**THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION
TOWARDS THEIR CLUB IN LEARNING ENGLISH AT
SMA NEGERI 2 PALU**

THESIS

Submitted to Fulfill One of the Requirements to Obtain a Degree of Sarjana
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Teacher Training State Islamic University Datokarama Palu

By

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2024**

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: **"THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION TOWARDS THEIR CLUB IN LEARNING ENGLISH AT SMA NEGERI 2 PALU"** 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 of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I am ready for all the consequences thereafter due to this misconduct.

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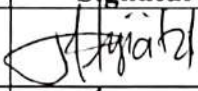Supervisor I,   Supervisor II,

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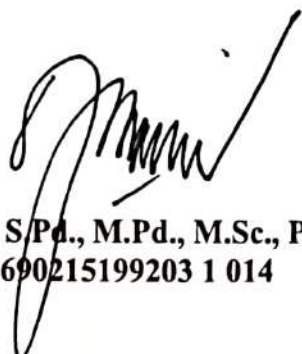
آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

The researcher would like to express her deepest gratitude to the Most Beneficent and the Most Merciful Allah SWT who has given mercy, blessings, health and opportunities so that the researcher can complete this thesis entitled "The English Club Members' Perception Towards Their Club in learning English at SMA Negeri 2 Palu". Shalawat and greetings are sent to the Prophet Muhammad SAW. who has guided the ummah from the jahiliyyah period to a time filled with the light of knowledge like what we feel until now.

This thesis is presented to fulfill one of the requirements to obtain a degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu. With the limitations that the researcher has, as well as the facilities that support the completeness of this thesis, of course it cannot be separated from the help and guidance from all parties in the form of moral and material assistance. Therefore, the researcher would like to express her deepest and sincere gratitude to all those who have helped in the completion of this thesis.

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17.1.16.0015

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ABSTRACT

Name   : Miranda Nurislami Badarudin
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Thesis Title : THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION
                TOWARDS THEIR CLUB IN LEARNING ENGLISH AT
                SMA NEGERI 2 PALU

English Club is one of extracurricular activities. It aims to increase students' potential, interest, and talent in English outside of formal learning in classroom and it is one of solution to the problem of limited time to study English in class. Furthermore, SMA Negeri 2 Palu is one of the schools that provides an English club (ECS) from 2009 until now.

Based on the description above, the aims of conducting this research were 1) To know the ECS members' perceptions towards their club in learning English and 2) To find out the factors that affecting the ECS members' perceptions towards their club in learning English.

In this research, the researcher used sequential explanatory mixed method. The researcher used questionnaire, interview, and documentation to collect the data. After getting the data, the researcher analyzed the data through descriptive analysis for quantitative data. Then, reduction data, display data, and conclusion for analyzed qualitative data.

The findings clarified that: 1) Based on three components of perception, namely cognitive, affective, and conative, it was found the mean score of the questionnaire data was 76.55, it showed that the ECS members had positive perception towards their club in learning English. ECS gives benefits to its members such as, ECS gets them more experiences and more knowledge. ECS encourages members' motivation in learning English with friends and increase self-confidence. Furthermore, the club atmosphere tends to be fun, flexible, and comfortable, and it makes them more interested in learning English. In addition, ECS provides benefits in implementing a real English practice for its members. 2) There are two factors that affected the ECS members' perceptions, there were internal factor in terms of the future goals factor, interest factor, needs factor, desires and expectations factor, the attitude and individual characteristics factors, feelings factor, and external factor related to ECS environmental factor, knowledge factor, family background factor and opposition factor.

From the explanation, it can be concluded that ECS members had positive perception towards their club in learning English because ECS provides benefits as a club for studying English at SMA Negeri 2 Palu. Besides that, it is also affected by the internal factors and the external factors.

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, learning English is difficult because the language is a foreign language that it is not generally used by Indonesian or is not the main language which is structurally, vocabulary, etc. English is different from Indonesian.[1] However, English is taught formally in school, every student needs to learn and master this language because it is used in several formal and informal settings. In learning English there are four skills namely, speaking, listening, reading, and writing. To master the four basic skills, sometimes the lessons that have given by school are not enough. In line with that, Amelia et al., in her Conference Proceeding admitted that learning English in the classroom was not effective due to limited time for both students and teachers.[2] Therefore, to master English needs requires extra effort.

Then, there are several factors that cause a person to be successful in learning a foreign language that most often gets attention, namely aptitude, motivation, and opportunity. In the opportunity factor, it is stated that what is meant by opportunity includes all learning activities, both inside and outside the classroom, where students are actively practicing using the language they are

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[1] Robi Soma, "The Influences of Local Language to Students in Learning English" *Jurnal Bahasa dan Sastra*, vol. 7 No. 1 (July 2018), 29 – 31.https://www.academia.edu/104519627/The _Influences_ of_Local_Language_to_Students_in_Learning_English (20 March 2022)

[2] Firqo Amelia, Nine Febrie Novita Sari, and Ahmad Yusuf Firdaus, "Bridging The Gaps In Curricurlum to Students Through English Club", *International Seminar on Language Education And Culture*, (Oktober, 2017), 57. https://sastra.um.ac.id/wp-content/uploads/2017/11/56-61-Firqo-Amelia-Nine-Febrie-Novitasari-and-Ahmad-Yusuf-Firdaus-edited_LAYOTED.doc.pdf (25 July 2022)

learning.[3] Based on these statements, as a salutation to overcome the problem, school create self-development program which is implementations the form of extracurricular program.

Based on Minister of Education and Culture Indonesia Republic Regulation No. 62 of 2014 Articles 1 and 2 Concerning Extracurricular Activities in Basic Education and Secondary Education, states that Extracurricular Activities are curricular activities carried out by students outside the formal learning of intracurricular activities and co-curricular activities, in the guidance and supervision of the education unit. Furthermore, Extracurricular Activities are organized with the aim of developing the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally in order to support the achievement of national education goals.[4] In addition, by following extracurricular, the students will become more qualified. Students who follow the extracurricular will get the benefit from the activities, for example increasing the student's ability in socializing with their friends and teacher who can help the members in participating the learning process well.

Extracurricular program can be categorized into two, namely subject matter and subject non matter extracurricular program. Subject matter extracurricular program can be in the form of study club, for example Science Club, Math Club,

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[3]Rochmat Budi Santosa "Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris Iain Surakarta" *Jurnal Ilmiah DIDAKTIKA*, 18, no. 1 (August 2017): 91-92. https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/3089 (20 March 2022)

[4]Republik Indonesia, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 Tentang Kegiatan Ekstrakurikuler Pada Pendidikan Dasar Dan Pendidikan Menengah*, Pasal 1-2.

and English Club. While non-subject matter extracurricular program, can be the form of physical or art extracurricular program.[5]

Based on that, one of the alternative ways to learn English at school is to join an extracurricular activity called English club. According to Malu and Smedley, English club is a group of people (club members) who meet regularly to practice speaking, listening, reading, and writing in English and also a series of regularly scheduled meetings where club members practice English and help the community solve problems.[6]

For students who are the members of English club, it means that the English club extracurricular is a program of student activities outside of school lessons which is intended to be a place for students to develop their interests and talents in English. Furthermore, the students have more exposures and time in learning English. This certainly encourages students to have additional time to practice and learn English with friends who have the same interest on English at the club. They also get support from the environment to learn English.

In addition, Malu explains that there are several reasons why joining an English club is necessary, 1) English is a global language, 2) knowledge of English can help people in their jobs and with international business, 3) club members can have fun interesting, thoughtful, and provocative conversations in English, and English clubs can solve problems in the community, while practicing English.[7]

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[5]Nikki Wilson, Thesis, Impact of Extracurricular Activities on Students, (Menomonie University of Wisconsin-Stout, 2009), 12. https://www2.uwstout.edu/content/lib/thesis/2009/2009 wilsonn.pdf

[6]Kathleen F. Malu & Bryce Smedley. *The English Club Handbook: A Guide for English Club Leaders.* (The U.S. Department of State, United States Embassy, Kinshasa, Democratic Republic of the Congo: 2015), 11. https://teltamwanza.weebly.com/uploads/9/2/5/1/92513942/ english_club_handbook. pdf

[7] Ibid.

Based on the results of the first observation at SMA Negeri 2 Palu, there was an extracurricular activity such as English Club called by English Club SMADA (ECS). the club held once a week on Saturday. This program has been established since 2009 until now. This is a form of effort made by the school to increase students' ability in English. This activity aims to provide a place for students or facilitate them to obtain materials that can improve their skills and confidence in speaking English. Besides that, the activities can be done in the English club, such as playing games while learning, such as charades in English, role play, spelling bee, etc.

Furthermore, ECS also organizes several work programs such as English camp, one day with English and English competition. In addition, ECS also actively participates in activities organized by the school and they are open to knowledge provided from outside the school, such as socialization held by campuses related to the English, including the opportunity to win student exchange scholarships. Based on these facts, ECS is still in active status.

In the English Club, students play an important role as members or participants who are involved in the process of extracurricular activities. In other words, they are subjects who receive a treatment or stimulus from the English club. Each of them is different and they have their own way to accept the information. So, there are the different perception appear from the students about this. Moreover, every year there will be a different generation and different rules, so of course the situation will not be the same.

According to Asrori that perception is an individual's process of interpreting, organizing and giving meaning to the stimulus that comes from the environment in which the individual is located which is the result of the learning

process and experience.[8]Then in general, perception is usually used to express the experience of an object or an event that is experienced.

Therefore, it is important to know the perceptions of the students who are members of the English club because it can help in evaluating the extracurricular activities that have been implemented so the English club can be better than before. Therefore, based on the statements above, the researcher becomes curious and tries to know this with a research entitled "**THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION TOWARDS THEIR CLUB IN LEARNING ENGLISH AT SMA NEGERI 2 PALU**"

B. *Research Questions*

Based on the background above, the research questions can be formulated as follows:

1. What are the English Club SMADA members' perceptions towards their club in learning English at SMA Negeri 2 Palu?
2. What are the factors that affecting the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu?

C. *Objective of the Research*

In line with the research questions, the aims of this research are:

1. To know the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu.
2. To find out the factors affecting the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu.

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[8]Mohammad Asrori, *Psikologi Pembelajaran* (Bandung: Wacana Prima, 2009), 21.

D. *Significance of the Research*

The researcher hopes that the result of the research gave worthwhile contribution to anyone who reads this research. For teachers, it is expected to be useful information for evaluation for the English club and also makes teachers or components as a reference for providing and forming an English extracurricular club as a place to learn additional English for students.

Next, for the students, it is expected to be useful as input for students in increase their interest in English learning by joining English club. In addition, for other researchers, it is expected to be a useful reference for further investigations.

E. *Operational Definition*

It is very important to limit the meaning of some key terms that are employed within this research in order to avoid the miss understanding, as the following:

1. Perception: an individual's process of interpreting, organizing, and giving meaning to the stimulus that comes from the environment in which the individual is located which is the result of the learning process and experience
2. English Club: one of the extracurricular activities at school for helping the development of learners with potential needs, talents and their interests related to English.
3. Learning English: an activity of gaining knowledge about English

F. *Outline of the Research*

The researcher organizes this research content in order to make the reader easier to understand. The following shows content covered in this research:

Chapter I: Introduction. This chapter explains background, research questions, objective of the research, significance of the research, definition of key term, and the outline of the research. Chapter II: Literature Review. This chapter describes previous research findings, literature review and theoretical framework. Chapter III: Research Method. This chapter discuses the research design, location and time of the research, population and sample, research instrument, source of the data, technique of the data collection, technique of analysis data and validity of the data. Chapter IV: Result and Discussion. This chapter presents the result of questionnaire to ECS members' perceptions, the result of interview with ECS members, the result of documentation, and the discussion. Chapter V: Conclusions and Suggestions. This chapter contains conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

In this research, the researcher takes a review of related literature from the other research. There are some previous findings of some researchers that have relation to this research that the researcher describes in a matrix to make it easier to understand, such as follows:

No	Name, Year and Title	Research Focused	Relevance	Difference
1	Eva Destrianti, Syafrizal S, Gita Mutiara Hati, The Perception of The English Club Members of The English Department Students Association (EDSA) Toward Their Club[1]	a. Investigate positive or negative perception of the English club members of EDSA (English Department Students Association) toward their club in cognitive, affective, and conative components. and the questionnaire consists of 25 items of the components that covered six variables like materials, activities, coach, schedule, place, and English improvement.	a. Discuss about students' perception toward English club. b. Focus components of English club that consist of cognitive, affective, and conative.	a. The research variable focus on speaking ability of students who participate in English club b. The research method is descriptive quantitative research. c. The year and location of the research are different. d. The researcher used simple random sampling to choose the

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[1] Eva Destrianti, Syafrizal S, and Gita Mutiara Hati, "The Perception of The English Club Members of The English Department Students Association (EDSA) Toward Their Club," *Journal of English Education and Teaching*, Vol.2 No.3. 1–6 (February, 2019) *https://ejournal.unib.ac.id/ JEET/article/ view/6831/3419* 2018 (30 July 2022)

				subject of the research e. This research does not discuss about the factors that influence the perception.
2	Nasriani.N, Students' Perception on English Club As Extracurricular in Speaking Practice (*A Descriptive Research at The Eleventh Grade of SMA Negeri 9 Makassar)*[2]	a. Students' perception on English club in speaking practice b. Focuses on the accuracy ability of speaking and components of English club that consist of cognitive, affective, and conative for students.	a. Discuss about students' perception on English club b. Focus components of English club that consist of cognitive affective, and conative	a. The researcher analyzed students' perception on English club in speaking practice b. The year and location of the research are different. c. This research does not discuss the factors that influence this perception. d. The research method is qualitative descriptive
3	Yuni Utari, Students' Perception on English Club at SMP IT Al-Azhar Jambi[3]	a. The students' perception of English club Extracurricular on Speaking skill b. Focus on the students' perception	a. Discuss about Students' perception toward English club b. Focus on the students' perception	a. The research focus on Speaking ability of students who joining the English club

[2]Nasriani. N, "Students' Perception on English Club as Extracurricular in Speaking Practice: A Descriptive Research at The Eleventh Grade of SMA Negeri 9 Makassar" (Faculty of Teacher Training and Education, Makassar Muhammadiyah University, 2020), 1-24. https://digilib.unismuh.ac.id/dokumen/detail/11303/ (30 July 2022)

[3]Yuni Utari, "Students' Perception on English Club at SMP IT Al-Azhar Jambi" (Faculty of Education and Teacher Training, State Islamic University Sulthan Thaha Saifuddin, 2021), 1-18. http://repository.uinjambi.ac.id/id/eprint/8185 (31 July 2022)

		on components cognitive, affective, and conative.	components cognitive, affective, and conative.	b. The year and location of the research are different c. This research does not discuss the factors that influence this perception. d. The research method is qualitative descriptive

B. Literature Review

This part will discuss the important concept of the research, they are as the following:

1. Perception

a. Definition of perception

Generally, the term perception is used in the field of psychology. In terminology, the notion of perception is a direct response from an absorption or the process of a person knowing some things through sensing. Meanwhile, in the psychology dictionary, Perception is defined as a process of knowing or recognizing objects and objective events by using the senses possessed by the addition of meanings derived from past experiences, to become aware of the object.[4] In other words, perception can be interpreted as a process of giving meaning to the object that is the focus. Then, in general, the term perception is usually used to express the experience of an object or an event that is experienced. This is supported by a statement from Asrori states that perception is:

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[4]J.P. Chaplin, Dictionary of Psychology (Kamus Lengkap Psikologi), terj. Kartini Kartono, edisi revisi (Cet. XIV; Jakarta: RajaGrafindo Persada, 2011), 358.

"The individual's process of interpreting, organizing and giving meaning to the stimulus that comes from the individual's environment is the result of the learning process and experience." [5]

In the terms of perception, there are two important elements, they are interpretation and organization. Interpretation is an effort to understand the individual to the information obtained. Meanwhile, organization is the process of managing certain information to make it meaningful. So, the two elements will always be interrelated in the process of someone giving a perception. Then, giving perception is not just about receiving stimuli from outside the individual but requires further processing so that the object has meaning.

Then, according to Stephen P. Robbins and Timothy A. Judge states that perception is the process of individuals organize and interpret their memory impressions to give meaning to their environment. [6] Furthermore, perception is a process that is learned through interaction with the surrounding environment. In line with that, Rahmat defines perception as:

"Experience of objects, events or relationships obtained by inferring information and interpreting messages".[7]

This similarity of opinion can be seen from the meaning of inferring information and interpreting messages that are related to the process of giving meaning.

In addition, according to Sarlito Wirawan Sarwono, perception is the ability to organize an observation, these abilities include: the ability to discriminate, the ability to group, and the ability to focus. Therefore, a person can have different

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[5]Mohammad Asrori, *Psikologi Pembelajaran* (Bandung: Wacana Prima, 2009), 214.

[6]Stephen P. Robbins and Timothy A. Judge, *Organizational Behaviour*, 17th ed. (England: Pearson Education, 2016), 209.

[7]Jalaluddin. Rakhmat, 2009, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya Offset,2009) 51.

perceptions, even though the object is the same. This is possible due to differences in the value system and personality traits concerned.[8]

Base on some of the statements above, it can be concluded that perception is a process, observation, thinking, managing, and continuing to give a conclusion meaning or someone's message to an object, the "meaning" can be created as a result of the stimulus obtained or received from experiences, events, interactions with the environment that individuals do to an object. In other words, perception is a person's opinion about their experience of an object that previously provided stimulation that resulted in these opinions.

b. *Factors Affecting Perception*

Miftah Toha states that the factors that influence a person's perception are as follows:

1) Internal factors: feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, mental disorders, values and needs as well as interests, and motivations. From this statement it can be concluded that internal factors are individual circumstances that influence individuals in perceiving.

2) External factors: family background, information obtained, knowledge and needs around, intensity, size, opposition, repetition of motion, new and familiar things or unfamiliar objects. [9] From the statement it can be concluded that external factors are factors that come from outside the perceiver, such as the stimulus and the environment in which the perception takes place.

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[8]Sarlito Sarwono Wirawan, *Pengantar Umum Psikologi* (Jakarta: Bulan Bintang, 1983), 89.

[9]Miftah Toha, *Perilaku Organisasi Konsep Dasar dan Aplikasinya.* (Jakarta: Grafindo Persada, 2003) 154.

Meanwhile, according to Stephen P. Robins, there are three factors that influence a person's perception, namely:

1) The individual concerned (perceiving)

If someone sees something and tries to give an interpretation of what he sees, he will be influenced by the individual characteristics that he has such as, attitudes, motives, interests, interests, experiences, knowledge, and expectations.

2) The target of perception

The target of perception can be a person, object, or event. These traits usually affect the perception of people who see it. Perception of the target is not something that is seen in theory but in relation to the other people involved. This causes a person to tend to group people, objects, or similar events and separate them from other groups that are not similar.

3) Situation

Perception must be viewed contextually, its means that where the perception situation appears, it must receive attention. Situation is a factor that plays a role in the process of forming a person's perception[10].

These factors make individual perceptions different from each other and will affect individuals in perceiving an object, a stimulus, even though the object is really same. The perception of a person or group can be much different from the perception of another person or group even if the situation is the same. Differences in perception can be traced to individual differences, differences in personality, differences in attitudes or differences in motivation. Basically, the process of forming perceptions occurs within a person, but perception is also influenced by experience, learning process, and knowledge.

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[10]Stephen P. dan Timothy A. Judge Robbins, *Perilaku Organisasi*, 12th ed. (Jakarta: Salemba Empat, 2008), 125–126.

c. Components of Perception

Perception is created by some part. It is called components of perception. According to Walgito there are three components of perception[11], namely:

1) Cognitive Component

It is related to knowledge, opinion, and belief, that is good things that relate how person's perception toward an object. It refers to how someone sees or interprets something or an object. In other words, it refers to the process of recognizing and understanding the stimuli received.

2) Affective or Emotional Component

It is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative. It means, the affective component is related to the emotional or feeling response that arises as a result of someone's perception of a stimulus or toward an object.

3) Conative or Action Component

It is related to action toward an object. This component indicates intensity of attitude that is indicates big or small action tendency of someone toward an object. In other words, the conative component refers to the tendency or intention to act after perception and emotion have arisen. It is the reaction or behavior that follows once someone has understood and felt something from a stimulus. This aspect shows how perception influences a person's decisions and actions.

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[11] Bimo Walgito, *Pengantar Psikologi Umum,* (Yogyakarta.: Andi Offset, 2002), 12.

2. English Club

a. *Definition of English Club*

In Indonesia, English club is the one form of extracurricular activities that held by the school to enhance their students' ability in English. According to dictionary, extracurricular meaning is an activity that is outside the program written in the curriculum such as leadership training and student coaching.[12] It means that the English Club as an extracurricular because the English Club is the outside program activity.

