

**THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION
AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT SMAN
1 BARRU**

(A Quantitative Non-Experimental Research)



A THESIS

*Submitted to the faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fullfiment of the Requirements for
the Degree of Education in English Education Departement*

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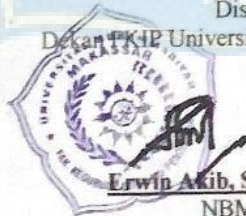
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Tuesday 25.7.2023		<ul style="list-style-type: none"> - Revise the findings and discussion in Chap IV - Revise the conclusion - Revise the bibliography. - Attach the questionnaire as the appendix and explain about it in Chap 3 in the Instrument Part 	

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Friday 28-7-2023		<ul style="list-style-type: none">Revise the findings and the DISCUSSIONRevise the conclusion it should be based on the problems!Make sure that those citations in the content are written in the Bibliography	
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15/07/23	1-V	Abstract References	
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27/07/23	1-V	findings	
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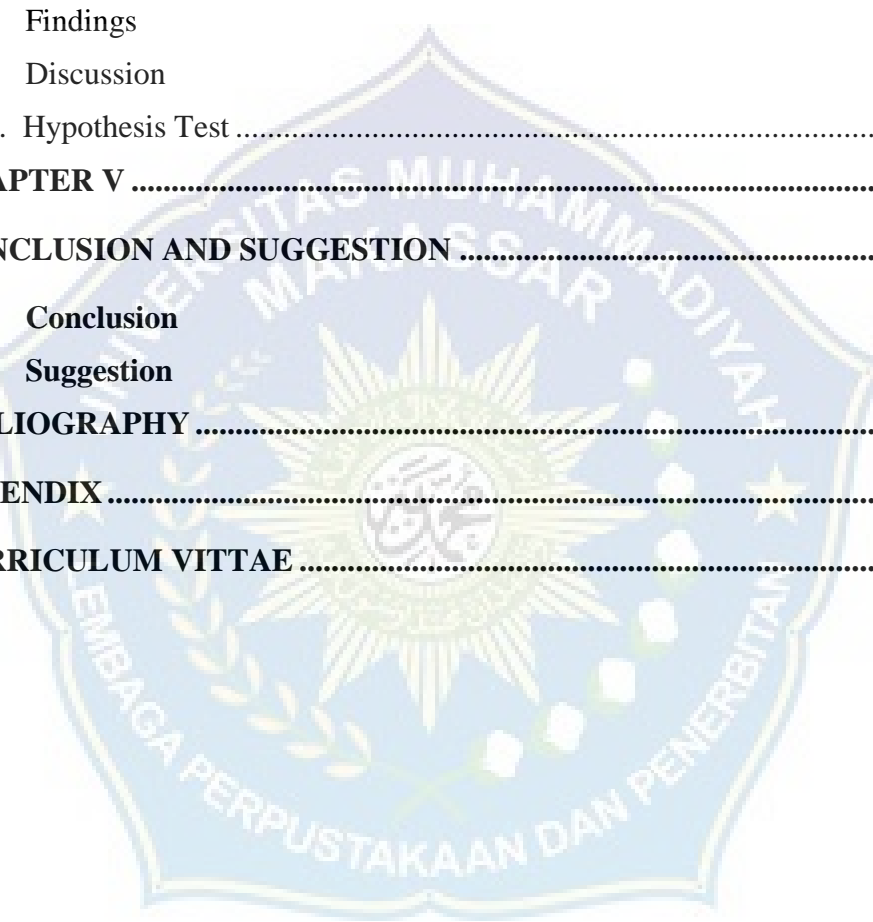
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MOTTO AND DEDICATION

Motto

SUCCESS IS A JOURNEY, NOT A FINAL DESTINATION!

“sukses itu sebuah perjalanan, bukan tujuan akhir”



Dedication

In the name of Allah, I dedicate my thesis for:

My beloved parents, M. Nawir and Erna Hamid, My beloved supervisor and lectures cannot be mentioned one by one, My beloved campus, Muhammadiyah university of Makassar, My family and my friends, for your sincerities and lots of prayers in supporting the writer in making this comes true.

Also, thanks for myself, who stay up till the end of this thesis

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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3. Dr. Umni Khaerati Syam, S.Pd., M.Pd. as the Head of English Education Department.
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6. All of the staff that involved in helping and providing guidance to researcher.
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The words may not be enough to express for their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and constructive criticism from others to make this thesis better.

Makassar, Juli 2023

The Researcher



Aulia Ramanda Nawir

ABSTRAK

Aulia Ramanda Nawir, 2023. "The Correlation Between English Club Participation and Students' English Learning Achievement at SMAN 1 Barru (A Quantitative Non-Experimental Research)", A Thesis of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Syamsiarna Nappu and Uyunnasirah Hambali.

This study aims to determine the correlation between students' participation in the English Club Extracurriculars and their learning achievement. This research is a quantitative research with correlation method. The population of this study was students of class X MIPA SMAN 1 Barru with a sample of class X MIPA 1 who are selected by using purposive sampling technique for selecting the sample because the target sample taken was students who took part in the English Club. The research data was collected using two instruments; questionnaires and data documentation. The questionnaire used is an open-closed questionnaire with The document used is student learning outcomes. The questionnaire was distributed to the students who joined on English Club. Then the results was analyzed by calculating using the Spearman correlation analysis method using SPSS software with a significance level, the authors get a significant correlation of 0.008. The result is $0.008 < 0.05$. Because 0.008 is lower than 0.005 ($0.008 < 0.05$), it means that there is a correlation between the student's participation in tutoring and the student's English achievement variable. In addition, from the data analysis, it was found that the Pearson Correlation was 0.621, which means that the correlation is strong according to the interpretation table correlation. Based on the research results, the null hypothesis is rejected. This means that there is a significant correlation between student participation in English Club and student learning achievements.

Kata kunci: *English Club, Students' Achievement*

ABSTRACT

Aulia Ramanda Nawir, 2023. "Hubungan Antara Partisipasi Klub Bahasa Inggris dan Prestasi Belajar Bahasa Inggris Siswa di SMAN 1 Barru (Penelitian Kuantitatif Non Eksperimental)", Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makasar. Dibimbing oleh Syamsiarna Nappu dan Uyunnasirah Hambali.

Penelitian ini bertujuan untuk mengetahui hubungan antara keikutsertaan siswa dalam ekstrakurikuler English Club dengan prestasi belajar siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasi. Populasi penelitian ini adalah siswa kelas X MIPA SMAN 1 Barru dengan sampel kelas X MIPA 1 yang dipilih dengan menggunakan teknik purposive sampling untuk pemilihan sampel karena sasaran sampel yang diambil adalah siswa yang mengikuti English Club. Data penelitian dipilih dengan menggunakan dua instrumen; kuesioner dan dokumentasi data. Angket yang digunakan adalah angket terbuka-tertutup dengan dokumen yang digunakan adalah hasil belajar siswa. Kuesioner dibagikan kepada siswa yang tergabung dalam English Club. Kemudian hasil tersebut dianalisis dengan perhitungan menggunakan metode analisis korelasi Spearman dengan menggunakan software SPSS dengan tingkat signifikansi, penulis mendapatkan korelasi yang signifikan sebesar 0,008. Hasilnya adalah $0,008 < 0,05$. Karena 0,008 lebih kecil dari 0,05 ($0,008 < 0,05$), berarti ada hubungan antara partisipasi siswa dalam bimbingan belajar dengan variabel prestasi belajar bahasa Inggris siswa. Selain itu, dari analisis data, ditemukan Korelasi Pearson sebesar 0,621 yang berarti korelasi tersebut kuat menurut tabel interpretasi korelasi. Berdasarkan hasil penelitian, hipotesis nol ditolak. Artinya ada hubungan yang signifikan antara partisipasi siswa dalam bimbingan belajar bahasa Inggris dengan hasil belajar siswa.

