



Student's Perceptions and Challenges on English Club Extracurricular Activity at SMAN 8 Lubuklinggau

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Abstract. *This research aimed to identify and describe students' perceptions and challenges on English Club Extracurricular Activity at SMAN 8 Lubuklinggau. The researcher used mixed method to conduct this research, the subjects of this research were all members of English club at SMAN 8 Lubuklinggau that consist of 28 members. The researcher used questionnaire to find out students' perception and interview to find out students' challenges. The results showed that most of students have positive perception toward English club activity at SMAN 8 Lubuklinggau. Since joined English Club, Students pronunciation is better and students add their English vocabularies step by step, students also more confident and more interested in learning English, English club also motivate the students to improve English skill. Aside from that, English club is one of a comfortable, fun and a better place that suitable for students to speak English, students also have more time to practice English through English Club. Besides that, the researcher also found there are several students' challenges in learning English on English Club extracurricular activity at SMAN 8 Lubuklinggau. These challenges categorized by two factors namely linguistics: lack of vocabulary, poor pronunciation, lack of grammar knowledge and not fluency. Non-linguistics: not confidence, feel afraid, less supported, nervous and less motivation.*

Keywords: *Challenges, English Club, Perceptions*

Abstrak. Penelitian ini bertujuan untuk mengidentifikasi serta mendeskripsikan persepsi dan tantangan siswa pada kegiatan Ekstrakurikuler Klub Bahasa Inggris di SMAN 8 Lubuklinggau. Peneliti menggunakan metode *mix method*, subjek penelitian ini adalah semua anggota klub Bahasa Inggris di SMAN 8 Lubuklinggau yang terdiri dari 28 anggota. Peneliti menggunakan kuesioner untuk mengetahui persepsi siswa dan wawancara untuk mengetahui tantangan siswa. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap kegiatan klub Bahasa Inggris di SMAN 8 Lubuklinggau. Sejak bergabung dengan Klub Bahasa Inggris, pengucapan siswa lebih baik dan siswa menambahkan kosakata bahasa Inggris mereka selangkah demi selangkah, siswa juga lebih percaya diri dan lebih tertarik untuk belajar bahasa Inggris, klub Bahasa Inggris juga memotivasi siswa untuk meningkatkan keterampilan bahasa Inggris. Selain itu, klub Bahasa Inggris adalah salah satu tempat yang nyaman, menyenangkan dan lebih cocok bagi siswa untuk berbicara bahasa Inggris, siswa juga memiliki lebih banyak waktu untuk berlatih bahasa Inggris melalui Klub Bahasa Inggris. Selain itu, peneliti juga menemukan ada beberapa tantangan siswa dalam belajar bahasa Inggris pada kegiatan ekstrakurikuler Klub Bahasa Inggris di SMAN 8 Lubuklinggau. Tantangan-tantangan ini dikategorikan oleh dua faktor yaitu linguistik: kurangnya kosakata, pengucapan yang buruk, kurangnya pengetahuan tata bahasa dan tidak lancar. Non-linguistik: tidak percaya diri, merasa takut, kurang didukung, gugup dan kurang motivasi.

Kata kunci: Tantangan, Klub Bahasa Inggris, Persepsi

1. BACKGROUND

In this era, many educational institutions emphasis to improve students' English skills. One effective way to achieve this goal is through extracurricular activities, such as English club. English club has an important role to improve English skill. Fitriany et.al. (2021) stated that English club can be useful to improve their English ability, especially in speaking skill. It is showed that after joining the English club students able to organize their ideas for speaking, more comfortable in a company of people who speak English, put

less effort to understand and communicate in English. Hamdan & Syaprizal (2020) argued that to be able to speak English well, students must learn several components and master several skills in English to support their language learning. It means that English club can be a tool for students to improve their English ability.

In addition, Destrianti et. al. (2018) stated that English club has important roles because provide opportunities for students to improve their English language skills and have more time in learning English because they do not get additional time in regular classes. Since students study English with great importance, they need to gain additional knowledge and experience from outside the class session, so students choose to join English club.

