CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviewed the description theories including student motivation, learning the English language, and English club. This chapter consist of a theoretical description, theoretical framework, and review of the previous study.

A. **Theoretical Description**

1. **Definition of Motivation**

Numerous factors are influenced by motivation, including the fact that motivation is extremely important when learning process. When students are not motivated, they are doubtful to take the risk of a learning process or even pay attention to it. As a result, motivation, along with language capacity, is regarded as a critical factor in determining success in learning a new language in a classroom setting.

However, according to Radicio, there is a point that should be considered before going to each definition, first motivation is not a physical attribute, so it cannot measure directly[24] and the second is motivation is not the only one of the fragments in the complex mechanism that lead people's behavior toward something.[25]

According to Motevalli et all, motivation refers to "something that boots and sustains someone initiates to do activity"[26]. Along with paraphrased statement from Vibulphol that motivation is a psychological term which stimulates to begin the activity, then the same function to lubricant each supporting factor, and also power the individual to keep on process.[27] In short, motivation is a factor following the student's behavior and actions toward the learning process.

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[24] Zoltán Dörnyei and Mary Lee Scott, "Review Article Communication Strategies in a Second Language : Definitions and Taxonomies," no. March (1997): 173–210.

[25] Redondo, Luis, and Martín, "Motivation : The Road to Successful Learning."

[26] Saeid Motevalli et al., "Motivating Students to Learn : An Overview of Literature in Educational Psychology Motivating Students to Learn : An Overview of Literature in Educational Psychology" 9, no. 3 (2020): 63–74, https://doi.org/10.6007/IJARPED/v9-i3/7779.

[27] Jutarat Vibulphol, "Students ' Motivation and Learning and Teachers ' Motivational Strategies in English Classrooms in Thailand" 9, no. 4 (2016): 64–75, https://doi.org/10.5539/elt.v9n4p64.

Weiner identified that motivation is the determinant of individual achievement and performance.[28] When students tend to expect to achieve the goal, plainly, in learning content conclude that motivation is something that stimulates the student to start learning and make them keep going on the process, even motivation also 'oils' both supporting factor that influences learning progress until reaching the expectation.

Whereas, Gredler, Broussard, and Garrison defined broadly that motivation is not only the reason why certain individuals want to do something, it lies behind the individual's demotivate to do something.[29] motivation is also enhanced by a motive why students are unwilling to study. As Chang's statement in Alizadeh's research expressed that class groups impacted students' motivation and they felt comfy with their motivated classmates.[30] The other conclusion was that the lacking concentration students demotivated their classmates.

Furthermore, Lai generalized that motivation connects a pattern of closely related beliefs, perceptions, values, interests, and actions.[31] So, motivation is an important key in learning a language which is influenced by diverse variables[32] and makes a connection outline behind the student learning process, including student beliefs toward their ability, student perceptions toward the learning activity, student values, student interests of a certain topic, and their actions toward another individual who involve inside learning progress. according to Chaudary, is a complex entity that has produced numerous theories and models.[33] To acquire an understanding of motivation, it should be noted that theories according to the

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

[29] Wisdar Arista, Mursalim, and Nurindah, "TTW (Think-Talk-Write) Strategy; Does It Have an Effect o n Students' Writing Achievement at SMAN 4 Kendari?," *Journal of Teaching of English* 6, no. 2 (2021): 168–78.

[30] Mitra Alizadeh, "The Impact of Motivation on English Language Learning," *International Journal of Research in English Education* 1, no. 1 (2016): 11–15.

[31] Emily R Lai, "Motivation : A Literature Review Research Report," no. April (2011).

[32] Alizadeh, "The Impact of Motivation on English Language Learning."

[33] Sultan Ali R Alkaabi et al., "Researching Student Motivation," *Contemporary Issues in Education Research* 10, no. 3 (2017): 193–202.

experts and how they classified motivation is its types and its role in the learning process. [34]

a. Theories of Motivation

According to Brown, motivation like self-esteem can be global, situational, or task-centered. Motivation is frequently studied in terms of the learner's internal and external motivations.[35] Also, Brown stated in his study that three main viewpoints emerge: (a) Motivation is viewed as a matter of fact from a behavioral perspective. It was merely the expectation of a reward. They respond in response to previous experiences of positive reinforcement for behavior, driven by a desire to obtain more positive reinforcement. (b) Motivation places a greater focus on the individual's decisions in cognitive perspectives. individual's decisions (c) A constructivist believes that each person is driven differently and, as a result, will react to his or her environment in unique ways. However, these one-of-a-kind acts are always performed within a cultural and social context and cannot be detached from it.