Kata kunci: Klub Bahasa Inggris, Pencapaian Siswa

CHAPTER 1

INTRODUCTION

A. Background

Language is the most important system used by humans to communicate in their daily life. It is also substantial to obtain information locally, nationally, and internationally. Through the language, humans can express thoughts, feelings, ideas, and so on. If the use of language can be understood according to the intent and purpose of the speaker, then the language has achieved its goal of conveying a message in communication (Mailani, 2022). That's the point that language plays a very important role in communicating.

As a language, learning English is also very necessary. It is the official language of 53 countries and spoken by around 400 million people across the globe (Ilyosovna, 2020). With the help of developing technology, English has played a major role in many sectors including medicine, engineering, and education, which are the most significant areas where English is needed. There are four skills in learning English, such as listening, speaking, reading, and writing.

In Indonesia, English is not considered as a second language, but it is a foreign language. Which is taught as one of the compulsory to learn in schools with the aim of basic communication and mastering the 4 language skills (listening, reading, writing, speaking). However, it will not be easy for Indonesians to learn a foreign language because we grow up with various mother

tongues. Delbio et al., (2018) in his research said that mother tongue has a role when teaching or learning languages, mother tongue can also be involved and influential in the development of foreign languages.

Because of the position of English as a foreign language, it makes students less interested in learning English. In fact, there are still many students who experience obstacles in receiving English lessons, students who do not really understand and are slow in learning English, and students' who lack of interest in learning to learn English (Azizah, 2010). For this reason, it is important to think of ways to build students' interest in English, because according to Ariastuti et al., (2014) interest, it is very dominant in influencing student learning.

The lack of student interest causes most students to find it difficult to learn English. According to Wardatun (2020), these problems include student barriers, nothing to say, low participation, themes to be discussed, and use of mother tongue. In addition, there are still many students who experience difficulties, are embarrassed, anxious, and lack motivation.

One of the ways that schools do to build student interest is by holding English Club activities as extracurriculars. Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum (Bartkus et al., 2012). English Club activities as one of the extracurricular activities carried out outside school hours aim to improve and support student competence outside of school.

With the existence of the English Club, it is hoped that it can assist

students in achieving English achievement in class. Activities carried out in the English club make students not depressed and feel relaxed in learning. According to Purwanti & Suriansyah (2019), English Club gives more confidence such as greeting teachers outside, increasing their vocabulary; Motivating students to speak, and contributing in Debate and Speech activities.

Regarding this English Club, researcher is interested in finding out the correlation between English Club activities and students' English achievement. Several previous studies have also taken the issue of non-formal education such as English clubs or English courses for their research. Therefore, as a student of the Department of English Education, the researcher is interested in verifying and re-analyzing this phenomenon in another place and time.

B. Problem Statement

Based on the explanation on the background of the problem, this research has several problems such as:

1. How is the students' participation in English Club?
2. What is the students' English achievement in class ?
3. What is the correlation between students' participation in the English Club and their English achievement at SMAN 1 Barru?

C. Research Objective

The objective of this research to find out the relationship between the English club and students' English learning achievement.

D. Significance of the Research

There are several significances in this research. First, this research can be an experience and provide a lot of knowledge about learning English for me as a writer. And for students, this research can help them to find out whether the English club increases their achievement in learning foreign languages, especially English And enrich students' insights about the benefits of English clubs for their English language learning skills and achievements.. For teachers, this research can be used to provide information about learning to speak English through an English club. In other words, this research provides information about the methods and strategies commonly used in the English Club.

E. Scope of the Research

Based on the identification of the problem, it is important for this research to limit the problems in order to pay more attention to the specific problem, this research focused on the correlation of students' participation in English Club and Their English achievement at SMAN 1 Barru.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings consisting of theories and concepts related to this research, pertinent ideas mainly focus on the correlation between English club and students' English learning achievement.

A. Previous Research Finding

In order to make the teaching and learning process more effective, many researchers have been analyzed. The related research has been analyzed and observed by the research. Some of related researchers are mention below:

According to Difa (2022), this study was conducted to determine the relationship between student participation in the English club. in this study it was found that students' speaking ability and Student Participation in the English Club were included in the good category with a percentage of 66.28%. Also, the students' speaking ability in the English club is included in the very good category where the average score is 80.80 at SMKN 2 Bukittinggi. This research is a quantitative research. The subject of this research is student participation in English Club extracurricular activities. The object of this research is the students' speaking ability in the English Club extracurricular.

According to Yulianasari & Kusriandi (2015) In their article, the English club program is defined as students' extra learning program besides regular English class, which more focuses on mastering skills of English in teaching and learning activities. The 26 students joined English club extracurricular as the sample. The techniques used obtaining the data were observation, questionnaire

and speaking test. It is suggested that the students should joined English club extracurricular because it can improve students' speaking skill.

According to Melviza et al. (2017) This study is intended to find out the perception of students toward English club activities. the research study revealed important points related to the students' perception toward English club activities . The purpose of this study is to find out the perception of the students at SMAN 3 Banda Aceh toward English club activities in speaking. based on the data, it can be concluded that most of students gave positive responses toward English club activities in speaking. Most of the students perceived that they prefer practicing in English club than regular class. English club gives the students a place to fully practicing in 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.

According to Fidia (2016), this study was conducted of significance correlation between enrollment English course as non-formal education and students' English achievement at third grade of 239 Junior High School in Jakarta Selatan. The writer limit the study in searching any significant correlation or relationship between Students' Enrollment in English Courses and Students' English Achievement. The participant of this study is the Junior High School students' in one of Junior High School in Jakarta. To collected data, the writer used documentation and questionnaire.

All previous researchers have similarities and differences with this research. The similarities in this study are that both use English clubs or non-formal education as the main focus of research. However, all previous research and this research also have some differences, from the setting. Previous studies have identified a relationship between English clubs and students' speaking ability. In addition, while in this study will identify the correlation between the English club with student achievement at SMAN 1 Barru. The previous research also identified student achievement in class but with English courses.

B. Some Pertinent Ideas

1. Theory of Learning Language

Language is innate, or in other words, we are born with the ability to speak (Noam Chomsky, n.d). Human acquired the ability to speak just as they gained the ability to stand and walk. a person is not born as an empty plate, but they have been equipped with a tool called a Language Acquisition Device. but rules in language will also be influenced by experience and learning, and language capacity itself exists with or without environmental influences.

English is very important as an international language, but in Indonesia and several other countries there are several reasons people want to learn English as their foreign language. According to Harmer (2001: 51-56) the motivation that encourages someone to learn English is influenced by the attitude of the community where they are, certain people who are close to

them, including teachers and the method used in the learning process. there are several reasons people want to learn English. The first is that they need to learn English because of the school curriculum. The next reason is because of progress, they need to learn English to get a good job and a good position in a job. Another reason is that some students or learners need to learn English to survive in their community, learners need to understand English for several purposes, sometimes because students want to know the culture of other countries, or want to travel around the world.

2. Theory of Non-Formal Education

According to Sujana (2006) non-formal education is any activity that is organized and systematic, outside the predetermined schooling system, then carried out independently or serving certain students in achieving their learning goals. so, it can be concluded that non-formal education is defined as any educational activity that is organized outside the formal system. Non-formal education is then well developed and operates either separately or as an important feature of some broader activities.

According to Eshach (2007) also states that non-formal learning is carried out in a planned but also very adaptive manner. it aims to provide opportunities for the younger generation to develop their values, skills, and competencies apart from those developed within the framework of formal education. in other words, there are many opportunities to develop skills for young people to choose from outside of school.

In *Undang-Undang Sistem Pendidikan Nasional Republik Indonesia No.20 Tahun 2003* it listed the type of non-formal education. In chapter 26 verse four about concerning non-formal education, it is stated that non-formal education consists of study clubs, course institutions, training institutions, the Islamic community, mass activity centers, and others. Then the results of non-formal education are almost equivalent to formal education. So, additional activities in the process of studying are something that can be obtained by everyone, both children, youth and adults, which means guidance for all ages, not only in the formal school environment but guidance can also be found in the community.

