

CHAPTER I INTRODUCTION

Chapter I provided background information and the rationale of the research. It introduces and describes the nature and content of the proposed study. This chapter should address the questions of 1) what the study is about, 2) how the study fits into the present context, and 3) what the focus of the research is. To formulate that information systematically, this chapter subdivided into eight sections.

A. Background Research

Nowadays, people tend to learn the English language to fulfill their demand to carry on the worldwide dynamic related to the massive improvement of advanced communication technology. They have to learn English if they want to communicate with people all around the world.¹ Including, this can define as the case when people seek jobs, one of the requirements is to be able to communicate in English. Besides, for pronouncing a product's component or feature, English has become the preferred language, such as to pronounce features of the smartphone that have a function for saving batteries in a certain amount and people like to use the 'power bank' term. Likewise, English language proficiency is one of the major studies which students must learn thoroughly in the classroom.

In college, students attend classrooms for each subject based on the curriculum. Nevertheless, learning does not always about inside the classroom. It should be noted that the school also provides extracurriculars are casual activities carried out by college students.² As the support tools for students' interest field, through specification skills, different methods, and enjoyable approaches that could bring a better understanding to the students and generally, it takes time outside of standard curriculum study hours.

English club is a popular extracurricular in most colleges, for this reason, it offers comfort in doing English language skills drills whereas it is not correlated to academic value but learning for

¹ Zebra Sulistiyani, "Learners' Perception And Motivation In Joining Speaking And Sharing Knowledge Programs At Eec (Easy English Club)" (IAIN SALATIGA, 2020).

² Yuni Utari, "Thesis Students' Perception on English Club at Smp It Al-Azhar Jambi Faculty of Education And Teacher Training" (UIN SULTAN THAHA SAIFUDDIN, 2021).

pleasure which is free from nervousness.³ To clarify that students join in extracurricular accomplishments not only for entertainment, community, and enjoyment purposes.⁴ Furthermore, to gain and increase their competencies in the English language. And the students needed to add further understandings and advance practices from outside of the classroom terms.⁵ As can be seen, the English club considered being beneficial for the students. Clearly, In the term ‘benefit’ there are some advantages of joining the English club, Students could learn the English language from different sight than the classroom did. Where according to Gardner et al, positive youth development theory and research stress human development transitions and indicate that building strong, supportive interactions with people and social structures promotes healthy growth.⁶

Therefore, the English club is more enjoyable and offers some ‘choice’ to the students to choose what kind of skill that they want to learn thoroughly. Even an English club with proper management by the college could provide a better learning method than English as the subject of the curriculum. Students can also participate in the competition, attend the international seminar and even get an exclusive pack of learning English language support by joining the English club. As well Yeyen stated in her thesis that was students who joined the clubs will get the benefit from the events, such as increased students’ proficiency in socializing with their peers and teachers who can assist them in fully participating in the learning practice⁷.

As testified by Freeman that several of the benefits of joining an English club such as; students will be able to contribute the

³ Sulistiyani, “Learners’ Perception And Motivation In Joining Speaking And Sharing Knowledge Programs At Eec (Easy English Club).”

⁴ Kharisma Naidi, Warnanda Sabgini, and Universitas Muhammadiyah Malang, “A Study on English Club at International Language Forum (Ilf) as Extracurricular Activity in Language Learning at University of Muhammadiyah Malang,” no. September (2017): 168–74.

⁵ Eva Destrianti, “The Perception Of The English Club Members Of The English Department Students Association (Edsa) Toward Their Club,” *Journal of English Education and Teaching (JEET)* 2, no. 3 (2018): 1–6.

⁶ Miftahul Jannah, “The Comparison On Students’ Speaking Ability Between Ec Member And Non-Ec Member Of The Second Year At State Senior High School 5 Tapung” (UIN SUSKA RIAU, 2021).

⁷ Yeyen Armita, “Students’ Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu” (IAIN BENGKULU, 2019).

frequent activities based on the club objectives, students will have an opportunity to participate in the national and abroad English competition, students can upgrade their listening and speaking skill through formal and informal circumstances and the other option is students will have a chance to go aboard and learn different culture from an open-minded perspective.⁸ Typically, English clubs might have access to several options of supportive media learning that give a sense of relaxation and fun learning. In between scheduled activities, teachers may use interests in which students can join in are predicting, previewing, giving presentations, practicing oral reading, role-playing, storytelling, active listening podcast, singing a song, and artwork making.⁹ Thus, English clubs are comfier and more enjoyable than the setting up like the classroom. These also encourage the students to practice English in more real-life environments. This can boost the students' willingness to practice and learn on their own.