Ryan and Deci illustrate in the early 2000s that meeting basic psychological needs supports students' wellness, a trend that can be seen across age, race, and culture, and that ignoring such needs causes harm. Given the diversity of learners, basic need assistance is extremely crucial, and we address the role of autonomy support in establishing inclusive workplaces. They also analyses how a thriving student environment necessitates thriving teachers, emphasizing the necessity of meeting teachers' basic psychological needs. Finally, they explore the gap between many global educational policies and practices and empirically identified student and teacher needs.

In the 1990s, Dr. Jacquelynne Eccles promoted Expectancy-Value Theory to explain female attrition from math and science courses. It asserts that striving for achievement/excellence in a specific activity or domain (often referred to as "achievement motivation") is motivated by two major factors: (1) our expectation of how well we will be able to meet the activity's challenges, and

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[34] http://hdl.handle.net/10603/25024
[35] H Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edit (San Fransisco: Pearson Longman Education, Inc All, 2006).

(2) how subjectively valuable participation in the activity/domain is to us. The purpose of expectancy-value theory is to determine what types of expectations and subjective values are important for human motivation, as well as how contextual factors might influence both. It highlights one essential expectation (which mostly explains student achievement) as well as four subjective values (which primarily explain student persistence/retention):

Figure 2.1. Expectancy-Value Theory by Dr. Jacquelynne Eccles

Expectancy for Success	The perception of how well one will do on a given activity.
Attainment Value	The importance of doing well on a given activity or domain to one's sense of self.
Utility Value	The usefulness of an activity or domain in relation to one's future plans.
Intrinsic Interest Value	The enjoyment one gains from an activity or domain.
Cost	The opportunity cost, difficulty, and emotional cost of engaging in an activity.

b. Types of Motivation

The statements of Brown[36] and Ryan & Deci specified the basic type of motivation based on the factor that influences the motivation, there are intrinsic and extrinsic motivations.[37] Which would be detailed below:

First, intrinsic motivation is when students are willing to learn by their intention. Which they refer to as learning because it is inherently interesting or enjoyable.[38] A motivation to study is enhanced by the students' creativity, higher-order thinking, and genuine curiosity. Intrinsic motivation is created by tasks that are both unique and demanding, relevant to personal interests, and enable

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[36] H Douglas Brown, *Teaching by Priciples an Interactive Approach to Language Pendagogy*, Second Edi (Pearson Longman Education, Inc All, 2000).

[37] Richard M Ryan and Edward L Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective : Definitions , Theory , Practices , and Future Directions," *Contemporary Educational Psychology*, no. xxxx (2020): 101860, https://doi.org/10.1016/j.cedpsych.2020.101860.

[38] Richard M Ryan and Edward L Deci, "Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions," *Contemporary Educational Psychology* 67 (2000): 54–67, https://doi.org/10.1006/ceps.1999.1020.

personal control and choice.[39] The student who has a mastery objective is focused on learning new abilities, better understanding their work, increasing their level of competence, or gaining a sense of mastery based on self-referenced standards.[40] Despite, although intrinsic motivation is more independent and durable with a high value, surrounding circumstances can also influence motivation, necessitating the need for incentives and external assistance.[41] In fact, even the intrinsic motivation comes from student willingness and awareness to learn, cannot deny the environment around the individual also influence their intrinsic motivation to achieve the goal. The student with a strong desire to learn a language can obtain a high level of competence in the target language.

As a result, intrinsic motivation is autotelic since the activity is done for its purpose, for the inherent satisfaction in completing the task, and for the pleasure derived from participation in the endeavor.[42] Students will also experience higher levels of interest. Intrinsic motivation has been positively linked to several important and desired cognitive and motivational outcomes in both academic and nonacademic settings.

