are divided into several sub chapters.

Chapter I is introduction explaining the background, namely same of the things that underlie and underlie the researchers to research and study the problem. Next, the problem formulation is the basis for carrying out research, next the objectives and significance of the research are the expected targets and objectives to be achieved in research and the expected benefits then the meaning of the title is an explanation of the words and terms contained in the title then interpreted thoroughly and outlines the contents of the thesis.

Chapter II is a literature review in the form of views or opinions of experts related to the topic and focus of the problem being studied. In this section, the researcher explains English extracurricular activities of Students' English learning results at the eleventh grade of MAN Biau Buol. Chapter III contains research method that explain the research design approach, data sources, data collection

⁹Dimiyanti dan Mudjono *Belajar dan Pembelajaran*” Tinjauan Terhadap Buku Jakarta, Rineka Cipta, (2009), 200.

techniques, data analysis and validity checking and which becomes information as well as from the result of observations made.

Chapter IV is explaining the result of the research by following with the problem statement, namely how is the process of implementing English extracurricular activities at MAN Biau Buol and how the effect of English extracurricular activities toward Students' English learning result at the eleventh grade of MAN Biau Buol. Chapter V is the last chapter regarding the conclusions from the discussion and research results in the thesis and researcher's suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

I found two researches related with English extracurricular. They are as follow:

1. Research conducted by Siti Marfuah, entitled “English club as an extracurricular a case study at SMK 1 Teluk Kuantan” which was compiled by students of the tarbiyah faculty and teacher training at the state Islamic University of Sutan Syarif Kasim Riau. In his thesis, the researches uses the case study method. Data collection techniques using observation, documentation and interviews.¹
2. Further research was carried out by Ni'mah Ulin with the title “extracurricular activity to improve students English speaking skills at SMP 1 Al Azhar Tulungagung” Institute of Islamic Studies, IAIN Tulungagung. In his thesis, the researcher uses a descriptive qualitative method. Data collection techniques using interviews and observation.²

However, there are differences and similarities about taking this title, including:

- a. Differences with the first and second researches
 1. In the first study, there were differences in the implementation of the research, the research approach, and the location studied. The focus of the research lies in the problems faced and student responses to the implementation of the extracurricular English club. The first researches about “English club as an extracurricular a case study at SMK 1 Teluk Kuantan”.

¹Siti Marfuah, “English Club As An Extracurricular: (A Case Study at Smkn 1 Teluk Kuantan” Skripsi Tidak Diterbitkan, Universitas Islam Negeri Sultan Syarif Kasim Riau, (2019).

²Ni'mah Ulin, “Extracurricular Activity to Improve Students English Speaking Skill at Smp 1 Al-Azhar Tulungagung” Skripsi Tidak Dierbitkan, Universitas Islam Negeri Satu Tulungagung, (2020).

2. Second research, there are differences in the implementation of research, research location, and the focus of the research is the students speaking ability in English. The second research “Extracurricular activity to improve students English speaking skills at SMP 1 Al Azhar Tulungagung”.
3. While the research that use as the object now is “the effect of English extracurricular activities toward students English learning result at the eleventh grade of MAN Biau Buol”. So there are differences in terms of research approaches, subjects, and research objects, research locations, and research result must also be different.

b. The equation of the first and second research

The similarity of the first research with the research that the writer is to discuss English extracurricular activities and the second research equation in both using descriptive qualitative methods and discussing English extracurricular activities.

B. Theoretical Review

1. Extracurricular Activities

A. Definition of Extracurricular Activities

The term extracurricular consists of two words, namely “extra” and “curricular” which are combined into one word “extracurricular” which has a meaning outside the lesson plan.³ Extracurricular activities are activities carried out to master a field and lesson with a time that is arranged separately based on needs.

According to Subagiyo extracurricular activities are activities not face to face in classroom but carried out of class hours. This extracurricular activities

³John M. Echols and Hassan Shadily, “An English Indonesian Dictionary,” Education, 1999, 227.

carried at school and outside school to broaden the knowledge and abilities possessed students.⁴

Extracurricular is the learning process students outside class hours and this activity design that will be carried according the talent students. As written in the regulation of the minister of education and culture of the republic of Indonesia No. 8 of 2013 concerning the extracurricular activities with the following explanation:

Extracurricular activities are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under the guidance of the school with the aim of improving the personality, talents, interests, and abilities of students who are broader or outside the interests improve by the curriculum.⁵

From understanding above, it can be concluded that extracurricular activities are means or forum for students to improve their talents. Extracurricular is very useful for students because in addition to study in classes with general subjects, students can also study outside of subject hours and can improve their potential according to their talents and interests. This is what makes students have a broad insight both about knowledge and social.

B. Purpose of Extracurricular Activities

In general, any activity has a purpose. Extracurricular activities have aim to improve the students talent, help someone to express their talents. For example someone is good at speaking English then in extracurricular activities it can be improved and shown public.

The objectives of extracurricular activities of minister education and culture of the republic of Indonesia No. 8 of 2013 are:

⁴Sugiyono, *Perencanaan Pendidikan Jasmani dan Kesehatan*, Tinjauan Terhadap Buku, Jakarta, (2003), 23.

⁵Menteri Pendidikan dan Kebudayaan, "Penerapan Kurikulum Pedoman Kegiatan Ekstrakurikuler" Tinjauan Terhadap Buku (2013), 224.

1. Extracurricular activities to improve students psychomotor abilities, and cognitive.
2. Extracurricular activities to improve interests and talents students an effort to improve personal towards complete human improvement.⁶

The extracurricular in the regulation of the minister of education and culture of the republic of Indonesia No. 62 of 2014 concerning extracurricular activities are: “extracurricular activities are held with the aim of improving the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally in order to support the achievement of national education goals”.⁷

From the purpose of these extracurricular activities, finally it can be concluded that extracurricular process has the aim in improving the talent of students, extracurricular activities can also make students have broad knowledge and have positive values in everyday life.

C. Function and Objectives of Extracurricular

Extracurricular function to improve potential also teach responsibility, allows students to socialize and gain knowledge that cannot be obtained in the classroom.

Based on minister of education and culture No. 8 of 2013 attachment III concerning curriculum implementation cited in Fitriani, extracurricular activities have the following function and objectives.⁸

⁶Menteri Pendidikan Dan Kebudayaan, “Penerapan Kurikulum Pedoman Kegiatan Ekstrakurikuler” (2013).

⁷Menteri Pendidikan Dan Kebudayaan Republik Indonesia, “Kegiatan Ekstrakurikuler,” Pub. L. No.62 (2014).

⁸Fitriani, “Pendidikan Karakter Dalam Kegiatan Ekstrakurikuler di Sman 8 Yogyakarta” Skripsi Tidak Diterbitkan, Universitas Negeri Jakarta, (2014).

a. Function

- 1). Recreational function is the extracurricular activities are carried out in a relaxed, happy, and fun.
- 2). Function of improvement is extracurricular activities function to support the personal improve of students through improving potential and talents.
- 3). Social function is extracurricular activities function to improve students' abilities and of social responsibility.
- 4). Career preparation function is extracurricular activities serves to improve the career of students.

b. Objectives

The purpose of implementation extracurricular activities in units education are:

- 1). Extracurricular activities to improve cognitive and psychomotor abilities of students.
- 2). Extracurricular activities to improve the interests and talents of students.

D. The Principle of Extracurricular Activities

The implementing of extracurricular activities in principle is activity carried outside school hours, and there are series of activities that can support intracurricular activities.

Rohinah M. Noor, MA. cited in Handoko expressed his opinion about the principle of extracurricular activities, namely:⁹

- a) Individual, is the principle of extracurricular activities the suitable to the talents and interests of students.

⁹Handoko Cahyandaru, "Pengaruh Keaktifan Siswa Dalam Ekstrakurikuler Terhadap Prestasi Belajar Siswa Kelas XI MAN Yogyakarta II" (Universitas Negeri Yogyakarta, 2013), 12.

- b) Options, is the principle of extracurricular activities desire and voluntarily followed by students.
- c) Active involvement is the principle of extracurricular activities that requires full participation of students.
- d) Fun, is the principle of extracurricular activities at learning students in atmosphere relaxed and happy.
- e) Work ethic is the principle of extracurricular activities that build keep spirit students well and success.
- f) Social expediency is the principle of extracurricular activities carried out by students for the society.