3. Theory of English Club

English club is a place where club members can learn, practice and practice English freely with various materials to train students so they don't feel embarrassed, afraid, and nervous. English club is a real place where learning English is more practical (Humaerah, 2015). so, it can be concluded that the English Language Club is a way that facilitates students in practicing, improving, and building student learning motivation.

According to Malu & Smedley (2016) the main goal of English clubs is to communicate and practice English. Malu& Smedley (2016), also says that an English club is a group of people or club members who meet regularly to practice reading, speaking, writing, and listening in English and an English club is a regularly scheduled meeting where club members practice English and help solve problems. English club is a place

for students to learn English in a relaxed environment and they can improve their skills through this platform.

Melviza et al., (2017) states that the English club is a way to connect one person with another whose purpose is not only to improve speaking skills but also to increase student motivation and make students confident as much as possible. The English club places an emphasis on speaking English spontaneously and casually and does not emphasize developing other rigorous English skills.

4. Advantages of Joining an English Club

Some of the advantages and disadvantages of joining an English club can occur, and these are very important things to know. According to Galanes & Adams (2019) there are several advantages to joining an English club:

- a. Get the spirit not to be silent.

it aims to build students' motivation to know something. so, students can be more active in the forum and find out what they want to find out. of course, this has a positive impact because it makes students more enthusiastic about learning and builds curiosity towards students.

- b. Clubs most likely have more access to information

By joining an English club, students will get more information because they can exchange all the information and get to know each other.

- c. Get the same turn to speak.

All members have time to speak in front of other friends. With this it is expected that students can increase their self-confidence and speaking skills.

- d. More fun for students than regular classes.

The purpose of this explanation is that learning English at the English club is more fun than learning in class. Because, at the English club, students can learn more relaxed and fun because several games and other activities.

- e. Add new vocabulary and knowledge.

learning in the English club can certainly increase vocabulary because at all meeting students are taught vocabulary and this has become one of the materials taught in the English club. each meeting the tutor will provide vocabulary and ask students to memorize it.

5. Disadvantages of Joining the English Club

Besides the advantages of joining the English Club, It also has disadvantages. There are some shortages of English Clubs in accordance with the facts. for students who are introverted or don't really like crowds will feel uncomfortable. For students who are joining an English Club for the first time, they may feel embarrassed to speak in front of the class. sometimes students are less enthusiastic or less interested in the material/topic provided by the teacher. besides that, they also have to allocate extra time to study English outside of school hours.

Cited in Azmi (2020) his research stated that their participants would waste money and time learning English outside the classroom if their teacher was not competent enough to speak English. Therefore, a good English teacher must be a good English speaker". Or in other words, to improve students' English skills, teachers in English clubs must have good English competence.

6. Definition of Achievement

Achievement is the process or way of achieving predetermined goals or accumulation of knowledge in a particular field that the child studied before. According to Steinmayr et al., (2014) Academic achievement is a performance result that shows the extent to which a person has achieved certain goals which are the focus of activities in an instructional environment, especially in schools, colleges, and universities. The results of someone's achievement are certainly influenced by the process they have done.

In the world of education, achievement is the result of a test designed to determine student mastery (educational evaluation). Or in other words, the process of collecting data is carried out to determine the extent to which educational goals have been achieved. It means that individuals who study will experience a transformation in their learning achievements, not only changes in the academic field, but also in habits, skills, and understanding in someone who is studying.

The achievements themselves can be marked with an alphabetic or

numeric size. students master subjects with alphabetic marks such as A or numbers such as 10 to 100. These results are obtained after going through a learning experience process. And of course, every school has its own learning standards. For example, there are schools that allow students who score 75 to pass school exams, which means their school's standard score is 75. However, there are also schools that graduate students if their school exam scores are above 80. In other words, standards in learning are very important, teachers will not know the extent to which students achieve if there are no standards they set.

Basically, achievement is not just a score or number. According to Nandan & Bhardwaj (2014) Achievement in general refers to the degree or level of success of skills achieved in a particular field, whether related to work, academic or non-academic. achievements that are assessed by numbers are called academic achievements while non-academic achievements are in the form of activities such as sports and the arts.

Achievement in English is the result of the abilities and skills produced by the students themselves to learn English. This achievement measures the extent of their knowledge of English. and their achievements in learning English they can get through the learning process in class and outside the classroom such as English club activities or other English courses.

7. Factors of Achievement

There are several factors that affect student achievement, can be

from internal and external factors. According to Munadi cited in Fidia, (2016) divides several factors that influence student achievement, namely:

a. Internal Factors

1.) Physiological factors

Physiological Factors or Physical Factors means that students are in good health, not physically disabled and not tired. Physical factors include bodily health and the five senses. sometimes students who have a lot of activities feel sometimes tired and sleepy when learning English. Their excessive activities will affect student stamina in learning, which then can lead to low results of their English learning.

2.) Psychological factors

Each student has different psychological factors such as motivation, interest, intelligence, talent, and attention which will also affect them in their achievement. Motivation and readiness of students in accepting learning is very much needed in receiving learning material. Students who are not interested in English or are not ready to start learning will find it difficult to understand learning material. The role of the family in providing support to students also affects the psychology of students. Students who receive support and encouragement to learn from the family environment will feel motivated in learning.

b. External factors

1.) Environmental factors

This factor relates to the environment around students such as the state of the room used, be it room temperature, humidity, or stuffiness. The noisy environment around the class can also be an important factor. Students cannot study effectively and cannot concentrate in a noisy class. because it can distract them from their focus. Teaching methods can also affect the effectiveness of learning. teaching methods that are boring and explanations that are difficult to understand will affect student achievement.

2.) Instrumental factors

Instrumental factors, such as curriculum, instructors or teachers, facilities, materials, and media used in learning. The instructor or teacher is also the most important instrumental factor.

C. Conceptual Framework

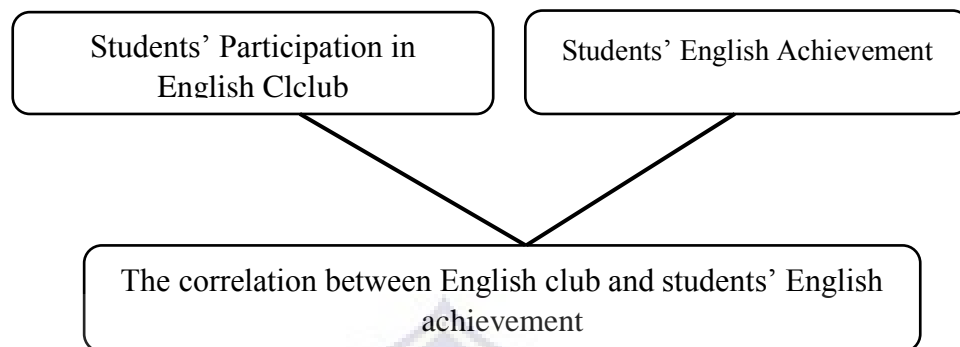


Figure I : Conceptual Framework

Achievement or test scores are the final result of educational assessment; and high and low scores has obtained by students depending on the student's learning process. In the learning process, apart from formal schooling, students who join in English clubs or study on their own at home.

From the differences in learning choices, it can be seen that there were differences in student test scores and the conclusion drawn is that test scores are better. If students who join the English club have better grades than students who don't join the English club, it means that there was a big contribution from the English club.

The results of this study are used as input for other students to choose the best learning process to help them improve their achievement or test scores.

D. Hypothesis

Based on the problem of the study, the researcher proposed Alternative Hypothesis (H_a) and Null Hypothesis (H_o) as follows:

1. Ha: There is a correlation between students' participation in English Club and their English Achievement
2. Ho: There is no correlation between students' participation in English Club and their English Achievement



CHAPTER III

RESEARCH METHOD

This chapter consist of method of the research, variable and research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

This study used quantitative research with a non-experimental design. In this case the researcher used a non-experimental design, with the correlation method, and the main objective is to describe the relationship between existing variables. And to collect data, researchers used two instruments, namely documentation and questionnaires. Then the researcher used the spearman correlation method. Coefficient Test

Spearman's correlation is a statistical test to test 2 variables with ordinal data or one variable with ordinal data and the other nominal or ratio. The purpose of Spearman's correlation analysis in general is to see the level of strength (closeness) of the relationship between the two variables, to see the direction (type) of the relationship between the two variables, to see whether the relationship is significant or not. then analyzed using SPSS.