Extrinsic motivation, in contrast to intrinsic motivation, explains the psychological state that occurs when people feel pushed to pursue goals that are unrelated to the pleasures associated with the behavior.[43] the extrinsic motivation which courage the student to learn from outside their willing. which refers to doing something

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[39] Robert E Slavin, *Educational Psychology*, 2003.

[40] Ames, "Classrooms : Goals , Structures , and Student Motivation."

[41] Ming-hung Lin and Huang-cheng Chen, "A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome," *EURASIA Journal of Mathematics Science and Technology Education* 8223, no. 7 (2017): 3553–64, https://doi.org/10.12973/eurasia.2017.00744a.

[42] Michael Johnson, "Exploring Flow Experiences in the EFL Classroom through Industrial Design," *Journal of Language and Culture of Hokkaido* 16, no. 1 (2018): 15–23, http://www3.muroran-it.ac.jp/hlc/2018/02.pdf.

[43] Joshua L (Monash University) Howard, "Student Motivation and Associated Outcomes: A Meta-Analysis from Self-Determination Theory," *Perspectives on Psychological Science.*, 2020, 1–36, https://doi.org/https://doi.org/10.1177/1745691620966789.

because it leads to a separable outcome.[44] The contrast is not simply from an SDT (self-determinant theory) perspective, because instrumental motivations can vary significantly in substance and character.[45] An extrinsically motivated student performs in order to receive a prize, such as graduating or passing an assessment or preventing a consequence like a failing grade.[46]

There are so various factors that influence this extrinsic motivation, such as peers' achievement, teachers' encouragement, and parent issue. According to Zuniarti et all, peer groups also compete for an important role as a trigger to motivate students in learning.[47] Students' motivating variables were linked to their parents' attitudes, the surroundings, and teachers' attitudes, and it was discovered which tactics could increase ESL / EFL learning among these elements.[48] Line with Deci and Ryan believe that teachers, parents, and other socializers can help students internalize responsibility and value for extrinsic goals, or that they can foster the more commonly portrayed "alienated" type of extrinsic motivation, which is associated with low student perseverance, interest, and involvement.[49]

Moreover, both intrinsic and extrinsic difference has been significant in the research of motivation, and these concepts have been used in various attempts to explain

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[44] Ryan and Deci, "Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions."

[45] Ryan and Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective : Definitions , Theory , Practices , and Future Directions."

[46] Chunmei Long, Zhu Ming, and Liping Chen, "The Study of Student Motivation on English Learning in Junior Middle School -- A Case Study of No.5 Middle School in Gejiu," *English Language Teaching* 6, no. 9 (2013): 136–45, https://doi.org/10.5539/elt.v6n9p136.

[47] Nemi Zuniarti, Urai Salam, and Zainal Arifin, "Students' Motivation in Learning English," n.d., 1–10.

[48] Nazirovna, "Factors Affecting Students ' Motivation In Learning English."

[49] Ryan and Deci, "Intrinsic and Extrinsic Motivations : Classic Definitions and New Directions."

differences in motivation among diversities student.[50] The whole explanation above indicated there is a correlation between both of them explained, even though intrinsic motivation is mostly in contrast with extrinsic motivation, however, both would complement one another.[51]

c.   Roles of motivation

Motivation is a crucial factor that indicates the readiness of the student to start learning languages. As Long stated that motivation is a determinant of student learning performance and achievement.[52] According to Sulistyani in her study, at least there is three roles of motivation in learning language,[53] (a) role of motivation in determining learning reinforcement, which is in case students urge to achieve their goal, and they just kick start to learn and whether how many sources and references they had the important part was they connect the content of learning with any device and media around their learning environment. (b) role of motivation to clarify the aim, which is the more motivated student, the more specific their goal. for an example, the student who learned English by joining a course, students with higher intrinsic motivation (as judged by learning as the primary aim rather than just getting good grades) were more likely to adopt complicated learning tactics including quizzing themselves after reading to test what they had learned, which resulted in better course performance.[54] whether they want to master English better than their classmate, or even they just want to fulfill parental encouragement direction, at least there is a clear purpose. (c) motivation determines

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[50] Long, Ming, and Chen, "The Study of Student Motivation on English Learning in Junior Middle School -- A Case Study of No.5 Middle School in Gejiu."

