


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

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 31, 2023 Revised: September 11, 2023 Accepted: September 30, 2023 Published: December 31, 2024</p> <p>Keywords: Correlation English Club Students 'Achievement</p>	<p>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 colected using two instruments: questionnaires and data documentation. The questionnaire used is an open-closed questionnaire with The document used is student learning achievements. 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 relationship between student participation in English tutoring and student learning achievement.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

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. 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).

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.

In Indonesia, English is not considered as a second language, but it is a foreign language. 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).

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.

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).

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.

RESEARCH METHOD

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. The questionnaire used is an open-closed questionnaire with The document used is student learning achievements in the class. 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.

RESULT AND DISCUSSION

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.

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. 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

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Students English Achievement

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.

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.

Correlation between English Club participation and students' English achievement

In research use the spearman correlation analysis method using SPSS version 26.00. The data results are entered in the table below:

TABLE 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).

The table above shows that, 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 at SMAN 1 Barru.

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

TABLE 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 weak correlation. The correlation coefficient of 0.60 and 0.799 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.

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.

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.

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.

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.

CONCLUSION

1. How the 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.

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