

**STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF ENGLISH
EXTRACURRICULAR (ENGLISH CLUB) ACTIVITIES IN ENHANCING
STUDENTS' SPEAKING SKILL AT SMPN 8 KEDIRI**

THESIS

Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
Education in English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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2026

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Successfully defended before the Skripsi Examination Committee English
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MOTTO AND DEDICATION

Motto:

*“I feel like the possibilities of all those possibilities is just another possibility that
can possibly happen”*

This Thesis is dedicated to:

1. My Beloved Parents,
2. My Family,
3. All my friends and the people whose support and motivated me to finish this thesis

ABSTRACT

This study aims to analyze the implementation of the English Club extracurricular program and its contribution to students' speaking skills at SMP Negeri 8 Kediri. The research is based on the need for a supportive environment that encourages students to practice speaking actively, as many students still face difficulties such as lack of confidence, limited vocabulary, and fear of making mistakes.

This research uses a qualitative descriptive method. Data were collected through observation, questionnaires, and interviews with students participating in the English Club. The data were analyzed through data reduction, data display, and conclusion drawing to identify patterns related to the implementation and its impact on students' speaking skills.

The findings show that the English Club is implemented regularly with structured and communicative activities such as discussions, role plays, storytelling, and games that promote active speaking. The program provides a more relaxed and supportive environment than regular classes, although students' participation varies depending on their confidence and vocabulary.

Students generally have positive perceptions, as the program helps improve pronunciation, vocabulary, and speaking opportunities. However, some students remain neutral and still experience anxiety and fear of making mistakes, which affect their participation.

The study also identifies challenges such as shyness, limited vocabulary, and low confidence, which are related to psychological and linguistic factors. These findings support the Affective Filter Hypothesis, showing that emotional factors influence language learning. In conclusion, the English Club contributes positively to speaking development, but its effectiveness depends on addressing students' emotional and linguistic needs.

ACKNOWLEDGEMENTS

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that this thesis proposal entitled "STUDENT PERCEPTION ON THE IMPLEMENTATION OF ENGLISH EXTRACURRICULAR (ENGLISH CLUB) ACTIVITIES IN ENHANCING STUDENTS SPEAKING SKILL AT SMPN 8 KEDIRI" can be completed.

Furthermore, the writer would like to thank to all parties who have contributed to the success of writing and preparing this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students
2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard
3. Dr. Khoiriyah, M.Pd. as the Head of English Language Education Study Program who always advise and guide the students during the writing of this thesis
4. Dr. Sulistyani, M.Pd. as the first supervisor who always gives advice and guidance from the beginning till the end of writing this thesis
5. Dr. Diani Nurhajati, M.Pd. as the second supervisor who always gives advice and guidance from the beginning till the end of writing this thesis
6. All lecturers and staff of English Language Education Department who facilitate students to experience pleasant atmosphere
7. Mrs. Yuni Nurhayani, S.Pd., the English teacher of SMP Negeri 8 Kediri, for her invaluable guidance, assistance, patience, and wholehearted support throughout the data collection process. Her contribution in facilitating every aspect of this research has been truly meaningful.
8. SMP Negeri 8 Kota Kediri, for providing the opportunity, permission, and supportive environment for the writer to conduct this research.
9. All members of the English Club (EC) of SMP Negeri 8 Kediri, for their willingness, enthusiasm, cooperation, and active participation as the subjects of this research.

10. The writer's beloved mother, Zulianik, for her endless love, sincere prayers, unwavering support, sacrifices, and encouragement throughout the writer's academic journey and in completing this thesis.
11. The writer's beloved partner, Rozi Permadi, for his constant love, patience, understanding, motivation, and emotional support during the process of completing this thesis.
12. The writer's dearest friends, Yuni and Damin, for their companionship, encouragement, valuable advice, and for always being present throughout the ups and downs of writing this thesis.
13. The NOWL family, especially Vyn and Abelle, for their continuous support, joyful moments, and encouragement, making the thesis-writing journey more enjoyable and less overwhelming.
14. All of the writer's friends, colleagues, and everyone who has provided prayers, encouragement, and support, whose names cannot be mentioned individually, for every kindness and motivation that contributed to the completion of this thesis.
15. Other parties who cannot be mentioned one by one who have given prayers and support during the process of writing this thesis.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study which provides the general overview of the research. It consists of several important sections, namely the background of the study, research problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms. These sections are intended to give a clear direction and understanding of the focus of the research, particularly in analyzing students' perceptions toward the implementation of English Club extracurricular activities in improving their speaking skills.