English club Extracurricular becomes one of popular extracurriculars which is joined by students at SMAN 8 Lubuklinggau. Based on the result of interview with the instructor of English club at SMAN 8 Lubuklinggau, the English Club at SMAN 8 Lubuklinggau was formed in 2011, at the beginning of the year SMAN 8 was founded the English Club had begun to be formed but with not many students. The first initiator of the formation of this English Club was Dewi Utari who is still the instructor of this English Club. During the establishment of the English Club, there was a change of instructor for two or three academic years. There are 28 students who are members of the English Club in 2024, consisting of students in grades 10-12 with meetings once a week, precisely on Wednesday after school at around 13.00 for approximately 90 minutes per meeting.

The activities in the English Club at SMAN 8 Lubuklinggau are focused on grammar and speaking activities, but sometimes if students feel bored they will alternate with other activities such as spelling bee, reading and others. English club activities here are not always carried out within the school environment. If students feel bored they will, study outside of the school environment. The material taught in this English Club is basic material such as the use of present tense, how verbs add s or es, how to use to be and so on. The English Club at SMAN 8 has been formed with the aim of helping students become more confident, no longer afraid of English lessons.

Even though, English club is one way that can improve students' abilities in learning English, students' perceptions to the existence and benefits of these extracurricular is also needed. Positive or negative responses can influence how students' perceptions of English club activities. Student perceptions are important because they can influence students' ability to learn English. According to Alwiah et. al (2023), student perceptions can influence students' English language skills, such as positive perceptions of English

clubs can motivate students to study and participate in English club, so they can improve their ability to speak English. Besides, describing students' difficulties in learning English is also important, especially in speaking skills. Students often face many challenges when speaking English. According to Rachmawati in Alfarizi (2013), Indonesian students face difficulties in speaking English due to several factors such as lack of vocabulary, limited practice time, lack of language learning partners, hesitation, and mispronunciation.

Based on the description above, the researcher is interested to conduct this research with the title "Students' Perceptions and Challenges on English Club Extracurricular activity at SMAN 8 Lubuklinggau". In this research, the researcher is going to describe students' perception and challenges in learning English that focuses on grammar and speaking skill.

2. LITERATURE REVIEW

English club is a group of individuals whose aim to improve their English language skills. Malu and Smedley (2015) state that English club is a series of regularly scheduled meetings where members to practice English, joining a group of like-minded individuals interested in achieving a common goal.

English club is one way that can improve students' abilities in learning English, students' perceptions to the existence and benefits of these extracurricular is also needed. According to Riastuti et. al. (2022) stated that perception is of process of organizing, grouping the stimulus received by an individual so that it becomes something meaningful. Through the process of organizing and grouping the stimulus received, people can interpret their perception and make it meaningful.

According to Robbins and Judge (2013), there three factors that influenced people perception, namely: perceiver, target and situation. A perceiver is a person who provides information based on his or her views or experiences about an object or event, target is the object that is perceived and situation refers to the environmental conditions or learning atmosphere.

According to a study was written by Octavia (2019) entitled "Students' Perception About English Club Activities to Increase the Students' Speaking Skill at SMPN 1 Lubuklinggau". The members of English club at SMPN 1 Lubuklinggau agree that English club is an effective activity to help them improve their speaking skill. The first English club activities motivated the students to improve their speaking skill, the second English club taught the students to enjoy while learning English especially in speaking skill, the

third English club activities improve the students confidences to speak English in front of the audiences, the fourth the students got some English speaking skill learning strategies from English club activities.

Besides students' perceptions is needed to the existence and benefits of English club, describing students' difficulties in learning English is also important. Speaking English is not easy for students because they have to study hard if they want fluency and good understanding when speaking. There are two factors that cause students' challenges in speaking English. Maji et. al (2022) stated that factors that cause students' challenges in speaking English namely: Linguistic factors refer to aspects of language that are related to the structure of language factors. For example: lack of vocabulary, poor pronunciation, lack of grammar knowledge and fluency in speaking. Non-linguistics factors or psychological factors is aspects of language that are not directly related to the structure and meaning of language, these factors include non-verbal communication. For example: fear of making mistakes, low motivation, shyness, anxiety, use of the mother tongue.