B. Research Variables and Indicators

This research involves two variables, Dependent variable (Y) is Students' English achievement and independent variables (X) is English Club participation. So, the focus of this study aims to find a correlation between the two variables.

C. Population and Sample

1. Population:

The population that the researcher chose was class X students of SMAN 1 Barru consisting of 11 classes with a total of 366 students.

2. Sample:

In distributing research students using purposive sampling, researchers used purposive sampling because the target sample taken was students who took part in the English Club in MIPA 1 class. According to Dana P Turner (2020), purposive sampling is a sampling technique used when researchers already have target individuals with characteristics suitable for research. The advantage of purposive sampling is that time is used more effectively, but the disadvantage is that the sample is potentially not representative of the population selected for the study. Therefore, the researcher wanted to know the relationship between students who joined the English club and their achievement in learning English in class by using a purposive sampling technique. The researcher has the following sampling criteria:

- The selected students are grade 10 students.
- Students who fill out the questionnaire are students who are members of the English club.
- Students who fill in are students who are in class X MIPA 1.

From the population above it can be concluded that the sample chosen was class X MIPA 1 with a total of 17 students.

D. Research Instrument

This research instrument used data collection techniques using documentation and questionnaires. The 'English club' variable uses the documentation and the student's English achievement variable is taken from exam scores. Here's the explanation as below.

A. Questionnaire

In this study, researcher used a questionnaire to see students participate in English club activities. researchers used a open-closed questionnaire. in closed questions, the respondent chooses a 'yes or no' answer and in the open questionnaire, the respondent can give free answer. The questionnaire contains students' perceptions, affection, and cognition about the English club

B. Documentation

In this study, researchers used the documentation method to see what is the students achievement in class, by looking at student report card scores in English lessons. According to Suharsini Arikunto, the documentation method is a method of finding data regarding matters in the form of notes, books, transcripts, newspapers, inscriptions, magazines, minutes of meetings, agendas, and photos of activities.

E. Data collection

The research procedure is described as follows:

- a. The researcher made a list of students who attended English club extracurricular activities

- b. The Researcher distributed questionnaires to students who joined English club activities via google form.
- c. The researcher asked for a summary of the students' English test score in the class.

F. Data Analysis

To analyze the data, the researcher analyzed the data by using the calculation of the Charles Spearman correlation test or Spearman's Rank Correlation Coefficient or Spearman's rho. Spearman's correlation coefficient is a hypothesis test to determine the relationship between 2 variables. Spearman's Rank Correlation Coefficient Test is a statistical test to test 2 variables with ordinal data or one variable with ordinal data and the other nominal or ratio. To find out whether there is a relationship or not, it can be seen from the significance value and how strong the relationship can be seen from the correlation coefficient value or r .

Then the researcher uses SPSS software to analyze the data and also In determining the level of strength of the relationship between variables. it can be guided by the value of the correlation coefficient which In the Correlation Interpretation Table according to Sugiyono (2015: 257) :

Table 1.1 : correlation Interpretation

Coefficient Interval	Correlation
0.00-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

(Sugiyono, 2015:257)

From the formulation above, the researcher has some assumptions as follows:

- a. If the result of calculation of significance of the correlation is higher than 0.05. the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.
- b. If the result of calculation of significance of the correlation is lower than 0.05. the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the data is presented systematically and linked to the attached questionnaire format in the appendix. The following were used to analyze the data: a description of the data from the documentation, the results obtained from the questionnaire, and a discussion of the analysis and interpretation of the data. analysis and interpretation of data focuses on when data is collected, collected and followed by data processing as an answer to the problems raised in Chapter I. the purpose of analyzing and interpreting data is to reduce it to something that can be understood in outline, interpreted so that the relationship to research problems can be carried out, proven, and conclusions drawn. This chapter consists of three parts: Data description, Data analysis, Hypothesis testing and Interpretation.

A. Findings

1. Students' participation in English Club

In class X MIPA 1 there are 36 students, researchers found 17 participants in English club activities. So, there are 48% of students' participation in English Club. students who joined the English club were quite enthusiastic about this activity at school as one of the extracurricular activities.

The results of the student participation questionnaire in the English club can be seen in the table below:

NO	Questions	Yes	No
1.	I took the initiative to ask my teacher or friends about material that I did not understand in the English Club.	17	-
2.	I always try to respond to questions from teachers and friends in the English club.	16	1
3.	I am active in practicing English at the English club such as speaking, dialogue and telling stories.	17	-
4.	I always try to do the questions or assignments given in the English club.	15	2
5.	I am confident to present the results of group discussions in the English club.	15	2
6.	ask and respond to other people's opinions regarding learning problems in the English club	4	13
7.	I sometimes feel embarrassed to express my opinion in English Club.	10	7
8.	I like the activities and learning programs in the English club.	17	-
9.	as a member of the English club i am happy to represent the school for the English competition	16	1
10.	I feel enjoy and fun when participating in activities held in the English club	13	4
11.	I tend to speak English only during the English Club.	3	14
12.	I have problems while joining the English Club.	4	13
13.	I am happy when I receive new learning material every week.	15	2
14.	I was active in the learning process both in the classroom and in English Club.	13	4
15.	I like to exchange opinions with other English club members.	15	2

Based on the questionnaire, students' participation in the English club was seen in individual and group activities. Student participation in individual form, that is, with full confidence trying to complete the practice questions and assignments

given in the English Club, taking the initiative to ask tutors or friends in the English club about material that is not understood and also responding when tutors or friends ask questions.

As for the participation of students in groups such as by issuing opinions to solve a problem in the English club. Enthusiastic and collaborating in group assignments, asking questions, responding to other people's opinions about learning problems, confident to appear to explain the results of group discussions.

2. Students English Achievement

After examining the respondents on the google form link. Then, the authors redistributed documentation of student scores in the following table:

Table 2.1 students' English Achievement

No.	Score	Frequency
1.	80-85	0
2.	86-90	14
3.	91-95	3
4.	96-100	0
Total		17

It is known that the standard value of students at school is 85 and the achievement scores of students who are members of the English club are on average above the standard value 64,7% students get scored 86-90 and 35,5% students who get the scored 91-95.

Based on the average student scores in the documentation, there were 2 students who scored 85, 3 students who scored 87, 2 students who scored 88, 4 students who scored 89, 3 students who scored 90 and also 2 students who scored 92.

3. Correlation between English Club participation and students' English achievement

The main objective of this study was to find a correlation between students' participation in the English club and their achievement at SMAN 1 BARRU. There is a correlation between students attending the English Club and their English achievement. In this study, researchers used the Spearman correlation analysis method using SPSS version 26.00. The data results are entered in the table below:

Table 3.1 Correlation table
Correlations

			English club participation	Students' English achievement
Spearman's rho	English club participation	Correlation Coefficient	1,000	.621**
		Sig. (2-tailed)	.	.008
		N	17	17
	Students' English achievement	Correlation Coefficient	.621**	1,000
		Sig. (2-tailed)	,008	.
		N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

Variabel	R	R ²	P	Keterangan
<i>English club participation*students' english achievement</i>	0,621	0,385	0,008	Signifikan

The table above shows that there is a correlation between students' participation in the English club and their achievements in students XI MIPA 1 at SMAN 1 Barru. Significance can be determined by the line Sig. (2-tail). If the value of Sig. (2-tailed) < 0.05, then the relationship on r is considered significant. The results of the significance test (in difference) obtained a significant correlation of 0.008 with a significance level of 0.05. The result is 0.008 < 0.05. This means that there is a significant relationship between Student Participation in the English Club and Student English Achievement.

The degree of correlation is then interpreted using the Sugiyono Correlation Interpretation Table.