According to Noor extracurricular is out of school educational activities and counseling services for help the development of learners with potential needs, talents and their interests through activities that are specifically organized by educators and / or educators who are capable and authorized in school.[13] It means the English club for help development of learners.

Furthermore, Jiening and Cynthia state that the English club is a second learning environment outside of the regular English classroom. All the activities are planned not only to support students' learning in an after class but also to enrich their social life on school. An English Club is a place for students to use English in a fun environment. In the English Club, the students will have an opportunity to practice many different skills based on the real situations. Moreover, the English Club will encourage and support students to help each other to achieve the Club objectives. [14]

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[12] Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia,* (Jakarta: 2008), 291.

[13] Rohinah M. Noor, *The Hidden Curriculum Membangun Karakter Melalui Kegiatan Ekstrakurikuler* (Yogyakarta: Insan Madani, 2012), 75.

[14] Jiening Ruan and Cynthia B. leung, *Perspectives on Teaching and Learning English Literary in China*. (New York: Springer, 2012), 124. https://vdoc.pub/documents/perspecti ves-on-teaching-and-learning-english-literacy-in-china-786o8pb7ohm0 (1 September 2022)

In addition, English club is different from the general English teaching and learning in the classroom, the exercises that can be carried out should be able to make the students enjoyably in learn English.[15]

Therefore, the English club is one of the extracurricular activities at school. This program is a place for students who are members to get extra time outside of formal learning in the classroom to learn English and share knowledge related to English with others in a more pleasant environment. Not only that, this program also enriches their social life on school.

b. *The Advantages join the English Club*

According to Suriyah and Mazulfah state that English club activities or work programs improving their English language skills, especially speaking skills. Students got an experience of learning English at English club that was different from learning in the classroom. They got the opportunity to practice English more often. In addition, English club provided environmental and mental support for learning English.[16]

Ahmada states that by joining English club the students can practice English without feeling afraid, motivate them, exchange their opinion through English Club. So, English Club gives the students a place to fully practicing English. Furthermore, English Club also has a great power to encourage students' motivation to practice speaking with friends. The students could come together to share their own knowledge and experience in English without afraid of making mistakes. They were

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[15]Firqo Amelia, Nine Febrie Novita Sari, and Ahmad Yusuf Firdaus, "Bridging The Gaps In Curricurlum to Students Through English Club",International Seminar on Language Education And Culture, (Oktober, 2017), 57. https://sastra.um.ac.id/wp-content/uploads/2017/11/56-61-Firqo-Amelia-Nine-Febrie-Novitasari-and-Ahmad-Yusuf-Firdaus-edited_LAYOTED.doc.pdf (25 July 2022)

[16]Eni Suriyah and Mazulfah," Students' Perception in Learning English Through Communicative English Club (CEC) At IAIN Salatiga," E-Jou (English Education and Literature Journal), Vol. 02 No. 01 (2022), 66. https: //Jurnal.Umnu.Ac.Id/Index.Php/E-Jou/Article/View/368 (1 October 2022)

being more interested in practicing English by joining the English Club. not only that, the class atmosphere tends to be fun and comfortable through the English Club. Then, English Club activities also provide experience and knowledge to students who are the members.[17]

In additional, Yuliandasari and Kusriandi state that the aim of English club program is to support the students' academic achievement and improve students' ability in English. Moreover, the benefits joining English club are students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition.[18]

Based on the statement above, it can be concluded that the English Club has several benefits such as, improving English language skills especially speaking skills, increasing self-confident, having more motivation to learn and have an opportunity to be able to take part in activities related to English competition. From these benefits, it can automatically enhance students' vocabulary and it can also support the students' academic achievement and improve students' ability in English.

c. *The Principles of a Successful English Club*

1) A good English club should be participant centered. Some strategies to achieve this are:

a) Encourage participants to bring in their own content.

b) Ask participants question about their lives.

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[17]Ahmada, "Implementation of english club as an extracurricular program at Mts Muslimat Nu Palangka Raya" (Undergraduate thesis, Faculty of Teacher Training and Education, States Islamic Institute of Palangka Raya, 2019), 46-47. http://digilib.iain-palangkaraya.ac.id/2846/ (5 October 2022)

[18]Aida Yuliandasari and Wendi Kusriandi, "Students Perception English Club Extracurricular in Speaking Practice at Madrasah," ELT Perspective Vol. 3 No. 2. (2015), 306. https://www.jurnal.ugj.ac.id/index.php/Perspecti ve/article/view/1670 (5 October 2022)

c) Divide participants into small groups to discuss question or to do activities.

d) Give participants opportunities to express themselves creativity in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

2) A good English club plays and important social role.

An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for example. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

3) A good English club gives people freedom.

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this too.

4) A good English club is rooted in the community.

Organize visits to local places or interest, or invite people from the local community in to talk to your participants.

5) A good English club is fun

Fun and enjoyment are allusive qualities. They happen when people are not looking for them. With regard to English clubs, it is almost impossible to predict in advance whether the activities planned will "click" or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned. [19]

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[19]Tom Ewens, "English Club," British Council: Teaching English, (March 2013). https:// www.teachingenglish.org.uk/article/english- clubs (25 July 2022)

3. Learning English

Rohmawati concluded that Learning is the process whereby knowledge is created through the transformation of experience[20]. It means that experience can create knowledge and cause of that the learning process can occurs. Besides that, Learning can be defined as a process of acquiring new understanding. For example: when students read, it is part of the experience in creating knowledge and also improving their skills. It is a learning process.

Furthermore, Crystal said that English is a global language. A language achieves a genuinely global status when it develops a special role that is recognized in every country.[21] In other words, English is an international language. It means that English is one of the languages that was learned by people around in the world. Base on the statement, we can conclude that English is the most widely used language in the world, and English has been used as a language to communicate with others internationally. Of course, this explanation emphasizes that the role of English is very important, because by learning English, individuals between countries can be connected and it can open up the individual's insight and knowledge internationally. Moreover, the world has already entered the digital era, it means that technology and information have developed more advanced.

In Indonesia, English takes on the role of a foreign language. That means English is not the main language that used in everyday life. In addition, learning English is still an option for every individual who wants to learn it or needs it. Therefore, there are still many people who do not master it and the scope for

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[20]Nike Rohmawati, "English Corner As An English Extracurricular Program For Learning English At SMAN 1 Sambit Ponorogo" (Faculty Of Tarbiyah and Teacher Training States, Institut of Islamic Studies Ponorogo, 2021), 14. http://etheses.iainponorogo.ac.id/15256/ (30 July 2022)

[21]David Crystal, English as a global language 2rd (Second) edition (UK: Cambridge University Press, 2003), 3. https://www.google.co.id/books/edition/English_as_a_global_language/ d6jPAKxTHRYC?hl=id&gbpv=0 (05 September 2022)

learning it is not as common as when learning the first language. The statement is supported by a statement from Saville-Troike that A foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. [22]

Rohana states that in learning English as the foreign language, we have to know the four basic skills and comprehension. The four skill are listening, reading, speaking and writing.[23] Furthermore, Learning English is what people do when they want to learn how to speak and understand the English language. People learning English often learn to read and write English at the same time[24]. So, it can be said that the four language skills are interrelated with each other so that to learn one language skill can bringing on several other language skills will also be involved.

Based on the explanation above, learning English is an activity of gaining knowledge about English. In learning it, people need to master the four language skills and comprehension that are related to each other.

C. Theoretical Framework

Jiening and Cynthia state that the English club is a second learning environment outside of the regular English classroom. From the statement, it can be seen that the English club is one of the extracurricular activities in schools that accommodates students who have interests and talents in the field of English.

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[22]Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge: C.U.P, 2012), 4. https://repository.bbg.ac.id/bitstream/588/1/Introducing_Second_Language_Acquisition_ .pdf (20 August 2022)

[23]Rohana, Syamsuddin, "Writing Instructional Model for Elementary Education Program". International Journal of English Language Education. Vol. 4 no. 1 (December 2016), 80. http://eprints.unm.ac.id/3832/ (24 august 2022)

[24]Nike Rohmawati, English Corner, 15.

In the English club, each member seems to get more opportunities to learn English, which is not enough for students (who have an interest in English) to get in formal English learning in class because time is limited, especially in Indonesia, the language is a foreign language that is not used every day.

Learning English at the English club also feels more enjoyable because the learning process is more relaxed and practical as state by Jiening and Cynthia that An English Club is a place for students who are the member to use English in a fun environment. In the English Club, the members will have an opportunity to practice many different skills based on the real situations. In other words, by joining English club the members can get more experiences and also get more knowledge.

In this situation, members take part as a subject in English club activities, it certainly makes them able to feel or got experience in every process of activities at the English club, this can trigger the perception of each individual depending on the experience of each individual during joining as one of the members of the English club, in other words, every member must have their own point of view regarding the English club.

Perception is an individual process in interpreting, organizing and giving meaning to the stimulus that comes from the environment the individual is in, and it is the result of the learning process and experience. Based on that, in this research the stimulus refers to every experience related to the English club and it gives impressions to the English club members during their participation in the English club.

Furthermore, there are three components of perception that can be used as a reference to analyze a person's perception of an object, namely Cognitive Component (perceptual component), Affective component (emotional component) and Conative component (behavioral component). Then, researcher will know and

be able to describe how the perceptions of students (English club members) at the English club in learning English. Furthermore, researcher will also find out what factors affecting the perception. To clarify the theoretical framework above, it can be arranged as a diagram as follows:

Figure 2.1.
Conceptual Framework

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┌─────────────────┐              ┌─────────────────┐
│  English club   │────────────▶ │ Learning English│
└─────────────────┘              └─────────────────┘
            │                      │
            ▼                      ▼
        ┌─────────────────────────┐
        │   English club SMADA    │
        │     (ECS) members       │
        └─────────────────────────┘              ┌─────────────────────┐
                     │                            │  Factors affecting  │
                     ▼                            │  the ECS members'   │
        ┌─────────────────────────┐              │ perceptions towards │
        │     ECS members'        │◀─────────────│     their club in   │
        │  perceptions towards    │              │   learning English  │
        │  their club in learning │              └─────────────────────┘
        │        English          │
        └─────────────────────────┘
              │      ▲      │
       ┌──────┘      │      └──────┐
       ▼             ▼             ▼
┌────────────┐ ┌────────────┐ ┌────────────┐
│  Cognitive │ │  Conative  │ │  Affective │
│  component │ │  component │ │  component │
└────────────┘ └────────────┘ └────────────┘
```
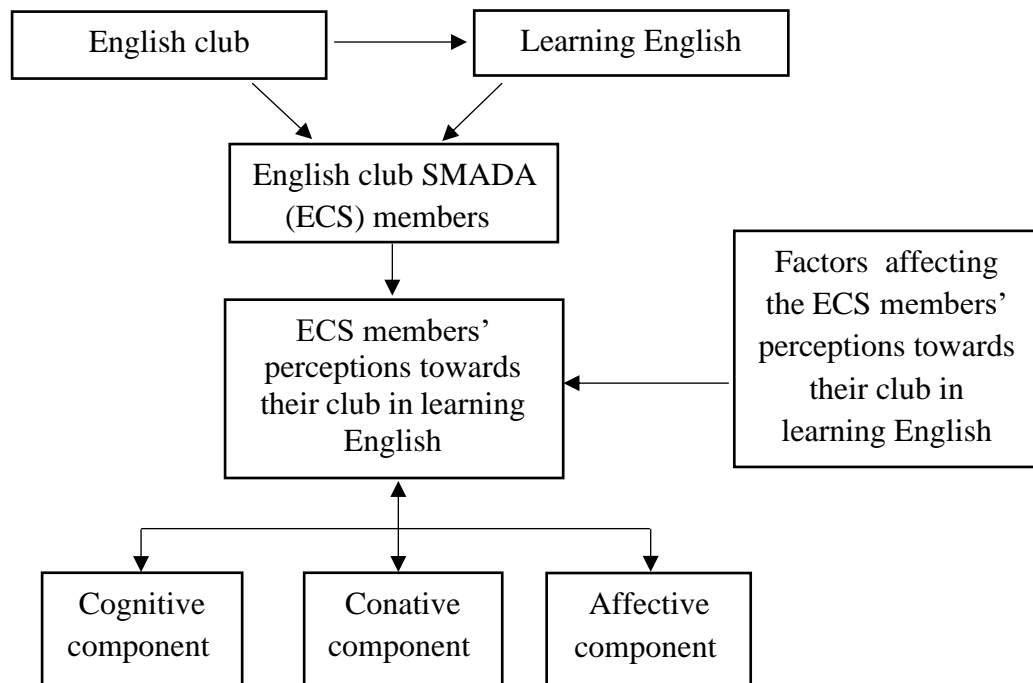
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher employed mixed method research. Muri Yusuf states that researchers use qualitative research methods or techniques in one phase and use quantitative research method and techniques in another phase, or vice versa. Meanwhile, mixed model research is where researchers use quantitative and qualitative research in one research process. Therefore, mixed research can be carried out concurrently or sequentially, on one problem or aspect that wants to be researched so that more complete and comprehensive results are obtained regarding the phenomenon or problem being studied.[1]

Based on the explanation above, the Mix method has two designs, namely the sequential design and the concurrent design. In this research, researcher used sequential design. Creswell states that the sequential mixed method is a strategy for researchers to combine data found from one method with another method. In other words, sequential mixed method is a combination research carried out sequentially and at different times. In the first stage, researchers can use quantitative research, then use qualitative research (sequential explanatory design). On the contrary, in the first stage, researchers can use qualitative research and then in the next stage continue with quantitative research (mixed model sequential exploratory design research).[2]

In this research, researcher used a sequential mixed method, with a sequential explanatory design model. First, researcher collected and analyzed

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[1]Muri Yusuf, *Metode Penelitian: Kuantitaif, Kualitatif, dan Penelitian Gabungan* (Jakarta: Prenadamedia Group, 2014), 428.

[2]Ibid., 436.

quantitative data to know the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu by distributing questionnaires to ECS members. Then secondly, researcher collected and analyzed qualitative data to find out the factors affecting the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu through interview technique.

B. *Location and Time*

1. **Location of Research**

SMA Negeri 2 Palu was the place where the researcher conducted her research. It was located at Tanjung Dako street No. 9 Palu City, Central Sulawesi Province, Indonesia.

2. **Time of Research**

This research was started on the March 07[th] 2023 until on the April 06[th] 2023.

C. *Sample of Research*

In this research, the researcher used purposive sampling. The sample is SMA Negeri 2 Palu students who join the English Club Extracurricular for at least one year. Researcher took 38 respondents to collect questionnaire data, and 12 informants consisting of 6 ECS administrators for the 2022/2023 period, 5 ECS members and 1 ECS administrator for the 2021/2022 period to collect interview data. At that time, the researcher conducted this research when ECS had just changed the core management of ECS from the 2021/2022 period to 2022/2023, it is because members who are already in 12 grades are no longer active in joining the club to prepare themselves for graduation and enrollment at university. Therefore, the researcher did not involve the ECS members from class 12 in this research.

D. *Research Instrument*

Arikunto states that research instruments are tools used by researchers to collect data so that work is easier and the results would be better [3]. The instruments in this research are researcher, questionnaires, interview guides, and documentation.

1. Researcher

The instrument in this research is the researcher herself. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and make conclusions on her research. It is based on Nasution stating that:

> "Researcher is the key instrument or the main research tool. Only humans as instruments can understand the meaning of human interaction, face reading, and explore the feelings and values contained in the respondent's words or actions. Even though a recording device or camera is used, researcher still play a major role as a research tool."[4]

2. Questionnaire

In the questionnaire there are 18 closed questions by applying the Linkert scale format that would help researcher to know the ECS members' perceptions towards their club in learning English based on three perception components, namely cognitive, affective, and conative. The questions are writing based on the adaptation results from various sources, namely Nasriani N[5] and Sri Wenni[6]. In the

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[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta, 2010). 160.

[4]S. Nasution, *Metode Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, 2003), 9.

[5]Nasriani. N, "Students' Perception on English Club as Extracurricular in Speaking Practice: A Descriptive Research at The Eleventh Grade of SMA Negeri 9 Makassar" (Faculty of Teacher Training and Education, Makassar Muhammadiyah University, 2020), 44-47. https://digilib.unismuh.ac.id/dokumen/detail/11303/ (30 July 2022)

[6]Sri Wenni, "Female Students' Perception and Expectation About English Club at Al-Hidayah Islamic Boarding School Jambi" (Faculty of Education and Teacher Training, State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), 39-44. (1 August 2020)

questionnaire, the questions are presented in Indonesian so that in presenting this data, the researcher translates the questions into English.

3. Interview

In the interview, the researcher used two unstructured interview guidelines, namely interview guidelines for ECS members and interview guidelines for ECS administrators for the 2021/2022 period. It was used to get data clearly about the ECS members' perception and also factors that influence the ECS members' perception towards their club in learning English at SMA Negeri 2 Palu by face to face.

4. Documentation

Taking documentation is another way to help and complete the data obtained by the researcher apart from distributing questionnaires and conducting interviews. In this research, researcher took pictures during interviews. Apart from that, a voice recorder (cellphone) was also used to complete the interview notes. Using a voice recorder really helps researcher complete answers that were not written down by playing back the recordings that have been made.

E. Source of the Data

The data sources in this research are divided into two, data primary and secondary data. In this research, the researcher uses person resources as primary data source. The primary data source is data obtained from the students who join the English club of SMA Negeri 2 Palu. Here the researcher conducted questionnaire and interview to the students.

The second data source is data from documents that presents a data in the form of letters, numbers, images, and other symbols that correspond to the focus of the research. It was obtained through documentation technique.

F. Technique of Data Collection

1. Questionnaire

Questionnaire technique is a data collection by providing or distributing a list of questions/statements to respondents, with the aim that they can respond to these questions/statements. The list of questions/statements can be open if the answers are not predetermined. The list of questions/statements can be open if the answers are not predetermined. Meanwhile, the questionnaire is closed, if the alternative answers have been provided. [7]

In this research, the researcher used a closed questionnaire by applying the Linkert scale format, so that respondents only need to choose an answer that is in accordance with the facts and the opinion of the respondent by affixing a check mark (√) which is considered the right answer. Sugiyono states that Likert scale is a measurement method used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena.[8] The researcher used this technique to obtain data related to the ECS members perceptions. The table of Likert scale,[9] as follows:

Table 3.1.
Likert Scale

Statement	Score	
	Positive	**Negative**
SA (Strongly agree)	5	1
A (Agree)	4	2
U (Undecided)	3	3
D (Disagree)	2	4
SD (Strongly disagree)	1	5

[7]Husein Umar, *Metode Penelitian Untuk Skripsi dan Tesis Bisnis* (Jakarta: Rajawali Pers, 2013), 49-50.

[8]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Cet. XIX; Bandung: Alfabeta, 2013), 93. https://b-ok.asia/book/5686376/9d6534 (1 October 2022)

[9]Sugiyono, *Metode* (2017), 136.

In gathering the data, the researcher used the following procedures:

a. The researcher distributed questionnaires directly to the sample of the research.

b. The researcher collected the questionnaires.

c. The researcher analyzed the data.

d. The researcher classified the answers based on the questions.

e. The researcher did the data and made conclusion.

2. Interview

Interview is a way to collect information or data through verbal interaction. Interviews allow us to penetrate into the "nature" of other people's minds, specifically things related to feelings, thoughts, experiences, opinions, and others that cannot be observed.[10] According to Umar, the implementation of the interview technique can be done directly by face to face with the interview, but it can also be done indirectly.[11] Furthermore, Sugiyono states that interview techniques can be done by structurally or unstructured[12]. The explanation as follows:

a. *Structured Interview*

The structured interview is often called by the standardized interview. This type of interview is used as a data collection technique when the researcher knows the exactly of what information that will be obtained. Therefore, in conducting interviews, the researcher must have prepared the research instruments in the form of written questions whose alternative answers have also been prepared.

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[10]Suwartono, *Dasar-dasar Metodologi Penelitian* (Yogyakarta: Andi, 2014), 48.

[11]Umar, *Metode Penelitian,* 51.

[12]Sugiyono*, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Cet. XIX; Bandung: Alfabeta, 2015), 194. https://b-ok.asia/book/568716 9/57cc5a (1 october 2022)

b. Unstructured Interview

The unstructured interview is different from a structured interview. This interview does not use interview guidelines or instruments that have been arranged systematically and completely for data collection. The interview guide or instrument used is only an outline of the problem to be asked. Then, unstructured interviews are often referred to as open-ended interviews. The guidelines or instruments used in this interview are only outlines of the problems to be asked. Then, unstructured interviews are often referred to as open-ended interviews.

In this research, researcher used the face-to-face unstructured interview technique, Interviews are conducted in non-formal situations, not strict, and open like everyday conversations. The goal is to be able to present the current construction in a context regarding personal and perceptions of the variables that are studied.

Face-to-face interview was conducted when interviewing the students of the English club at SMA Negeri 2 Palu. In other words, this technique aims to get data clearly about the ECS members' perception and also factors that affecting the ECS members' perception towards their club in learning English at SMA Negeri 2 Palu by face to face.

3. Documentation

The documentation method is one of the data collection methods qualitatively by viewing or analyzing documents that are created by the subject himself or by others subject [13]. In this research, the documentation technique was used to get data that related to the English club at SMA Negeri 2 Palu. The

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[13]Haris Hardiansyah, *Metodologi Penelitian Kualitatif* (Jakarta: Salemba Humanika, 2010), 133. https://api.penerbitsalemba.com/metodologi-penelitian-kealitatif-edisi2.html. (10 October 2022)

documents are photos, audio records of interviews, transcripts, questionnaire data results, and other documents related to the research at SMA Negeri 2 Palu.

G. Technique of Analysis Data

1. Quantitative

The first research question in this research is quantitative, so the data is analyzed using descriptive analysis. Sugiyono states that descriptive analysis is statistics that are used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making general conclusions or generalizations.[14] In this research, after collecting the data from the questionnaire that has been carried out, the researcher used the formula from Sudijono to measure the percentage of the answer of the questionnaire, the formula as follow:[15]

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

Note:

P = Percentage

F = Frequency of each questionnaire answer

N = Number of respondents

100 = Fixed value

The results questionnaires were analyzed to find the category ECS members perceptions of the research by using the following Percentage System:

$$\bar{x} = \frac{\Sigma x}{N}$$

[14]Sugiyono, *Metode*, 7.

[15]Sudijono Anas, *Pengantar evaluasi Pendidikan* (Jakarta: Rajagrafindo, 2009), 43.

Note:

$\bar{x}$: Mean Score

$\sum x$: Total Score

N : Total Respondent [16]

If questionnaire consist of 18 items, the score is classify[17] as follow:

18 x 5 = 90 maximum score

18 x 3 = 54 neutral

18 x 1 = 18 undecided score/low score

Table 3.2.
Level of Perception

Level of Perception	Score
Positive	54-90
Neutral	18-54
Negative	0-18

2. Qualitative

The second research question in this research is qualitative and the researcher uses interview technique to collect data. Furthermore, in analyzing the data, the researcher used the theory of Miles and Huberman in Connie Chairunnisa which states that the qualitative data analysis process consists of three steps[18], namely as follows:

a. *Reduction Data*

Reduction data is a process of selecting, focus on simplification, abstraction, and transformation of data obtained from the field (raw data) which is quite a lot,

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[16]Arikunto, *Prosedur Penelitian*, 354.

[17]John W. Best and James V. Kahn, *Research in Education* (10[th] edition; Boston: Pearson Education, Inc., 2006), 331.

[18]Connie Chairunnisa, *Metode Penelitian Ilmiah Aplikasi Dalam Pendidikan dan Sosial* (Jakarta: Mitra Wacana Media, 2017), 185.

complex and intricate, which comes from written notes in the field and the results of interviews with key informants and focus groups. Sugiyono explains that in reducing data, the researcher is guided by the research objectives to be achieved.[19]

In this step, the researcher focused on the factors that affecting the ECS members' perception towards their club in learning English at SMA Negeri 2 Palu.

b. *Display Data*

The next process is display data. Chairunnissa states that this process functions for that data can be arranged in a relationship pattern. So, that it will be easier to understand. The presentation of the data here is an organized set of information that gives the possibility of drawing conclusions and taking action. Furthermore, to present research data properly, it can be in the form of matrices, graphs, networks, charts, brief descriptions, and others. In addition, in the display data process for presenting data in qualitative research, the most frequently used is narrative text [20]

c. *Conclusion/Verification*

In the last step of analyzing data is conclusion drawing/verification. The researcher concludes the main points from all the data that has been collected so that it will become clear. The conclusion was an answer to the formulation of the problem in the beginning.

H. *Validity of the Data*

According to Moleong, in order to the research results to be accountable, it is necessary to check the data to ensure that the data presented is valid or not through

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[19]Sugiyono, *Metode Penelitian*, 339.

[20]Chairunnisa, *Metode Penelitian*, 188.

data validity techniques.[21] In this research, in order to obtain the validity of the data, the researcher used triangulation technique.

Triangulation is a data validity checking technique that utilizes something other than the data. It is for checking purposes or as a comparison to the data.[22] In other words, researchers can check and recheck their findings by comparing various sources, methods, and theories by triangulation. For that, what researchers can do are asking various kinds of questions, checking with various data sources, utilizing various methods so that data correctness checking can be done.

In this research, the researcher makes and uses of multiple and different methods, and various sources to provide corroborating evidences. Here the researcher used questionnaire, interview and take data from the documents, and compared the result of questionnaire and the result of interview from various informants then supported by documents related to this research.

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[21]J Moleong Lexy, *Memahami Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 326-332.

[22]M. Djunaidi Ghony and Fazan Almanshur, *Metode Penelitian Kualitatif.* (Yogyakarta: Ar-Ruzz Media, 2012), 322.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher elaborated the finding about the analysis of the members' English club SMADA perceptions towards their club in learning English. The purpose of this research is to know the members' English club SMADA perceptions towards their club in learning English and the factors that influence the ECS members' perceptions.

The research began on March 06[th] 2023, at that time the researcher asked to meet the deputy principal for curriculum namely Mrs. Gamar S.Pd M.Pd, then she directed the researcher to meet the ECS supervisor teacher and the head of ECS for the 2022/2023 period. Then on March 07[th] 2023 the researcher met with the ECS supervisor namely Ms. Aulia Rachmania Oryza, S.Pd. after that she gave the researcher access to meet with the head of ECS, named Wanda Remalia Toripalu.

Collecting the data in this research used a questionnaire, interviews, and documents. The researcher distributed the questionnaires on March 09[th], 2023 at 2.00 pm in the SMA Negeri 2 Palu Hall Building, when the one day with English activity with an exhibition theme had finished.

In the questionnaire there are eighteen statements about learning English in English Club based on three perception components, namely cognitive, affective, and conative. The questions are presented in Indonesian so that in presenting this data, the researcher translates the questions into English. After that, researcher collected the questionnaires, analyzed the data, classified the answers based on the questions.

Furthermore, the researcher had to pause the research because 10 and 11 grades were closed for a week because 12 grades was taking exams for graduation.

However, the researcher and the eight ECS members who were still active and were willing, agreed to conduct an interview on March 13rd 2024 at 4.00 PM based on their consent. Furthermore, on March 21st, 2023 at 10.00 AM the researcher interviewed 2 other members who had not been able to be interviewed before.

Then, in the 22nd to 24th are public holidays. Furthermore, on the March 27th to 31st the researcher distributed the questionnaire again to ECS members because the number of respondents of the previous questionnaire data was not enough.

Then, on March 28th 2023 at 1.00 PM the researcher interviewed one of ECS member again because the researcher still felt there was a lack of information. After that, the researcher collected data about ECS and met with the deputy chairman of ECS for the 2021/2023 period to obtain the data about ECS activities in 2022 using documentation techniques. Then, on April 3rd 2023 the researcher interviewed the deputy chairman of ECS for the 2021/2022 period to validate the data that the researcher obtained previously. Finally, this research ends on April 6th, 2023.

A. *The Overview of English Club SMADA*

1. Profile of English Club SMADA (ECS)

ECS is a Student Activity Unit (UKP) at SMA Negeri 2 Palu. It is overseen by the Secretary of Division X OSIS (Communication in Foreign Languages) and has been established for 12 years and coached by Ms. Aulia Rachmania Oryza Sativa, S.Pd in the 2022/2023 period, besides that this club has a motto, namely 'Let's move and talk ENGLISH'.

Furthermore, at ECS, the members can receive material, do fun learning activities such as playing games, spelling bees, then improve their listening, speaking, writing, and reading skills.

In addition, this extracurricular has several work programs, where all members can participate as committee members or participants according to the

activity theme. ECS has 44 active members from 10 grade and from 11 grade there are 38 members, and the total number of active ECS members are 82 members.[1]

2. The Meaning of the Emblem

1)	ECS	: The name of UKP
2)	Light blue	: Reflects a reliable and responsible attitude.
3)	Dark blue	: Intelligence and wit
4)	White	: Freedom and openness to one another's opinions
5)	Globe	: English is universal and international.
6)	Words in the symbol	: ECS benchmarks are BE SMART, ENJOY, SPEAK UP, STYLE, CREATIVE, and WORK.[2]

3. The Objective of ECS

1) Develop members' interests & potential to be competent and adaptive in the era of globalization of technology.

2) Apply English communication skills in members' daily lives.

3) Optimally to increase members' self-confidence and responsibility in English communicating.[3]

4. The ECS Work Programs:

To support achieving the set goals, ECS has several work programs as follows:

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[1]SMADA English Club documents obtained directly through the ECS Core management on March, 14th 2023

[2]Ibid.

[3]Ibid.

1) One day with English is socialization that forms self-confidence and solidarity by using English. Then, this program also aims to build members' curiosity and willingness to apply English language skills.

2) English Competition is an inter-class competition that was formed to foster a sense of positive competition and develop members' English language skills. Then, this program also aims to develop members' interests and potential to become competent in English. There are three types of competition, namely: Speech, Storytelling and Debate.

3) English Camp is an activity that applies the concept of English in a certain place, accompanied by games and outbound activities. Then, this program also aims to develop the cognitive, affective, and psychomotor abilities of members.[4]

5. The ECS (English Club SMADA) Organizational Structure

ECS has an organizational structure which includes the core administrators of these extracurricular activities for the period 2022/2023, namely:

Coach/Supervisor	: Aulia Rachmania Oryza, S.Pd.
Chairman	: Wanda Remalia Toripalu
Vice Chairman	: Sulham
Secretary	: Vania Putri Angraeni
Vice Secretary	: Nabila Fahma
Treasurer	: Aulia Risky Ramadhani
Vice Treasurer	: Cheryl Olivia Rantelangi.[5]

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[4]SMADA English Club documents obtained directly through the ECS Core management on March, 14th 2023

[5]Ibid.

B. Research Findings

1. **The Finding of ECS Members' Perceptions in Learning English by Joining English Club at SMA Negeri 2 Palu**

To answer the research question in this research, the researcher conducted a questionnaire to the ECS members' who had at least 1 year of experience joining the club as sample to be analyzed. The distribution of the questionnaire was conducted to know ECS member perceptions about their club in learning at SMA Negeri 2 Palu based on the following of the three components:

a. Cognitive Component

Table 4.1.
ECS Extracurricular is a place to increase students' interests
and talents about English, outside of formal lessons in class

No	Items	Frequency	Percentage (%)
1	Strong Agree	20	53%
2	Agree	15	39%
3	Undecided	3	8%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.1. showed that 20 members (53%) chose strongly agree, 15 members (39%) chose agree, 3 members (8%) chose undecided perception, 0 member chose disagree, and 0 member chose strongly disagree. Thus, it can be perceived that the English club SMADA is an extracurricular activity outside of the formal class schedule that aims to increase interest and talent of SMA Negeri 2 Palu members who choose to join the club.

Table 4.2.
ECS is an extracurricular that provides opportunities for its members to meet new people and make friends to increase their English knowledge.

No	Items	Frequency	Percentage (%)
1	Strong Agree	19	50%
2	Agree	17	45%
3	Undecided	2	5%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.2. showed that 19 members (50%) chose strongly agree, 17 members (45%) chose agree, 2 members (5%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It means that ECS provides opportunities for members who join in the club to increase their English knowledge through meeting new people from outside of the club or with fellow of ECS members. In other words, they can learn from other people's experiences and knowledge or share their knowledge with each other.

Table 4.3.
In the process of the club activities, ECS is an extracurricular that frees its members to express themselves and their opinions during discussions.

No	Items	Frequency	Percentage (%)
1	Strong Agree	17	45%
2	Agree	18	47%
3	Undecided	3	8%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100

Table 4.3. showed that 17 members (45%) chose strongly agree, 18 members (47%) chose agree, 3 members (8%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It means that ECS members are given the freedom to express themselves and their thoughts when discussing in the ECS activities.

Table 4.4.
ECS extracurricular activities can support the academic
achievements of its members in learning English

No	Items	Frequency	Percentage (%)
1	Strong Agree	16	42%
2	Agree	18	47%