E. Benefit of Extracurricular Activities

Success in the future depend on the students themselves how they can improve their skills abilities such as communication skills, social skills and leadership. In addition, participation in extracurricular provide opportunities for advancing adolescent interpersonal competence, inspiring challenging life goals, and promoting educational success.¹⁰

Generally, students who take part in extracurricular activities learn and increased self-discipline, self-confidence, and skills for dealing competitively situation. Students who participating in extracurricular activities is not only better academically, but also enhances and improving characteristic such as self-confidence, social cooperation and leadership.

¹⁰ Joseph L. Mahoney, "Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation," *Journal of Educational Psychology*, 2003, 92.

F. Types of Extracurricular

Extracurricular activities have various types. From many types of extracurricular, students can choose extracurricular activities that they like for their individual talents.

In line with that ministry of education and culture, extracurricular activities are divided into two types, namely:

- a. Activities that are temporary, such as field trips, social services.
- b. Types of activities that are continuous, such as scouting, PMR, and so on.¹¹

According to Suryosubroto, extracurricular activities can be divided into two types, namely:

- a. Sustainable extracurricular activities, is extracurricular activity that is carried out every day continuously for a certain and it can take a long time to complete a program of extracurricular
- b. Extracurricular activities that are periodic or temporary, namely extracurricular activities that are carried out only at certain time example carried year to year such as Paskibraka.¹²

According to E. Mulyasa, the types of extracurricular activities include:

- a. Krida, including scouting, student leadership basic training (LDKS), youth redcross (PMR), heritage flag raising troops (PASKIBRAKA).
- b. Scientific works, including youth scientific activities (KIR), scientific mastery activities and academic abilities, research.
- c. Gifted training/competition/prestos, covering the improvement of sports talent. Arts and culture lovers, journalism, theater, religion.

¹¹Depdikbud, "Petunjuk Pelaksanaan Proses Belajar Mengajar" (1985), 27.

¹²Suryosubroto B., *Proses Belajar Mengajar Di Sekolah*, Tinjauan Terhadap Buku, Jakarta, Rineka Cipta, (2009), 290.

- d. Seminars, workshop and exhibitions/bazaars, with substances including career, education, health, protection of human rights, religion, arts and culture.¹³

From the types of extracurricular activities above, not all of these activities are carried out in schools. Extracurricular is implemented according to the needs and goals of the school that runs it, and also suitable to the environment and progress at the school.

2. English Extracurricular

A. Definition of English Extracurricular

English extracurricular activities are extracurricular activities carried out by students outside the compulsory subjects at school. Students can improve talents, especially in the field of English. This English extracurricular activity is called the English club.

In improving students ability in English held is English extracurricular or English club in school. According to Katheen and Smedley English club is a group of people meet regularly to practice speaking in English, this activities is an activities scheduled meet club members practice English and help students solve problems.¹⁴

English club can be interpreted as a learning method with groups to make use English language in communicating. The English club is the place for students like English, with the English club it is hoped that students can enjoy and relax of the learning English.

¹³Mulyasa E, *Kurikulum Berbasis Kompetensi Konsep Karakteristik Dan Implementasi*, Tinjauan Terhadap Buku, Bandung, PT. Remaja Rosdakarya, (2003), 56.

¹⁴Kathleen F. Malu and Bryce Smedley, "The English Club Handbook a Guide for English Club Leaders," *Republique Democratique Du Congo* (2015), 11.

Melviza stated that the goals English club is as a liaison one person to another, to improve speaking skills, and motivation to make students confident to speak.¹⁵ Finally it can be concluded that English club or English extracurricular is kind extracurricular activity which is formed to make students enjoy in learning English and have more time in learning English.

B. English Extracurricular Goals

Learning English both intracurricular and extracurricular have the same goal. Which is to provide basic knowledge of English. Cameron suggests the four basic activities in English as the four skills are speaking, reading, writing and listening. The four language skills are grouped into receptive skills and productive skills. Receptive skills are skills to receive and understand information through language.¹⁶ Harmer states that “Receptive skills are the ways in which people extract meaning from the discourse they see or hear”.¹⁷

From this explanation, it can be concluded that the purpose of English extracurricular is so that students can improve basic English language through four skills: speaking, reading, writing and listening. In this case students not only understood but also explores English and knowledge of the language becomes more and more profound.

C. Benefit of English Extracurricular

The benefit of English extracurricular held by the school is to provide it to students’ opportunity to improve their ability in English and give students more

¹⁵Zulfi Melviza, “Students Perception Toward English Club Activities,” *Research in English Education*, 2017, 103.

¹⁶Cameron Lynne, “Teaching Languages to Young Learners Cambridge University Press,” *Cambridge*, 2001, 124.

¹⁷Harmer Jeremy, *The Practice of English Language Teaching*, (New York Longman, 1990), 115.

time in learn English because they do not have extra time in regular classes.¹⁸ The other English extracurricular goals are to support students' academic achievement and also to improve students' English skills.

Furthermore, by participating English extracurricular students can participate in various activities based on the goals of the club and the students will have the opportunity to take part in national and international English competitions.¹⁹ In addition, by following English extracurricular the students can share their knowledge to their friends and English extracurricular can also be better place for students to share their difficulties in practice speaking.

Meanwhile the English extracurricular activities students are not enthusiastic about other learning. Students enthusiastic about extracurricular activities than learning in the classroom. As a result, they become unenthusiastic about activities in class, this has a decrease value in other learning, and students participate in extracurricular activities difficulty in allocating study time. So the disadvantages of extracurricular activities are students who take extracurricular activities only focus on extracurricular activities as a result of other learning in the students regular class is no active.

3. English Extracurricular Activities at MAN Biau Buol

A. History of English Extracurricular Activities at MAN Biau Buol

English extracurricular activities at MAN Biau is an English language forum organization as a place together, learn English, and understand how to

¹⁸Zulvy Melviza, "Students Perception Toward English Club Activities," *Research in English and Education*, 2017, 103.

¹⁹Aida Yuliandasari And Wendi Kusriandi, "Students Perception English Club Extracurricular in Speaking Practice at Madrasah," *ELT Perspective*, 2015, 306.

speak English. The function of MBEC is a place to gather and learn together to understand, develop English skills and improve speaking in English.

English extracurricular activities at MAN Biau are called Man Biau English Monton Yakin who served as principal at the time. Extracurricular (MBEC) and were established on may 30, 2016 by English teacher Shr S.Pd, MBEC was officially established as one of the extracurricular activities at MAN Biau by the principal of MAN Biau Drs.

Now MBEC has entered its 7th year, after being stopped for 2 years during the coronavirus, one of extracurricular at MAN Biau is active again. Until now five students take turns being the general chairman of MBEC with dozens of members who register every year.

The names of students who served as MBEC leaders from 2016 until now, they are as follow:

1. Rewang Febri Pangestuti (2016-2017)
2. Bashirah M (2018-2019)
3. Helni J. Hamid (2019-2020)
4. Ismawati Abdulah Uka (2020-2021)
5. Fajrin Kurniawan (2023-2024)

MBEC vision:

The realization of MAN Biau students who are competent in English.

MBEC mission:

- a. Fostering the interest of MAN Biau students in learning English.
- b. Developing the talents of MAN Biau students in English.

MBEC motto "*Dare to speak, reach your success*". Meaning of MBEC motto by having the courage to speak in English, the students of MAN Biau students can

achieve success in fields. MBEC concept is to make MAN Biau students fluent in English, and to make English a habit. So that they get used to speaking English.²⁰

B. Study Time and Learning Methods of MBEC

Study time at MBEC is once a week, every Monday from 15.00 to 17.00 and also every 3 months there is a nature tour to places of interest around the Buol city. The method used in MBEC learning is the discussion method and also direct practice after mastering the material. In MBEC, learning activities are not only indoor but also outdoor activities, meaning that learning activities are not only carried out monotonously in the classroom but also outdoors to refresh their minds.

C. Materials of MBEC

The material taught by the MBEC coach is material compiled by the coach herself. The material for junior members is different from the material for senior members. Here is the material:

Material of MBEC level beginner (junior)

No	Materials
1	Alphabets
2	Animals
3	Numbers
4	Colors
5	Part of human body
6	Clothes
7	Things at the kitchen
8	Things at the dining room
9	Things at the living room

²⁰ Shr S. Pd, English Teacher MAN Biau and MBEC Coach “*Interview*” 02 march 2023.