Table 1.2 Correlation interpretation

Coefficient Interval	Correlation
0.00-0.199	Very Weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.000	Very Strong

The correlation coefficient between 0.00-0.199 shows a very bad correlation. The correlation coefficient of 0.20 and 0.399 shows which variable has the lowest correlation. The correlation coefficient of 0.40-0.599 can be considered moderately correlated. The correlation coefficient between 0.60 and 0.799 indicates a variable that can be considered highly correlated. and a correlation coefficient between 0.80 and 1.000 indicates a variable that can be considered highly correlated.

For this research, the table shows that the Pearson Correlation is 0.621 is in the strong range or between 0.60 and 0.799. So that the results obtained are $0.60 > 0.621 < 0.799$ which means there is a strong correlation between students' participation in English Club and their achievement.

B. Discussion

1. Students' Participation In English Club

The English club at SMAN 1 Barru is also known as SEC (smabar English club). Schedule The meeting time for participants who take part in the English club is once a week, which is every Tuesday. the participants study English for 2 to 3 hours in each meeting. English club taught them about the four English skills: Speaking, Listening, Reading and Writing. In addition, they also learn about English grammar. The participants stated that they learned about tenses, gerund phrases, clauses, daily conversations, and some general expressions. Thus,

participants can easily learn English, improve their English subject scores, and easily identify and overcome difficulties in learning English.

In this research, the students' participation in the English Club can be seen in their activities in the English club by completing practice questions and assignments given at the English Club. Taking the initiative to ask tutors or friends at the English Club about material that they do not understand and also responding when tutors or friends ask questions. As for the students' participation into groups, among others, by expressing opinions to solve a problem in the English club. Enthusiastic and collaborating in group assignments, asking questions, responding to other people's opinions about learning problems, confident to appear to explain the results of group discussions and other activities. Which means that Extracurricular activities allow students to grow and express themselves based on their interests and talents (Dewa Ayu & Supriusman, 2016).

Several previous studies have shown the enthusiasm or participation of students in English club activities. Winardi et al (2023) The PkM English Club activities went smoothly. The enthusiasm of the participants to give their best was not weakened by this sudden change in activity mode. This can be seen clearly from the quality of the assignments they collect such as vlogs, essays, and posters. Second, none of the participants dropped out. All participants took part in the activity from start to finish with diligence and enthusiasm

Previous research also stated similar things regarding student participation in English clubs which were at a good level. Ditta Fidia (2016) stated that The

Students Participation in English Club is categorized into the good level with the percentage is 66,28%. It can be seen from the data presentation of the Students Participation in English Club at SMA Negri 2 Bukittinggi.

2. Student' English Achievement

Based on the score documentation, the highest score was achieved by students who participating in the English club with a score range of 90-92. It is known that the standard value of English at school is 85, and students who participate in this English club get scores above the standard value. So, it can be seen that students who participate in the English club have an effect on their achievement. As Mas'udah et al (2020) said in his research that, the advantages of increasing students' language talents with the English Club extracurricular activity include improved listening, speaking, writing, and reading skills. and effectively fostering linguistic intelligence, as well as maintaining the production of other good achievements and characteristics toward students.

The results of previous studies also show an increase in student achievement with their participation in extracurricular English (English Club). Afrianti (2020) stated that English extracurricular activities proved to have an effect on student learning outcomes in English. Also Ilmiah & Siliwangi (2015) in his research found that in general students who were involved in extracurricular activities had achievement motives in the moderate category with a proportion of 57.778%. This indicates that in general the achievement motive generally develops optimally.

3.The Correlation Between English Club Participation And students' English achievement

The results of the analysis show that there is a significant relationship between English Club Participation and students' English achievement ($r = 0.621$; $p = 0.008 < 0.05$) in the strong category. In addition, the value of the positive correlation coefficient means that the higher the participation of students in English club activities, the higher the students' English achievement.

The previous research also found a strong correlation related to students' participation in English club but with their speaking ability. There is a significant correlation between students' participation in English Club and their Speaking Ability at SMA Negeri 2 Bukittinggi. Where the correlation coefficient is 0,646 which means the level of students' participation in English club and their speaking ability at SMA Negeri 2 Bukittinggi is strong (Ditta Fidia, 2016)

Apristia et al (2022) discovered a significant correlation between students' participation in the English club and their English achievement. Which English Club participation had a statistically significant detrimental effect on TOEIC as well as Test of English for International Communication results.

Hypothesis Test

To prove the results of the hypothesis the writer calculates the data obtained as following:

- a. Formulate an alternative hypothesis (H_a): There is a significant correlation between students who join the English club and students' English achievement in class.

- b. Formulating the null hypothesis (Ho): There is no significant correlation between students who join the English club and students' English achievement in class.

From the above formulation. The author follows several assumptions as follows:

- a. If the result of calculation of significance of the correlation is higher than 0.05. the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.
- b. If the result of calculation of significance of the correlation is lower than 0.05. the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

According to the result of statistical calculation, Testing the hypothesis in this study using the Spearman correlation analysis method with the help of SPSS software version 26.00. The results of the analysis show that there is a significant relationship between English club participation and students' English achievement ($r = 0.621$; $p = 0.008 < 0.05$) in the strong category. In addition, the positive value of the correlation coefficient means that the higher the student participation in English club activities, the higher the students' English achievement.

Then, English club activities contributed 0.621^2 (0.621×0.621) = 0.385 or 38.5% of students' English achievement. Thus, the alternative hypothesis in this study is accepted (Ha is accepted), namely that there is a positive and significant relationship between English club participation and students' English achievement.

Based on the evidence above, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that there is a significant relationship between the English Club and the English learning achievement of class X SMAN 1 Barru.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions resulting from this research. The main objective of this research is to find out whether Student Participation in the English Club has a significant correlation with the English achievement of students from SMAN 1 Barru. The author conducted quantitative research using the correlation method in this study. This study involved two variables, namely English Club participation and students' English learning achievement.

A. Conclusion

1. Students' participation in the English club were quite enthusiastic about this activity at school as one of the extracurricular activities both in individual and group activities.
2. Students English Achievement was found that the highest scores were achieved by students who took part in the English club with a score range of 90-92. and students in class X MIPA 1 who take part in this English club get scores above the standard score or above 85. So, it can be seen that students who take part in the English club have an effect on their achievement.
3. There is a significant relationship between English club registration and the English achievement Student of X MIPA 1 at SMAN 1 Barru. The result is $0.008 < 0.05$ with a Pearson correlation of 0.621. Is in a strong range or between 0.60 to 0.799. It can be concluded that participation in

the english club affects student achievement in class with significant correlation results.

B. Suggestion

Based on the data previously described, the authors provide the following suggestions following:

A. Teachers should develop their activities in class to provide students with new ways of learning English. Teachers also need to provide motivation to students to improve their abilities. Students Enthusiastic and collaborating in group assignments, asking questions, responding to other people's opinions about learning problems

B. Schools need to improve English learning facilities such as audio for listening, dictionaries, or English books.

C. For the next researcher. The researcher hopes to suggest other researchers to conduct further research on this issue. It is necessary to conduct similar research with a wider population and involve other factors using other data collection methods in order to obtain further and more diverse data.

D. For researchers, I hope that the completion of this research will become an experience and continue to learn more deeply related to learning English.

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List of Questions

NO	Questions	Yes	N o
1.	I took the initiative to ask my teacher or friends about material that I did not understand in the English Club.		
2.	I always try to respond to questions from teachers and friends in the English club.		
3.	I am active in practicing English at the English club such as speaking, dialogue and telling stories.		
4.	I always try to do the questions or assignments given in the English club.		
5.	I am confident to present the results of group discussions in the English club.		
6.	ask and respond to other people's opinions regarding learning problems in the English club		
7.	I sometimes feel embarrassed to express my opinion in English Club.		
8.	I like the activities and learning programs in the English club.		
9.	as a member of the English club i am happy to represent the school for the English competition		
10.	I feel enjoy and fun when participating in activities held in the English club		
11.	I tend to speak English only during the English Club.		
12.	I have problems while joining the English Club.		
13.	I am happy when I receive new learning material every week.		
14.	I was active in the learning process both in the classroom and in English Club.		
15.	I like to exchange opinions with other English club members.		