3	Undecided	4	11%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.4. showed that 16 members (42%) chose strongly agree, 18 members (47%) chose agree, 4 members (11%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It means that joining ECS provides benefits for its members in terms of supporting academic achievement in English language learning.

Table 4.5.
ECS extracurricular is important to help its members
in practicing their English language skills.

No	Items	Frequency	Percentage (%)
1	Strong Agree	18	47%
2	Agree	18	47%
3	Undecided	2	5%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 5.5. showed that 18 members (47%) chose strongly agree, 18 members (47%) chose agree, 2 members (5%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree, it means the ECS has an important role to help its members in practice their English language skills.

Table 4.6.
ECS Extracurricular helps its members to gain knowledge of English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	21	55%
2	Agree	13	34%
3	Undecided	3	8%
4	Disagree	0	0%
5	Strongly Disagree	1	3%
	TOTAL	38	100%

Table 4.6. showed that 21 members (55%) chose strongly agree, and 13 (34%) members chose agree, 3 members (8%) chose undecided perception, 0 member chose disagree and 1 member chose Strongly Disagree. That means, ECS helps its members to gain English knowledge. In other words, ECS is useful for members to gain English knowledge.

Table 4.7.
Studying English at ECS Extracurricular gives me the opportunity to express my creativity in English. Example: through drama, poetry, storytelling or art and dance, with post-performance discussions in English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	12	32%
2	Agree	18	47%
3	Undecided	7	18%
4	Disagree	0	0%
5	Strongly Disagree	1	3%
	TOTAL	38	100%

Table 4.7. showed that 12 members (32%) chose strongly agree, 18 members chose agree, 7 members (18%) chose Undecided, 0 member chose disagree and 1 (3%) member chose Strongly Disagree. It means, that ECS gives them the opportunity to express their creativity in English.

Table 4.8.
By joining the ECS Extracurricular I have the
opportunity to gain knowledge of English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	15	39%
2	Agree	22	58%
3	Undecided	1	3%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.8. showed that 15 members (39%) chose strongly agree, 22 members (58%) chose agree, 1 (3%) member chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It means that by joining the ECS extracurricular they could gain knowledge of English. in other words, ECS facilitates its members to gain English knowledge.

Table 4.9.
By joining the ECS Extracurricular, I have the opportunity
to improve my English language skills.

No	Items	Frequency	Percentage (%)
1	Strong Agree	11	29%
2	Agree	21	55%
3	Undecided	5	13%
4	Disagree	0	0%
5	Strongly Disagree	1	3%
	TOTAL	38	100%

Table 4.9. showed that 11 members (29%) chose Strong Agree, 21 members (55%) chose agree that they can improve their English language skills by joining ECS. then, 5 members (13%) chose undecided perception and 1 member (3%) chose Strongly Disagree. its means that ECS is beneficial for providing opportunities to improve English language skills for its members.

Table 4.10.
By joining the ECS extracurricular, I have the opportunity
to take part in activities about the field of English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	16	42%
2	Agree	18	47%
3	Undecided	4	11%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.10 showed that 16 members (42%) chose Strong Agree, 18 members (47%) chose Agree, 4 members (11%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It means that joining ECS gives its members the opportunity to take part in activities about the field of English or in other words ECS facilitates various activities about English.

a. *Affective Component*

Table 4.11.
Participating in activities at ECS extracurricular to gain
knowledge and improve English language skills is fun.

No	Items	Frequency	Percentage (%)
1	Strong Agree	20	53%
2	Agree	17	45%
3	Undecided	1	3%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.11. showed that 20 members (53%) chose Strong Agree, 17 members (45%) chose Agree, which means that they felt happy when taking part in activities at ECS. Then, 1 member (3%) chose undecided perception. 0 member chose disagree and 0 member chose strongly disagree. This means that learning English in activities at ECS is fun.

Table 4.12.
Participating in activities at ECS extracurricular makes
me feel motivated to learn more about English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	18	47%
2	Agree	16	42%
3	Undecided	4	11%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.12. showed that 18 members (47%) chose Strong Agree, 16 members (42%) chose Agree, it means that they felt motivated to learn more English after participating in ECS extracurricular activities. then, 4 members (11%) chose undecided perception, 0 member chose disagree and 0 member chose strongly disagree. It can be concluded that the activities at ECS can motivate lot of ECS members to learn more about English.

Table 4.13.
Participating in ECS extracurricular activities makes
me feel more confident when studying English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	18	47%
2	Agree	11	29%
3	Undecided	9	24%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	TOTAL	38	100%

Table 4.13. showed that 18 members (47%) chose Strong Agree, 11 members (29%) chose Agree, which means that they felt more confident in studying English after participating in ECS Extracurricular activities. Then, 9 members (24%) chose undecided perception, 0 member chose disagree, and 0 member chose strongly disagree. it means that ECS extracurricular activities can have the effect of increasing ECS members' self-confidence in learning English.

Table 4.14.
Participating in ECS extracurricular activities makes me
feel bored because the material used is not interesting.

No	Items	Frequency	Percentage (%)
1	Strong Agree	0	0%
2	Agree	2	5%
3	Undecided	10	26%
4	Disagree	15	39%
5	Strongly Disagree	11	29%
	TOTAL	38	100%

Table 4.14. showed that 0 member chose Strong Agree, 2 members (5%) chose Agree, 10 members (26%) chose Undecided, 15 members (39%) chose Disagree and 11 members (29%) chose Strongly Disagree. it means that more of these ECS members thought that the material they get at ECS is interesting and not boring, but this also does not escape the judgment of some members who thought that the material used is a little uninteresting.

Table 4.15.
I felt unenthusiastic when participating in ECS activities to improve my
knowledge of English because the activities were monotonous, stiff and
the members were not free to express their creativity.

No	Items	Frequency	Percentage (%)
1	Strong Agree	1	3%
2	Agree	1	3%
3	Undecided	6	16%
4	Disagree	18	47%
5	Strongly Disagree	12	32%
	TOTAL	38	100%

Table 4.15. showed that 1 member (3%) chose Strong Agree, 1 member (3%) chose Agree, 6 members (16%) chose Undecided, 18 members (47%) chose Disagree and 12 members (32%) chose Strongly Disagree. It means that more of ECS members thought that the activities at ECS are not monotonous, not rigid and the members are free to express their creativity, so that these things do not create a

boring atmosphere and they become enthusiastic when participating in ECS activities.

Table 4.16.
I feel uncomfortable when participating in activities
at ECS to improving my knowledge of English.

No	Items	Frequency	Percentage (%)
1	Strong Agree	0	0%
2	Agree	1	3%
3	Undecided	4	11%
4	Disagree	17	45%
5	Strongly Disagree	16	42%
	TOTAL	38	100%

The table 4.16. showed that 0 member chose Strong Agree, 1 member (3%) chose Agree, 4 members (11%) chose Undecided, 17 members (45%) chose Disagree and 16 members (42%) chose Strongly Disagree. It means that more of ECS members thought that ECS is an extracurricular that makes its members feel comfortable increasing their English knowledge in this extracurricular.

b. *Conative Component*

Table 4.17.
By joining the ECS Extracurricular I can become more confident in using
English both of verbally and writing in everyday, especially in the school
environment.

No	Items	Frequency	Percentage (%)
1	Strong Agree	14	37%
2	Agree	11	29%
3	Undecided	12	32%
4	Disagree	0	0%
5	Strongly Disagree	1	3%
	TOTAL	38	100%

The table 4.17. showed that 14 members (37%) chose Strong Agree, 11 members (29%) chose Agree, 12 members (32%) chose Undecided, 0 member

chose Disagree and 1 member (3%) chose Strongly Disagree. It's means that many ECS members feel the benefits that joining ECS extracurriculars makes them feel more confident in using English both orally and in writing in everyday life, especially in the school environment.

Table 4.18.
By joining the ECS Extracurricular, I am able to speak/write things/
vocabulary in English at the ECS environment better than before.

No	Items	Frequency	Percentage (%)
1	Strong Agree	14	37%
2	Agree	13	34%
3	Undecided	10	26%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
TOTAL		38	100%

The table 4.18. showed that 14 members (37%) chose Strong Agree, 13 members (34%) chose Agree, 10 members (26%) chose Undecided, 1 member (3%) chose Disagree and 0 member chose Strongly Disagree. It's means that lot of ECS members thought that joining ECS has an impact on increasing English vocabulary, although there are still members who choose Undecided and disagree with the statement.

To find the average of the questionnaire scores, the researcher first adds up all the scores. So, from 38 students total score questionnaire is 2909 and total of the items are 18. Then, the mean score:

$$\bar{x} = \frac{\Sigma x}{N}$$

$$x = \frac{2909}{38}$$

$$x = 76.55$$

Based on the data analysis of the questionnaire, it was found the mean score of the English Club SMADA (ECS) members' perceptions towards their club in learning English was 76.55. It showed that the ECS members had positive perception.

2. The Finding of the Factors that Affecting the ECS Members' Perceptions Towards Their Club in Learning English at SMA Negeri 2 Palu.

The second of data were collected to know about the factor that affecting the ECS members' perception towards their club in learning English. The researcher used interview to collect the data. The researcher should collect the data with the interview as follow:

a. *Cognitive Component*

1) The English club SMADA is an extracurricular activity outside of the formal class schedule that aims to increase interest and talent about English of SMA Negeri 2 Palu members who choose to join the club.

In the results of the ECS members' questionnaire regarding the statement from item 1, it was stated that there were 20 members (53%) strongly agreed, 15 members (39%) agreed, 3 members (8%) were neutral, 0 member disagreed and 0 member strongly disagreed. From these results, the researcher quoted several interviews from several ECS members to find out the factors that caused this perception, as follows:

> "Hmm, this English, this English club SMADA... like, um... a club where students gather to be taught to further improve their ability in speak English."[6]

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[6]Interview with ECS Member 1 On March 13, 2023 at 16:11

Based on the members' answer above, it could be interpreted that ECS is a place for any members at SMA Negeri 2 Palu to further improve their English language skills.

> "The system… isn't formal, sis. But... it... yeah, like every week, sometimes it's random, sometimes it's just material, sometimes... hm... just get together like that..."[7]

Based on the statement, member 1 explained again that the ECS system is not implemented in a format as formal as the implementation of English subjects in class, so in other words the implementation system is more relaxed than formal learning in the classroom.

> "Um, ECS... it's like... it teaches us English, outside of school subjects like every Saturday we have a meeting to, to study, learn English. We're there to discuss storytelling, speeches. um… with, what, um... that's it, sis."[8]

Based on the members' answer above, it could be interpreted that every scheduled ECS activity implementation or meeting is held outside of formal English subjects at the school to study English.

> "Oh, if from, like every week, we usually gather three times a month, so the gathering is every Saturday, the gathering time is at 10 o'clock."[9]

Based on the member's answer above, it could be interpreted that ECS does not hold regular meetings every day but rather on days where there is no formal learning process in class or on holidays.

So, it can be concluded from the results of interviews from several ECS members that what influences the members' perceptions of the statement in item 1 in the questionnaire is because in terms of the implementation system experienced by the members, ECS has a role as an extracurricular that focuses on improving English language skills for members who join the club, which is can be explained

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[7]Ibid.

[8]Interview with ECS Member 3 on March 13, 2023 at 16:41

[9]Interview with ECS Member 6 on March 13, 2023 at 17:15

that ECS facilitates a more relaxed scope of the club specifically for learning English and these activities are carried out outside of the regular daily activities at school.

2) ECS provides opportunities for members who join to increase their knowledge of English through meeting new people from outside the ECS scope or with fellow ECS members, in other words they can learn from other people's experiences and knowledge or share knowledge with each other

Based on the results of the ECS members' questionnaire regarding the statement from item 2, it was stated that there were 19 members (50%) who strongly agreed, 17 members (45%) who agreed, 2 members (5%) who were neutral, 0 member (0%) who disagree and 0 member (0%) strongly disagree. From these results, the researcher quoted several interviews with several ECS members to find out the factors that affecting the perception, as follows:

"Yes, lots of friends. Because we're in ECS, no, we don't have to be in the same class, so we get other friends, like in other classes."[10]

From this statement it can be concluded that ECS makes it free for SMA Negeri 2 Palu students to join the club and does not have to meet specific criteria.

"Um, it's more. I speak English too much when I'm with friends who like English."[11]

From the statement above, it can be concluded that by joining ECS members will feel the benefits of being in an environment where each member has the same interests or has the same vision and mission, so that they can more easily find partners to practice their English skills.

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[10]Interview with ECS Member 1 On March 13, 2023 at 16:11

[11]Interview with ECS Member 4 On March 13, 2023 at 16:50

"Yes, very often, sis. Moreover, if I take part in a competition, I will make new friends."[12]

From the member's answer, ECS can help members expand their circle of friends to people who have the same interests from outside the club.

"That's a place not only for studying, it's also a place where we can make friends, so, in my opinion, this English club is not only a place to study, so it's a place where we make friends and talk in English with friends and with others" [13]

The statement is also similar to the previous interview answer. It is means that joining ECS is not just about learning from the material provided, but they can create communication between fellow members or others who have the same interests and it can be another way for them to improve their knowledge of English.

"Hmm, the material, there are... irregular and regular verbs, as well as describing things around you, and asking and giving help. There are also some of material from several work programs, which... the material... the speakers are from outside. Such as from work programs one day with English yesterday, it was from Mr. Nur, I forgot what it was"[14]

As in the previous statement, in this statement it is made clear that they not only get the material from the material usually given at meetings, but their knowledge of English can be further upgraded with activities or what are called *Proker*, because from this activity they have the opportunity to gain new knowledge from speakers from outside the school.

So, it can be concluded from the results of interviews with several ECS members that the members' perceptions of the statement in item 2 are formed because ECS facilitates its members to be able to learn English in different ways, not only through formal meetings between teachers and the groups being taught.

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[12]Interview with ECS Member 3 on March 13, 2023 at 16:41

[13]Interview with ECS Member 9 on March 21, 2023 at 10:48

[14]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

However, ECS will unite or bring together those who have the same interest, and also those who are experts in the field of English or simply have more knowledge than the members, so that members can improve their English language skills through meeting with people who frequency with their goal of learning English.

3) ECS members are given the freedom to express themselves and their opinions when discussing on ECS activities.

In the results of the ECS member questionnaire regarding the statement from item 3, it was stated that there were 17 members (45%) who strongly agreed, 18 members (47%) who agreed, 3 members (8%) who were neutral, 0 member (0%) who did not agree and 0 member (0%) strongly disagree. From these results, the researcher quoted several interviews with several ECS members to find out the factors that caused this perception, as follows:

> "Yes, it's free, sis, very free, because in ECS we are taught to be confident, to show our ability in English"[15]

Based on the statement, it can be concluded that ECS has a way or something that can encourage members to show their ability in English, in other words they are given the freedom to express themselves and their opinions through these ways.

> "Yes free, without any coercion."[16]

Based on member 6's statement above, it can certainly strengthen member 3's statement, where these points do not burden the members, So, it could be said that it is not a mandatory requirement. However, in the discussion process, whatever opinion is given will not be a problem.

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[15]Interview with ECS Member 3 on March 13, 2023 at 16:41

[16]Interview with ECS Member 6 on March 13, 2023 at 17:15

"Yes, it's very free because at ECS too, we are open-minded and want to learn together."[17]

From the statement it can be concluded that the ECS members are aware that to learn something they need to have an open mind so that their knowledge will increase. In other words, ECS members themselves understand that each member must have their own opinion in discussions.

"Oh, in the past I felt a bit afraid because every time we had an opinion, our opinion would definitely not be taken, but for my current generation, we always prioritize joint discussions and making joint decisions too."[18]

Different from member 10, there are different answers which can be concluded that there are differences in the application of the rules in the current and previous ECS in terms of expressing opinions which causes the member to be afraid to express her opinions in discussions.

So, it can be concluded based on the results of interviews from several ECS members that the formation of members' perceptions on item 3 in the questionnaire is because at ECS they are aware that everyone has their own opinion. So, when learning something, they need to apply freedom of opinion in discussions so that they can gain more knowledge without feeling pressured. In other words, ECS provides rules, namely giving freedom to express themselves and their opinions when discussing in the ECS activities.

4) By joining ECS, it provides benefits for its members in terms of supporting academic achievement in English language learning.

Based on the results of the ECS members' questionnaire regarding the statement from item 4, it was stated that there were 16 members (42%) who strongly agreed, 18 members (47%) who agreed, 4 members (11%) who were neutral, 0

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[17]Interview with ECS Member 8 on March 13, 2023 at 17:37

[18]Interview with ECS Member 10 on March 21, 2023 at 11:13

member (0%) who disagree and 0 member (0%) strongly disagree. From these results, the researcher quoted several interviews with several ECS members to find out the factors that influenced this perception, as follows:

"Besides that, um, there's a lot, sis. Besides being able to take part in competitions, we can also... we are in that class, yes... more... what is it called... more... more able to speak English, if we are in class, so... the grades can be somewhat good too."[19]

From the members' interview answers, it can be interpreted that the benefits obtained from ECS can also support their grades in learning English at school to be better.

"Yes, it supports, the grades are also included in the report card"[20]

From the members' answers, it can be concluded that by participating in ECS activities, they can get additional points which will also be shown on their report cards.

"Yes, can support it. Because we also get English material, so we know more about English"[21]

In the previous statement, it was explained that at ECS they get materials that come not only from the material provided in each schedule on Saturdays, but there are many alternatives that can also support them, such as work programs and also studying with peers. Looking at the results of the previous interview and adding to the statement from member 8, it can be concluded that getting these materials can support or increase their knowledge in learning English in the classroom.

"Hmm, I think it's very supportive because we learn material that hasn't been taught, so when we're in class we will know it better"[22]

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[19]Interview with ECS Member 1 on March 13, 2023 at 16:11

[20]Interview with ECS Member 2 on March 13, 2023 at 16:28

[21]Interview with ECS Member 8 on March 13, 2023 at 17:37

[22]Interview with ECS Member 10 on March 21, 2023 at 11:13

Then, based on the answer from member 10 stated that at ECS they were taught or received material that had not been taught in class or the material they get at ECS is broader. So, it can be said that they get the opportunity to further improve their English academic achievement by utilizing different materials that they obtain at ECS or even those that are not taught in class. So, it can support their academic achievement in learning English.

So, it can be concluded from the results of interviews with several ECS members that the factor that influences the members' perceptions of the statement in item 4 in the questionnaire is because at ECS they can obtain English language materials or knowledge that have not been taught in class or knowledge that has not been taught in class. they don't get in class, so this further supports their academic achievements in learning English. Besides that, by participating in ECS, members get additional points in their report cards.

5) ECS has an important role to help its members practice their English language skills.

Based on the results of the ECS members' questionnaire regarding the statement from item 5, it was stated that there were 18 members (47%) who strongly agreed, 18 members (47%) who agreed, 2 members (5%) who were neutral, 0 member (0%) who disagree and 0 member (0%) strongly disagree. From these results, the researcher quoted several interviews with several ECS members to find out the factors that influenced the perception, as follows:

> "Hmm, in my opinion is yes, I think yes. Because in ordinary school learning, it's just... providing material but there's nothing... like training in speaking, writing and listening."[23]

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[23]Interview with ECS Member 6 on March 13, 2023 at 17:15

In the interview answers, it can be interpreted that the function or system and facilities of ECS which are different from the learning process in the classroom have provided benefits that make the club have an important role in training their English language skills.

> "Yes, very important. Because, out there, um. at abroad, everyone speaks English so it is definitely mandatory."[24]

In the statement, it can be interpreted that the importance of ECS in training English language skills is because the members believe and are aware that learning English is mandatory because of the status of English as an international language. So, ECS is a place that has an important role in being able to practice their English language skills.

> "Hmm, if that's what I think is important, because if, if this club didn't exist, I'm sure I wouldn't be able to improve my skills."[25]

Based on the results of the interview, it can be interpreted that the important role of ECS can be seen from the results of the improvements she has received while participating in ECS.

> "It's important, because English is very important, right, because it's also an international language and in this school, there are also several members who have proven their ability in English, so in order to further motivate other members, um, by joining here you can also become... um, the encouragement is more, for example they can speak English."[26]

Furthermore, the member also stated that this important role can also be seen from the awareness of the importance of English which is an international language. This is the same as the previous statement. Then, the important role of ECS can also be seen from the role of ECS in motivating other members to learn English.

> "We don't just learn in class or at school so we can learn outside of that too. Well, it's not just that, in... class, the concept of English is for formal

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[24]Interview with ECS Member 7 on March 13, 2023 at 17: 25

[25]Interview with ECS Member 10 on March 21, 2023 at 11:13

[26]Ibid.

lessons, so it's a bit complicated to understand, well in ECS sometimes there are accents like that which are easy to understand."[27]

From the results of the interview, it can be interpreted that ECS has an important role in training their English language skills because it is felt to be easier than studying English in a formal classroom which is considered to be somewhat complicated to understand. In other words, the relaxed system implemented by ECS can influence members' understanding in learning English.

So, it can be concluded from the results of interviews with several ECS members that the factors affecting the formation of members' perceptions of the statement in item 5 in the questionnaire are ECS facilitates their members to improve their English language skills in different ways from English learning activities carried out in the classroom, as well as awareness of the importance of learning English, so this is the basis for thinking that ECS has an important role in improving their English language skills.

6) ECS is useful for members to gain knowledge of English.