Based on a study from Suari (2021) entitled “An Analysis of Students’ Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa”. Many students have difficulties in speaking English. The students have difficulties in pronunciation, lack of grammar, difficult to memorize vocabulary, afraid to speak, shy to speak in front of the class, not confidence, and have no motivation in learning speaking English. Furthermore, the cause of students’ difficulties of the research that happened are the lack of grammar, lack of motivation, shyness, anxiety and afraid of making mistakes

3. RESEARCH METHOD

This research used a mixed methods research type. This research used mixed methods because it presented research results with numbers as a quantitative method to find out students’ perceptions, which were classified into positive and negative perceptions and presented in the form of a presentation. It also used descriptive methods as a qualitative method to describe students' challenges in learning English. The subject of this research were 28 members of the English club at SMA Negeri 8 Lubuklinggau. In collecting the data, the researcher used questionnaire and interview. The questionnaire used a Likert scale as a data measuring that has four potential options, SA (strongly agree), A (Agree), DA (Disagree), SDS (Strongly Disagree). The data was percentage with formula below:

$$P = \frac{f}{n} \times 100 \%$$

P = percentage of the students

f = frequency of students' score

n = the total number of the students

4. FINDING AND DISCUSSION

Finding

This point answered the problems about students' perceptions and challenges on English club extracurricular activity at SMAN 8 Lubuklinggau.

1. Students' Perceptions on English Club Extracurricular Activity at SMAN 8 Lubuklinggau

In collecting data about students' perception on English club extracurricular activity at SMAN 8 Lubuklinggau, the researcher used questionnaire that consist of 15 questions item. The data would be presented in the tables below:

Table 1. Percentage of Students' Perception about English Club

Question Items	Number of Students' (Percentage)				Classification
	SA	A	DA	SDA	
By joining English Club, I am more confident to speak in English	17 (61%)	11 (39%)	0	0	Positive
I am more interested in learning English especially in speaking when I join English Club	9 (32%)	18 (64%)	1 (4%)	0	Positive
I can solve my problem such as anxiety when speaking English, not confident and nervous through English Club	11 (39%)	10 (36%)	7 (25%)	0	Positive
English club motivates me to improve English skill especially in speaking	14 (50%)	10 (36%)	2 (7%)	2 (7%)	Positive
I can speak English with my friend through English Club	7 (25%)	21 (75%)	0	0	Positive
I can deliver my opinion in English	4 (14%)	17 (61%)	7 (25%)	0	Positive

since joining English Club					
Since I joined this club, I prefer to learn English at the English Club rather than learning by myself	7 (25%)	13 (46%)	7 (25%)	1 (4%)	Positive
Since I joined English club I can speak English without text	4 (14%)	19 (68%)	5 (18%)	0	Positive
Since I joined English Club my pronunciation is better	15 (54%)	13 (46%)	0	0	Positive
I add my English vocabularies step by step through English club	15 (54%)	12 (42%)	1 (4%)	0	Positive
I can communicate in English better since join English club	3 (11%)	25 (89%)	0	0	Positive
English club is one of a better place that suitable for me to speak English	7 (25%)	21 (75%)	0	0	Positive
English club is a comfortable place to speak English	10 (36%)	17 (61%)	1 (3%)	0	Positive
English club make an atmosphere of learning English more fun	7 (25%)	16 (57%)	5 (18%)	0	Positive
I have more time to practice English on English Club	6 (21%)	17 (61%)	3 (11%)	2 (7%)	Positive

Based on the analysis of the data, it is showed that most of students have positive perception toward English club activity at SMAN 8 Lubuklinggau. Since joined English Club, Students pronunciation is better and students add their English vocabularies step by step, students also more confident and more interested in learning English, English club also motivate the students to improve English skill. Aside from that, English club is one of a comfortable, fun and a better place that suitable for students to speak English,. The last students have more time to practice English through English Club.

2. Students' Challenges on English Club Extracurricular Activity at SMAN 8 Lubuklinggau

In collecting data about students' challenges on English club extracurricular activity at SMAN 8 Lubuklinggau, the researcher used interview that consist of 10 questions. The factor of challenges was taken from Maji et. al (2022).