RESULT OF RESEARCH

Questions Responses **17** Settings Total points: 180

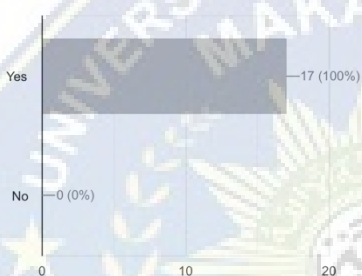
Answer the questions

I took the initiative to ask my teacher or friends about material that I did not understand in the English Club.

[Copy](#)

Saya berinisiatif untuk bertanya kepada guru Atau teman terkait dengan materi yang tidak saya pahami di dalam English Club

0 / 17 correct responses

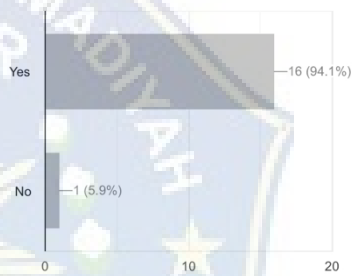


I always try to respond to questions from teachers and friends in the English club.

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Saya selalu mencoba untuk merespon pertanyaan Guru dan teman dalam English Club

0 / 17 correct responses

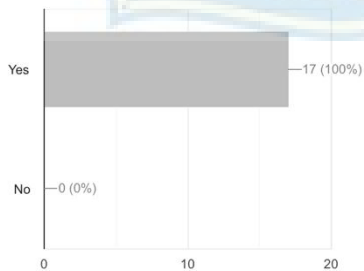


I am active in practicing English at the English club such as speaking, dialogue and telling stories.

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Saya aktif dalam praktek bahasa Inggris Di English Club seperti berbicara, berdialog, Dan bercerita.

0 / 17 correct responses

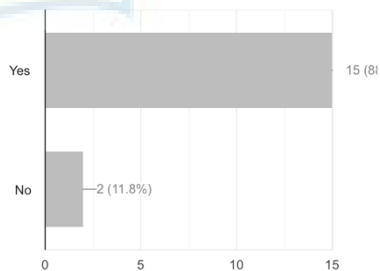


I always try to do the questions or assignments given in the English club.

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Saya selalu mencoba untuk mengerjakan soal dan tugas yg diberikan di English club

0 / 17 correct responses

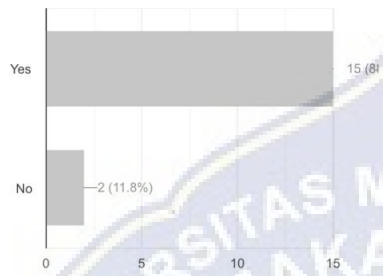


I am confident to present the results of group discussions in the English club.

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Saya dengan percaya diri mempresentasikan hasil diskusi kelompok dalam English Club

0 / 17 correct responses

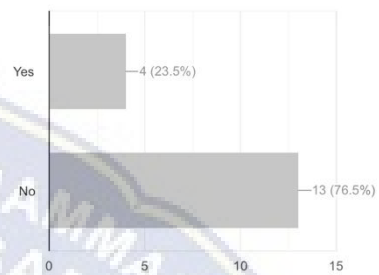


ask and respond to other people's opinions regarding learning problems in the English club

[Copy](#)

Bertanya dan merespon pendapat orang lain Terkait dengan masalah belajar dalam English Club

0 / 17 correct responses

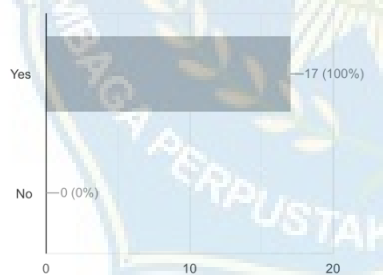


I like the activities and learning programs in the English club.

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Saya suka dengan kegiatan dan program belajar dalam English Club

0 / 17 correct responses

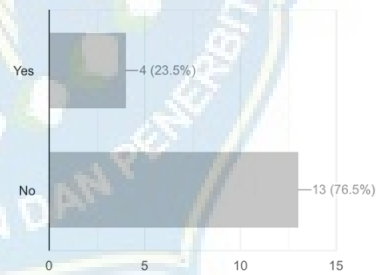


I have problems while joining the English club.

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Saya memiliki kendala selama mengikuti English club.

0 / 17 correct responses

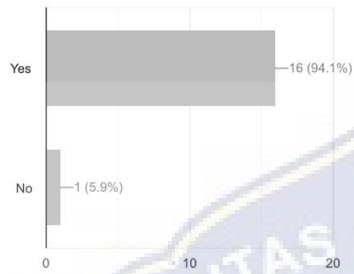


as a member of the English club I am happy to represent the school for the English competition

[Copy](#)

Sebagai peserta English Club, Saya senang untuk mewakili sekolah dalam perlombaan bahasa Inggris

0 / 17 correct responses

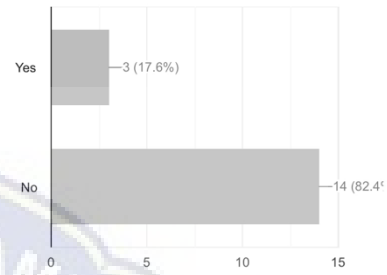


I tend to speak English only during the English Club.

[Copy](#)

Saya hanya berbahasa Inggris saja saat di English Club

0 / 17 correct responses



I sometimes feel embarrassed to express my opinion in English Club.

[Copy](#)

Terkadang saya merasa malu untuk mengungkapkan pendapat saya di dalam English Club

0 / 17 correct responses

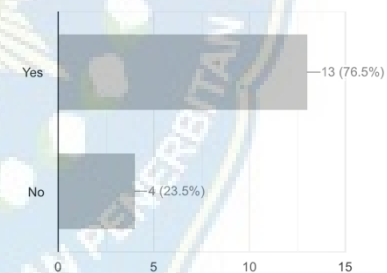


I was active in the learning process both in the classroom and in English Club.

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Saya aktif dalam proses belajar di kelas dan di English Club

0 / 17 correct responses

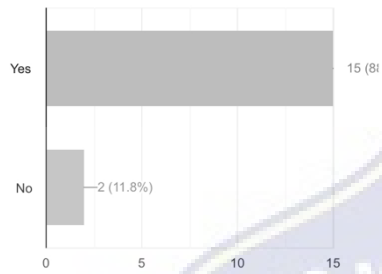


I like to exchange opinions with other English club members.

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Saya suka untuk bertukar pendapat dengan anggota English Club lainnya.

0 / 17 correct responses

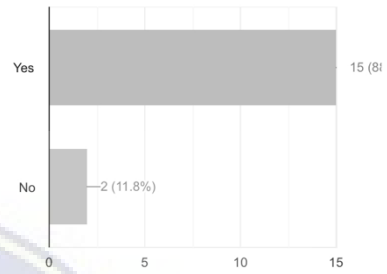


I am happy when I receive new learning material every week.

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Saya senang ketika menerima materi belajar baru tiap minggu

0 / 17 correct responses

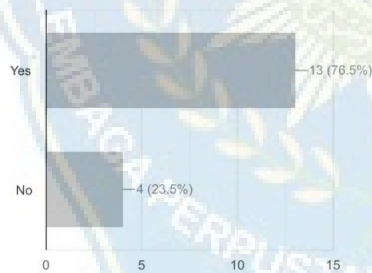


I feel enjoy and fun when participating in activitie held in the English club

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Saya menikmati dan senang ketika berpartisipasi dalam kegiatan praktek yang ada di English Club

0 / 17 correct responses



KESAN DAN SARAN

Response and impression about the English club is...

Tanggapan dan kesan saya mengenai English club adalah...

I like to join the English club because we can meet a lot of friends, and in every activity of course it's fun. Hopefully the English club in the future can be even better



Kesan saya terhadap adanya english club ini yaitu amat sangat menyenangkan bisa berbicara menggunakan bahasa inggris, mendapatkan kata dan kalimat yang belum pernah saya dengar dan membangun percaya diri saat berbicara di depan umum dengan menggunakan bahasa inggris

Joining the English Club extracurricular is very fun in my opinion. I got a lot of experience and also trained my English. Besides that, I also got friends to study English together at the English Club.