10	Things at the bedroom
11	Things at the bathroom
12	Greeting and parting
13	Food and drink
14	Family
15	Hobby
16	Job and occupation
17	Kinds of transportation
18	Things in public places
19	Pets
20	Parts of tree
21	Accessories
22	Flowers
23	Toys and games
24	Shopping
25	Fruits
26	Vegetable
27	Professions
28	Shape
29	Things in the library
30	Weather and seasons

Material of MBEC level intermediate (senior)

No	Materials
1	Telling time
2	Telling days, date and year
3	Math
4	Story telling (Folktale)

5	Command and request
6	Expressing feeling
7	Direction and location
8	Describing people and object
9	Possessive
10	Tenses

Document source: MAN Biau Buol.

D. People Studying at MBEC

Now 21 students are still MBEC members. Actually, there are a lot of MBEC members but for some reason or another many students are no longer active in this MBEC activity. In MBEC, not only students of MAN Biau are allowed to become members but also the entire MAN Biau community and even alumni who still want to visit or share their experiences. Coach open the door as wide as possible. And also there is no fee collection in any form, except for cash, or purchase an MBEC jacket, which will be returned to us. MBEC which will return to MBEC members.

E. The Effect English Extracurricular Activities Toward Students English Learning Result

According to Suryosubroto Extracurricular activities can improve students abilities in cognitive, affective, and psychomotor aspects.²¹ Meanwhile according to Dewi Mulyasari and Gunawan Setyadi in their research English extracurricular activities have an impact or the effect positive toward learning result.²²

²¹Ibid., 2007

²²Dewi Mulyasari and Gunawan Setyadi, The Effect of Extracurricular and Learning Motivation on Learning Outcomes Students at STIE AAS Surakarta., Journal of Education, Vol 26 No 1. 2021.

English extracurricular activities is non-academic activities or activity outside of compulsory class hours specially to study English. While learning result is the result of achievements during learning, such as report card every semester. English extracurricular activities effect students English learning result at MAN Biau. This is by following the result of interview with English teacher or MBEC coach:

Students who participate in MBEC are more fluent in speaking English and master a lot of vocabulary while students who do not participate in MBEC are slower in mastering speaking and vocabulary. This can effect students during the semester exam because the semester exam questions are full of English. Students who are in MBEC can know the meaning of the exam questions because they are used to speaking and know a lot of vocabulary, while students who do not participate in MBEC have difficulty because of their lack of knowledge.²³

Based on the result of the interview above, the writer concluded that English extracurricular activities can effect students learning result. Teaching and learning activities in English subjects in class according to the school schedule and curriculum only 2 hours a week if students take part in MBEC then every week students get an additional 1 hour and 30 minutes of English learning besides that students can also learn with fun in this MBEC, because students also hold month travel while learning or English camp to various tourist attractions, unlike in the classroom which makes students get bored quickly. This is by following what the English teacher and MBEC coach said:

Learning activities at MBEC are not mandatory during English lessons, but students can learn in MBEC activities.

²³Shr S. Pd, English teacher MAN Biau or MBEC coach “*Interview*” 02 March 2023.

F. Learning Result

A. Definition of Learning Result

Learning result is abilities that individual acquire after the learning process takes place, which can provide changes in good behavior knowledge, understanding, attitudes and skills of students so that they become more better than before.²⁴ Learning result is one indicator of the process study. Learning result is changes in behavior obtained by students after experiencing learning activities.²⁵ One indicator of whether or not something is achieved the learning process is to look at the learning result achieved by students.

Learning result is the process of rewarding the learning result that students achieve with certain criteria. This implies that the object that is judged is the learning result of the students. The learning result of students are essentially behavioral changes, behavioral as a result of learning in a broad sense covering the fields of cognitive, effective, and psychomotor.²⁶ So finally that learning result is learning achievements by students in the process of teaching and learning activities by bringing about a change in students behavior and this is represented in the form a report card in each semester.

B. Purpose and Benefit of Learning Result

Objectives and benefit of students learning result is one indicator of the process study, and the learning result of students is a represented in the form a

²⁴M Ngalim Purwanto, *Psikologi Pendidikan, Tinjauan Terhadap Buku*, Bandung, Remaja Rosdakarya, (2002), 82.

²⁵Catharina Tri Anni, *Psikologi Belajar, Tinjauan Terhadap Buku*, Semarang, IKIP Semarang Press, (2004), 4.

²⁶Asran, *The Influence of Using Everyone is a Teacher Here Strategy Toward the Students Learning Outcomes on Learning English at The Second Year of Mts Ympi Rapang*, (state Islamic Institute Pare Pare: 2018), 28.

report card or source, any activity has a purpose and benefit. In line with that, according to Kuandar, the objectives and benefit of assessing students learning result are:²⁷

a. Objectives

1. Tracking the progress of students, meaning that by conducting assessment, the development of students learning result can be identified, namely decreasing or increasing. Teacher can compile student progress profiles that contain the achievement of learning result periodically.
2. Checking the achievement of student competencies, meaning that by conducting an assessment, it can be known whether students have mastered these competences or have not mastered them. Furthermore, certain actions are sought for those who have not mastered certain competencies.
3. Defect competencies that have not been mastered by students meaning that by conducting an assessment, it can be known which competencies have not been mastered and which competencies have been mastered.
4. Become feedback for improvement for students, meaning that by conducting an assessment, it can be used as a reference material to improve the learning result of students who are still below minimum competency standard (KKM).

b. Benefit

1. Knowing the level of competency achievement during and after learning process. That is, by conducting assessment, the progress of students learning result during and after the learning process can be known.

²⁷Kuandar, Penilaian Autentik, Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013, Cet 1, (Jakarta: Rajawali Pers, 2013), 68-71.

2. Provide feedback for students to know strengths and weaknesses in the process of achieving competence. This means that by conducting an assessment, information can be obtained regarding information related to material that has not been mastered by students and material that students have mastered.
3. Monitor progress and diagnose learning difficulties learning difficult experienced by students. This means that by conducting an assessment, the can find out development of learning result and at the same time difficult experienced by students, so that follow up programs can be carried out through enrichment or remedial.
4. Feedback for teacher in improving methods, approaches, activities, and learning sources used. That is by assessment, the teacher can conduct a self-evaluation on the success of the learning that is carried out.
5. Provide information to parents about the quality and effectiveness of the schools learning. That is by assessment, parents can find out whether the school organizes education well or not.

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

In general, the research method is defined as a scientific way obtain data with certain purposes and uses. In this thesis, the researcher uses a qualitative approach. According to Sugiyono, qualitative research is a research method uses to examine to condition of natural objects, where the researcher is the key instrument, data collection techniques are triangulation (combined), data analysis is inductive, and qualitative research result emphasize meaning rather than generalization.¹ The researcher use qualitative approach because seeing the phenomena that occur at the MAN Biau Buol School is very fundamental, which became the researcher's study to be researched.

The researcher provide an explanation of everything that is an object of research in the form of descriptive sentences according to the actual state of an object. According to Suharsimi Arikunto, descriptive research is more appropriate when using a qualitative approach.²

The researcher considered that using this type of qualitative research is very relevant to real evidence in a scientific research work. This approach is a way of meeting directly with informants which is no longer formulated in the form of numbers, simply by means of observation, by collecting data or document digests.

¹Sugiyono, *Metode Penelitian Kualitatif*, Tinjauan Terhadap Buku, Bandung, Alfabeta, (2018), 213.

²Suharsimi Arikunto, *Prosedur Penelitian Ilmiah, Suatu Pendekatan Praktek*, Laporan Hasil Penelitian, Jakarta, Rineka Cipta, 1993), 209.

B. Research Location

The researcher did an observation at Madrasah Aliyah Negeri Biau (MAN Biau) in Buol city Central Sulawesi Province. The school is characterized by Islamic and has many Students', this school is one of the schools that has enough facilities and very active extracurricular activities. The reason why researcher chose the location of MAN Biau Buol because it is the only school in Buol city that has English extracurricular activities.

C. Research Presence

This research with a qualitative approach the main instrument is the researcher herself. The researcher directly involved and actively participate in collecting information and data needed to compile this thesis. The researcher initially brought a research certificate from Datokarama State Islamic University campus which was given to the principal of MAN Biau Buol school, this letter is a research request for permission to conduct research at MAN Biau Buol.

Furthermore in this research, the researcher did observation toward English extracurricular activities at MAN Biau Buol, the researcher did an interview with English extracurricular coach as well as English teacher at MAN Biau Buol, and the researcher distributed questionnaire to English extracurricular member.