The activities of the English club consisted of several students who gather in a place based on common interest to learn English together by discussing doing. The students must exchange thoughts and listen to what their peers have to say to have a better comprehension of the English language because they do not merely learn directly from books and sources. An English club is a group that consists of students who accomplish together to participate in an activity for a similar aim that has been structural, particularly to learn the English language.¹⁰ The researcher may connect the discussion activity in the learning process as well written in The Holy Qur'an Surah Asy Syura Verse 38:

وَالَّذِينَ اسْتَجَابُوا لِرَبِّهِمْ وَأَقَامُوا الصَّلَاةَ وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ وَمِمَّا رَزَقْنَاهُمْ يُنفِقُونَ

and those who have responded to their Lord and established prayer and whose affair is [determined by] consultation among themselves,

⁸ Sifa Ul Hasanah, "The Influence Of Joining English Club Toward Students' Speaking Ability At 8th Grade Of Smp N 1 Patikraja In The Academic Year 2018/2019" (IAIN PURWOKERTO, 2020).

⁹ Yuli Christiana Yoedo, "Improving Young Learners' Communication Skills Through English Extracurricular Activities," *Petra Christian University, Surabaya*, 2011, 1–10.

¹⁰ Sheelan Ahmad Hamadameen and Qani Nasih Najim, "The Impact of English Club Activities on EFL Students' Communicative Skills," *ناكهييتيافورم* 24, no. 4 (2020): 285–95.

and from what We have provided them, they spend,¹¹

According to *Tafsir Al-Maraghi*, the verse above can conclude that if they wish for a substance, they may talk and discuss it with each other, so that the substance could be examined and learned together, moreover, it is about the battlefield and things.¹²

Based on Surah Asy Syura Verse 38 and Mubarok stated in his thesis about the *tafsir* of the verse above, the researcher associated it with the students who gather to do discussion or consultation in English club to reach better comprehension and could have the good result of English language learning improvement. Including, when students can participate in a competition through their contribution to the club, or students finally can pass their TOEFL test after having an extra drill with the coach and targeted strategies.

When the prior researchers are interested in basic questions about the reason some students seem to learn and thrive in school contexts, and other students seem to struggle to develop the knowledge and cognitive resources to be successful academically, must consider the role of motivation.¹³ Meanwhile, factors contributing to language learning are complex, but the role of motivation in learning development is a particularly interesting issue that is worthy to be studied.¹⁴ Because this far motivation issue becomes complex since there is a massive improvement of advanced technology. Students' motivation becomes a vital point in their learning process, it is the first thing that makes a stimulus that students act and start to learn something, especially in learning the English language. The more students have a motivation to experts in a second/foreign language, the more successful they will learn it in the process soon, on other hand it could imply whether they learn

¹¹ <https://qurano.com/en/42-ash-shura/verse-38/#mufti-taqi>

¹² Ahmad Agis Mubarok, "Musyawarah Dalam Perspektif Al- Qur'an (Analisis Tafsir Al-Maragi, Al-Baghawi, Dan Ibnu Katsir)," *MAGHZA: Jurnal Ilmu Al-Qur'an Dan Tafsir* 4, no. 2 (2019): 147–60, <https://doi.org/10.24090/maghza.v4i2.3550>.

¹³ Paul R Pintrich, "A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts," *Journal of Educational Psychology* 95, no. 4 (2003): 667–86, <https://doi.org/10.1037/0022-0663.95.4.667>.

¹⁴ Sulistiyani, "Learners' Perception And Motivation In Joining Speaking And Sharing Knowledge Programs At Eec (Easy English Club)."

English as a foreign language or the second language.¹⁵ Their motivation is the key to mastering skills of the English language further, also Weiner confirmed that motivation could be the contributing factor to students' achievement and performance.¹⁶ In addition, as Nazirovna defined that motivation is what motivates the students to act to learn English in advance or even to teach English to their peers.

Students' motivation in learning English can develop from two aspects, Deci and Ryan have noted that self-determined learner behavior can obtain from both intrinsic and extrinsic motivation.¹⁷ The first is the intrinsic side, these students' motivation is associated with their intention, willingness, and awareness to learn and to imply the English language, therefore, this was compatible with this goal construct, which Brophy's definition of "motivation to learn" is that students are focused on studying and understanding knowledge while also showing a willingness to participate in the learning process.¹⁸ The intrinsically motivated students have an internal desire and are not dependent on external outcomes.