A. Background of the Study

English is now used as an international language. However, there are still many countries that do not use English as their primary language. Some examples include China, Brazil, Russia, and Indonesia. Nevertheless, English remains an important language to learn in this era, as it will be widely needed in global communication across various fields such as business, education, and communication.

Speaking ability is one of the important skills in learning English. Speaking skills are very important for students to master in order to communicate using English. However, in practice, many students find it very difficult to master speaking skills in English, which can become a challenge for them to learn the language. In the research conducted by Shalihah et al. (2023), it was revealed that both teachers and students agree that shyness is the main issue in learning to speak English. In addition, there are also factors such as lack of confidence, limited preparation time, and lack of motivation to speak that affect learning English.

In Indonesia, English has been taught from elementary school to higher education. However, in the 2013 curriculum and beyond, English experienced a reduction compared to the previous curriculum. In the journal written by

Alfarisy (2021), it was found that English was once in a weak position after the implementation of the 2013 curriculum, with a reduction in the allocation of time for English language learning. This reduction can decrease the frequency of students interacting in English, potentially lowering their confidence in using the language. In the Independent Curriculum, although English remains a mandatory subject at the junior high and senior high school levels, a more flexible approach in curriculum implementation provides educational units with the freedom to determine teaching methods and intensity. This flexibility, if not balanced with effective teaching strategies, can affect the development of students' speaking skills in English.

One way to overcome this problem is through extracurricular activities, such as the English Club. English Club is a program held outside regular class hours that provides students with additional opportunities to learn and practice English in more relaxed and enjoyable way. This activity is also supported by government regulation, specifically *Permendikbud* No. 62 of 2014, which states that extracurricular activities are intended to develop students' speaking skills. Through English Club, students can learn without feeling too pressured, so they can be more confident in using English. Krashen in his theory affective filter hypothesis argues that student's emotional states such as anxiety, confidence, and motivation play a crucial role in language acquisition. When students perceive the environment as supportive and non-threatening, their affective filter tend to be low, allowing them to participate more actively in speaking activities. Conversely, negative perception such as fear of making mistake or being judged may raise the affective filter, which inhibits their speaking performance

Hence, with the existence of the English Club extracurricular, it can serve as an alternative and provide additional space in helping students learn English, particularly in speaking skills. Through this activity, students can practice more comfortably, relaxed, and without the constraints of formal classroom learning, thereby building their confidence in using English orally in daily life.

The activities in English Club are usually designed to be fun and interactive. Students may take part in group discussion, role plays, storytelling, games, and simple conversations. These activities help students practice speaking more actively and naturally. English Club is generally held once or twice a week, depending on the school's schedule. The program usually guided by English teachers or facilitators who help create a supportive learning atmosphere. In addition, the teaching methods used are often more flexible, such as communicative language teaching, game-based learning, and collaborative activities, which encourage students to participate actively.

Previously, several studies have been conducted regarding student perception of the implementation of the English club in schools. One of the previous studies conducted by Nahdah and Fatimah (2019) found that 8 out of 10 students had a positive perception of the English club in improving their English-speaking skills. Furthermore, a study by Hasanah (2022) revealed that the vast majority of students perceive the English extracurricular program as highly beneficial, with 81% expressing strong agreement and the remaining 19% indicating agreement that it plays a significant role in enhancing their speaking proficiency. Students in English club extracurricular classes had a good opinion of the assertion that they might develop their speaking abilities since they were participating in talks throughout class.

Nevertheless, although these studies have shown that students generally have positive perceptions, they tend to present perception in a general way and do not explore it in depth. There is still limited information of English club implementation and understanding of how students truly experience, interpret, and respond to English Club activities, especially at the junior high school level. In addition, research specifically conducted in SMP Negeri 8 Kediri is still very limited. Therefore, this study aims to explore students' perceptions more deeply in order to gain a better understanding of their experiences in English Club activities especially in SMP Negeri 8 Kediri regarding the implementation of English Club activities in relation to the improvement of their speaking skills is still very limited.