[51] Lin and Chen, "A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome."

[52] Long, Ming, and Chen, "The Study of Student Motivation on English Learning in Junior Middle School -- A Case Study of No.5 Middle School in Gejiu."

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

[54] Emily Stark, "Examining the Role of Motivation and Learning Strategies in Student Success in Online versus Face-to-Face Courses," *Online Learning Journal* 23, no. 3 (2019): 234–51, https://doi.org/10.24059/olj.v23i3.1556.

persistence in learning when a student intends to participate in a training activity and learn from it.[55] Students urge to learn English and take a course because they realized the importance of the English language in their academic track.

However, the role of student motivation in learning a language needed to be studied by the teacher to make an ideal learning strategy. As Liu clarified that students need guidance to enable them to set goals, make choices, develop an interest in various learning tasks, and be more actively involved in learning activities.[56]

2. Learning Language Process
a. Definition

Learning language indicates an activity that students require to acquire the language by learning and applying whether in the formal class or even outside of the classroom setting. As Brown identified that "learning is gaining or getting of understanding of a subject or a skill by study, experience, or instruction".[57] A few years in the following research, Brown identified further, that there are various views of learning; (a) Learning is acquisition or "getting" which under this view means learning is understanding the comprehension thoroughly. (b) Learning is a recollection of information or ability, (c) recollection indicates storage capacity systems, memory, and cognitive management.[58]

These concepts above, also give way to several subfields within the discipline of psychology: acquisition processes, insight, memory (storage) system, short-and long-term memory, recall, motivation, conscious and subconscious learning styles and strategies, and theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex

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[55] Safiyeh Rajaee Harandi, "Effects of E-Learning on Students ' Motivation," *Procedia - Social and Behavioral Sciences* 181 (2015): 423–30, https://doi.org/10.1016/j.sbspro.2015.04.905.

[56] Hui-ju Liu, "Learner Autonomy : The Role of Motivation in Foreign Language Learning" 6, no. 6 (2015): 1165–74.

[57] Brown, *Teaching by Priciples an Interactive Approach to Language Pendagogy*.

[58] Brown, *Principles of Language Learning and Teaching*.

as the concept of language.[59] In a specific context, learning English whether as a second or foreign language is quite a complex acquisition process. Because as Yulistianti stated that students learning the English language imply they should learn bookish things like pronunciation, vocabulary, and grammar, but also its bountiful culture. There are many aspects affecting students' achievement whether they will succeed or fail, such as their motivation, intelligence, aptitude, family background, and so on.[60]

However, according to Nation and Plonsky et all, students require occasions to attend to meaning as they encounter the language in reading and listening; convey meaning in writing and speaking; focus on grammar, vocabulary, and pronunciation; and practice the language with accustomed content and structures to gain self-confidence and automaticity.[61]

b. Stage of Learning Language

Likewise, Rubin and Thompson wrote: "Language learning is a long process". According to Brown in his book 5th edition under title Principle of Language Learning & Teaching, there are four stages of a language learner, he classified each stage based on observation of what the learner does in terms of inaccuracies alone.[62] There are: (a). In the beginning, the first is a stage of random errors, Corder mentioned this stage as pre-systematic, where the students are just ambiguously realized that there are several systematic orders to a specific class of items. For example, Student inconsistently to said an active sentence, like "Jae cans draw", "Jae can to draw" and "Jae can drawing", those sentences said by same individual within a relatively short time, this case might indicate that a stage of expectancy and mistakenly. (b) Secondly, the following stage called as an emergent stage, in which student finds they were building stability in linguistic production. The

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[59] Dörnyei and Scott, "Review Article Communication Strategies in a Second Language : Definitions and Taxonomies."

[60] Hayu Dian Yulistianti, "Enhancing Motivation In Learning English : Students In Primary School," *Jurnal Edulinga* 3, no. 1 (2016).

[61] Maureen Snow Andrade, "Online English Language Learning : Theory-Based Course Design and Pedagogy" 5, no. 3 (2017): 1–10, https://doi.org/10.11114/jets.v5i3.2058.