D. Data and Sources Data

The data sources in this research are divided into two namely data primary and secondary data. Primary data is data obtained from the first source from individual through interview that has been done by researcher. The primary data in this research

are the results of observation and interview with English extracurricular coach and questionnaire were filled in by members of English extracurricular at MAN Biau Buol.

Secondary data is the supporting data used by the researcher preparation in this thesis. Secondary data are various theory and information obtained indirectly from the source such as documents at MAN Biau Buol, various related books, and also data relevant to the needs and objectives in this research.

E. Data Collection Technique

Data collection technique are method used by researcher to collect information or facts at MAN Biau Buol. In this research, to obtain data researcher use several data collection technique that are considered representative in supporting the implementation of research. They are as follow:

1. Observation

According to Sugiyono observation is a data collection technique that has specific characteristics when compared to other techniques. Observation is also not limited to people, but also other natural objects.³ Observation technique is a method of collecting data by observing the object. In this research, the researcher did an observations by looking directly at the English extracurricular learning process at MAN Biau Buol. The research instrument used in this direct observation are stationery to record the data obtained in the field and also photos.

2. Interview

The interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Interview are used to find out information directly and deeply on the object to be

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Tinjauan Terhadap Buku.

studied.⁴ With the tools used in the interview guide, this method is used to find out information directly and in depth on the object under study, and then it is poured in the form of a transcript of the result of the interviews conducted.

In this research, the researcher did interviews two times. The interview was conducted by meeting meet face to face with English extracurricular coach at MAN Biau Buol her is Mrs. Shr S. Pd. The researcher asked questions that had been prepared by the researcher herself and the informant provided answers to these questions. Research instrument used in interview are video, photos, and recorded the sound during the interview.

3. Questionnaire

According to Margono in his book Asrof Syafi'i method data collection by means of a questionnaire submit a number of written questions to be answered in person also written by the respondent. One medium for collect data in educational research as well the most popularly used social research is via questionnaire. In the questionnaire there are several of questions which is closely related to the research problem compiled and distributed to respondents to obtain field information.⁵

In this research, the researcher distributed a questionnaire to English extracurricular (MBEC) members on Saturday 6 may in accordance with the agreement of researcher and MBEC coach. The questionnaire was distributed by the researcher to 22 MBEC members by distributing of paper containing 20 questions about English extracurricular activities at MAN Biau Buol.

⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013), 231.

⁵Asrof Safi'I, *Research Methodology, Tinjauan Terhadap Buku*, Surabaya Elkaf, (2005), 151.

4. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research.⁶ Thus it can be concluded that documentation is the collection of evidence and information (such picture, newspaper clippings, and other reverence materials). So, documentation is important data collection and can support the completeness and accuracy of research data.

In this research, what became the researcher documentation were data relating to English extracurricular activities at MAN Biau Buol such as material of MBEC, score English report card of MBEC members, photos of the learning process in English extracurricular activities or MBEC, photos and recording of interview with MBEC coach.

These four techniques can help researcher find valid and accurate data from MAN Biau Buol school so that the research conducted by researcher is truly comprehensive and verification as scientific work.

F. Data Analysis Techniques

This research did analyzed qualitative, therefore the analysis process was carried out during and after data collection using descriptive analysis techniques namely disclosing field data based on accurate, reliable data through observation, interview, and questionnaire presented in narrative sentences.

⁶Sugiyono, (2018), 476.

The data analysis technique used in this research is a qualitative data analysis technique. After data collection did carried out, the researcher then conducted data analysis as follows:

1. Data reduction

The researcher analyzed the data by selecting data and information considered relevant to this discussion. Data obtained from observation, interview, questionnaire, and documentation are then processed analyzed and conclusions drawn. The researcher analyzes the data, combines the opinions of informant with research focuses that have similarities compares between groups with one another and presented in accordance with the descriptions of each research focus.

2.Data presentation

This research is a qualitative research so the analysis takes place from the first time the researcher comes to the location until the data collection has answered the existing problems. After the data is summarized the next step is to present the data in discussion of this thesis.

3. Verification data

Verification data is the researcher analyzes the data and information by evaluating the data for validity and rehabilitation. Thus this form data analysis can prove the truth of the data.

Data collected from research result of observation, interview, observations, and documentation was carried out several stages of processing. The result of data questionnaire in this thesis with qualitative descriptive analysis processed using the formulation, that is:

$$P = \frac{F}{N} \times 100\%$$

Information:

F : Total score achieved by Students'

N : Maximum score

Q : Percentage figure

100% : Constant Number

From this formulation, the desired data can be calculated with the frequency looking for.

G. Checking the Validity of the Data

Checking the validity of this data is done with the aim of getting accurate, checking the validity of the data is done by correcting the data one by one so that errors can be found which was then be further refined.

In this research, to check the validity of the data obtained, it is done by means of triangulation. Triangulation is a technique of checking the validity of data that utilizes something else, outside the data for checking purposes or as a comparison with the data.

Triangulation is a combination of various data sources with various data collection techniques and time to obtain valid data and meet the scientific standards of writing. There are three kinds of triangulation; triangulation sources, triangulation method, and triangulation time. Triangulation sources can be obtain from teacher and student.

The triangulation used by the researcher is the triangulation source and triangulation method which is technique to check whether or not the data or information

is obtained in the field by comparing the data to data sources in the field. This is accomplished using comparing the observation result data to interview, comparing what people are saying about the research situation with what it says, and comparing the results of interview with the contents of a related document.

The researcher did discussions with associates or with anyone who is considered to provide solutions to the problems that the researcher faces to obtain accuracy and admit the validity of the data. The validity of the data is intended to prevent doubts about the data obtained for both the researcher and the reader, especially the researcher who has compiled this scientific work.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Description of the School Madrasah Aliyah Negeri (MAN) Biau Buol

After the researcher conducted research by obtaining various information about the “effect of English of English extracurricular activities toward Students’ English learning result at the eleventh grade of MAN Biau Buol”. In the following the researcher states many things that are used as results and discussion in this thesis, including a brief history of the establishment of MAN Biau Buol, the condition of teachers and Students’, facilities and infrastructure, and the process and effect of English extracurricular activities toward Students’ English learning result.

1. History of the School Madrasah Aliyah Negeri Biau (MAN) Biau Buol

Madrasah aliyah negeri biau (MAN) Biau Buol was inaugurated on July 09 1997 by the head of the office of the ministry of religious affairs of Buol Toli Toli regency (Drs. H. Kasim Yahya), with a decree of the minister of religious affairs of the Republic of Indonesia number 107 of 1997 dated March 17, 1997. MAN Biau previously had the status of madrasah aliyah swasta Nurul Ikhwan Buol which was established in the 1980, and was the result of the transition of the 6 year PGA which was established in the 1960.

Madrasah aliyah negeri biau (MAN) Biau Buol is a high school level, school characterized by Islamic religion with the same general lessons as other high school, with three majors namely science, social studies and religious studies, plus Islamic religious studies (Qur’an hadith, fiqh, aqidah akhlak, Arabic language, history of Islamic culture) as well as extracurricular activities such as speech skills

(*mubaligh*), qori'ah, calligraphy, scouting, drum band, Pik R, PMR, English club, and coaching sport and arts that have achieved many achievements.

Supported by experienced and professional teaching staff (teachers) with bachelor (S1) and master (S2) qualifications as well as several trained instructors. A strategic location in the center of the city which is very safe and comfortable, supported by adequate study facilities. MAN Biau organizes free education, as well as scholarships for economically weak Students' who excel and achievement scholarships.

2. Condition Extracurricular Activities at MAN Biau Buol

Table 1 Extracurricular Activities

No	Name Extracurricular Activities	Description
1.	Intra School Organization (OSIM/OSIS)	Active
2.	Youth red cross (PMR)	Active
3.	PIK-R	Active
4.	Scout (Ambalan Hisbul Watan MAN Biau)	Active
5.	Marching Band/Drum Band	Active
6.	English Extracurricular (MBEC)	Active
7.	Religion	Active
8.	Art	Active

B. Background of English Extracurricular Activities MAN Biau Buol

English extracurricular activities are extracurricular activities carried out by Students' outside the compulsory subjects at school. Students' can improve talents, especially in the field of English. This English extracurricular activity is called the English club.