Based on the results of the ECS members' questionnaire regarding the statement from item 6, it was stated that there were 21 members (55%) who strongly agreed, 13 members (34%) who agreed, 3 members (8%) who were neutral, 0 member (0%) who disagree and 1 member (3%) strongly disagrees. From these results, the researcher quoted several interviews with several ECS members to find out the factors that influenced the perception, as follows:

"The benefits... So, I know, eh, there's not just one English language, so different countries have different English languages, so I can know that there's not just one English language."[28]

Based on the results of the member interview it can be interpreted that the knowledge about English that is obtained is not only related to formal materials

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[27]Interview with ECS Member 11 on March 13, 2023 at 14:32

[28]Interview with ECS Member 9 on March 21, 2023 at 10:48

such as those usually obtained in the books that they study in class, but they can also know some knowledge related to the basic knowledge of the language. From this we can see that the benefits of ECS do not only teach things related to the four skills in language learning that are usually generally studied, but much more than that.

> "Hmm, the benefit is that you can learn more and know a lot about English and how to organize and... a lot of experience can be taken from work programs, like yesterday, at the exhibition, so you know more about English in other countries. In certain countries."[29]

Similar to the statement previously explained above, the interview answer also states that ECS is an extracurricular program that actively provides useful activities for its members to gain knowledge of English.

So, it can be concluded from the results of interviews with several ECS members that the factor affecting the members' perceptions of the statement in item 6 in the questionnaire is because ECS provides benefits in the club's program activities. So, that their knowledge of English can be upgraded.

7) ECS provides opportunities to support its members in increasing their creativity in English.

In the results of the ECS member questionnaire regarding the statement from item 7, it was stated that there were 12 members (12%) who strongly agreed, 18 members (47%) who agreed, 7 members (18%) who were neutral, 0 member (0%) and 1 member (3%) who strongly disagree. From the results, the researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

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[29]Interview with ECS Member 10 on March 21, 2023 at 11:13

"Yeah, like poetry or speech, yes you can. That's one of our materials too."[30]

Based on the statement, it can be interpreted that the material provided at ECS also helps in increasing self-creativity for its members.

"Oh yes, you can. Because yesterday we also had a program about exhibitions, so in there we can express ourselves in the our exhibition."[31]

Based on the statement, it can be interpreted that the programs organized by ECS also help in increasing self-creativity for their members.

"Yes, a… that's it, there is. So, at our school we have several work programs that show the interests and talents of *UKP-UKP*, such as, *Kepos*... this *Kepos* ... what is it?! it's the student council's. Then... every *UKP* um can express themselves in fields such as music, drama, etc."[32]

In this statement it can be interpreted that not only ECS provides opportunities to help increase self-creativity. However, programs from outside ECS also provide opportunities for that. So, that ECS members get the opportunity to hone their creativity. So, ECS members will get opportunities not only from ECS but also from groups outside ECS that involve the club.

"Well, we usually play games. So, for example, we have... open it like, for example, someone wants to sing in English, if it's like a punishment, a funny punishment if they make a mistake, singing, like that and so on. Yes, every year there is a *Kepos* event, which is held by the student council, well that's every *UKP-UKP*, um, they present an art performance, so we prepare from a long time ago, whether it's theater or poetry, for yesterday's class we performed poetry and dancing."[33]

Then, similar to the previous statement, the interview answers can be interpreted that the small activities carried out can also be an opportunity for ECS members to develop their own creativity, and not only that, even the big activities involving many parties from other groups can be a way for ECS members to show

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[30]Interview with ECS Member 6 on March 13, 2023 at 17:15

[31]Interview with ECS Member 8 on March 13, 2023 at 17:37

[32]Interview with ECS Member 9 on March 21, 2023 at 10:48

[33]Interview with ECS Member 10 on March 21, 2023 at 11:13

their creative side. So, joining ECS can provide benefits that not only provide knowledge in English individually and theoretically, but also help groups in developing ideas that support their creativity.

So, it can be concluded from the results of interviews with several ECS members that the factor affecting the formation of members' perceptions of the statement in item 7 in the questionnaire is that the material provided by ECS can help in building self-creativity for their members. Besides that, ECS facilitates several activities, both internal activities from ECS and external activities from ECS, so that this can provide opportunities for ECS members to further increase their creativity in English among their members.

8) ECS facilitates their members to gain knowledge of English.

In the results of the ECS member questionnaire regarding the statement from item 8, it was stated that there were 15 members (39%) who strongly agreed, 22 members (58%) who agreed, 1 member (3%) who were neutral, 0 member (0%) and 0 member (0%) who strongly disagree. From the results, the researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

> "Um, every week... we are given material, the material is like discussing, discussing like... hmm... vocabularies, we also discuss about work programs, we also discuss our work programs, one day with English, English competition, and English camp"[34]

Based on the results of the member interviews, it can be interpreted that ECS facilitates their members with several materials that can increase their vocabulary. Besides that, ECS also facilitates their members with several English language activities outside of the material provided by the speakers in writing so that the

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[34]Interview with ECS Member 3 on March 13, 2023 at 16:41

knowledge they gain is not only theoretical but can be implemented in real practice in their various work programs.

> "E, in general, e, it's not just material, there are also other activities besides receiving material, like in class and *UKP*, it's different, in class it's just material, explaining normally, but in... *UKP* maybe it's like there's more, what's the name, that's the action."[35]

Similar to the results of the previous interview, the interview can be interpreted the same way, in which the implementation of ECS is different from the implementation of learning carried out in the classroom which provides more theoretical knowledge. The club gives its members the opportunity to carry out activities while practicing and also expanding their knowledge of English by practicing in an environment where there are people who have the same interests.

> "Em, we take it depending on the speakers, some from the coach, some from ourselves, the core administrators, for the material there is also some class 12 material that we give to class 10 and class 11 students. So, they can prepare and understand the material and so that they would be know it before their other friends."[36]

The results of the interview mean that ECS facilitates their members with some material that they have not learned in class.

> "For the material, we provide material from several websites, website links, and YouTube videos and there are power points too, sis. That we share in group chat, and in direct meetings we explain on the whiteboard in class."[37]

Then, it can be interpreted that the material is provided by utilizing media both of online and offline, in other words ECS continues to provide the best possible so that its members are still facilitated with English knowledge through various media.

> "For us, every time there is, every time there is information about a competition or OSN, we are informed, notified and we make a selection. So, whoever is interested, well we express ourselves in front of them and then the

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[35]Interview with ECS Member 6 on March 13, 2023 at 17:15

[36]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[37]Ibid.

supervisors choose who will participate, so I think that's very good because we can learn at the same time."[38]

In the results of the interview, it can be interpreted that ECS facilitates members with the ease of obtaining information related to membership or competitions related to English and it can be an alternative for them to gain more experience which can also hone their English language skills.

So, from several interviews from these members, it can be concluded that the factor that affecting the perception is because ECS facilitates their members to learn English both in terms of material/theory, practice in work programs, additional training in activities. ECS specifically includes competitions or the process of obtaining a membership and providing information related to English.

9) ECS is useful for improving English language skills for their members.

In the results of the ECS member questionnaire regarding the statement from item 9, it was stated that there were 11 members (29%) who strongly agreed, 21 members (55%) who agreed, 5 members (13%) who were neutral, 0 member (0%) and 1 member (3%) who strongly disagree. From the results, the researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

"The change is, hm, Before I joined, it was a bit stiff in class, how we interacted in English. After joining ECS, I was slowly be able to interact in class too, and definitely became more able to speak English." [39]

Based on the interview statement, it can be interpreted that ECS provides good benefits for the way they interact using English not only in the ECS environment but also in the classroom.

"Well, maybe, public speaking, sis. or not, accent…yeah. Maybe before learning English, we didn't know enough, we don't know how to pronounce

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[38]Interview with ECS Member 10 on March 21, 2023 at 11:13

[39]Interview with ECS Member 1 on March 13, 2023 at 16:11

it, so maybe because we've been in ECS we know how to pronounce it, what is it, how."[40]

The results of the interview can be interpreted that ECS provides changes to public speaking and accents, it is similar to the results of the previous interview.

”It is like, before I joined, I still don't speak English... I can't speak English because there are lots of mistakes in my English. So, when I joined, thank God, I could, I could... speak English more fluently and know the grammar better than before. That's all, Sis.”[41]

The results of the interview can be interpreted that ECS provides changes to their knowledge of English, they can correct their mistakes in using English and become more fluent in use its. It cannot be separated from the role of ECS that has been mentioned, such as those who organize various activities or several other facilities that can support ECS members to hone their English skills better than before. As follows:

"Yes, of course there is. because we learn new vocabularies, and formulas, and so on."[42]

Based on the results of the interview, it means that there has been a change in his English language skills since joining ECS because the extracurricular has taught him various things, for example vocabulary, formulas and things related to English.

Then the researcher found out about the terms and conditions for members who want to become ECS members, and the results were as follows:

"E… nothing, sis. e, because it's free, we just focus on members who want to develop their interests."[43]

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[40]Interview with ECS Member 2 on March 13, 2023 at 16:28

[41]Interview with ECS Member 3 on March 13, 2023 at 16:41

[42]Interview with ECS Member 8 on March 13, 2023 at 17:37

[43]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

From the results of the interview, it can be interpreted that ECS is an extracurricular that does not require their members to achieve any requirements, the most important thing is their desire to develop their interest on English.

So, it can be concluded that the factors that cause their perceptions are caused by several benefits or facilities provided by ECS to their members, such as activities, materials obtained and a supportive environment. Furthermore, the improvement effect that they have got, whether on a small or large scale, is still of good value even though it is not the same as ECS has never set any conditions for anyone who wants to join ECS other than the wishes of those who want to increase their interest and talent in English.

10) By joining ECS gives their members the opportunity to take part in activities related to the field of English, or in other words the ECS facilitates various activities related to the field of English.

In the results of the ECS member questionnaire regarding the statement from item 10, it was stated that there were 16 members (42%) who strongly agreed, 18 members (47%) who agreed, 4 members (11%) who were neutral, 0 member (0%) and 0 member (0%) who strongly disagree. From the results, the researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

"Um, I think, yes. Because it also depends on each person."[44]

Based on the results of the interview with member 6 explained that each individual was given authority to take part in these activities. So, in other words there was no coercion to be involved in these activities and it can be concluded that

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[44]Interview with ECS Member 6 on March 13, 2023 at 17:15

ECS facilitates activities related to English but this is not a requirement for its members to participate.

Then, as previously explained, there are several work programs that are implemented by ECS, such as the results of the interview, as follows:

> "Um, in the English club itself, there are three, namely, one day with English, English competition, English camp, and there are several activities from the student council such as DIKSAR (basic education), KEPOS (integration camp) assimilation for all UKP "After that, LDK basic leadership training." [45]

From the results of the interviewed it can be interpreted that the activities do not only come from ECS but also from outside of ECS. Next, the researcher asked what benefits ECS members received in addition to improving English language skills, as follows:

> "Um, hmm, you can get a lot of information about opportunities to take part in English competitions or competitions, English competitions from outside, schools too. Then, eh, there is also special training from teachers and, information on student exchanges is definitely there."[46]

Based on the results of the interview, it can be interpreted that by knowing information about competitions or scholarships, it gives ECS members the opportunity to further hone their English skills because for those who are interested or pass the selection, they will receive guidance or training from English teachers.

> "So... we have an upperclassman, who used to be in ECS, she... has the opportunity to exchange students in America. So, for me, I think we has a big and good opportunity."[47]

Then, from this statement it can be interpreted that the previous achievements achieved by one of their seniors can be a reference and opportunity for them to take part in the program because previously there was real evidence,

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[45]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[46]Ibid.

[47]Interview with ECS Member 9 on March 21, 2023 at 10:48

which means that participating in ECS can open up opportunities for them to take part in student exchange selection in other countries that provide the program.

From the Student 3, student 6, student 8, student 9, and student 12 statements, the researcher concluded that ECS does not force its members to participate, but this is not a problem because to take part in these activities or competitions requires the willingness of participants and there is no coercion. The results of the interview also stated that anyone can participate, and the benefits that can be obtained are that selected members will receive special training or in other words, it will be further developed so that the participants are be able to take part in the competition.

b. *Affective Component*

11) Participating in activities at ECS extracurricular to gain knowledge and improve English language skills is fun.

Based on the results of the ECS members' questionnaire regarding the statement from item 11, it was stated that there were 20 member who strongly agreed, 17 members were agreed, 1 member was neutral, 0 member (0%) was disagree and 0 member (0%) Strongly Disagree. Based on these results, the researcher quoted several interviews with some of ECS members to find out the factors that affecting the perception, as follows:

> "Everything is fun, makes us happier too. Thank God, I'm happy, I can make new friends, I can gain more knowledge."[48]

Based on the statement of the member 3, it can be interpreted that making friends with the people who has the same frequency and gaining knowledge are the

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[48]Interview with ECS Member 3 on March 13, 2023 at 16:41

factors that are the reasons why they like to join in ECS. Besides that, there are other reasons as follows:

> "Happy, because in ECS activities ... e, the activities are fun and not boring."[49]

Based on the statement of the member 5, it can be interpreted that the activities at ECS is the reasons why they like joining at ECS. Then, the last reason, as follows:

> "Oh, from, like increasing, I feel happy too, happy, because I also get the benefits, I also, I have lots of friends at ECS, so the one way is to join this club."[50]

Based on the member's statement, it can be interpreted as the same as other members' statements, which have been explained that ECS has several benefits for improving their English skills and getting frequency friends, so these things are factors in the emergence of positive answers to statement item 11.

So, from several interviews with several members, it can be concluded that ECS is a fun English club based on its activities. In other words, the factor that affecting the members' perceptions regarding the item 11 are because of several benefits they obtain from the club such as frequency friends, facilitated English learning opportunities, activities carried out by ECS, relationships between of members and their club environment.

12) The activities at ECS can motivate many of the ECS members to learn more about English.

Based on the results of a questionnaire from ECS members regarding the statement from item 12, it was stated that there were 18 members (47%) who

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[49]Interview with ECS Member 5 on March 13, 2023 at 17:01

[50]Interview with ECS Member 6 on March 13, 2023 at 17:15

strongly agreed, 16 members (42%) who agreed, 4 members (11%) who were neutral, 0 member (0%) who did not agree and 0 member (0%) strongly disagree.

From these results, the researcher quoted several interviews with several ECS members to find out the factors that affecting the perception by using an interview technique with the question 'are you more motivated to continue studying English after joining ECS and what are the reasons?' as follows:

"Yes... Because... looking at the ... many ... e ... activities that carried out by ECS, it's like... participating … hmm, participating. " [51]

"Yes, I really, really want to keep trying to follow along to get a lot of motivation."[52]

Based on these three statements, it can be interpreted that they are increasingly motivated because of the activities provided by ECS which further increase their motivation to learn English.

"Hmm, sometimes I feel, I feel like I am inferior and insecure be around people who can speak English better than me, but that can be a motivation for me, because my goal in joining here is to learn with friends, and to make friends so we learn together"[53]

Based on the statement, it can be interpreted that the member is comparing her English skills with other members, so that the member is not confident. However, that did not discourage her from continuing to improve her English skills. Therefore, the researcher asked questions again to clarify or emphasize the member's statement regarding how he felt about joining ECS.

"Happy, happy and not happy."[54]

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[51]Interview with ECS Member 5 on March 13, 2023 at 17:01

[52]Interview with ECS Member 1 on March 13, 2023 at 16:11

[53]Interview with ECS Member 10 on March 21, 2023 at 11:13

[54]Ibid.

From the result of the interview with the member, it was clear that there were two different meanings, then the researcher asked again in more detail regarding this matter, as follows:

> "Because, because in my opinion, the system is very fun for me and because there are many friends who want to learn together, it increases my desire to, for example, have friends, make new friends and then we can learn speaking together. So, for communication friends"[55]

So, the conclusion of several interview quotes with member 10 means that the motivation she felt was due to the ECS system and encouragement from the many friends who had the same goal who joined ECS.

> "Yes, I saw my friends who had potential in the field of English, I became more interested in joining ECS"[56]

Based on the results of interviews with the member 9 contain the same meaning as the results of the interview from member 10 which was about how the position of their group friends also played a role in increasing their motivation to learn English.

> "Yes, I'm... Motivated because, because the second language of Indonesian is English, then lots of people out there use English. So, it can be easier to communicate abroad."[57]

Then, member 11 gave an answer about the important role of English in the world. However, then the member 11 added an internal point from the increased motivation she felt, as follows:

> "Yep! Because my goal, one of the most important is English."[58]

Based on the results of the interview, it can be concluded that the member was motivated because of the awareness that English is important to learn because

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[55]Interview with ECS Member 10 on March 21, 2023 at 11:13

[56]Interview with ECS Member 9 on March 21, 2023 at 10:48

[57]Interview with ECS Member 11 on March 28, 2023 at 14:32

[58]Ibid.

English as a global language, especially since it had an influence on her dream. Then, several members answered that the reasons they were motivated to take part in activities at ECS were as follows:

> "Yes, I'm very motivated and even more... because it's getting more... speaking English makes me more motivated to be able to do it again,"[59]

> "Yes… because, sis. I'm an ECS member, so i'm more used it. Maybe in the future there will be something like that again in universities, in universities, majors, right," [60]

Based on the results of interviews with the two members, it means that member 8 was motivated because his sense of self-satisfaction with the English language skills he had acquired was increasing, and then member 6 is motivated because of previous experience which has become a habit.

Previously, researcher also asked question about their reasons for joining the club, there are several reasons and the most basic is because they like English, and the results of the interview were as follows:

> "At first, it was because I liked English"[61]

Based on the interview quote above, it can be interpreted that the member's love of the English language was the basis for the member's initial joining at ECS. Besides that, there are other reasons as follows:

> "Yeah, I just want to gain experience and want to have lots of friends" [62]

> "Because I'm interested in learning to speak English, and I've never known English, maybe from here I take this extracurricular, maybe I can improve my English, that's how it is."[63]

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[59]Interview with ECS Member 8 on March 13, 2023 at 17:37

[60]Interview with ECS Member 6 on March 13, 2023 at 17:15

[61]Interview with ECS Member 2 on March 13, 2023 at 16:28

[62]Interview with ECS Member 1 on March 13, 2023 at 16:11

[63]Interview with ECS Member 9 on March 21, 2023 at 10:48

Based on the results of interviews with the four ECS members, it can be concluded that ECS activities, the desire to make more friends and the desire to learn English, and become someone who can speak English are their reasons for joining the club. Then there are several other reasons as follows:

> "Hmm, because I really like English... I have liked it since I was a kid, what... I've been taught English because my mother is also an English teacher." [64]

> "At first, because all my older siblings were alumni from here, ECS. then secondly, I like English, thirdly I just like it." [65]

Based on the two statements from these members, it can be concluded that the family environment and their interest in English have always been what made them want to learn English so they decided to join the club.

So, based on several interviews with several of these members, it can be concluded that the factors that influence their motivation to study English at ECS do not only come from ECS such as the activities organized and the frequent friendship environment, but there are also internal factors such as awareness of the importance and role of English in the world, habits, Family Background, desire to continue to develop, interest in English and also the members' aspirations.

13) ECS extracurricular activities can have the effect of increasing members' self-confidence in learning English.

Based on the results of the ECS member questionnaire regarding the statement from item 13, it is stated that there are 18 members (47%) who strongly agree, 11 members (29%) who agree, 9 members (24%) who are neutral, 0 member (0%) who disagree and 0 member (0%) strongly disagree. From these results, the

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[64]Interview with ECS Member 6 on March 13, 2023 at 17:15

[65]Interview with ECS Member 11 on March 28, 2023 at 14:32

researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