Table 2. Kinds of Students' Challenges

Categories	Sub-Categories	Total
Linguistics factors	Lack of vocabulary	17 students
	Poor pronunciation	18 students
	Lack of grammar knowledge	25 students
	Not fluency	22 students
Non-linguistics factors	Not confidence	16 students
	Feel afraid	16 students
	Less supported	6 students
	Feel nervous	5 students
	Less motivation	1 student

There were two factors that cause students' challenges in learning English namely linguistics factors and non-linguistics factors. In linguistics factors, the researcher found four students' challenges in learning English namely lack of vocabulary, poor pronunciation, lack of grammar knowledge and not fluency. In non-linguistics factors, the researcher found five students' challenges namely not confidence, feel afraid, less supported, feel nervous and less motivation. The findings found by the researcher are presented in a table below.

Discussion

Based on the finding of the research, the researcher will discuss about students' perceptions and challenges on English club extracurricular at SMAN 8 Lubuklinggau.

1. Students' Perceptions on English Club Extracurricular Activity at SMAN 8 Lubuklinggau

Based on these findings, many English club members agreed that English club program is very good for improving their English speaking skills and increasing vocabulary, besides also increasing their confidence in using English. Kasmalinda (2011) stated that the main aim of holding an English language club is to increase students' motivation to speak English with high confidence even though students can only produce one word.

Most students get benefits after joining an English club because students said that English club is the best place to learn. An English club is a great place to make students active in developing speaking skills. Malviza et.al (2017) stated that by joining an English club, students can share their knowledge with their friends and then the English club can also be a better place for students to speak English. Participating in English club activities can be fun and motivating, making the learning process more interesting. According to Armita (2019) the benefits of an English club are to increase student motivation and make students confident to speak as much as possible.

2. Students' Challenges on English Club Extracurricular Activity at SMAN 8 Lubuklinggau

Based on the finding of the research, there were several students' challenges in learning English based on two factors namely linguistics and non-linguistics factors. Linguistics factors consist of lack of vocabulary, poor pronunciation, lack of grammar knowledge and not fluency. Non-linguistics factors consist of not confidence, feel afraid, less supported, nervous and less motivation. According to Juhana (2012) conclude that some psychological factors such as fear of making mistake, shyness, anxiety and the like that hinder students while speaking English in class. It means that student's success in speaking performance is not only caused by lack of linguistics knowledge but also caused by psychological factors or non-linguistics factors.

Besides that, Brown (2001) argued that the problem that students have in speaking aspect, such as vocabulary, pronunciation, grammar and fluency. These problems are obstacles for students that make them failure in speaking English. In addition, Dorris and Jesica (2007) stated that language problems in linguistics aspect such as lack of vocabulary, grammatical error and poor pronunciation and psychological aspect, such as lack of self-confidence, shyness, fear of making mistake,

anxiety, mother tongue language and lack of motivation to learn. So, all this aspects can cause students fail in speaking English

5. CONCLUSION AND SUGGESTION

Based on the analysis of the data, it can be conclude that most of students have positive perception toward English club activity at SMAN 8 Lubuklinggau. Since joined English Club, Students pronunciation is better and students add their English vocabularies step by step, students also more confident and more interested in learning English, English club also motivate the students to improve English skill. Aside from that, English club is one of a comfortable, fun and a better place that suitable for students to speak English,. The last students have more time to practice English through English Club. The researcher also found there are several students' challenges in learning English on English Club extracurricular activity at SMAN 8 Lubuklinggau. These challenges categorized by two factors namely linguistics and non-linguistics factors. Linguistics factors consist of lack of vocabulary, poor pronunciation, lack of grammar knowledge and not fluency. Non-linguistics factors consist of not confidence, feel afraid, less supported, nervous and less motivation.

For suggestion, it is recommended to the other researchers conduct the research by considering this topic with a large scope of respondents, to look students' perception toward English club extracurricular activities in speaking English. This research also hoped can be used as additional reference by other researchers or other school that do not have English club yet. In addition, the teacher should pay more attention in teach the students. The students should realize that mastering English is not easy. The students need to practice speaking more with somebody else such as friends or teacher. In addition, English club can be one of place that is believed to be an interesting place for students to practice English

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