At SMP Negeri 8 Kediri, English Club is an extracurricular activity that students join voluntarily based on their interest in learning English. This program is designed to provide additional opportunities for students to practice English outside the formal classroom setting. The activities conducted in the English Club focus on speaking practice and include various interactive tasks such as peer dialogues, group discussions, debates, drama performances, and other communicative activities. Through these activities, students are encouraged to express their ideas, share opinions, and interact with others using English in a more relaxed and supportive environment.

In addition, the English Club consists of students from different grade levels, which creates a diverse learning atmosphere. This condition allows students to interact with peers of different abilities, learn from one another, and build confidence in using English. The variation in activities and the diversity of participants help make the learning process more engaging, dynamic, and less monotonous compared to formal classroom instruction. As a result, the English Club can serve as a meaningful space for students to develop their speaking skills while also enjoying the learning process.

However, understanding students' perceptions is important to evaluate whether the activity is running effectively and in accordance with their needs. Therefore, this research is necessary to fill that gap by deeply exploring the views of SMPN 8 Kediri students regarding the role of the English Club activities in helping them develop their English-speaking skills.

B. Research Focus

This research focuses on **students' perceptions of the implementation of the English club activities** held every Friday at SMPN 8 Kediri and its impact on improving students' speaking skills, including the challenges they face during the English club activities. Student perception in this study focus on their views, feelings, and experiences regarding the implementation of English Club activities, how these activities support their speaking skill development, and the challenges they encounter during participation.

C. Formulation of the Problem

To obtain a deeper understanding of the role of extracurricular activities in enhancing students' English-speaking skills, particularly through the English Club at SMP Negeri 8 Kediri, it is necessary to define the scope and focus of the research through clearly formulated research questions. Speaking, as one of the productive skills in English language learning, poses significant challenges for junior high school students due to factors such as limited exposure, lack of confidence, and insufficient practice. The English Club extracurricular program is designed to provide a supportive environment for students to practice and improve their speaking abilities. In order to systematically explore the implementation, effectiveness, and obstacles related to this program, the following research questions are proposed:

1. How is the implementation of the English Club extracurricular activities at SMP Negeri 8 Kediri?
2. What are students' perceptions of how English Club extracurricular activities contribute to the development of their speaking skills?
3. What challenges are faced in the implementation of the English Club extracurricular in improving students' speaking skills?

D. Objective of the Study

Based on the formulation of the problem above, this study is intended to achieve the following objectives:

4. Describing the implementation of extracurricular activities of the English Club at SMP Negeri 8 Kediri.
5. Exploring students' perceptions of the impact of the English Club extracurricular activities on the development of speaking skills.
6. Identifying the challenges faced in the implementation of English Club activities in improving students' speaking skills.

E. Benefits of the Study

This research is expected to provide both theoretical and practical contributions. From a theoretical perspective, this study is anticipated to enrich

the field of English language learning by providing support for the Affective Filter Hypothesis, which highlights the crucial role of maintaining a low-anxiety environment in facilitating effective language acquisition. In this context, English Club activities are expected to create a more relaxed and supportive atmosphere that can help reduce students' anxiety and increase their confidence in speaking. Furthermore, this study is also expected to support the Self-Determination Theory, as English Club activities may provide opportunities for students to develop their motivation through autonomy, competence, and social interaction. Therefore, this research is expected to provide theoretical insight into how extracurricular activities can function as a supportive environment for students' speaking practice.

Practically, this research is beneficial for teachers and extracurricular supervisors, this research can provide input in designing and developing a more effective English Club program that meets the needs of students. Meanwhile, for the school administration, the results of this research can serve as a basis for evaluation and decision-making to improve the quality and sustainability of the extracurricular program as part of strengthening students' English language competencies. In addition, this research is also expected to be useful for future researchers as a reference for conducting similar studies, particularly those related to students' perceptions of English learning through extracurricular activities, and may contribute to the development of further research in this field.

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