On the other hand, the extrinsic side is influenced by others' encouragement, peer achievement, parental suggestion, or it is just an obligation that should be accomplished. Malone & Lepper stated that in constructing learning settings or selecting instructional materials, extrinsic motivators such as cooperation, competitiveness, and recognition can and should be considered.¹⁹ Thus, Nazirovna testified that her research has shown a link between important

¹⁵ Igamova Dildora Nazirovna, "Factors Affecting Students' Motivation In Learning English," *International Journal Of Scientific & Technology Research* 9, no. 03 (2020): 3323–25.

¹⁶ Kris Law, Shuang Geng, and Tongmao Li, "Student Enrollment , Motivation and Learning Performance in a Blended Learning Environment : The Mediating Effects of Social , Teaching , and Cognitive Presence," *Computers & Education* 136, no. March (2019): 1–12, <https://doi.org/10.1016/j.compedu.2019.02.021>.

¹⁷ K Ciampa, "Learning in a Mobile Age : An Investigation of Student Motivation," *Journal of Computer Assisted Learning*, 2014, 82–96, <https://doi.org/10.1111/jcal.12036>.

¹⁸ Carole Ames, "Classrooms: Goals , Structures , and Student Motivation," *APA CENTENNIAL FEATURE, Department of Educational Psychology, University of Illinois* 84, no. 3 (1992): 261–71.

¹⁹ Ciampa, "Learning in a Mobile Age : An Investigation of Student Motivation."

motivational studies for students and parental considerations.²⁰ If case parent understands and even learned English, they will be able to support and courage the students to learn English as well. Students' motivation became a determinant of performance and achievement in the students' English learning process, and it was confirmed that students with better learning motivation also tend to participate more actively in course tasks and group activities.²¹ Moreover, motivation can lead students to continue learning even after they fulfill their specific goals. When students are particularly motivated, they enjoy studying a second or foreign language.²² A statement that motivation, favorable attitudes, and satisfying learners' learning preferences, will certainly result in successful English language learning.²³ In short, motivated students extrinsically can learn better and participate in groups optimally because the environment supports their intrinsic motivation as well.

Furthermore, the post-pandemic era forces students to resume their learning activities back to school and college. And they do no longer have to learn thru Zoom and Google Meet, they do no longer need to stare at the screen laptop when participating in classroom activities, and they do not continue to deal with online learning obstacles. Therefore, students can attend offline classrooms, they could gather with friends, they could meet and talk to the teacher directly, and the most necessary part is they can join clubs, where they can meet people who have common personal interests and learn together how to reach their goal that being a motive for them when joining the club.

Numerous studies have been conducted by other researchers. One of them is Fereni Nuris Salami, a college student at the Faculty of Tarbiyah and Teacher Training of Universitas Islam Negeri of Ar-Raniry Banda Aceh, who conducted research, entitled "Students' Motivation In Joining English Extra Class", This previous study was

²⁰ Nazirovna, "Factors Affecting Students' Motivation In Learning English."

²¹ Law, Geng, and Li, "Student Enrollment, Motivation and Learning Performance in a Blended Learning Environment: The Mediating Effects of Social, Teaching, and Cognitive Presence."

²² Virginia G Sengkey and Eva H Galag, "Student Attitudes and Motivation in Learning English," *Catalyst* 17, no. 2014 (2018): 115–22.

²³ Fadel H M Al Othman and Khaled M Shuqair, "The Impact of Motivation on English Language Learning in the Gulf States," *International Journal of Higher Education* 2, no. 4 (2013): 123–30, <https://doi.org/10.5430/ijhe.v2n4p123>.

about to explore students' motivation toward English extra class which focused on the motivation and the gender issue about the difference of female and male student motivation. she took the conclusion that English extra class program gave some effectiveness and benefits for female and male students motivation; they were more confident in speaking English, they enjoyed doing exercises given by teachers and enthusiasm in learning English increased after attending the English extra class. And mostly used a quantitative descriptive method to process the data, also this study confirmed that female students have better motivation than male students in learning English. However, the previous research above did not include the discussion of how motivation takes part in the students' experience during the learning English process. Here, the present researcher exposed the supporting part that the students deal with during joining the English club as the representation of the experiences of students themselves.