Based on the result of research on how the process of carrying out English extracurricular activities at MAN Biau Buol, the researcher began by conducting interview with Mrs. S. Pd an English teacher and also an English extracurricular coach at MAN Biau Buol. A warm welcome was given by the teacher and the researcher began to conduct interview with the English teacher or English extracurricular coach in this room. Before Mrs. S. Pd answered the English extracurricular learning process, she explained the history or background for the formation of English extracurricular activities. Based on this, the researcher provide the result of interview with Mrs. S. Pd:

English extracurricular activities at MAN Biau are called Man Biau English Monton Yakin who served as principal at the time. Extracurricular (MBEC) and were established on may 30, 2016. MBEC was officially established as one of the extracurricular activities at MAN Biau by the principal of MAN Biau Drs. Monton Yakin. The function of MBEC is a place to gather and learn together to understand, develop English skills and improve speaking in English, besides that MBEC activities are the development of learning English in class and also as a preparation for Students' to take part in competitions in the field of English.⁴⁷

Based on the interview above, it can be concluded that extracurricular activities are not only made to complement learning and extracurricular activities. This English extracurricular activities was formed because of the purpose of education namely to develop the English skills of each Students', so that have the readiness and mental maturity before participating in competitions or other activities. English extracurricular activities (MBEC) an activities set up to develop learning process in class.

⁴⁷ S. Pd, English teacher MAN Biau and MBEC coach "Interview" 05 may 2023

C. The Effect of English Extracurricular Activities Toward Students' English Learning Result at the Eleventh Grade of MAN Biau Buol

English extracurricular activities is non-academic activities or activity outside of compulsory class hours specially to study English. While learning result is the result of achievements during learning, such as report card every semester. English extracurricular activities effect Students' English learning result at MAN Biau. This is by following the result of interview with English teacher or MBEC coach:

MBEC members learn English more than Students' who are not MBEC members. Of course this can effect the scores obtained and the result can be different. Students' who participate in MBEC are more fluent in speaking English and master a lot of vocabulary while Students' who do not participate in MBEC are slower in mastering speaking and vocabulary. This can effect Students' during the semester exam because the semester exam questions are full of English. Students' who are in MBEC can know the meaning of the exam questions because they are used to speaking and know a lot of vocabulary, while Students' who do not participate in MBEC have difficulty because of their lack of knowledge.⁴⁸

The researcher can conclude that, English extracurricular activities at MAN Biau (MBEC) can the effect toward Students' English learning result because learning in the MBEC is a development of learning in the classroom. Class learning is of course in MBEC but MBEC learning is not necessarily in regular class.

Based on this, it is necessary to examine English extracurricular activities or MBEC because MBEC can effect Students' English learning result, the following are the values from processing questionnaire data in the form of scales and data English report card source of Students' or members MBEC at MAN Biau Buol.

⁴⁸ Shr, English teacher MAN Biau and MBEC coach "Interview" 05 may 2023

Thus to support the research results of the process implementing of English extracurricular activities, and the effect of English extracurricular activities toward Students' English learning result at MAN Biau, the researcher distributed questionnaires to several Students' or MBEC members. So the result as student answers.

Table 4.1 English extracurricular activities at MAN Biau Buol is called MAN Biau English Club (MBEC).

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	19	86.3%
2.	Agree (A)	3	13.6%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

Based on the table above, it can be concluded that most Students' strongly agree that English extracurricular activities are called MAN Biau English Club (MBEC). This can be seen from the number percentages, namely out of 22 MBEC sample members, 19 (86.3%) Students' answered strongly agree, and 3 (13.6%) Students' answered agree. This is in accordance with observation, that the English extracurricular activities at MAN Biau Buol are called the MAN Biau English Club or MBEC.

Table 4.2 English extracurricular activities (MBEC) is held once a week.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	20	90.9%
2.	Agree (A)	2	0.90%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-

Total	22	100%
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Data questionnaire 06 may 2023.

From the table, it can be seen that some Students' or MBEC members strongly agree that MBEC extracurricular activities at school once a week. This can be seen from the total percentage of 22 MBEC members 20 (90.0%) Students' or MBEC members answered strongly agree, and 2 (0.90%) MBEC members answered agree.

This is by following observation, that some Students' at MAN Biau Buol take part in English extracurricular activities or MBEC which is held every Monday afternoon from 15.00 to 17.00. Although there are still Students' who do not participate in English extracurricular activities, this also shows that Students' are still very enthusiastic about participating in English extracurricular activities.

Table 4.3 I actively participate in MBEC activities based on my desire.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	13	59.0%
2.	Agree (A)	7	31.8%
3.	Disagree (DA)	2	9%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table above, this can be seen from the total percentage of 22 MBEC members 13 (59.0%) members answered strongly agree, 7 (31.8%) members answered agree, and 2 (9%) answered disagree. This is by following the result of the researcher interview with the MBEC coach:

MBEC members who registered were many up to 50 people, but those who are active and istiqomah until now are 20 to 25 people. At meetings every week there are usually also several people who are not present or have permission because they have other activities such as activities in others extracurricular activities so they cannot attend MBEC learning. But all members are very enthusiastic about

participating in MBEC learning activities, they are certainly very curious about the material in MBEC learning.⁴⁹

From the interview above, it can be concluded that most Students' strongly agree that they are active in MBEC activities, although there are Students' who disagree, the enthusiastic of Students' or MBEC members in this English extracurricular activities is very high.

Furthermore to find out whether English extracurricular activities at MAN Biau Buol are charged or not, it can be seen from the table below.

Table 4.4 English extracurricular activities at MAN Biau is free of charge

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	22	100%
2.	Agree (A)	-	-
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table 4.4, it can be seen from the total percentage 22 all members answered strongly agree 22 (100%) that English extracurricular activities at MAN Biau Buol are free of charge. This is by following the observation that English extracurricular activities are free and only give money for a jacket or special MBEC alma mater is the student want and there is no coercion.

To find whether MBEC members obey the rules of the English extracurricular activity coach, can be seen in the table below.

Table 4.5 I comply with the rules of the English extracurricular coach

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	13	59.0%

⁴⁹ Shr, English teacher MAN Biau and MBEC coach "Interview" 08 may 2023

2.	Agree (A)	9	40.90%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

Based on the table above, it can be concluded that all MBEC members strongly agree in obeying the rules set by the MBEC coach. This can be seen from the number of percentage 22 people, all answered strongly agree 13 (59.0%) and answered agree 9 (40.90%). This is also by following the observation that the researcher have made during the learning process at MBEC al MBEC members are very obedient to the rules, disciplined, and polite.

Table 4.6 MBEC members and coach conduct English camp to tourist attractions every month

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	-	-
2.	Agree (A)	1	4.54%
3.	Disagree (DA)	21	95.45%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table 4.6 can be seen 22 percentage members the answered disagree 21 (95.45%) and members answered agree 1 (4.54%). It can be concluded that, the English camp activities are not carried out every month.

Furthermore, to find out the method used by the coach to teach in MBEC extracurricular activities, it can be seen in the following table.

Table 4.7 In MBEC coach use learning method with discussion and practice.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	22	100%

2.	Agree (A)	-	-
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table above, it can be seen that all MBEC members strongly agree that the coach uses the discussion and direct practice method, from 22 people answered strongly agree 22 (100%). This is also by following the result of interview with the coach:

In the MBEC learning process, I use the communicative learning method because the goal of MBEC is that Students' can speak English. So I use method namely by providing material first then Students' do direct practice or have conversation.⁵⁰

In this by following the observation of researcher during the English extracurricular learning process at MAN Biau Buol, the coach uses the communicative learning method or by doing direct practice. The coach provides material first and explain then process with practice, for example conducting conversations. The method used can make Students' or MBEC members active and make the learning process effective.

Furthermore, the MBEC members actively participate in MBEC every week it can be seen following the table.

Table 4.8 I actively participate in English extracurricular activities (MBEC)

No.	Alternative Answer	Frequency	Percentage
1.	Strongly Agree (SA)	10	45%
2.	Agree (A)	12	54%
3.	Disagree (DA)	-	-

⁵⁰ Shr S. Pd, English teacher MAN Biau and MBEC coach "Interview" 08 may 2023

4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table, many as 22 respondents of MBEC members answered strongly agree 10 (45%), and MBEC members answered agree 12 (54%). No members answered disagree and strongly disagree so it can be concluded that for all MBEC members or respondent as many 22 Students' are active in participating English extracurricular activities every week. This is by following the results of observation made on Monday afternoon Students' or MBEC members gather. Besides that, this is also in by following the interview with the MBEC coach:

Now MBEC members who are active or istiqomah are always present in English extracurricular activities amount 20 to 25 people. Students' who are MBEC members very enthusiastic about gathering in the afternoon.⁵¹

In addition, participating in extracurricular activities of course, the feeling of each student are different, to the feelings of Students' in participating in English extracurricular activities (MBEC) at MAN Biau Buol can be seen in this table.