[62] Brown, *Principles of Language Learning and Teaching*.

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student has begun to recognize a system and to assume certain rules. These rules may not be accurate by target language standards, but they are nevertheless legitimate in the mind of the learner. this stage is identical to some backsliding when the student seems to have seized a rule or principle. Gass & Selinker[63] mention this stage is referred to as U-shaped learning where this happens of changing from a correct form to an error form and then backward to correctness. Generally, the student is still unable to correct errors when they are pointed out by their teacher or their peers. (c). A third stage is a genuinely systematic stage in which the learner can now produce the second language with greater consistency. While the rules stored in the learner's brain are not entirely well-formed, and some of them adhere to the aforementioned U-shaped processes, they are more internally self-consistent, and, of course, they approach the target language system more closely. (d). The final stage, which several researchers, such as Long refer this as stabilization, while others, such as Corder, refer to as post-systematic. The student has made a few mistakes and has mastered the system to the point that fluency and intended meanings are not an issue. The students' ability to self-correct characterizes this fourth stage. Because the method is comprehensive, attention can be paid to the few faults that do occur, and repairs can be addressed without waiting for feedback from others.

c. Supporting Factors

Liando in her research in concluded that three main factors accounted for successful English language learning. These were (1) family and community, in which parents must be supportive of their children when they learn English (2) institutional influences, where institutions also play an important role in making the students successful therefore schools and their components including teachers must be improved and (3) individual factors, along with students must have the motivation to learn because they are the ones who would have benefits in learning.[64]

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[63] Gass, S.M., Behney, J., Plonsky, L., Gass, S.M., & Selinker, L. (2001). Second Language Acquisition: An Introductory Course (2nd ed.). Routledge. https://doi.org/10.4324/9781410604651

[64] Nihta V F Liando, "Factors Affecting A Successful Language Learner," *Indonesian Journal of English Language Teaching* 8, no. 1 (2012): 22–50.

On the other side, Shearin has examined a number of motivational theories and six variables that influence motivation in English learning. There are:

1) attitude, which student sentiments towards the target language.
2) beliefs toward expectations about one's attitudes to succeed, self-efficiency, and anxiety.
3) Goals, which implies transparency and significance of learning goals as motives for learning.
4) Involvement is the mean extent to which the student actively and consciously participates in the learning process.
5) Environmental support, such as the extent of teacher and peer support.
6) Personnel attributes, which about aptitude, and language learning experience.[65]

3. **English club**
   a. Definition

   Government Regulation no 19/25 on National Education Standards specified that every school need to provide for the enhancement of its students' competency by offering an extracurricular program.[66] Extracurricular is a program that is not part of the course that a student is doing at a school, different schools may have distinctive extracurricular programs. Extracurricular activities are well-known as programs that are intended to be enjoyable rather than as serious as regular classroom teaching and learning.[67] The main reason for the establishment of the extracurricular program is to accommodate or give opportunities for students in developing their talents and

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[65] Othman and Shuqair, "The Impact of Motivation on English Language Learning in the Gulf States."

[66] Ministry of Education and Culture, *THE MANAGEMENT OF NATIONAL EDUCATION* (Jakarta: Center for Educational and Cultural Data and Statistics, 2016), http://publikasi.data.kemdikbud.go.id/uploadDir/isi_6549DA84-7A7F-44B5-AD22-829B1F002A4F_.pdf.

[67] Citra Putri Utami and Dwi Anggani L Bharati, "Teachers ' Perceptions , Planning , and Implementation of Game-Based Learning in English Extracurricular Program (A Case Of Smp 40 Semarang)," *English Education Journal* 10, no. 3 (2020): 307–20.

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interest. Mulayasa stated that an extracurricular program was established that takes place outside of school hours to support and enhance the students' abilities. English clubs can assist students of all ages and abilities for a variety of reasons. The most important reason is that they allow students to practice speaking English.[68] The point of the English Club as an extracurricular held by the school is to give students a chance to improve their English and have more exposure and time in learning English because they do not get extra time in the regular class.