Mengikuti ekstrakurikuler English Club sangat menyenangkan menurut saya. Saya mendapat banyak pengalaman dan juga melatih bahasa Inggris saya. Selain itu, saya juga mendapat teman belajar bahasa Inggris bersama di English Club.

setiap mengikuti kegiatan tentunya seru dan menyenangkan tapi kadang saya merasa kesulitan dalam belajar bahasa Inggris dan pesan saya semoga english club kedepannya lebih baik lagi.

Eksul yang sangat berguna ,karena bhs inggris sekarang sangat di butuhkan. Walaupun saya tidak join dalam SEC

Kesan nya yaitu dengan adanya english club ini kami memiliki penambahan kosa kata bahasa inggris,mempunyai kepercayaan diri untuk berbicara menggunakan bahasa inggris di depan umum dan melatih pengucapan kalimat dalam bahasa inggris

AWESOME

I feel motivated to learn and learn to know more passive English

Saya merasa termotivasi belajar dan belajar untuk mengetahui bahasa Inggris yang lebih pasif

English club in SMA NEGERI 1 BARRU is SEC which is Smabar English Club. And I'm the secretary of SEC. So for me English club is a really interesting and fun. Even when there is an event that make me tired, but it's still make me happy.

Di English club saya bisa belajar dan mendapatkan kosakata baru yang belum pernah saya dengar dan cara yang benar dalam mengucapkan kata dalam bahasa Inggris

A Very Amazing Place ✨

English Club is a place that is suitable for teenagers in this millennial era or Gen Z, i feel more confident to speak English and my vocab is increase because of joined the English Club. And also I can practice my event organizing there because I was the committee at "English Camp" it was an event from Smabar English Club. Sorry for my bad English:)

I am happy to be a member of the english club

Can make Students feel free to use English at school.

Tempat terbaik belajar bahasa inggris:)

Eksul yang sangat berguna ,karena bhs inggris sekarang sangat di butuhkan. Walaupun saya tidak join dalam SEC

STUDENTS' ACHIEVEMENT IN ENGLISH CLUB

NILAI EKSTRAKURIKULER SMABAR ENGLISH CLUB (SEC) SEMESTER GENAP 2022/2023

Kelas : X MIPA 1

Wali Kelas : Dra. Hj. Kamriati

NO	NAMA	NILAI	KETERANGAN
1.	Muhammad Shafwan Alimin	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
2.	Eka Juanda	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
3.	Husnul Khotimah H	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
4.	Niswah Syaunyah	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
5.	Farrel Rhavzanjani M	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
6.	Fatihul Ihsan Ali	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
7.	Indira Maya Anggraeni	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
8.	Triya Muhandini	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
9.	Sri Wulandari Adnan	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
10.	Rastum Fittaami	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
11.	Andi Muhammad Mursyidan	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
12.	Andi Fadiah Tri Rezekianti	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
13.	Andi Shoffiyah Sakinah Arsidi	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
14.	Afiqa Nur Ashila	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
15.	Andi Baso Fashar Saputra Wawo	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
16.	Rifaah Taamir Aflah	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari
17.	Azkiah Maulani Ridwan	A	Sangat Baik dalam menggunakan Bahasa Inggris dalam kehidupan sehari-hari

STUDENTS' ACHIEVEMENT IN THE CLASS

SEKOLAH : SMAN 1 BARRU

KD SEMESTER : 2022 / 2

MATA PELAJARAN : Bahasa Inggris

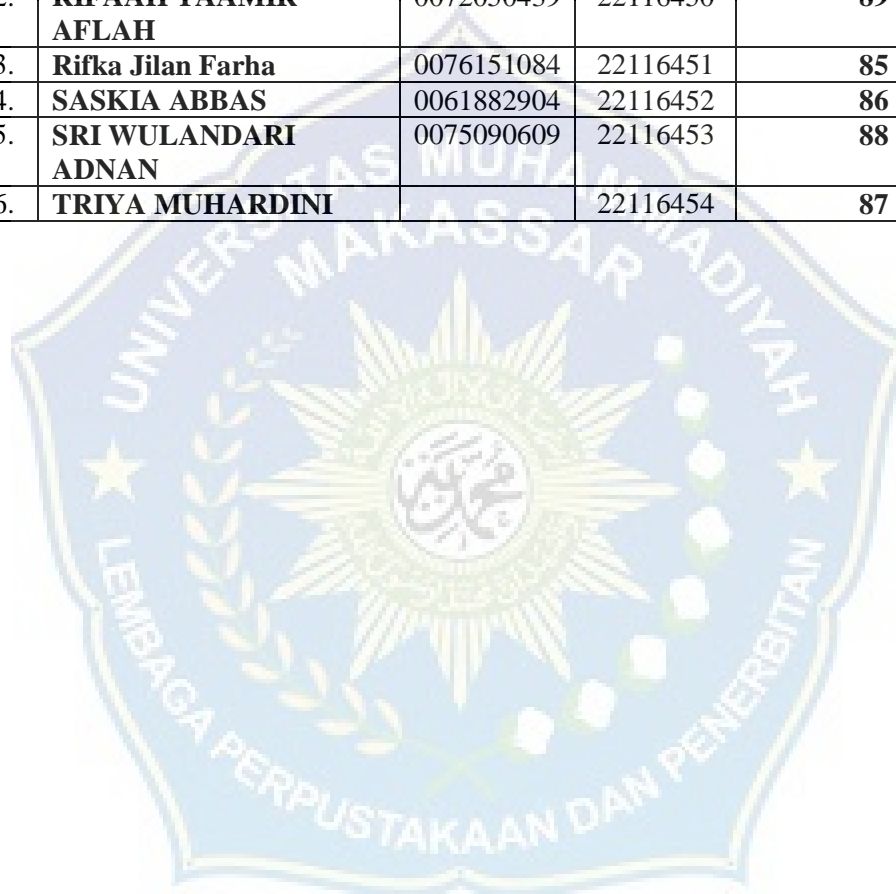
KELAS : X MIPA 1

SEMESTER : 2

ID FORMAT : NILAI RAPOR

NO.	NAMA SISWA	NISN	NIS	NILAI RAPOR
1.	A. Fadhiah Tri Rezekianti Fariadi	0078686182	2211641	92
2.	ADIRA KANIA DIMYATI	0074956132	22116420	89
3.	AFIQA NUR ASHILA		22116421	88
4.	AHMAD RAYHANUL ISLAM	0072048557	22116422	89
5.	AHMAD REZALDY	0073231744	008954814	85
6.	ANDI BASO FASHAE SAPUTRA WAWO	008954814	22116424	89
7.	Andi Muhammad Mursyidan	005986076	22116425	90
8.	Andi Shofiyyah Sakinah Arsidi	0076936136	22116426	92
9.	ANUGRAH	0076918793	22116427	88
10.	ASRIANA	0072486439	22116428	88
11.	AZKIAH MAULANI RIDWAN	0071212650	22116429	89
12.	Dalilah Athiyyah Zamani	0077125823	22116430	87
13.	Dhea Reski Ananda	0069680418	22116431	85
14.	Eka Juanda	3071785994	22116432	86
15.	Farrel Rhavzanjani.M	0071862364	22116433	87
16.	FATIHUL IHSAN ALI	0072601438	22116434	86
17.	HAERUL BASYAR	0064920655	22116436	83
18.	Husnul Khotimah H	0065301729	22116436	90
19.	INDIRA MAYA ANGGRAENI	0065508360	22116442	90
20.	MUH. ZAKIR ZULFAHMI	0073723754	22116437	87
21.	Muhammad Izzul Musayyap	0073711734	22116438	84
22.	MUHAMMAD JEFRI AL ICHSAN RUSTAN	0071542583	22116439	85
23.	MUHAMMAD RAFI AZZAHIR SULPUTRA	0073707054	22116440	87