> "Yes, you can. Because… here we are also trained in how to do public speaking, so... it really really trains courage and self-confidence."[66]

Based on the results of the interview above, it can be interpreted that ECS provides training related to increasing its members' self-confidence in learning English. Then, in line with this, the results of interviews with member 3 and member 6 stated the following:

> "Because, because we are... in the ECS we are told to be confident because... we will be asked to take part in competitions like speech, storytelling, something like that, sis."[67]

> "Yes, because it's possible, usually not every week but at least once a month we train them for oral speaking and also writing."[68]

Based on the results of these two interviews, it can be interpreted that the activity and training programs implemented by ECS have the aim of not only training skills in English but also being useful for training their confidence in speaking English.

> "Yes, because in here we don't judge each other like that, because we are still learning together so we are confident in using English."[69]

Then, from the results of interviews with member 8, it can be interpreted that a supportive environment is part of what supports increasing her self-confidence.

So, it can be concluded based on the results of interviews with several members that the factors that influence their self-confidence in studying English at

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[66]Interview with ECS Member 1 on March 13, 2023 at 16:11

[67]Interview with ECS Member 3 on March 13, 2023 at 16:41

[68]Interview with ECS Member 6 on March 13, 2023 at 17:15

[69]Interview with ECS Member 8 on March 13, 2023 at 17:37

ECS are supportive environmental factors and activity or training programs implemented by ECS. As previously explained, ECS has several work programs, namely English Competition, English Camp and One Day with English. Besides that, they also provide tasks either internally which are carried out in regular weekly meetings or externally which are carried out by other parties where ECS then acts as a participant.

14) Participating in ECS extracurricular activities makes me feel bored because the material used is not interesting.

Based on the results of the ECS member questionnaire regarding the statement from item 14, it was stated that there were 11 members (29%) who strongly disagreed, 15 members (39%) who disagreed, 10 member (26%) who were neutral, 2 members (5%) who agree and 0 member (0%) who strongly agree. That means that more of these members thought that the material they got at ECS is interesting and not boring. However, it is also did not escape the judgment of some of its members who thought that the material used was not interesting.

From these results, the researcher quoted several interviews with several ECS members to find out the factors that caused this perception using interview techniques, as follows:

> "Hmmm, the material is interesting. Because the material can be about competitions like that, like speech, hmm... storytelling and basic materials of English."[70]

From the results of the interview with member 8, it can be interpreted that the material provided was interesting because they discussed material that was not only basic material but material that they did not get in class because the material

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[70]Interview with ECS Member 8 on March 13, 2023 at 17:37

came from programs that they did not get in regular classroom. The same statements regarding this matter were also given by member 9 and member 3, as follows:

> "That's good... because it's rare that we get this material in classes, during regular learning and teaching proses.[71]

In the previous explanation in the item 2 in the interview excerpt with member 12 as vice chairman of ECS, there the researcher has also described some of the material that has been provided at the weekly ECS meeting. Then, other opinions also say that the material is good for the following reasons:

> "That's good, because we learn about learning English as deeply as possible." [72]

However, as obtained from the questionnaire results, there are still several members who have different perceptions, as follows:

> "As for the material, in the past I didn't like it because the material was just about that, like the offering was just that. Now we expand the material more and we look for material that hasn't been taught in class because in class, the movement of material is slow, we look for more material so that they and we know that English is very broad."[73]

From the results of the interview, it can be interpreted that the opinion is different because according to the member, she needs broader material and not just basic material, and this has been implemented in the next period. Then, she continued her opinion as follows:

> "Hmm, in class, sometimes the material is repeated over and over again, right?! But we look for material that is... easy to understand so we can quickly change the material."[74]

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[71]Interview with ECS Member 9 on March 21, 2023 at 10:48

[72]Interview with ECS Member 7 on March 13, 2023 at 17: 25

[73]Interview with ECS Member 10 on March 21, 2023 at 11:13

[74]Ibid.

Based on the statement there are several members said the same thing, when researcher asked their opinion about the materials, they received at ECS, as follows:

"The material is fun, good, easy to understand."[75]

From the member, it can be concluded that the material provided by ECS being good and fun because it is easy to understand.

So, it can be concluded based on the results of interviews with several members that the factor that influenced their perception of the statement of item 14 was because the material was not only about basic English but they were also given material that they did not get in regular classes, and they considered this interesting and fun. Moreover, they thought that the material provided is easy for them to understand.

15. I felt unenthusiastic when participating in ECS activities to improve my knowledge of English because the activities were monotonous, stiff and the members were not free to express their creativity.

Based on the results of the ECS member questionnaire regarding the statement from item 15, it was stated that there were 12 members (32%) who strongly disagreed, 18 members (47%) who disagreed, 6 members (16%) who were neutral, 1 member (3%) who agreed, and 1 member (3%) who strongly agreed. This means that more ECS members think that the activities at ECS are not rigid and members are free to express their creativity so that these things do not create a boring atmosphere.

The same as the results in Item 3 which states that they are given the freedom to express themselves, then in items 8 and 9 it is a statement stating that ECS

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[75]Interview with ECS Member 11 on March 28, 2023 at 14:32

provides opportunities for its members to gain knowledge and also improve their English skills, then in item 15 this refers more to their feelings.

From these results, the researcher quoted several interviews with several ECS members to find out the factors that influenced this perception through interview technique, as follows:

"In my opinion, the learning system is good because after the material there are games, the material doesn't immediately disappear."[76]

"Um, it's fun, sis. Because we study together, together, even though we study together at school, the vibes are more different."[77]

"Sometimes, sometimes, sometimes, but behind that, after being given assignments or explanations, there must be games but it is about English too... so it's more fun"[78]

Based on several interview results, it can be interpreted that in delivering the material in ECS they apply several games that they play together so that the delivery of the material is not stiff and not boring.

So, it can be concluded that to overcome boredom in ECS activities, after each material is given, the coach will provide a game, and moreover, the activity atmosphere is different from the learning conditions in every formal learning at school. At ECS they create an atmosphere that is not boring.

15) I feel uncomfortable when participating in activities at ECS to improving my knowledge of English.

Based on the results of the ECS member questionnaire regarding the statement of item 16, it is stated that there were 16 members (42%) who strongly disagreed, 17 members (45%) who disagreed, 4 members (11%) who were neutral,

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[76]Interview with ECS Member 8 on March 13, 2023 at 17:37

[77]Interview with ECS Member 9 on March 21, 2023 at 10:48

[78]Interview with ECS Member 11 on March 28, 2023 at 14:32

1 member (3%) who agree, 0 member (0%) who agree and 0 member (0%) who strongly agree. It is means that more ECS members thought that ECS is an extracurricular that makes its members feel comfortable increasing their knowledge of English in the extracurricular.

From these results, the researcher quoted several interviews with several ECS members to find out the factors that affecting the perception through interview techniques, as follows:

At first, the researcher asked how they felt when they joined ECS and in item 11 the results were that they felt happy, then in item 16 this also stated the same thing but further regarding whether they were comfortable or not, as in the interview as follows:

"Comfortable, fun, Enough … Yes, maybe because of the friends too, sis"[79]

Based on the results of the interview, it was stated that the environment was the reason for the member's comfort. However, regarding the statement, the researcher thinks it is necessary to seek further explanation by interviewing other members, as follows:

"Um, in the tenth grade, maybe because I'm not comfortable with the senior environment, so it's like I don't want to join. Then, I prefer to MPK, because I joined the MPK organization, so I prioritize MPK more than UKP."[80]

From the results of the interview, the researcher found another answer, and the researcher needs to find out more about that, and her answer was as follows:

"That was in tenth grade because I wasn't comfortable with the senior's environment. Um, basically it was uncomfortable with seniors at that time."[81]

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[79]Interview with ECS Member 2 on March 13, 2023 at 16:28

[80]Interview with ECS Member 9 on March 21, 2023 at 10:48

[81]Ibid.

From the statement, the researcher thought that the answer given by the member was not complete, so the researcher asked again about the member's reasons for her previous statement.

"Why?!, I'm just not comfortable. Maybe I'm an introvert with seniors, but if I'm with someone in my generation, yes still comfortable, but with seniors, no."[82]

Based on the statement, it can be interpreted that there are personality factors that can also influence comfort in adapting to the ECS environment and establishing interpersonal relationships with all ECS members, especially for seniors at ECS. Then the researcher asked whether the member still felt that way when he first joined ECS or not, and the researcher got the answer that the member no longer felt that way, as in the following interview:

"Yes... now it's not like before with other friends, when I joined here."[83]

Then the researcher asked questions about what members liked about ECS, the researcher did this to find out why the members felt more comfortable than before, and the member's answer was as follows:

"Um, the friends are friendly and now the coach is very good. So, all the friends are also good at helping us in doing, what, um, studying English."[84]

So, it can be concluded that what made her comfortable at ECS was the environment between her classmates, and the change in class periods at ECS, that means that the previous and current ECS systems and environments are different. Furthermore, researcher found another answer that was the same as the previous member's statement, as follows:

"In my initial experience, I wasn't comfortable because their atmosphere was really lacking for me, and now in my period, we further improve and we filter one by one our juniors are more inclined, for example, they prefer

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[82]Interview with ECS Member 9 on March 21, 2023 at 10:48

[83]Ibid.

[84]Ibid.

storytelling or there are those who prefer speech so we divide them up like that so, umm we also discuss with the supervisor hmm, that we want, want to give... different meetings in every day, in this week we learn about storytelling, we make stories together, tell something, then next week we give a speech, like that."[85]

From the results of interviews with member 10, researcher found almost the same statement result with member 9, the researcher then asked further about what member 10 liked at ECS until she stated that now she felt more comfortable than before, then the answer was as follows:

"Um, if I like it from... umm, the work programs and then with the friends in the club, friends, I become more... because they are like, we are open to each other, I become comfortable and then also at first, I like the batch and the club has a motto."[86]

From the results of the interview, the member's friendship environment values open mindedness, as well as the work program they implement. Then, there was another member who stated something similar to the previous statement, as follows:

"Yes, I'm just not comfortable with the environment, like that."[87]

Based on the member's statement above, the researcher asked the reason for the member's statement, and the answer was as follows:

"Because of the seniors too, the seniors are a bit grumpy."[88]

Then, the researcher asked to confirm whether it was just the senior factor that made her uncomfortable, or was there something else, and the answer was as follows:

"Yeah, not with friends from the same generation. But, if I were in the same generation, it's just fun. just to the seniors... Yes, Not to the material but to the environment."[89]

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[85]Interview with ECS Member 10 on March 21, 2023 at 11:13

[86]Ibid.

[87]Interview with ECS Member 11 on March 28, 2023 at 14:32

[88]Ibid.

[89]Ibid.

Based on several excerpts from interviews with several members, that in fact, the ECS material or activities have been able to make them comfortable for a long time, but their first impression when they joined ECS was less pleasant because the senior's attitude made them uncomfortable.

This is different from the relationship between members of the same generation which is considered not to have any problems from the past until now. Then, the characteristics of each members are also the factors that can influence the member's comfort in participating in ECS activities.

So, it can be concluded that participating in activities at ECS makes them feel comfortable even though individual characteristics also influence their comfort in joining the club, but because of the environment or relationships between friends in their generation, and the change of Force periods at ECS which means that the previous and current ECS systems and environments are different, making the ECS environment even more comfortable.

c. *Conative Component*

17) By joining the ECS Extracurricular I can become more confident in using English both of verbally and writing in everyday, especially in the school environment.

Based on the results of the questionnaire regarding the statement from item 17, it was stated that there were 14 members (37%) who strongly agreed, 11 members (29%) who were agreed, 12 members (32%) who were neutral, 0 member (0%) was disagreed and 1 member (3%) was strongly disagreed. It is means that many of ECS members feel the benefits of joining the ECS extracurricular could make them feel more confident in using English both orally and in writing in everyday life, especially in the school environment.

Based on the results of the researcher's analysis of the questionnaire in item 14 previously, it was stated that the factors that influenced their self-confidence were the supportive ECS environment and the activities or training programs implemented by ECS. However, in item 17 the researcher wants to know more about several benefits that can be obtained and the factors that influence this.

In this session the researcher asked questions regarding their development in English before and after they joined, then the researcher quoted several interview results from member 1, member 4, member 6 and member 10, as follows:

> "For me, my writing skill have improved. In the past, there were usually still a lot of mistakes in writing. But thank God, now after joining ECS, I know how to write more correctly than before and then about speaking skill too, thank God, now I'm a bit more confident when talking to people, like that."[90]

From the result of the interview with the member 1, it can be concluded that there was indeed an increase in her writing skill and speaking skill, as well as her confidence in speaking English, although not significantly. Then there was almost the same statement made by member 6 as follows:

> "The improvement is probably from my speaking skills and my confidence when speaking English."[91]

In the results of the interview with member 6, it can be understood that what has improved are speaking and self-confidence in speaking English. Furthermore, the researcher quoted the results of interviews with member 4, as follows:

> "Actually, I think the improvement is same, Sis. because I've been teaching myself for a long time, I'm self-taught."[92]

From the results of the interview, it can be interpreted that the member already has basic skills in English. However, to find out more about the member's

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[90]Interview with ECS Member 1 on March 13, 2023 at 16:11

[91]Interview with ECS Member 6 on March 13, 2023 at 17:15

[92]Interview with ECS Member 4 on March 13, 2023 at 16:50

perception of the benefits of the improvements obtained before and after joining ECS, the researcher asked more deeply about what skills in English were more increased, so the interview result that the researcher obtained were as follows:

"Hmm, speaking and confident, like that."[93]

From the statement it can be concluded that the statement given is no different from the previous member even though the member 4 already has basic skills in English, However, these two things namely speaking and confidence are something that can be concluded as abilities that they can develop in ECS. Furthermore, the researcher quoted a statement from the interview results of member 10, as follows:

"Hmm, for me, I'm neutral. Because no, I'm not completely confident yet, but there are some things that I have developed so far, namely being able to speak in public. Previously, I was still a shy person, I feel very embarrassed to speak in public, but since joining at ECS and because I often take part in the club's activities and work programs of the club, I became more capable of doing that."[94]

From the results of the interview with the Member 10, it can be interpreted that the increase in ability she gained was related to her self-confidence when she speaking English in public, although it was not very significant. Furthermore, the researcher asked again about her confidence in other English language skills, then the result of the interview was as follows:

"Hmm, my level of confidence has increased in writing and speaking because I have participated in selected activities (competitions) several times by using English and we also practice writing too. Sometimes we also write on the board, that's really improves it."[95]

Then, researcher also interviewed the deputy chairman of ECS in the 2021-2022 period to find out about the ECS system in carrying out activities, as follows:

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[93]Interview with ECS Member 4 on March 13, 2023 at 16:50

[94]Interview with ECS Member 10 on March 21, 2023 at 11:13

[95]Ibid.

"Hmm... nothing, sis. Because this club is open to anyone, we just focus on members who want to develop their interests.[96]

From the results of this interview, it can be concluded that ECS does not set particular requirements or rules for SMA Negeri 2 Palu students who want to join. Then, the researcher also asked question about particular rules regarding the language they used in ECS activities, and the result of the interview was as follows:

"They can use English, but it is not mandatory, they can also be bilingual. mixed language of English with Indonesian and if someone doesn't speak a word of English, we still allow them to use Indonesian."[97]

From the results of this interview, it can be concluded that ECS does not force its members to use English fully, and in other words the ECS provides an alternative that is easier or more convenient for ECS members who are not yet able to speak English fluently. Then, the researcher asked other ECS members about their opinion about the ECS system like that, as follows:

"I think it's good, sis. Because of that… um what um... helps us to um, learn" [98]

The results of this interview can be interpreted to mean that the implementation of the system or activities carried out by ECS is positive because it is useful in helping its members to learn English.

However, as explained in the questionnaire results, not all of the members strongly agreed. There are several members who have their own needs, the ECS system which allows its members to predominantly speak Indonesian is not enough, considering that their club is an English club that should be able to speak full English, as quoted in several interviews as follows:

"In my opinion, from those who may not really understand English, I think it's not bad, but from those who may already be able to speak English, that's

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[96]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[97]Ibid.

[98]Interview with ECS Member 4 on March 13, 2023 at 16:50

definitely thinking like 'oh that's not enough, I want full English', that's how it is, sis. because we are an English club, an English club like that."[99]

Furthermore, there are several members who have the same opinion as before, as follows:

"No, because, it seems like learning English makes it easier to communicate, so you can communicate more fluently. In ECS, almost some of them are not very fluent, some of them still use Indonesian."[100]

Then, the researcher asked again about mixing English and Indonesian, whether it makes it easier or not, then the member answered as follows:

"That's enough, makes it easier. Because English is not easy to understand straight away."[101]

From the statement above it can be interpreted that they feel helped by the language system implemented in their club. However, this can be an illustration that there are still ECS members who are not yet ready to speak English. As based on the statement from member 10 who openly stated the fact that there are still their club members who still lack the ability to speak English, so they need to get used it in the club to improve their speaking skill, as follows:

"In my opinion, English clubs with English names are very lacking, because our goal here is to learn and if we have to get used to using English, even in discussions, even though we are still lacking, we still have to try and prioritize using English."[102]

Furthermore, the researcher asked questions to the deputy chairman of ECS for the 2021/2022 period about whether there are any specific targets or evaluations to determine the progress of ECS members regarding their English skills, and the result of the interview was as follows:

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[99]Interview with ECS Member 9 on March 21, 2023 at 10:48

[100]Interview with ECS Member 11 on March 28, 2023 at 14:32

[101]Ibid.

[102]Interview with ECS Member 10 on March 21, 2023 at 11:13

"No, there is not. Because we just do the assessment individually and from the ECS, we don't have to set any specific level, the important thing is that she or he still wants to learn."[103]

From the results of the interview, it can be interpreted that ECS gives full responsibility to each ECS member for assessing the development of their abilities in English, and there are no specific targets for them to achieve. From this statement, the researcher asked another question regarding whether there was a grouping based on English language skill level at ECS, and the result of the interview was as follows:

"Nothing, because it is in accordance with our goals, our ECS is more about developing interest and potential"[104]

From the results of this interview, it can be interpreted that ECS does not have a grouping based on the English language skills of its members, in other words, ECS members are mixed up regardless of their level of English proficiency. Furthermore, the researcher asked question about the benefits that SMA Negeri 2 Palu students could get if they joined the club, the result of the interview was as follows:

"Hmm, the members can get some material that can improve their skills, as well as some organizational experience of course, and also increase their self-confidence from social interactions, making friends with fellow of ECS members."[105]

From this statement it can be concluded that the benefits obtained are not only about improving English language skills but also providing organizing experiences, as well as having an influence on aspects of their personality, namely self-confidence. Then, the researcher also asked question regarding whether they

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[103]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[104]Ibid.

[105]Ibid.

regularly held meetings every schedule, on Saturdays and the results of the interview was as follows:

"No, we only met a few times and we also have a work program that must be prepared. So, it takes quite a lot of time to prepare the work program."[106]

In the previous discussion, the researcher mentioned that ECS has three work programs. Based on this, the researcher asked about each work program to find out more details regarding the three work programs, as follows:

"Hmm, the program is one day with English, it is actually socialization in English, forming self-confidence and solidarity in using English. But, one day with English for the 2021 and 2022 periods is more about providing material."[107]

Furthermore, the deputy chairman of ECS for the 2021/2022 period explained again about the implementation of the one day with English work program, as follows:

"It's like, in one day we speak English. Then, a speaker from outside came. After that, now the concept for One Day with English is different, it is more like an exhibition about English cultures."[108]

From the statement, the main point of the One Day with English work program is how they learn English in one day depending on the theme of the activity and the rules applied during the activity. After explaining the one day with English work program, the deputy chairman of ECS for the 2021 and 2022 period also explained the ECS work program, namely the English Competition, as follows:

"After that, the English competition is an English language competition between classes, there are speech competition, debate and storytelling competition. That's to foster a sense of positive competition and develop students' English language skills."[109]

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[106]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[107]Ibid.

[108]Ibid.

[109]Ibid.

Base on the statement that the concept of English competition has not yet spread to competitions between schools or between English language clubs, where the participants are not students from SMA Negeri 2 Palu. However, this is still beneficial for the participants, as mentioned by the deputy chairman of ECS for the 2021/2022 period. Then, the deputy chairman of ECS also explained the last of ECS work program, namely English Camp, as follows:

> "After that, English camp. Yes, the last is English Camp. English Camp is an activity to apply English concepts in a certain place accompanied by outbound games, and maybe there's English material too."[110]

Regarding the work program that implemented by ECS called the English Competition, researcher asked whether ECS provided training to participants before the competition was held, and the answer was as follows:

> "Uh, yes there is. usually, training in particular is preparation for taking part in competitions from a coach or from other English teachers at the school."[111]

Based on the quote from the interview above, it can be interpreted that ECS not only organizes an activity program but also provides training for participants in preparing themselves to take a part in the competition.

Based on several interview quotes with several members above, it can be concluded that the factors that influence their perception of the statement of item 14 are ECS system that covers the objectives of ECS implementation that refers to all members who want to increase their interest and talent or skill about English without any benchmarks or achievement of targets that must be achieved by each member, the club activities, the coaching, the rules applied in ECS such as the use of language in ECS that is more flexible according to the level of ability of each member, the training that they received and the ECS environment, then the ECS

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[110]Interview with Destriana as ECS Vice Chairman periode 2021/2022 on April 03, 2023 at 14:14

[111]Ibid.

schedule, as well as the individual's own encouragement to develop. These things can be the factors that influence the level of English proficiency for each ECS member.

Besides that, the use of full English which has not yet been implemented also makes it easier for them to understand the material, although there is an awareness that using full English is important considering that they are an English language club, and they need to get used to speak full English to practice their English fluency. So, that they can become more confident in using English both orally and in writing in daily life, especially in the school environment.

18) By joining the ECS Extracurricular, I am able to speak/write things/vocabulary in English at the ECS environment better than before.

In the results of the ECS members' questionnaire regarding the statement from item 18, it was stated that there were 14 members (37%) who strongly agreed, 13 members (34%) who were agreed, 10 member (26%) who were neutral, 1 member (3%) was disagree and 0 member (0%) who was strongly disagree. It is means that many of ECS members thought that joining ECS has an impact on increasing their English vocabulary. From these results, the researcher quoted several interviews with several ECS members to find out the factors that affecting this perception, as follows:

> "Yes, increasing vocabulary, because sometimes when we speak English, some of us don't know what it is, so we explain it to our friends, what are those words?!" [112]

From the results of the interviews, it can be concluded that the application of mixed language of English and Indonesian, and the role of English club members who help each other in the process of increasing vocabularies are alternatives that

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[112]Interview with ECS Member 8 on March 13, 2023 at 17:37

can make it easier for them to learn new vocabularies. Furthermore, the role of the material provided by ECS as discussed previously is also be a source for them to increase their English vocabularies.

Although, there are still some of members who choose neutral and Disagree on statement item 18, that means there are still members who thought that they still have difficulty in using English vocabularies, especially in the school environment, it is can be seen from the statement, as follows:

> "Why is that not bad, because in my opinion, ECS is complicated, that's the first thing. Second, English is also a bit difficult to understand, so it takes a while to understand"[113]

Based on the results of the interview, it can be concluded that English is considered quite difficult to learn is one of the factors that causes there are still members who have difficulty when using it. However, based on the results of analysis from several previous interviews that the role of ECS can make it easier for them to learn English, so it helps them to improve their vocabularies, such as one of the statements from the following interview:

> "Hmm yes. Because of the vocabulary that I didn't know at first, it was taught then, because in English there are lots of meanings, the meanings are different, so I know more about it."[114]

Therefore, based on several interview quotes with several ECS members, it can be concluded that the roles between fellow ECS members, the ECS implementation system, and the facilities provided by ECS, all of that are useful for the club members as things or ways to help them in improve their English vocabularies. So, the ECS members be able to speak in right pronunciation or write the English vocabularies in the ECS environment better than before.

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[113]Interview with ECS Member 11 on March 28, 2023 at 14:32

[114]Interview with ECS Member 10 on March 21, 2023 at 11:13

C. Discussion

This research used questionnaire to find the English Club SMADA (ECS) members' perceptions towards their club in learning English, and used interviews and documentation to find the factors that influence the ECS members' perceptions towards their club in learning English. The discussion is explained as follows:

1. The Discussion of the English Club SMADA (ECS) Members' Perceptions Towards Their Club in Learning English at SMA Negeri 2 Palu.

ECS members' perception of the English club are classified into 3 aspects, Namely, cognitive component, affective component, and conative component. As has been presented on findings, results of the questionnaires show that respondents had positive perception about their English club in learning English. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

a. Cognitive Component

Bimo Walgito states that cognitive components is knowledge, opinion and belief, that is good things that relate how person's perception toward an object. It refers to how someone sees or interprets something or an object.[115] Based on the statement it can be explained that the result of data analysis for cognitive component were obtained on most of members agreed with the cognitive aspect in English club. It means that from the questions about the cognitive aspect in the questionnaire, ECS members were agree and get good respond about that.

The results of the questionnaire showed that ECS is a place to increase members' interests and talents, where the club is intended for all SMA Negeri 2 Palu

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[115]Bimo Walgito, *Pengantar Psikologi Umum,* (Yogyakarta.: Andi Offset, 2002), 12.

students who want to develop their English language skills. For the club members, ECS has an important role in improving their English language skills, because they consider that ECS provides assistance to them to gain English knowledge and improve their English language skills outside of formal classroom. It related with statement of Jiening and Cynthia stating that the English club is a second learning environment outside of the regular English classroom. In the English Club, the members will have an opportunity to practice many different skills based on the real situations. Moreover, the English Club will encourage and support members to help each other to achieve the Club objectives.[116]

Furthermore, by joining ECS, its members receive the same facilities or benefits, such as the opportunity to be able to take part in all activities organized by ECS or external activities that also involve the club and also the opportunity to gain knowledge of English from these activities, can open up opportunities for its members to gain knowledge from many people, both of fellow members and other people who are involved in the activities being held. It related with statement of Ewens that An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for the members studying English abroad.[117]

ECS also provides freedom to express themselves and their thoughts during discussions, then has a positive influence on the self-creativity of its members, because ECS provides the opportunity to help their members to develop their own creativity in speaking English. It related with statement of Ewens that a good English club should be participant centered and also a good English club gives

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[116]Jiening Ruan and Cynthia B. leung, 2012. Perspectives on Teaching and Learning English Literary in China. (New York: Springer, 2012), 124. https://vdoc.pub/documents/perspectives-on-teaching-and-learning-english-literacy-in-china-786o8pb7ohm0 (1 september 2022).

[117]Tom Ewens, "English Club," British Council: Teaching English, (March 2013). https://www.teachingenglish.org.uk/article/english- clubs (25 July 2022).

people freedom, it means every ECS member has the same rights and freedom to take part in activities to improve English skills in the English club which have been planned or arranged. In addition, Ewens also states that a good English club should be participant centered. One strategy to make this happen is to give participants opportunities to express their own creativity in English.[118]

Not only that, by joining ECS, it will be beneficial for its members in supporting academic achievement in English language learning. It related with statement of Yuliandasari and Kusriandi that the aim of English club program is to support the members' academic achievement and improve members' ability in English.[119]

b. *Affective Component*

The second components being discussed is about affective in English club result. Bimo Walgito states that it is related to like and dislike toward an object. Like is positive thing, while dislike is negative thing. This component indicates attitude's direction, positive and negative.[120] From the findings that had been presented, it showed that most of members agreed with the affective component They stated that ECS is a fun club, it related with statement of Ewens state that a good English club is fun.[121]

Then, they thought that ECS could increase their motivation to learn more about English, increase their self-confidence, the material provided by ECS is interesting and it does not make them feel bored, they feel enthusiastic about

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[118]Ibid.

[119]Aida Yuliandasari and Wendi Kusriandi, "Students Perception English Club Extracurricular in Speaking Practice at Madrasah," ELT Perspective Vol. 3 No. 2. (2015), 306. https://www.jurnal.ugj.ac.id/index.php/Perspecti ve/article/view/1670 (5 Oktober 2022)

[120]Bimo Walgito, *Pengantar Psikologi Umum,* (Yogyakarta.: Andi Offset, 2002), 12.

[121]Ewens, English Club.

participating in ECS activities and the activities carried out by ECS are quite non-monotonous, flexible and they are still free to be creative or express their creativity in these activities, and they feel comfortable when they improve their English skills in the club.

c. Conative Component

The third component of English club being discussed is about conative in English club result. Bimo Walgito states that It is related to action toward an object. This component indicates intensity of attitude that it is indicates big or small action tendency of someone toward an object.[122] From the data that had been presented, it showed that the conative item members give positive response because, the most of the ECS members were strongly agree that by joining English club SMADA, they become more confident in using English both orally and writing in their daily life, especially in the school environment. Then, most of ECS members stated that they were also able to speak/pronounce or write things/vocabulary in English in the ECS environment better than before, but there were still some of them who chose to be neutral and also disagreed.

Based on the result analysis on the three perception components of the English club SMADA, it showed the most of members agreed with the statements. It sorted from cognitive, affective, and conative. In short, English club give benefits to the members.

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[122]Walgito, *Pengantar.*

2. The Discussion of the Factors that Affecting the ECS Members' Perceptions Towards Their Club in Learning English at SMA Negeri 2 Palu.

Perception is the individual's process of interpreting, organizing, and giving meaning to the stimulus that comes from the individual's environment is the result of the learning process and experience.[123] A person's perception does not just come naturally. However, there are factors that influence it. In providing responses or perceptions of an object, there will be variations between one and others.

Toha states that there are two factors that influence a person's perception, namely internal factor, and external factor. Internal factors are individual circumstances that influence individuals in perceiving which include feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, mental disorders, values and needs as well as interests, and motivations. External factors are factors that come from outside the perceiver, such as the stimulus and the environment in which the perception takes place which include, family background, information obtained, knowledge and needs around, intensity, size, opposition, repetition of motion, new and familiar things, or unfamiliar objects.[124]

Based on the data analysis that researcher have carried out from interview data and documents, the following factors influence the perceptions of ECS members internally and externally:

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[123]Mohammad Asrori, *Psikologi Pembelajaran* (Bandung: Wacana Prima, 2009), 214.

[124]Miftah Toha, *Perilaku Organisasi Konsep Dasar dan Aplikasinya.* (Jakarta: Grafindo Persada, 2003) 154.

a. Internal Factors

1) Future Goals Factor

Based on the data that researcher has found that future goals are one of the factors that also increase the motivation of ECS members as stated in the affective component in item 12. So, the role of the ECS environment is not the only factor that influences their motivation, but there are also internal factors too. In addition, learning English is not as common as learning a first language. As stated by the Saville Troike which states that a foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application. [125]

From the statement it can be concluded that in Indonesia, people learn English for certain purposes, and it can be related to their ideals, for which mastery of English language skills is one of the requirements.

2) Interest Factor

Internal factor that also influences ECS members' perceptions is interest. A person will tend to pay more attention to things that suit his interests compared to things that are not his interests. Based on the data that the researcher found in the affective component of item 12 that the interest factor influenced their perception of their motivation to join and study English at ECS, which was based on their preference for English. It was also stated by Stephen P. Robins that if someone sees something and tries to give an interpretation of what he sees, he will be influenced

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[125]Muriel Saville-Troike, *Introducing Second Language Acquisition* (Cambridge: C.U.P, 2012), 4. https://repository.bbg.ac.id/bitstream/588/1/Introducing_Second_Language_Acquisition_ .pdf (20 August 2022)

by the individual characteristics that he has, and one of them is interests.[126] Therefore, interest is also a factor that can influence a person's perception of an object that he or she focuses on.

3) Need Factor

Internal factors that also influence member perceptions are needs. Based on the data that researcher found that their need for English also influenced their perceptions on the affective component of item 12 that is the need to study English in a place that supports, motivates, and provides experience in improving English language skills. This factor also influences their motivation to learn English and the decision to join ECS is one way for them to support their needs.

4) Desire and Expectation Factors.

Internal factors that also influence members' perceptions are desires and expectations. Based on the data that the researcher found this factor also influenced their perception of their motivation to join and study English at ECS which is listed in the affective component item 12, which leads to the desire of those who want to continue in developing their English language skills and it also provides benefits in increasing their self-confidence, this is based on the affective component in item 13.

Furthermore, the researcher found data that the desire factor was also found on the conative component of item 17. In this item, there is an explanation that ECS does not impose rules on its members to always speak English in the club or does not force its members to use English fully. In other words, this is also influenced by the desires of each individual regarding the use of language in the club.

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[126]Stephen dan Timothy A. Judge Robbins, *Perilaku Organisasi*, 12th ed. (Jakarta: Salemba Empat, 2008), 125-126.

However, there is an expectation that they can speak English fully in ECS. So, this way can increase their English language skills. Although the ECS policy regarding the use of this language also makes it easier for them to understand the material or study. In addition, this desire is based on their awareness of the identity of their club which is a place to learn English, so they hope to be able to speak English fully at the club. Then the researcher also found the expectation factor in item 12, where it was stated that ECS members had expectations or had positive hopes that by joining the club they could improve their English skills.

Besides that, based on the data that the researcher obtained from interviews in the Cognitive component in item 10 that decisions regarding ECS members' opportunities for participation in various of the club activities are also influenced by the desires of each individual. In other words, ECS does not force their members to be involved in every activity program of the club.

5) The attitude and individual characteristics factors

Based on the data that the researcher obtained from interviews, the internal factors that also influence ECS members' perceptions are individual attitudes and characteristics. In the conative component in item 17, the researcher explained that ECS does not provide a specific assessment to measure the improvement or development of the ECS members' English language skills, so that the progress or improvement of their English language skills depends on their attitude to improve it and the assessment also depends on the ECS members. Then, their attitude also influences their activeness in improving their English language skills in the club.

In addition, the rules that ECS applies can also influence their attitudes towards item 18 in the conative component. This item focuses on their attitude in using vocabulary either orally or in writing in the ECS environment.

Then, the factor of individual characteristics also influences the comfort of ECS members in participating in their club activities, as the researcher has explained in the affective component in item 16.

6) Feelings Factor

Based on the data that the researcher obtained from interviews, the internal factors that also influence ECS members' perceptions is feelings factor. In the affective component item on item 12, researcher found that negative feelings from ECS members could be a motivation for ECS members to further improve their English skills and catch up with their friends who are better at English skills than themselves. Therefore, it can be concluded that negative feelings in individuals can also provide positive power, depending on how the individual interprets these negative feelings into more positive things.

b. *External Factors*

1) ECS Environmental Factor

Based on data that researcher obtained from interviews and documents, the external factor that also influences the perceptions of ECS members is the ECS environment. Researcher found on the cognitive, affective, and conative components that ECS is an extracurricular that focuses on improving English language skills for members who join the club, on item 17 the researcher obtained data that there are no specific requirements for SMA Negeri 2 Palu students who want to join the club, such as determining the level of English language skills for each prospective member, it means that ECS accepts prospective members at various levels of English proficiency, for example: beginners, intermediate, proficient, etc. Then, in the cognitive component on item 1 showed that ECS facilitates a more relaxed English learning club environment and these activities are

carried out outside of regular daily activities at school. However, in item 17 researcher found data that ECS is still not routine enough in carrying out learning activities on every Saturday schedule because sometimes it focuses on other ECS work programs.

Furthermore, the systems or rules of ECS such as freedom of opinion which has been shown in item 3, rules for using language that are considered to make the learning process easier even though there is still an opinion that the system has shortcomings, and play games between activities to avoid boredom which is stated in items 11 and 14.

In addition, the role of the ECS environment is to give them the opportunity to practice their English language skills, so that they are more accustomed to applying it in their real life, especially in the ECS environment or at school, and it has a positive influence on their self-confidence which is stated in items 13, 17 and 18.

Meanwhile, ECS has several internal and external activities which are considered fun and different from formal classroom learning activities which apart from being able to improve their knowledge of English which is stated in item 6, it also influences their creativity in the English field which is stated in item 7, then the availability of English language materials which is easy for them to understand which is stated in item 17, and ECS can upgrade their members' knowledge of English which is also useful in supporting their academic achievements which is stated in items 4 and 8.

In addition, in item 10 the researcher found data that the achievements obtained by ECS members in the previous generation were one of the factors that influenced ECS members' perceptions of their beliefs about the great opportunities they could achieve when they became part of the club.

Besides that, the role of relation between of fellow ECS members, coach or teachers and people who are competent in the English field are also become the factors that influence the ECS members' perceptions. As is the role of good interpersonal relationships between fellow of ECS members or ECS coach and the way the coach or teachers provide material has an impact on whether they are comfortable or not in taking ECS and plays a role in supporting the improvement of their English language skills. As explained in the cognitive component in item 2 that in ECS, its members can make friends who can support their initial goal of improving their English language skills in the club. It is supported by the Stephen P and Timothy A. Judge Robbins statement that one of the factors that influences perception is also the target of perception which can be a person, object, or event. These traits usually affect the perception of people who see it. Perception of the target is not something that is seen in theory but in relation to the other people involved.[127]

2) Knowledge Factor

An external factor that also influences ECS members' perceptions is knowledge. When collecting research data, the researcher found on the cognitive component at item 5 that the ECS members' knowledge about the role of English in the world as an international language provides important benefits for their lives in communicating between countries and other things is one of the factors underlying ECS members' perceptions that the club has an important basis as a place to improve their English language skills, as well as the reasons why it is important to learn English. As Crystal said that English is a global language. A language achieves a

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[127]Ibid.

genuinely global status when it develops a special role that is recognized in every country.[128]

3) Family Background Factor

External factor that also influence ECS members' perceptions are family background. Based on the data that the researcher found on the affective component at item 12. This item showed data that the role of parents who are English teachers and also the role of siblings who are alumni of the club also have an effect on ECS members, which is this factor was one of the factors underlying their reasons for joining ECS. This increases their motivation in English and then they can more focus on participating in ECS activities so they can get benefits from the club. In other words, ECS members no longer feel unfamiliar or more used to it because of their family background.

4) The Opposition Factor

External factor that also influence ECS members' perceptions are Opposition. Based on the results of the interviews, the researcher obtained data related to the differences between the previous and current ECS rules or systems, which is stated in item 3 that explains about freedom of opinion between then and now that is considered better than before, then in item 4 that showed data about the material obtained which is different from the material they get in regular class and this statement is also found in item 5 that focuses on practical activities in ECS which are different from activities in regular classes.