Table 4.9 I am very happy to join English extracurricular program.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	14	63.6%
2.	Agree (A)	8	36.3%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

⁵¹ Shr S. Pd, English teacher MAN Biau and MBEC coach "Interview" 08 may 2023

From the table above, it can be concluded that all MBEC members are very happy to be included in English extracurricular activities, this can be seen from the answer of Students' strongly agree 14 (63.6%), and members answered agree 8 (36.3%), and no answered disagree or strongly disagree.

Table 4.10 There are so many benefit obtained in English extracurricular activities.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	18	81%
2.	Agree (A)	4	18.18%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

There are so many benefits that Students' can get if they join this English extracurricular activity, such as increasing their English skills, being more confident and so on. This can be seen from the percentage 22 all Students' or MBEC members answered strongly agree 18 (81%) and agree 4 (18.18%).

Next to whether MBEC members are doing the tasks given by the coach properly or not can be seen in the following table.

Table 4.11 I do very well the task given by coach

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	11	50%
2.	Agree (A)	10	45%
3.	Disagree (DA)	1	4.5%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table 4.11 it can be concluded that, Students' or MBEC members do the tasks given by the coach. Well, it can be seen from the total percentage of 11 (50%) MBEC members answered strongly agree, 10 (45%) MBEC members answered agree, and 1 (4.5%) answered disagree. This is also by following observation made by researcher during the MBEC learning process, MBEC members are very good carrying out the tasks given by the coach.

During the learning process in English extracurricular activities or MBEC, it is related to English learning activities and English skills. To find out English extracurricular activities or MBEC can have an effect or can improve Students' English skills can be seen in the table below.

Table 4.12 English extracurricular activities can improve English skills

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	13	59%
2.	Agree (A)	7	31.81%
3.	Disagree (DA)	2	9.09%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table above, it can be seen that English extracurricular activities or MBEC can improve student English skills. This can be seen from the percentage results that 13 (59%) MBEC members answered strongly agree, 7 (31.8%) MBEC members answered agree, and 2 (9.09%) MBEC members answered disagree.

Extracurricular activities are activities outside compulsory subject hours. In this case, to that English extracurricular activities or MBEC at MAN Biau Buol can interfere with study time, see the following table.

Table 4.13 Participating in English extracurricular activities interferes my study time

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	-	-
2.	Agree (A)	4	18%
3.	Disagree (DA)	9	40.90%
4.	Strongly Disagree (SD)	9	40.90%
Total		22	100%

Data questionnaire 06 may 2023.

Based on the table above, it can be seen that most Students' disagree that the existence of English extracurricular activities can interfere with study time. This can be seen in the table percentage of MBEC members answered strongly disagree 9 (40.90%), MBEC members answered disagree 9 (40.90%), and answered agree 4 (18%).

Furthermore, to find out which Students' or MBEC members regularly participate in MBEC activities every week, it can be seen in this table.

Table 4.14 I routinely take part in English extracurricular activities every week

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	7	31.81%
2.	Agree (A)	14	63.63%
3.	Disagree (DA)	1	4.5%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table 4.14, it can be seen that all members of the English extracurricular activities or MBEC mostly routinely carry of English extracurricular activities every week, his is based on the percentage of 7 (31.81%) MBEC members answered strongly agree, 14 (63.63%) members answered agree and 1 (4.5%) member answered disagree.

Table 4.15 the material in English extracurricular activities is the same as English subject matter in regular classes.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	6	27.2%
2.	Agree (A)	12	54%
3.	Disagree (DA)	2	9.09%
4.	Strongly Disagree (SD)	2	9.09%
Total		22	100%

Data questionnaire 06 may 2023.

From the table, can be seen that 6 (27.7%) MBEC members answered strongly agree, 12 (54%) MBEC members answered agree, MBEC members answered disagree 2 (9.09%), and members answered strongly disagree 2 (9.09%). It can be concluded that many Students' agree that the English learning material is the same as the class material but same Students' do not agree that the class material is the same as the MBEC material. From the result of interview with the coach as well the English teacher in the class, Mrs. Shr explained:

Learning in English extracurricular activities (MBEC) is the development of class learning material, I cannot say the material is the same but learning in MBEC is more detailed than time limited class learning.⁵²

To the English language talents of Students' or MBEC members develop after participating in English extracurricular activities at MAN Biau Buol, can be seen through the following table.

Table 4.16 I am able develop English talent after participating in English extracurricular activities.

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	7	31.81%

⁵² Shr S. Pd, English teacher MAN Biau and MBEC coach "Interview" 08 may 2023.

2.	Agree (A)	14	63.6%
3.	Disagree (DA)	1	4.5%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the table, most Students' or MBEC members feel that their English talent can develop after participating in English extracurricular activities. This can be seen from the percentage of MBEC members answered strongly agree as many 7 (31.81%), members answered agree as many 14 (63.6%), and disagree 1 (4.5%).

To that Students' English learning result have improved after participating in English extracurricular activities can be seen in the able below.

Table 4.17 Joining English extracurricular of my English learning result increased

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	10	45%
2.	Agree (A)	12	54%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

It can be concluded that by participating in English extracurricular activities or MBEC at MAN Biau Buol, Students' English learning result have improved. This is based on the calculation of the percentage of MBEC members answered strongly agree 10 (45%), MBEC members answered agree 12 (54%), and not members answered disagree and strongly disagree.

Furthermore, English extracurricular activities can make Students' or MBEC members confident in speaking English can be seen through the table below.

Table 4.18 English extracurricular activities make me confident

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	5	22.72%
2.	Agree (A)	13	59.09%
3.	Disagree (DA)	4	18.8%
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From the able above, it is known that English extracurricular activities can make Students' confident. This can be seen from the total percentage of 22 Students' who answered strongly agree as many as 5 (27.72%), MBEC members answered agree as many 13 (59%), and members answered disagree as many 4 (18.8%). It can be concluded that English extracurricular activities can increase self-confidence even though there are still Students' who feel insecure but most Students' feel that their self-confidence has increased.

Table 4.19 the knowledge I gain in English extracurricular activities (MBEC) can support class lessons

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	12	54.5%
2.	Agree (A)	10	45.4%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

From table 4.19 it can be concluded that the knowledge gained in English extracurricular activities can support classroom lessons. I can be seen from the total percentage of 22 MBEC members answered strongly agree as many as 12 (54.5%) and MBEC members answered agree 10 (45.4%).

Table 4.20 Extracurricular activities at school always supported by teachers

No.	Alternative Answers	Frequency	Percentage
1.	Strongly Agree (SA)	11	50%
2.	Agree (A)	11	50%
3.	Disagree (DA)	-	-
4.	Strongly Disagree (SD)	-	-
Total		22	100%

Data questionnaire 06 may 2023.

Based on the table above, it can be concluded that most of the attitudes of Students' or MBEC members strongly agree that extracurricular activities at School MAN Biau Buol are always supported by teachers, this can be seen from the number of percentage from 22, MBEC members answered strongly agree 11 (50%) and MBEC members answered agree 11 (50%).

Furthermore, to that English extracurricular activities at MAN Biau Buol effect toward English learning result, it can be seen from the report card table for each semester of Students' or MBEC members as follows:

Table 4.21 Description score report card MAN Biau Buol

KKM	Predicate			
	D	C	B	A
72	0-71	72-80	81-90	91-100

Table 4.22 English subject scores MBEC members tenth grade semester 1 of the 2021/2022 academic year

No.	Name	Class	Figures	Predicate
1.	SHB	XI Social	92	A
2.	J	XI Exact	90	B
3.	SL	XI Religion A	88	B
4.	IK	XI Exact	90	B

5.	HJ	XI Religion B	92	A
6.	ND	XI Religion A	92	A
7.	KN	XI Exact	91	A
8.	FSM	XI Exact	91	A
9.	SR	XI Religion B	88	B
10.	FJ	XI Religion B	90	B
11.	IA	XI Exact	89	B
12.	A	XI Religion B	89	B
13.	T	XI Religion B	85	B
Total		1.167		
Average Scores		89		

The following below is a table of English subject scores MBEC members tenth grade semester 1 of the 2023/2024 academic year in addition:

1.	NFA	X Religion A	97	A
2.	SK	X Religion B	85	B
3.	SL	X Religion B	89	B
4.	DNNH	X Social	90	B
5.	M	X Exact	92	A
6.	SH	X Exact	85	B
7.	FT	X Religion A	89	B
8.	SF	X Religion A	90	B
9.	IW	X Religion B	90	B

Data source: documentation score English report class X and XI MAN Biau Buol.