24.	Muhammad Shafwan Alimin	0079965612	22116441	92
25.	NISWAH SYAUKIYAH	0079133797	22116443	89
26.	NUR AMALIA	0072476761	22116444	87
27.	Nurul Ashilah Syah	0077738058	22116445	85
28.	Nurul Zakina	0079767640	22116446	85
29.	Randi	0077606338	22116447	87
30.	RASTUM FITTAAMI	0072827577	22116448	85
31.	RESKIANI RAMADHANI	0072663908	22116449	85
32.	RIFAAH TAAMIR AFLAH	0072050439	22116450	89
33.	Rifka Jilan Farha	0076151084	22116451	85
34.	SASKIA ABBAS	0061882904	22116452	86
35.	SRI WULANDARI ADNAN	0075090609	22116453	88
36.	TRIYA MUHARDINI		22116454	87



Correlation Result

Correlations

			English club participation	Students' English achievement
Spearman's rho	English club participation	Correlation Coefficient	1,000	.621**
		Sig. (2-tailed)	.	.008
		N	17	17
	Students' English achievement	Correlation Coefficient	.621**	1,000
		Sig. (2-tailed)	,008	.
		N	17	17

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis Test

Table 4.1 result of hypothesis

Variabel	R	R ²	P	Keterangan
<i>English club participation*students' english achievement</i>	0,621	0,385	0,008	Signifikan



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin, NO. 259 Makassar 90221 Tlp. (0411) 866972, 881593, Fax. (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Aulia Ramanda Nawir
Nim : 105351112519
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	5 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 31 Juli 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,


Hum M.I.P.
NIM. 964 591



Nomor : 13677/FKIP/A.4-II/V/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat

Ketua LP3M Unismuh Makassar

Di -

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Aulia Ramanda Nawir
Stambuk : 105351112519
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Barru / 06-12-2001
Alamat : Jl. Talasalapang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND STUDENT'S ENGLISH LEARNING ACHIEVEMENT AT SMAN 1 BARRU

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum

Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1444 H
01 Juni 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Jl. Sultan Alauddin No. 259 Telp. 066972 Fax (0411)865568 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1644/05/C.4-VIII/VI/1444/2023

14 Dzulqa'dah 1444 H

Lamp : 1 (satu) Rangkap Proposal

03 June 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13677/EKIP/A.4-II/VI/1444/2023 tanggal 1 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AULIA RAMANDA NAWIR

No. Stambuk : 10535 1112519

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT SMAN 1 BARRU"

Yang akan dilaksanakan dari tanggal 7 Juni 2023 s/d 7 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,





PEMERINTAH KABUPATEN BARRU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Mal Pelayanan Publik Masiga Lt. 1-3 Jl. Iskandar Unru Telp. (0427) 21662, Fax (0427) 21410
<http://izinonline.barrukab.go.id> e-mail : barrudpmtsptk@gmail.com Kode Pos 90711

Barru, 06 Juni 2023

Nomor : 317/IP/DPMPTSP/VI/2023
Lampiran :
Hal : Izin/Rekomendasi Penelitian

Kepada
Yth. Kepala SMAN 1 Barru Kab. Barru
di-
Tempat

Berdasarkan Surat Kepala DPMPTSP Provinsi Sulawesi Selatan Nomor : 18397/S 01/PTSP/2023 tanggal 05 Juni 2023 perihal tersebut di atas, maka Mahasiswa (i) / Peneliti / Dosen / Pegawai di bawah ini :

Nama : AULIA RAMANDA NAWIR
Nomor Pokok : 105351112519
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Muhammadiyah Makassar
Pekerjaan : Mahasiswa (S1)
Alamat : Jl.R.A. Kartini Kel. Sumpang Binangae Kec. Barru Kab. Barru

Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 07 Juni 2023 s/d 07 Agustus 2023, dalam rangka penyusunan Skripsi, dengan judul :

THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND STUDEN'S ENGLISH LEARNING ACHIEVEMENT AT SMAN 1 BARRU

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat,
2. Penelitian tidak menyimpang dari izin yang diberikan,
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat,
4. Menyerahkan 1(satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru,
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. Kepala Dinas,
Kabid. Penyelenggaraan Pelayanan
Perizinan,

H. MUSTAMIN, S.Sos, M.M
Pangkat : Pembina, IV/a
NIP. 19670415 198810 1003

TEMBUSAN : disampaikan Kepada Yth.

1. Bapak Bupati (sebagai laporan);
2. Kepala Bappeltbangda Kab. Barru;
3. Kepala Dinas Pendidikan Kab. Barru;
4. Ketua LP3M UNISMUH Makassar di Makassar;
5. Mahasiswa yang bersangkutan.



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 BARRU**

Alamat : Jln. Jend. Sudirman No. 32 Telp. (0427) 21067 Kab.Barru Fax. (0427)21067
Email : smabar64@gmail.com

SURAT KETERANGAN PENELITIAN

NOMOR : 420.3/220-UPT SMAN 1/BR/DISDIK/2023

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Perizinan Provinsi Sulawesi Selatan Nomor:317/IP/DPMPTSP/VI/2023, Perihal Izin Penelitian. Maka kepada yang tersebut namanya dibawah ini :

Nama : Aulia Ramanda Nawir
Nomor Pokok : 105351112519
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S1)
Alamat : Jl. R.A. Kartini

Benar telah melakukan penelitian pada UPT SMAN 1 Barru pada tanggal 07 Juni 2023 s/d 07 Agustus 2023, dalam rangka penyusunan Skripsi dengan judul

" THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND STUDEN'S ENGLISH LEARNING ACHIEVEMENT AT SMAN 1 BARRU "

Demikian Surat Keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Barru, 04 Agustus 2023
Kepala UPT SMAN 1 Barru


Rosman, S.Pd., M.M.
Pangkat Pembina Tingkat I
NIP. 19711112 199512 1 001



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Aulia Ramanda Nawir
NIM : 1053511121519
Judul Penelitian : The Correlation Between English Club Participation and Student's English Learning Achievement
Tanggal Ujian Proposal : 22 Mei 2023
Tempat/Lokasi Penelitian : SMAN 1 Barru

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 15/06/2023	12m kepada sekolah dan guru terkait pelaksanaan penelitian	Herlina, S.Pd., M.Pd	
2	Jumab, 16/06/2023	Membagikan kuisioner melalui link google form	Herlina, S.Pd., M.Pd	
3	Sabtu, 17/06/2023	Memastikan kembali siswa yg telah mengisi kuisioner	Herlina, S.Pd., M.Pd	
4	Senin, 19/06/2023	Meminta Nihilis Laporan B. Inggris siswa sbg data dokumentasi	Herlina, S.Pd., M.Pd	
5				
6				



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7				
8				
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Selasa, 20 Juni 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

Pimpinan/Kepala sekolah/Instansi

Rosman, S.Pd., MM
NIP. 197111021995121001





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0789/BG-FKIP/LOA/B/VII/1445/2023

Dear AULIA RAMANDA NAWIR

It is our pleasure to inform you that, after reviewing your paper:
THE CORRELATION BETWEEN ENGLISH CLUB PARTICIPATION AND
STUDEN`S` ENGLISH LEARNING ACHIEVEMENT AT SMAN 1 BARRU
The manuscript ID: 1015

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 31 July 2023 M
13 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807







CURRICULUM VITAE



AULIA RAMANDA NAWIR was born in Barru, 6 December 2001. The first child of 2 siblings. The daughter of Mr. M.Nawir and Mrs. Erna. She started her education from Kindergarten-Idatah Barru and graduated in 2007. Then attended SDN. 3 Sumpang Binangae Barru and graduated in 2013. Furthermore, she continued her education at SMPN. 1 Barru and graduated in 2016. And returned to continue her education at SMAN 1 Barru, which graduated in 2019. In the same year, she enrolled as a new student at Muhammadiyah Makassar University majoring in English Education. She was able to complete her studies in 2023 with the thesis title, "**The Correlation Between English Club Participaton AndStudents' English Learning Achievement at SMAN 1 Barru**"