Then, the opposition factor was also found in item 14 about the material provided by ECS, it changed to be better over time. Furthermore, in item 16

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[128]David Crystal, English as a global language 2rd (Second) edition (UK: Cambridge University Press, 2003), 3. https://www.google.co.id/books/edition/English_as_a_global_language/ d6jPAKxTHRYC?hl=id&gbpv=0 (05 September 2022)

regarding discomfort in participating in ECS activities, the researcher found data about the differences between the previous and current ECS systems which are considered better than before.

Therefore, from the explanation above it can be concluded that the opposition referred to is how they explain the differences and compare the things they experienced or felt while joining the club, which can attract the attention of ECS members so that this attention can shape their perceptions towards their club.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. *Conclusion*

Based on the discussion of the findings previously the research can conclude that first is the ECS members' perception toward their club in learning English and the second is the factors that affecting the ECS members' perceptions towards their club in learning English at SMA Negeri 2 Palu, as follows:

1) The ECS (English Club SMADA) gave benefits for the ECS members. It can be seen based on the three components of perception, namely Cognitive, Affective and Conative as follows: In the cognitive component, most of ECS members were agree with the perception that ECS is an extracurricular that is useful as a place to develop their interests and talents about English with friends and it is considered important as a club that can help them to gain knowledge of English which is supported by the provision of facilities, opportunities or chances that can be obtained in the club activity program, as well as the rules or systems that ECS applies in its activities.

Then, in the Affective component that most of ECS members were agree perception that ECS is a fun club, encourage ECS members' motivation to learn more about English, increase self-confidence in learning English, it's not boring because the material is interesting, they feel enthusiastic about participating in ECS activities and the activities are not monotonous, flexible and they are still free to be creative or express their

creativity in these activities, and they feel comfortable when they improve their English skills at the club.

Furthermore, in the conative component showed that the most of ECS members were agree because ECS provides benefits in implementing a real practice for ECS members in using English both orally and in writing with more confidence in their daily lives, especially in the school environment and able to use more of English vocabularies in the ECS environment better than before, both pronunciation and writing. In addition, based on the mean score of questionnaire data was 76.55, it can be concluded that the ECS members had positive perception.

2) There are two factors that influence perception, there are internal factor and external factor. In internal factor, the factors are the Future Goals Factor, Interest Factor, Needs Factor, Desires and Expectations factor, the Attitude and individual characteristics factor, and feelings factor. Then, in external factor, the factors are ECS environmental factor, knowledge factor, family background factor and opposition factor.

B. Suggestion

From the research, the researcher suggests to the teacher, the English cub, the students, and the next researcher.

1) In this research, most of ECS members agree that English club SMADA is good to use as an extracurricular activity in learning. For the English teachers, it is better if use English club as extracurricular activity.

2) The results of this research can provide information that club environmental factors influence the three components of perception, cognitive, affective, and conative so that for the English club it is necessary to increase their

creativity in developing English club's programs, add more speaking facilities, and get new discipline management so that the quality of the club can be better.

3) For the students, it is be better if students use English club as activity in learning English, so the students can improve their knowledge and ability in language learning.

4) For the next researcher who are interested in conducting the similar research may use this research as one of the references and additional information about perception and English club as extracurricular in learning English. It is recommended to focus on the English skills improvement of the club's members.

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APPENDIXES

Appendix 1:

The Title Submission Sheet

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
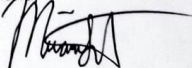email: humas@iainpalu.ac.id - website:www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: MIRANDA NURISLAMI BADARUDIN		NIM	: 171160015
TTL	: PALU, 18-07-1998		Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)		Semester	:
Alamat	: Jl. Raden Saleh No. 25		HP	: 085211036598
Judul	:			

☑ Judul I
AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION DURING PANDEMIC COVID-19 AT SMK NEGERI 2 PALU

○ Judul II
AN ANALYSIS OF STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT THE FIRST GRADE OF SMK NEGERI 2 PALU
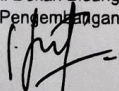
○ Judul III
THE EFFECTIVENESS OF PQ4R STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE EIGHT GRADE OF SMP IT QURROTA A'YUN PALU
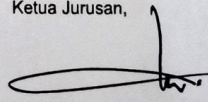
Palu, 07 September 2020
Mahasiswa,

MIRANDA NURISLAMI BADARUDIN
NIM. 171160015

Telah disetujui penyusunan skripsi dengan catatan :

- Adapt and modify some related studies
- understand will the key concepts.

Pembimbing I : Drs. Muhamad Ihsan. M.Ag
Pembimbing II : Fitrinings.h.ss.,s.pd.,M.Hum

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

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

Appendix 2:

Appointment Letter for Advisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 563 TAHUN 2020

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI 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 IAIN 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, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN 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 Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :
1. Drs. Muhamad Ihsan, M.Ag
2. Fitriningsih, S.Pd., M.Hum

sebagai Pembimbing I dan II bagi Mahasiswa :
Nama : Miranda Nurislami Badarudin
NIM : 17.1..16.0015
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF TEACHER STRATEGIES IN TEACHING READING COMPREHENSION DURING PANDEMIC COVID 19 AT SMK NEGERI 2 PALU

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 IAIN Palu Tahun Anggaran 2020

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya
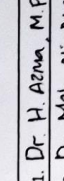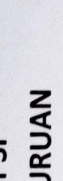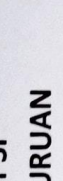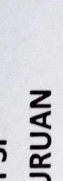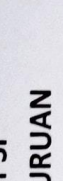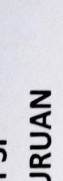
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : September 2020
Dekan,

Dr. Mohamad Idhan, S.Ag.,M.Ag
NIP. 197201262000031001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.

Appendix 3:

Seminar Card

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA : MUANDA NURSLANI BADARUDIN
NIM. : 171600015
JURUSAN : TADRIS BAHASA INGGRIS

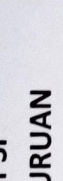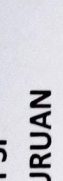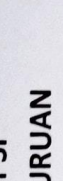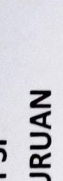| NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	JUMAT 4 SEPTEMBER 2020	IRWANDI	IMPLEMENTASI MANAJEMEN KELAS DALAM MENINGKATKAN PRESTASI BELAJAR SISWA DI SMA NEGERI 2 BALAESANG	1. Dr. H. Azma, M.Pd 2. Dr. Moh. Ali, M.Pd	
2	JUMAT 15 Januari 2021	HIDAYATI	INCREASING STUDENT VOCABULARY MASTERY THROUGH BOARD GAME AT THE SEVENTH GRADE OF SMPN 10 PALU	1. Drs. Muhammad Ihsan. M.Ag 2. Dr. Hj. Nur Asmawati, S.Ag. M.Hum	
3	SENIN 18 JANUARI 2021	NABILA FAIRUZ R.	THE USE OF PLEASE TEACHING STRATEGY TO IMPROVE STUDENTS' WRITING SKILL of RECOUNT TEXT AT THE TENTH GRADE OF MADRAH ALIYAH ALKHAIRAAT PUSAT PALU	1. Dr. Darwis Jauhari Bande, S.S., M.Pd 2. Yuni Amelya S.Pd, M.Pd	
4	RABU 20 JANUARI 2021	UMMUL HUSNUL AULIYA	THE USE OF MNEMONIC TECHNIQUE IN IMPROVING STUDENTS VOCABULARY MASTERY AT THE TENTH GRADE STUDENTS OF SMKS MUHAMMADIYAH MARAWOLA	1. Prof. H. Nurdin S.Sos, S.Pd, M.Com, Ph.D 2. Dr. Darwis Jauhari Bande, S.S, M.Pd	
5	RABU 20 JANUARI 2021	ALDI SAPUTRA	THE CORRELATION BETWEEN STUDENTS' GRAMMAR COMPETENCE AND THEIR SPEAKING ABILITY OF THE EIGHT GRADE STUDENTS IN SMPN 1 PALU	1. Dr. Hj. Nur Asmawati S.Ag, M.Hum 2. Yuni Amelia S.Pd, M.Pd	
6	KAMIS 21 JANUARI 2021	WAHYU PRATAMA PUTRA	ANALISIS POLA DAN FUNGSI ISIM FA'IL DALAM AL QUR'AN JUZ 1	1. Dr. H. Muh. Jabir, M.Pd.I. 2. Titin Fatimah S.Pd.I, M.Pd.I.	
7	KAMIS 21 JANUARI 2021	ULFIA RAHMAWATI	THE USE OF VISUALIZATION STRATEGY IN READING COMPREHENSION AT GRADE EIGHT OF MTSN 1 PARIGI	1. Dr. Darwis Jauhari Bande S.S, M.Pd 2. Afifah, S.Pd, M.Pd	
8	RABU 27 JANUARI 2021	KIKIANA	EFEKTIVITAS MEDIA PEMBELAJARAN E-LEARNING DALAM MENINGKATKAN MINAT BELAJAR PESERTA DIDIK PADA MATA PELAJARAN AKIDAH AKHLAK DI MTSN 3 KOTA PALU	1. Dr. Hj. Askuriyah Pettalongi, M.Pd 2. Zaitun, S.Pd, M.Pd.I	
9	JUMAT 30 APRIL 2021	NAWA'DA RAHMA WULANDARI MARENNE	THE MAINTENANCE OF STUDENTS MOTIVATION IN LEARNING ENGLISH DURING ONLINE LEARNING PANDEMIC COVID-19 AT TENTH GRADE SMAN 11 KOTA PALU	1. Prof. Dr. H. Rusli, S.Ag, M.Soc.Sc 2. Fitriningsih, S.S, S.Pd, M. Hum	
10	SELASA 14 SEPTEMBER 2021	APDAL	THE USE OF YOUTUBE PODCAST TO IMPROVE STUDENTS' SPEAKING SKILLS OF THE EIGHTH GRADE AT SMP NEGERI 13 PALU	1. Prof. Nurdin, S.Pd, S.Sos, M.Com, Ph.D 2. Amal Muhammad Dahwan, S.Pd.I, M.Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

Appendix 4:

Consultation Book

Appendix 5:

Invitation Letter of Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id:, email : humas@iainpalu.ac.id

Nomor	: 765 /In.13/F.I/PP.00.17/09/2021	Palu, 17 September 2021
Sifat	: Penting	
Lampiran	: -	
Perihal	: **Undangan Menghadiri Seminar Proposal Skripsi.**	

Yth. Bapak/Ibu Tim Penguji Skripsi
Tarbiyah dan Ilmu Keguruan IAIN Palu
1. Drs. Mohamad Ihsan, M.Ag.   (Pembimbing I)
2. Fitriningsih, S.S., S.Pd., M.Hum   (Pembimbing II)
3. Mohammad Syafri, M.Pd.   (Penguji)

Palu

Assalamualikum wr. wb.

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan dipresentasikan oleh:

Nama	:	Miranda Nurislami Badarudin
NIM	:	17.1.16.0015
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	AN ANALYSIS OF STRATEGIES IN TEACHING READING COMPREHENSION DURING COVID-19 PANDEMIC AT SMK NEGERI 2 PALU

Maka dengan hormat diundang untuk menghadiri seminar proposal skripsi tersebut yang Insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Senin , 20 September 2021
Jam	:	13.30 - 14.30 WITA
Meja Sidang	:	-
Tempat	:	Gedung F Lt. 2 (Ibnu Khaldun).

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Plt. Ketua Prodi Tadris Bahasa Inggris

Resmi, S.Pd., M.Pd.
NIP. 198606242019032011

Catatan :
Undangan ini difotocopi sejumlah 7 rangkap dengan rincian:

Appendix 6:

Research Permit

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   : 858 /Un.24/F.I/PP.00.9/03/2023   Palu, 2 Maret 2023
Lampiran   : -
Hal   : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala SMA Negeri 2 Palu

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 :
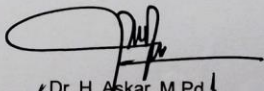
Nama	:	Miranda Nurislami Badarudin
NIM	:	171160015
Tempat Tanggal Lahir	:	Palu, 18 Juli 1998
Semester	:	XII (dua Belas)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Raden Saleh No. 25
Judul Skripsi	:	THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION TOWARDS THEIR CLUB IN LEARING ENGLISH AT SMA NEGERI 2 PALU
No. HP	:	0852110366598

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag.
2. Fitriningsih, S.S., S.Pd., M.Hum.

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

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

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

Appendix 7:

Letter has Finished doing Research

PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH I KOTA PALU DAN KAB.SIGI
SMA NEGERI 2 PALU
Alamat :JalanTanjung Dako No. 9 Telp./Fax.(0451) 4012066Palu
Website :http://www.sman2palu.sch.id;E-Mailsmadapalu@ymail.com

SURAT KETERANGAN
No. MN. 11 / 155 / 421.4 / Dikbud

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. Eddy Siswanto, M. Si**
N I P	:	19661024 199412 1 003
Pangkat/Gol.	:	Pembina Utama Muda, IV/c
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan bahwa :
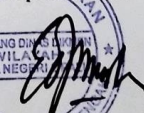
Nama / Stambuk	:	Miranda Nurislami Badarudin
NIM	:	171160015
Prog. Studi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah Dan Ilmu Keguruan (FTIK)
Universitas	:	UIN Datokarama Palu
Judul	:	*"THE ENGLISH CLUB SMADA MEMBERS' PERCEPTION TOWARDS THEIR CLUB IN LEARNING ENGLISH AT SMA NEGERI 2 PALU"*

Benar Nama Tersebut Di Atas Telah Selesai Melakukan Observasi Dan Penelitian Pada Tanggal 07 Maret s.d 06 April 2023 bertempat di SMA Negeri 2 Palu Dalam Rangka Penyelesaian Tugas Akhir (SKRIPSI).

Demikian surat keterangan ini dibuat untuk digunakan sesuai seperlunya.

Palu , 12 April 2023
Kepala Sekolah

Drs. Eddy Siswanto, M. Si
Guru Madya
NIP. 19661024 199412 1 003

Appendix 8:

Questionnaire Items

Petunjuk Umum:

Beri respon terhadap pernyataan dibawah ini dengan cara memberi tanda centang (v) pada kolom yang anda anggap paling sesuai dengan kondisi anda dan sesuai fakta mengenai ECS dari awal anda bergabung sampai sekarang.

Ket:

1. SA / **Strong Agree**   (5)   : Sangat Setuju
2. A   / **Agree**   (4)   : Setuju
3. U   / **Undecided**   (3)   : Netral
4. DA / **Disagree**   (2)   : Tidak Setuju
5. SDA/ **Strongly Disagree** (1)   : Sangat Tidak Setuju

NAMA   :

NIS   :

KELAS   :

No	Component of Perceptions	Indicators	Questionnaire Items	SA	A	U	DA	SDA
A.	Cognitive	Knowledge	Ekstrakurikuler ECS merupakan tempat untuk meningkatkan minat, bakat siswa terkait Bahasa inggris diluar jam pelajaran formal di kelas.					
			ECS adalah ekstrakurikuler yang memberikan peluang kepada anggotanya untuk bertemu dengan orang-orang baru serta menambah teman guna meningkatkan pengetahuan tentang Bahasa inggris.					

			Dalam proses kegiatannya, ECS adalah ekstrakurikuler yang membebaskan anggotanya untuk mengekspresikan diri dan pikiran mereka saat berdiskusi.					
		Belief	Ekstrakurikuler ECS dapat mendukung prestasi akademik para anggotanya dalam pembelajaran bahasa Inggris					
			Ekstrakurikuler ECS penting untuk membantu para anggotanya dalam melatih keterampilan berbahasa Inggris mereka.					
			Ekstrakurikuler ECS membantu para anggotanya untuk memperoleh pengetahuan tentang bahasa Inggris.					
		Opinion	Belajar bahasa Inggris di Ekstrakurikuler ECS memberikan saya kesempatan untuk mengekspresikan kreativitas diri saya dalam bahasa Inggris. Contoh: melalui drama, puisi, storytelling atau art dan tari, dengan diskusi pasca pertunjukan dalam bahasa Inggris.					
			Dengan bergabung di Ekstrakurikuler ECS saya berpeluang untuk dapat memperoleh pengetahuan tentang bahasa Inggris.					
			Dengan bergabung di Ekstrakurikuler ECS, saya berpeluang untuk dapat					

			meningkatkan keterampilan berbahasa inggris saya.					
			Dengan mengikuti Ekstrakurikuler ECS Saya berkesempatan untuk dapat mengikuti kegiatan-kegiatan yang berhubungan dengan bidang Bahasa inggris.					
B.	Affective	Positive Thing	Mengikuti kegiatan di ekstrakurikuler ECS untuk memperoleh pengetahuan dan meningkatkan keterampilan berbahasa inggris itu menyenangkan					
			Mengikuti kegiatan di Ekstrakurikuler ECS membuat saya merasa termotivasi untuk semakin mempelajari Bahasa inggris.					
			Mengikuti kegiatan Ekstrakurikuler ECS membuat Saya merasa lebih percaya diri ketika mempelajari Bahasa inggris.					
		Negative thing	Mengikuti kegiatan Ekstrakurikuler ECS membuat saya merasa bosan karena materi yang digunakan kurang menarik.					
			Saya merasa tidak bersemangat saat mengikuti kegiatan ECS guna meningkatkan pengetahuan berbahasa inggris karena kegiatannya monoton, kaku dan anggotanya tidak bebas untuk mengekpresikan ke kreatifannya.					

			Saya merasa tidak nyaman Ketika mengikuti kegiatan di ECS terkait meningkatkan pengetahuan berbahasa inggris.					
C.	Connative	Big Action	Dengan bergabung dalam Ekstrakurikuler ECS saya dapat menjadi lebih percaya diri menggunakan Bahasa inggris baik secara lisan ataupun tulisan dalam kehidupan sehari-hari terutama dilingkungan sekolah.					
		Small Action	Dengan bergabung dalam Ekstrakurikuler ECS saya dapat menyebutkan/ menuliskan hal-hal / kosakata dalam bahasa Inggris di lingkungan ECS lebih baik dari sebelumnya.					

Adapted from the following sources:

- Nasriani. N, "Students' Perception on English Club as Extracurricular in Speaking Practice: A Descriptive Research at The Eleventh Grade of SMA Negeri 9 Makassar" (Faculty of Teacher Training and Education, Makassar Muhammadiyah University, 2020), 44-47. https://digilib.unismuh.ac.id/dokumen/detail /11303/ (30 July 2022)

- Sri Wenni, "Female Students' Perception and Expectation About English Club at Al-Hidayah Islamic Boarding School Jambi" (Faculty of Education and Teacher Training, State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), 39-44. (1 August 2020)

Appendix 9:

Interview Guidelines for ECS Members

Interview in disusun untuk mengumpulkan data dalam riset English club ekstrakurikuler di SMAN 2 Palu. Penelitian ini ditujukan untuk mengetahui apa saja persepsi anggota ECS terhadap English club mereka dalam pembelajaran Bahasa inggris. Partisipasi anda dalam pengisian Interview ini akan sangat membantu saya dalam pembuatan skripsi untuk menyelesaikan studi saya di fakultas tarbiyah dan ilmu keguruan jurusan tadris Bahasa inggris.

NAMA   :

NIS   :

KELAS   :

PETUNJUK:
Tuliskan nama, NIS, dan kelas pada kolom yang telah disediakan dan jawablah pertanyaan - pertanyaan di bawah ini berdasarkan persepsi anda terkait ECS dari awal anda bergabung sampai sekarang.

No	Pertanyaan	Ket
1.	Bagaimana perasaan anda ketika mempelajari Bahasa inggris? Kenapa?	
2.	Bagaimana anda mendefinisikan ekstrakurikuler English Club secara umum?	
3.	Jelaskan pendapat anda tentang English club SMADA?	
4.	Pada Awalnnya, mengapa anda memilih mengikuti ekstrakurikuler ECS?	
5.	Apa saja kegiatan yang dilakukan dalam ekstrakurikuler ECS setiap minggunya? Lalu apa saja program kerjanya?	
6.	Bagaimana sistem ekstrakurikuler ECS dalam berkegiatan terkait memperoleh dan meningkatkan pengetahuan berbahasa inggris setiap minggunya?	
7.	Apakah kalian bebas mengekspresikan diri dan pikiran saat berdiskusi di kegiatan ECS? Apakah kalian menggunakan Bahasa inggris secara full saat diskusi atau 50/50?	
8.	menurut anda, apakah sistem yang seperti itu sudah bagus atau tidak? Mengapa?	

9.	Bagaimana pendapat anda tentang materi yang diberikan saat kegiatan ekstrakurikuler ECS? Kenapa demikian? Selama kamu bergabung di ECS apa saja materinya?	
10.	Bagaimana suasana dan kondisi ekstrakurikuler ECS saat berkegiatan terkait memperoleh pengetahuan dan meningkatkan keterampilan berbahasa inggris? Kenapa?	
11.	Apa saja kesempatan atau peluang yang dapat member ECS peroleh setelah bergabung di ektrakurikuler tersebut terkait memperoleh pengetahuan dan meningkatkan keterampilan berbahasa inggris?	
12.	Apa saja manfaat yang anda dapatkan setelah bergabung di ECS terkait memperoleh pengetahuan dan meningkatkan keterampilan berbahasa inggris?	
13.	Apakah ada dampak perubahan atau peningkatan antara sebelum dan sesudah pada kemampuan berbahasa Inggris anda setelah mengikuti ekstrakurikuler ini?	
14.	Apa saja perubahannya atau peningkatan anda? (sebutkan alasan), Jika tidak, kenapa?	
15.	Bagaimana perasaan anda saat mengikuti kegiatan di ekstrakurikuler ECS terkait meningkatkan pengetahuan berbahasa inggris? Mengapa?	
16.	Apakah anda semakin termotivasi untuk terus mempelajari Bahasa inggris setelah bergabung di English club SMADA? Kenapa?	
17.	Menurut anda, Apakah ECS penting keberadaannya untuk meningkatkan pengetahuan dan melatih keterampilan berbahasa inggris? Kenapa?	
18.	Apakah anda menghadapi kesulitan setelah bergabung di ECS?	
19.	Apakah ada hal-hal yang tidak anda sukai atau kurang disukai dalam ECS?	
20.	Apa yang kamu sukai dari ECS?	
21.	Apa saran anda untuk ekstrakurikuler ECS kedepannya?	

Appendix 10:

Interview Guidelines for ECS Managers for the 2021/2022 Period

No	Pertanyaan	Ket
1.	Apa itu klub Bahasa Inggris SMADA?	
2.	Apa saja sarana dan prasarana yang diberikan sekolah kepada ECS?	
3.	Menurut Anda, apa yg membedakan ekstrakurikuler ini dengan ekstrakurikuler lain di sekolah ini?	
4.	Bagaimana menurut Anda suasana dan kondisi belajar mengajar di klub inggris ini?	
5.	Sebelum bergabung dalam English club, apakah ada syarat tertentu bagi siswa yang ingin bergabung?	
6.	Apakah ada peraturan yang diterapkan di ECS, baik secara kedisplinan, kehadiran, Bahasa yang digunakan, dll?	
7.	Apakah ada target khusus untuk setiap member English club dalam peningkatan skill?	
8.	Apakah ada pengelompokan berdasarkan level skill Bahasa inggris bagi siswa yang mengikuti English club SMAN 2 Palu?	
9.	Setiap hari apa jadwal pelaksanaan English club?	
10.	Apakah pertemuan itu rutin dilakukan setiap jadwalnya?	
11.	Bagaimana sistem belajar mengajar atau proses belajar mengajar di English club ini?	
12.	Bagaimana cara ECS menentuan materi yang akan diberikan kepada para anggoatanya dalam setiap jadwalnya?	
13.	Apa saja materi yang berikan?	
14.	Apakah ada tugas berdiskusi mengenai suatu topik	
15.	Apa saja bentuk tugas yang diberikan dari masing-masing tugas tersebut?	
16.	Media apa yang digunakan ECS dalam memberikan materi setiap jadwal pertemuan?	
17.	Apa saja kegiatan yang ada di English club ini?	
18.	Apa saja permainan atau kuis yang dilakukan dalam kegiatan ECS setiap jadwalnya?	
19.	Apa saja proker ECS?	
20.	Jelaskan satu persatu terkait proker-proker tersebut!	
21.	apa saja dampak positif/manfaat yang didapatkan jika mengikuti English club?	
22.	Apakah ada pelatihan khusus yang difasilitasi ecs untuk para anggota yang akan mengikuti perlombaan?	
23.	apa saja peluang atau kesempatan yang diberikan ECS kepada para anggotanya?	

24.	Bagaimana dengan keaktifan membernya dalam melaksanakan dan mengikuti kegiatan di ECS?	
25.	Sejauh ini apa saja pencapaian/prestasi yang sudah pernah diraih member English club terkait club tersebut?	

Appendix 11:

Analysis of the Data Obtained through Item of Questionnaire

ITEMS		FREQUNCY AND PERCENTAGE%										TOTAL	
		SA	%	A	%	UnD	%	DA	%	SD	%	TOTAL OF RESPO NDENT	%
Cognitive	1	20	52.6%	15	39.5%	3	7.9%	0	0%	0	0.0%	38	100%
	2	19	50.0%	17	44.7%	2	5.3%	0	0%	0	0.0%	38	100%
	3	17	44.7%	18	47.4%	3	7.9%	0	0%	0	0.0%	38	100%
	4	16	42.1%	18	47.4%	4	10.5%	0	0%	0	0.0%	38	100%
	5	18	47.4%	18	47.4%	2	5.3%	0	0%	0	0.0%	38	100%
	6	21	55.3%	13	34.2%	3	7.9%	0	0%	1	2.6%	38	100%
	7	12	31.6%	18	47.4%	7	18.4%	0	0%	1	2.6%	38	100%
	8	15	39.5%	22	57.9%	1	2.6%	0	0%	0	0.0%	38	100%
	9	11	28.9%	21	55.3%	5	13.2%	0	0%	1	2.6%	38	100%
	10	16	42.1%	18	47.4%	4	10.5%	0	0%	0	0.0%	38	100%
Affective	11	20	52.6%	17	44.7%	1	2.6%	0	0.0%	0	0.0%	38	100%
	12	18	47.4%	16	42.1%	4	10.5%	0	0.0%	0	0.0%	38	100%
	13	18	47.4%	11	28.9%	9	23.7%	0	0.0%	0	0.0%	38	100%
	14	0	0.0%	2	5.3%	10	26.3%	15	39.5%	11	28.9%	38	100%
	15	1	2.6%	1	2.6%	6	15.8%	18	47.4%	12	31.6%	38	100%
	16	0	0.0%	1	2.6%	4	10.5%	17	44.7%	16	42.1%	38	100%
Conative	17	14	36.8%	11	28.9%	12	31.6%	0	0.0%	1	2.6%	38	100%
	18	14	36.8%	14	36.8%	9	23.7%	1	2.6%	0	0.0%	38	100%

Appendix 12:

The Score of Students' Perceptions on Cognitive, Affective and Conative in English Club SMADA.

ITEMS		SCORE										TOTAL	
		SA	SCORE	A	SCORE	UnD	SCORE	DA	SCORE	SD	SCORE	TOTAL OF SAMPEL	%
Cognitive	1	20	100	15	60	3	9	0	0	0	0	38	100%
	2	19	95	17	68	2	6	0	0	0	0	38	100%
	3	17	85	18	72	3	9	0	0	0	0	38	100%
	4	16	80	18	72	4	12	0	0	0	0	38	100%
	5	18	90	18	72	2	6	0	0	0	0	38	100%
	6	21	105	13	52	3	9	0	0	1	1	38	100%
	7	12	60	18	72	7	21	0	0	1	1	38	100%
	8	15	75	22	88	1	3	0	0	0	0	38	100%
	9	11	55	21	84	5	15	0	0	1	1	38	100%
	10	16	80	18	72	4	12	0	0	0	0	38	100%
TOTAL			825		712		102	0	0		3	1642	
Affective	11	20	100	17	68	1	3	0	0	0	0	38	100%
	12	18	90	16	64	4	12	0	0	0	0	38	100%
	13	18	90	11	44	9	27	0	0	0	0	38	100%
	14	0	0	2	4	10	30	15	60	11	55	38	100%
	15	1	1	1	2	6	18	18	72	12	60	38	100%
	16	0	0	1	2	4	12	17	68	16	80	38	100%
TOTAL			281		184		102		200		195	962	
Conative	17	14	70	11	44	12	36	0	0	1	1	38	100%
	18	14	70	13	52	10	30	1	2	0	0	38	100%
TOTAL			140		96		66		2		1	306	
TOTAL OFALL			1246		992		270		202		199		2909
												MEAN	76,55 (77)

Appendix 13: Documentation

<u>**Interview**</u>

(The interview process with Member 1 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with Member 2 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with Member 3 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with Member 4 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with Member 5 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with Member 6 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

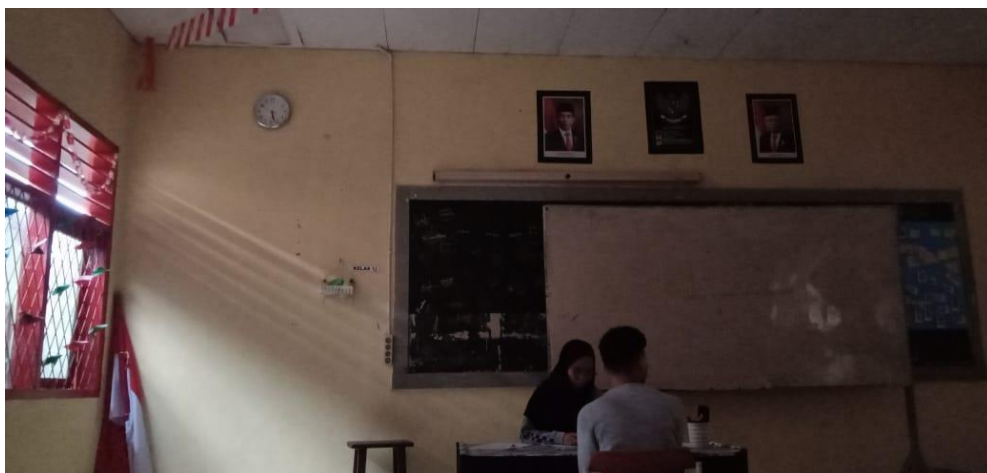(The interview process with member 7 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with member 8 in the classroom at SMA Negeri 2 Palu on March, 13rd 2024)

(The interview process with member 9 in the classroom at SMA Negeri 2 Palu on March, 21st 2024)

(The interview process with member 10 in the classroom at SMA Negeri 2 Palu on March, 21st 2024)

(The interview process with member 11 in the ECS room at SMA Negeri 2 Palu on March, 28st 2024)

(The interview process with Destriana as ECS vice chairman for the 2021/2022 period in the ECS room at SMA Negeri 2 Palu on April, 3st 2024.)

Distributed the Questionnaire to The Members Of ECS

(The researcher directed ECS members to fill out the questionnaire on March, 9th 2023 in the hall of SMA Negeri 2 Palu)

(The researcher directed ECS members who did not understand how to fill out the questionnaire on March, 9th 2023 in the hall of SMA Negeri 2 Palu.)

(The ECS Members filled out the questionnaire that distributed by researcher on March, 9th 2023 in the hall of SMA Negeri 2 Palu)

(The researcher distributed another questionnaire to ECS members who had not filled out the previous questionnaire on March, 29th 2023 in the classroom corridor at SMA Negeri 2 Palu)

ECS' Activity: One Day With English "Exhibition"

(The preparation of the ECS work program: One Day with English "Exhibition" on March, 9th 2023 in the hall of SMA Negeri 2 Palu)

(The process of opening the ECS work program: One Day with English "Exhibition" on March, 9th 2023 in the hall of SMA Negeri 2 Palu)

(The process of ECS work program activity: One Day with English "Exhibition" at the Malaysia booth on March, 9th 2023 in the hall of SMA Negeri 2 Palu.)

(The process of giving quizzes to participants in the ECS work program activity: One Day with English "Exhibition" on March, 9th 2023 in the hall of SMA Negeri 2 Palu)

(The ECS' activity banner: One Day with English "Exhibition")

(The Emblem of English Club SMADA 'ECS')

CURRICULUM VITAE

Researcher Identity

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