In addition, based on the English report card scores for tenth grade semester 1 in table 22 above, the student's English report card results are used for percentage frequency, this is also related to classical completeness or the number of Students' who are complete in English subject. Based on this can be seen in the following table.

Table 4.23 Scores frequency tenth grade semester 1

Interval	Criteria	Frequency	Percentage
91-100	Very good (A)	5	38.46%
81-90	Good (B)	8	61.53%
72-80	Sufficient (C)	-	-
0-71	Less (D)	-	-
Total		13	100%

The average score of Students' report card is 90 in table 22, and table 23 there are 38.46% of Students' getting very good criteria scores and there are 61.53% of Students' getting good criteria scores. This has reached the minimum completeness criteria (KKM), and in English report card above there are no Students' who get scores below the KKM.

Table 4.24 English subject scores MBEC members tenth grade semester 2 of the 2021/2022 academic year

No.	Name	Class	figures	Predicate
1.	SHB	XI Social	89	B
2.	J	XI Exact	90	B
3.	SL	XI Religion A	90	B
4.	IK	XI Exact	97	A
5.	HJ	XI Religion B	97	A
6.	ND	XI Religion A	99	A
7.	KN	XI Exact	95	A
8.	FSM	XI Exact	91	A
9.	SR	XI Religion B	97	A
10.	FJ	XI Religion B	90	B
11.	IA	XI Exact	96	A
12.	A	XI Religion B	90	B
13.	T	XI Religion B	95	A
Total		1.216		

Average Scores	93.53
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Data source: documentation score English report class XI at MAN Biau Buol

Table 4.25 Scores frequency class tenth grade semester 2

Interval	Criteria	Frequency	Percentage
91-100	Very good (A)	8	61.53%
81-90	Good (B)	5	38.46%
72-80	Sufficient (C)	-	-
0-71	Less (D)	-	-
Total		13	100%

The average score of Students' report card is 93, and table 24 there are 61.53% of Students' getting very good criteria scores and there are 38.46% of Students' getting good criteria scores. This has reached the minimum completeness criteria (KKM), and in English report card above there are no Students' who get scores below the KKM.

Table 4.26 English subject scores MBEC members eleventh grade semester 1 of the 2021/2022 academic year.

No.	Name	Class	Figures	Predicate
1.	SHB	XI Social	97	A
2.	J	XI Exact	91	A
3.	SL	XI Religion A	90	B
4.	IK	XI Exact	91	A
5.	HJ	XI Religion B	98	A
6.	ND	XI Religion A	97	A
7.	KN	XI Exact	93	A
8.	FSM	XI Exact	91	A
9.	SR	XI Religion B	90	B
10.	FJ	XI Religion B	93	A

11.	IA	XI Exact	90	B
12.	A	XI Religion B	97	A
13.	T	XI Religion B	90	B
Total		1.209		
Average Scores		93		

Data source: documentation score English report class XI at MAN Biau Buol.

Table 4.27 Scores frequency eleventh grade semester 1

Interval	Criteria	Frequency	Percentage
91-100	Very good (A)	9	69.23%
81-90	Good (B)	4	30.76%
72-80	Sufficient (C)	-	-
0-71	Less (D)	-	-
Total		13	100%

The average score of Students' report card is 93, and table 26 there are 69.23% of Students' getting very good criteria scores and there are 30.76% of Students' getting good criteria scores. This has reached the minimum completeness criteria (KKM), and in English report card above there are no Students' who get scores below the KKM. Furthermore, below the researcher also describes a table score of students are not members of MBEC.

Table 4.28 English subject score of students are not members of MBEC

No.	Name	Class	Figures	Predicate
1.	S APT	X Social	81	B
2.	P	XI Social	91	A
3.	FTR	XI Religion A	90	B
4.	NRA	XI Exact	89	B
5.	AS	X Social	81	B
6.	FK	XI Social	91	A
7.	IK	XI Social	90	B
8.	I	X Exact	91	A

9.	JN	XI Religion	90	B
10.	MS	XI Religion B	82	B
11.	MF	XI Social	91	A
12.	MI	XI Social	81	B
13.	NM	X Exact	90	B
14.	NIZ	XI Religion A	89	B
15.	QN	XI Exact	91	A
Total		1.318		
Average Scores		87.86		

Table 4.29 Scores frequency students are not member of MBEC

Interval	Criteria	Frequency	Percentage
91-100	Very good (A)	5	33.3%
81-90	Good (B)	10	66.6%
72-80	Sufficient (C)	-	-
0-71	Less (D)	-	-
Total		15	100%

Based on the percentage tables 4.23, 4.25, 4.27 from members MBEC and the percentage table 4.29 from students not members of MBEC, all students as a percentage received scores with very good, and good criteria, and there were no Students' who received less and sufficient score or below the KKM value. Finally it can be concluded that the English extracurricular activity program not effect Students' English learning result but it effects students' motivation to learn English, students' ability to speak English, students' confidence in speaking English, and students' vocabulary becomes more.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher describes the chapters above, finally the researcher provides conclusion and suggestions that can be useful for researcher and for readers.

English extracurricular activities at MAN Biau is an English language forum organization as a place together, learn English, and understand how to speak English. The function of MBEC is a place to gather and learn together to understand, develop English skills and improve speaking in English. Meanwhile the implementation of English extracurricular activities (MBEC) has been going well, and also English extracurricular activities not effect of students' English learning result but it effects students' motivation to learn English, students' ability to speak English, students' confidence in speaking English, and students' vocabulary becomes more.

B. Suggestion

Coach MBEC need to develop MBEC so that they are better known by many people such as creating special MBEC social media account. So that there is a lot of interest from Students' to take part in MBEC extracurricular activities, not only at MAN Biau school but Students' from other schools or even the community. And for Students', it is hoped that they will be more enthusiastic in the process of learning English in regular classes as well in English extracurricular activities or MBEC.

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_____. *Metode Penelitian Kualitatif*, (Bandung: Alfabeta, 2018).

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Interview with English Teacher/ Extracurricular Coach:

1. How is the learning process in English extracurricular?
2. Are there learning English extracurricular activities the same as learning in regular classes? Give the reason!
3. What do you think about the students' participation in English extracurricular activities?
4. Are there English extracurricular activities effect the students English learning results? How does it effect?
5. What is the method used in learning English extracurricular?
6. How the process of learning method used in English extracurricular?
7. Do you think there is a difference between students take English extracurricular and those don't join English extracurricular? Explain how they different!

Questioner Students

Instructions:

1. Give a tick (\checkmark) to your agreement regarding the following statements:
 - a. Strongly Agree (SA)
 - b. Agree (A)
 - c. Disagree (DA)
 - d. Strongly Disagree (SD)
2. Fill in your identity in the space provided
3. Please don't leave any blanks in the statements
4. Students identity:
 - a. Name :
 - b. Gender :
 - c. Class :
 - d. Address :

No	Indicator	SA	A	DA	SD
	Implementation of English extracurricular activities				
1	English extracurricular activities at MAN Biau Buol is called Man Biau English Club (MBEC)				
2	English extracurricular activities (MBEC) is held once a week				
3	I actively participate in MBEC activities based on my desire				

4	English extracurricular activities at MAN Biau is free of charge				
5	I comply with the rules of the English extracurricular coach				
6	MBEC members and coach conduct English camp to tourist attractions every month				
7	In MBEC, coach use learning methods with discussion and practice				
	The effect of English extracurricular activities towards learning results				
8	I actively participate in English extracurricular activities (MBEC)				
9	I am very happy to join English extracurricular program				
10	There are so many benefits obtained in English extracurricular activities				
11	I do very well the task given by coach				
12	English extracurricular activities can improve English skills				
13	Participating in English extracurricular activities interferes my study time				
14	I routinely take part in English extracurricular activities every week				
15	The material in English extracurricular activities is the same as English subject matter in regular classes				