The activities in the English Club also can help the students to improve the students' ability in English.[69] The "club" concept is a worldwide phenomenon. Book clubs are a venue for talking about books; school- or university-based clubs such as debate clubs, foreign-language clubs, and sports clubs offer members opportunities to engage in activities of interest to them. Membership in such clubs may be voluntary or based upon qualifications or expertise.[70]

b. Purpose

According to the Alexander in Sheokarah, in the general objective of such clubs is to provide opportunities for learning in ways that school classrooms do not; to foster motivation in a comfortable environment that motivates learners to read and write, and to encourage an experimental and explorative mindset in a comfortable and relaxing environment to boost interest in learning and create and encourage and usage of the language.[71]

Particularly, the primary goals of English clubs are communicating and practicing the English language. English club activities may incorporate reading, writing,

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[68] https://learningenglish.voanews.com/a/learning-english-with-english-clubs-starting-and-organizing-your-club/3947928.html

[69] Kathleen F Malu and Bryce Smedley, "Community-Based English Clubs: English Practice and Social Change Outside the Classroom," in *ENGLISH TEACHING FORUM*, 2016, 10–23, americanenglish.state.gov/english-teaching-forum..

[70] Malu and Smedley.

[71] Sheokarah, Jennifer, & Pillay, Ansurie. (2021). Beyond classroom walls: The role of a co-curricular English club in supporting second language learning. *Journal of Education (University of KwaZulu-Natal)*, (82), 113-128. https://dx.doi.org/10.17159/2520-9868/i82a07

listening, speaking, and critical thinking; however, the focus of community-based English clubs is on practicing oral language skills—speaking and listening to English. In general, members engage in activities relevant to the immediate community or region of a country. These activities may address national concerns or global challenges, and they are more meaningful when they are member-focused. Members also interact collaboratively and cooperatively, practicing English by discussing real-life issues and expressing themselves in the safety of the club environment.[72]

c. Encouragement for joining the English club

In addition, an English Club is one of the suitable forums to explore and improve students' braveness to speak English in public. In the English club, students will find many different conditions compared to the classroom, and it will be a new motivation for them to learn, not only about the theory but also in real practice there. students have more chances in the English club to explore their abilities like speaking. In English club activities, they will be forced to speak in English along with their peers in that club. When they know that they are able to do that, it will increase students' confidence and finally, they will find that they are brave to speak in public.[73] English clubs offer creative opportunities for communities to experiment and play with language and to practice using English in an atmosphere that is supportive, encouraging, and respectful. Clubs also offer members the chance to use English and join a group of like-minded individuals interested in pursuing a common goal.[74]

B. Theoretical Framework

This study adopted qualitative research and took a place in the English Club at Islamic Institute State of Kudus. In this study, the researcher explores students' motivation to join for the English club.

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[72] Malu and Smedley, "Community-Based English Clubs: English Practice and Social Change Outside the Classroom."

[73] Andri Donal and Batdal Niati, "The Implementation of English Club at Senior High Schools in Rokan Hulu Regency," *Science and Technology* 2, no. 1 (2018), https://www.estech.org.

[74] Malu and Smedley, "Community-Based English Clubs: English Practice and Social Change Outside the Classroom."

Along with the purpose to discover each student's experience when they are joining an English club as a phenomenon that has different aspects which worth studying, including the supporting factors and obstacle during participating in the English club program. However, the result of this study is not able to use as a measurement of the motivation itself. Because the result of this study may give insight to the reader that there was a relationship between students' motivation and English club program. Also, may the students can aware or reminded of what they want to achieve by joining the English club and find out what is their passion for the English language.

This study refers to two issues, specifically students' motivation and English club. Based on the description above the framework of mind this study extended below:

Fig. 2.2: Theoritical Framework of this study
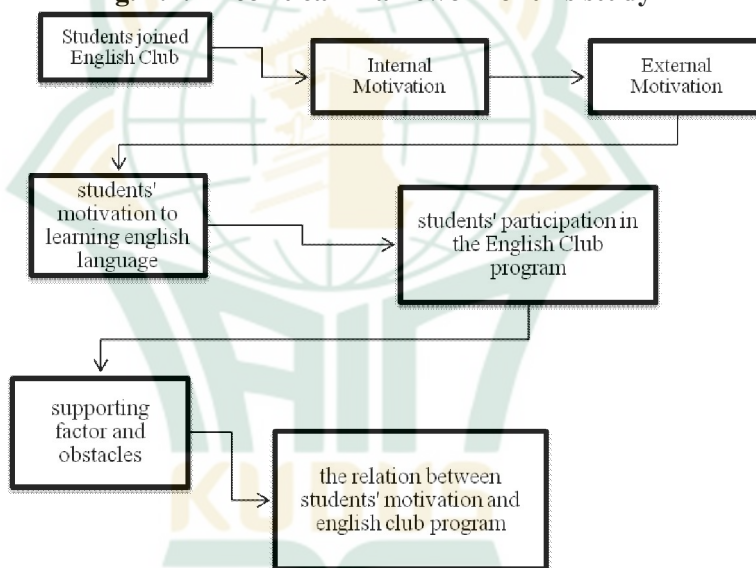
C. Review of Previous Study

Topic about student motivation joining English club has been conducted by several prior researchers. The description will extend below:

1. A thesis directed by Fereni Nuris Salami in 2019 entitled "Students' Motivation in Joining English Extra Class", this study used quantitative descriptive research in which the data were quantitatively collected through a questionnaire method. Along with the aim (1) to figure out the influences of English extra class on female and male students' motivation; and (2) to

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observe the different influences on female and male students' motivation. And Fereni found out the result that (1) English extra class program contributed some efficiency and advantages to female and male students' motivation; they were more convinced about speaking English, they enjoyed doing exercises given by teachers, and enthusiasm for learning English increased after attending the English extra class, (2) English extra class gave different effect on female and male students'' motivation. Female students show higher motivation in learning English compared to male students after attending English extra class.[75]

There is a similarity in this study, explicitly the explanation globally about the student motivation in learning English. However, the gap can be found in the different method, this researcher used the quantitative while the present researcher examines the data using the qualitative method, even though the technique quite alike by gathering data using observation and documentation. And also, the place of the participants was quite different between the English club and English Extra class. The previous researcher did not include the discussion of how motivation takes part in the students' experience during the learning English process. Here, the present researcher will expose the challenge that the students deal with during joining the English club as the representation of the experiences of students themselves.

2. A thesis directed by Siti Ma'rufah in 2020 entitled "English Club As An Extracurricular: (A Case Study At Smkn 1 Teluk Kuantan)" this research aimed to illustrate the activities of the English club, to discover the kind of obstacles that students deal with, and to figure out students' responses toward the implementation of the English club. The design of this research was a case study as part of qualitative research. In taking the participants, the researcher used purposive sampling. The data of this research was obtained from observational field notes of four English club meetings at SMKN 1 Teluk Kuantan. Furthermore, the researcher also interviewed an English club supervisor and eight students joined the English club. The result of this research was that there were five kinds of activity in English club extracurricular, specifically: game activity, short

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[75] Fereni Nuris Salami, "Students ' Motivation In Joining English Extra Class" (UIN AR RANIRY BANDA ACEH, 2019).

conversation activity, daily expression activity, translating text activity, and wall magazine activity. This research also discovered six problems faced in implementing an English club, specifically: English club schedule, students` interest, facility, indiscipline, low English proficiency, and natural condition.[76]

The resemblance of this research with the present research is both foci on the English Club member. In this case, both used typical qualitative research approaches. Even though the way examined the data used different methods, previous research used a study case while present research used a phenomenology study. As consequence, both used diverse techniques to gather data and information, previous research used observation and simple interviews in contrast present researcher used documentation, observation and interview thoroughly. It should be noted that the place where the participant was assigned was somewhat discrete, while the previous researcher took a student of eighth junior high school who was also a member of the English club, whereas the present research took a student of the university who also join English club. In summary, this previous research discovered description of several activity in English club and the obstacle that found when running the english club programs.