In this opportunity, the researcher presented this study under the title **“EXPLORING STUDENTS’ MOTIVATIONS FOR JOINING STEC (STUDENT ENGLISH CLUB): A PHENOMENOLOGY STUDY AT ISLAMIC INSTITUTE STATE OF KUDUS”** for the reason that the researcher did preliminary research by observing one of the English Club's program and found out numerous students were enthusiast to participate in it. Even the researcher also did observation to the English Club's Social Media and found out that even some of the member joined competition and being the winner. Form the issues that the researcher grasp about students' motivation when wanted to explore the motivations of students when they join English Club as their extracurricular besides learning the English language amidst the regular classroom. In otherside, the researcher wanted to figure out how students' motivation can affect the English club program from the students' point of view. Researcher linked both of the English Club and the English Education Department has similar enthusiasm to advance the quality of English language learning and teaching. It follows there has been no study about students' motivation and experience conducted on this organization before. And English Club is a prospective club that in the future students could have a better opportunity to join and participate in international events range.

B. Research Focus and Scope

After conducting a general study of students' motivation to join

English club and plan to make an initial observation at the Islamic Institute State of Kudus in Jawa Tengah. The researcher examined the experiences of the student's motivations for joining the English club, also the supporting factors that they might gain and the obstacles that they might encounter while learning the English language through the English club program. Along with the researcher examined students' point of view about their motivation can affect the English club.

C. Research Problem

This problem formulation aims to limit a problem that will be discussed concerning the title "*Exploring Students' Motivations for Joining STEC (Student English Club): A Phenomenology Study at Islamic Institute State Of Kudus*" which being discussed in this thesis and which in purpose to be clear and more focused some research problems extended below:

1. What are students' motivations for joining the English club?
2. What supporting factors and obstacles do students deal with when they join the English club activities?
3. How could students' motivation affect English Club Program?

D. Research Objective

Based on the formulation of the problem above, this study achieved the objective point, there are:

1. To find out what are the motives behind the student joining the English club
2. To find out what are supporting factors and obstacles do students deal with when they join the English club activities
3. To determine how could students' motivations affect the program of the English club.

E. Research Significant

Based on this research, it expected to provide both theoretical and practical contributions to several related parties:

1. Theoretical Benefit
 - a. Contributing to the concerned club in the form of insight related to the students' motivation for joining the English club at the Islamic university institute.
 - b. Become a consideration for the future researcher who develops research in the same field.

2. Practical benefit
 - a. This research can be useful as input for the English club for the future functionaries to count the students' motivation to make program
 - b. Can distinguish the motive of the students for joining English club, so the functionaries recognize which part the students have passion on it.
 - c. The English teacher can learn students' motivation in learning English since it influences their understanding in the learning process.
 - d. Further researchers, hopefully, can complete the specific aspect that will not discuss in this study.

F. Definition of Key Terms

In this study, three key terms used frequently in the discussion, there are:

1. Students' Motivation is an important aspect that boots students' willingness to learn and affects students' achievement during the learning process.
2. Learning the English language is an acquisition activity that focuses on the students' improvement in process of mastering English language skills.
3. English club is an active extracurricular that give facilitation to the students who have a common interest in learning English or to the student who wants to master English language skill further.

G. Organization of Thesis

Systematic writing is a basic framework or pattern that determines the form of the thesis. In addition, systematic is a basic set that will reveal each part and the connection between the part of this study. To simplify the preparation, the systematic will arrange as the next:

1. The first is complementary pages which will contain several requirement parts, such as; Cover, Approval Page, Declaration Page, Abstract, *Abstrak*, Motto Page, Dedication Page, Acknowledgement, Preface, and Table of Contents, List of Abbreviations / Tables / Figures / Illustrations / Appendices.
2. The second is the main part of this study which will contain an outline consisting of five chapters, between them will connect, there are

- a. Chapter 1 Introduction will consist of the Background research, research Focus and scope, Research Problem, Research Objective, research Significant, Definition of Key terms, and Organization of the Thesis.
- b. Chapter II will contain a Theory Framework which consists: of theories related to the title, previous research, and framework of thought.
- c. Chapter III will be a research method that consists of types and approaches, research settings, research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.
- d. Chapter IV will be a data analysis that includes what motivation students are to join English clubs at Islamic University State.
- e. Chapter V will be the closing chapter which will contain the conclusion, suggestion, and closing words.