16	I am able to develop English talent after participating in English extracurricular activities				
17	joining English extracurricular of my English learning results increased				
18	English extracurricular activities make me confident				
19	The knowledge I gain in English extracurricular activities (MBEC) can support class lessons				
20	Extracurricular activities at school always supported by teachers				

Source: <https://eprints.umm.ac.id/58545/7/LAMPIRAN.pdf>

DOCUMENTATION

1. School of Madrasah Aliyah Negeri Biau (MAN) Biau Buol.



2. Documentation with head master MAN Biau Buol.



3. Documentation Interview with Coach MBEC/English teacher MAN Biau Buol



4. Documentation of MBEC members filing out the questionnaire





5. Documentation learning of English extracurricular activities MBEC





6. Documentation of English extracurricular activities MBEC MAN Biau Buol







PENGAJUAN JUDUL SKRIPSI

Nama : NUR AINUN H. ASBIAT
 TTL : 08 - februari - 2001
 Program Studi : TADRIS BAHASA INGGRIS
 Alamat : Jl. SAMUDEA 2
 Judul :
 NIM : 191160070
 Jenis Kelamin : Perempuan
 Semester : 6
 HP : 0822 9659 7692

Judul I
 The implementation of English extracurricular activities (EMBE) in improving
 Students' English ~~language~~ skills at ~~the tenth grade of~~ MAN BIAU, ~~Kdb. Buol~~
~~speaking~~

Judul II
 The effect of English extracurricular activities (English club) on the
 results of learning English in class X students at MAN BIAU Kdb. Buol

Judul III
 Application of audio visual media in improving Vocabulary skills
 in learning at the eight grade of MTS ALMISBAH Kdb. Buol.

Palu, 2022
 Mahasiswa,

Nama: NUR AINUN
 NIM: 191160070

Telah disetujui penyusunan skripsi dengan catatan:

International journal articles are preferable.
 2016 - 2022.

Pembimbing I : ~~Ruslin, S.Pd. M.Pd. M.Sc. Ph.D~~ Yuni Amelia, M.Pd

Pembimbing II : Tamrin Pettawali, S.Pd. M.Pd.

a.n. Dekan
 Wakil Dekan Bidang Akademik
 dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
 NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
 NIP. 19690215 199203 1 013

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

- KESATU : Menetapkan saudara :
1. Yuni Amelia, S.Pd., M.Pd.
 2. Muh. Tamrin AM.S. Pettawali, S.S., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Nur Ainun H. Asbat
NIM : 191160070
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : ENGLISH EXTRACURRICULAR ACTIVITIES IN IMPROVING STUDENTS' ENGLISH SPEAKING SKILL AT THE TENTH GRADE OF MAN BIAU, BUOL
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 26 September 2022
Dekan,


Dr. H. Askar, M.Pd.
NIP. 196705211993031005



Nomor : 1234 /Un.24/F.I/PP.00.9/03/2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi
Palu, 24 Maret 2023

Kepada Yth.

1. Yuni Amelia, S.Pd., M.Pd. (Pembimbing I)
2. Muh. Tamrin AM. S. Pettawali, S.S., M.Pd. (Pembimbing II)
3. Fitriingsih, S.S., S.Pd., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Nur Ainun H. Asbat
NIM : 19.1.16.0070
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effect of English Extracurricular Activities toward Students' English Learning Result at the Eleventh Grade of MAN Biau Buol

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 28 Maret 2023
Waktu : 10.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

an Dekan
Ketua Jurusan TBIG

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NRP 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 1412 /Un.24/F.I/PP.00.9/4/2023
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 11 April 2023

Yth. Kepala Man Biau Buol

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nur Ainun H. Asbat
NIM : 191160070
Tempat Tanggal Lahir : Buol, 08 Februari 2001
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl.Samudra
Judul Skripsi : The Effect Of English Extracurricular Activities Toward Students English Learning Result At The Eleventh Grade Of MAN BIAU BUOL
No. HP : 082296587692

Dosen Pembimbing :

1. Yuni Amelia, S.Pd., M.Pd
2. Muh. Tamrin S. Pettawali, S.S.,M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Dehan, M.Pd.

196705211993031005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BUOL
MADRASAH ALIYAH NEGERI BIAU**

Jalan Syarif Mansyur Nomor 274 Kelurahan Kali 94563 Telepon (0445) 211245

SURAT KETERANGAN

Nomor : 13 /Ma. 22.03.11/PP.00.6/05/2023

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri Biau Kabupaten Buol, Menerangkan bahwa sesungguhnya Saudara:

Nama : Nur Ainun H. Asbat
NIM : 19160070
TTL : Buol, 08 Februari 2001
Alamat : Jl. Samudra
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Keterangan : Telah melakukan Penelitian dengan menggunakan Instrumen
(Angket) dan Wawancara

Benar-benar Mahasiswa tersebut melaksanakan kegiatan penelitian di Madrasah Aliyah Negeri Biau pada Tanggal 04 s/d 08 Mei 2023 dengan Judul Penelitian :

THE EFFECT OF ENGLISH EXTRACURRICULAR ACTIVITIES TOWARD STUDENTS ENGLISH LEARNING RESULT AT THE ELEVENTH GRADE OF MAN BIAU BUOL

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana perlunya

Buol, 08 Mei 2023
Kepala

Dr. Salman Dj. Adjud

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBİYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd
2. Penguji Utama I : Fitriingsih, S.S., S.Pd., M.Hum.
3. Penguji Utama II : Afifah, S.Pd., M.Pd.
4. Pembimbing/Penguji I : Yuni Amelia, S.Pd., M.Pd.
5. Pembimbing/Penguji II : Muh. Tamrin Am. S. Pettawali, S.S.,M.Pd.

untuk menguji Skripsi Mahasiswa

Nama : Nurainun H. Asbat

NIM : 191160070

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE EFFECT OF ENGLISH EXTRACURRICULAR ACTIVITIES TOWARD STUDENTS ENGLISH LEARNING RESULT AT THE ELEVENTH GRADE OF MAN BIAU BUOL

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu

Pada Tanggal : 20 Juli 2023



Dr. Askar, M.Pd.



Nomor : /Un.24/F.I/PP.00.9/07/2023
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi**

Sigi, 20 Juli 2023

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

1. Hijrah Syam, S.Pd., M.Pd.
2. Fitriningsih, S.S., S.Pd., M.Hum.
3. Afifah, S.Pd., M.Pd.
4. Yuni Amelia, S.Pd., M.Pd.
5. Muh. Tamrin Am. S. Pettawali, S.S.,M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nurainun H. Asbat
NIM : 191160070
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF ENGLISH EXTRACURRICULAR ACTIVITIES TOWARD STUDENTS ENGLISH LEARNING RESULT AT THE ELEVENTH GRADE OF MAN BIAU BUOL

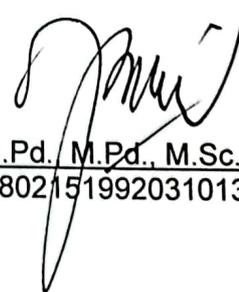
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Selasa, 25 Juli 2023
Jam : 09.00 - 11.00
Meja Sidang : Meja Sidang Lantai 1
Tempat : Kampus II Gedung Rektorat

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita)

BIOGRAPHY

Complete Name : Nur Ainun H. Asbat
Date of Birth : Buol, 08 February 2001
Address : Palu Barat Jln. Samudera 2
: Buol, Tongon Village, Kec. Momunu, Kab. Buol.
Phone Number : 0822-9658-7692
Religion : Islam
Nim : 191160070
Major/Faculty : English Tadris Study Program/FTIK
Status : Not Married
Email : nurainunasbat08@gmail.com



EDUCATIONAL BACKGROUND

SD : 2010-2015 SDN 12 Momunu, Kab. Buol
Junior High School : 2015-2017 MTS Negeri Momunu, Kab. Buol
Senior High School : 2017-2019 MAN Biau, Kab. Buol
Collage : S1 English Tadris Study Program (TBIG)
Faculty of Tarbiyah and Teacher Training (FTIK) Datokarama State
Islamic University Palu (2019-2023)

ORGANIZATION

Pramuka MTS Negeri Momunu
Osis MAN Biau
Marching Band MAN Biau

PARENT IDENTITY

Father Name : Husni Asbat
Address : Tongon Village, Kec. Momunu, Kab. Buol
Work : Farmer
Phone Number : 085242448500
Mother Name : Kalsum Syukur
Address : Tongon Village, Kec. Momunu, Kab. Buol
Work : URT
Phone Number : 082135052256