3. A journal directed by Jutarat Vibulphol in 2016 entitle "Students' Motivation and Learning and Teachers' Motivational Strategies in English Classrooms in Thailand" This research aimed to investigate second language learners' motivation and learning of English and how the teachers supported the students' motivation and learning in natural classroom settings. Based on Self-Determination Theory (SDT), questionnaires were developed and data were collected from students and their teachers in twelve English language classrooms around Thailand. In addition, each lesson was observed by two observers. The data were triangulated and used to describe the students' motivation and learning and the teacher's motivational strategies in each class. The findings showed that most students had a relatively high level of motivation and many reported

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[76] SITI MARFU`AH, "English Club As An Extracurricular: (A Case Study At Smkn 1 Teluk Kuantan)" (STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU, 2020).

having internal interests in learning English; however, the level of learning was not assessed to be as high.[77]

The resemblance of this study with the present study, both focused on globally student motivation in learning the English language and used a typical qualitative approach, even the technique to gather information was quite different, while this study used observation and self- questionnaire for the huge number of participant included student and teacher in junior high school at diversity spot, in contrast, the present study used to interview and documentation toward several participant in university who have few criteria which their experience joining English club have enough difference that worth to studied. For this reason, this previous study discovered the level of students' motivation in learning English language.

4. A journal directed by several researcher, they are Arzieva Dilfuza Tashlanovna, Matveeva Irina Aleksandrovna, Fofurova Yulduz Kokhorovna, Mamatova Nilufar Abdukhashimovna, and Igamova Dildora Nazirovna in 2020 entitled "Factors Affecting Students' Motivation in Learning English" This study examined the role of motivation and factors affecting student motivation in teaching / learning English as a foreign language. Factors related to the attitude of parents, the environment, and the teacher were examined. The participants were 40 first-year students studying at the department of teaching English. Participants were given a survey, which consisted of several statements related to these factors. Current research has shown that some strategies and behaviors motivate students but suppress a positive attitude towards learning English. The study also found that strengthening student beliefs also motivated students, and they were more motivated when working with their friends. In addition, the results of this study suggested many behaviors and strategies that motivate students.[78]

The resemblance of this study with the present researcher is globally explained about student motivation in learning English and the participant quite typical from university. But the difference is illustrated in the number of participants and the technique of gathering data. This previous researcher used a

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[77] Vibulphol, "Students ' Motivation and Learning and Teachers ' Motivational Strategies in English Classrooms in Thailand."

[78] Nazirovna, "Factors Affecting Students ' Motivation In Learning English."

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survey toward the opinion of the participant, while the present researcher used an interview and observation. As a result, the previous research discovered several factors that influence students' motivation in learning english. Alternatively, present researcher expects to discover the not only factor that influences the motivation however also from the finding, but students can also gain profit after set up their aim in learning English through joining english club.

5. In a journal directed by Firyaal Safira Nahdah, and Nur Fatimah in 2017 entitled " Students' Perception toward English club as an Extracurricular Activity in Speaking Practice of the Eleventh Grade Students in SMAN 1 Ngaglik" The researcher did the study to find out the students' perceptions toward English club as an extracurricular activity and to find out the factors affecting students' perceptions. The research was conducted at SMAN 1 Ngaglik and it was categorized as descriptive and qualitative. The data were obtained through a semi-structured interview and classroom observation. The researcher chose five students who have participated in the English club and five students who have not participated in the English club for an interview to gain more data related to the objectives of the study. The results represented that most of the students gave positive responses toward English club as an extracurricular activity in speaking practice. Of ten students, eight students gave a positive perception and two students gave a negative perception. The students perceived that the English club plays an important role in supporting students to practice speaking English.[79]

The resemblance of this previous study with the present study is that globally talked about students and English clubs also typically used a qualitative approach. The different locations of the participant and the technique of gathering data, the previous study used interviews with participant which are a student in senior high school and half of them as members of an English club. Nevertheless, the present study is an interview and observation of a student of the university who joined the English club. For this reason, the previous study found the perception of the student toward English clubs as

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[79] Firyaal Safira Nahdah and Nur Fatimah, "Students ' Perception toward English Club as an Extracurricular Activity in Speaking Practice of the Eleventh Grade Students in SMAN 1 Ngaglik," no. 1994 (2017).

extracurricular and stated that English clubs give a positive role in students' English learning process. The result of the present research is expected to contribute to the English club itself to improve its strategy in learning the English language by upgrading the quality of the upcoming program.