

**READING COMPREHENSION SKILLS AND MOTIVATION THROUGH ENGLISH
CLUB: A COMPARATIVE STUDY**

THESIS

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ABSTRACT

Rahma, Afina Fika. 2024. *Reading Comprehension and Motivation Through English Club: A Comparative Study*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisor: (1) Prof. Dr. Junaidi, M.Pd., Ph.D, (2) Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

Keywords: Reading Comprehension, Motivation, English Club.

This study investigates the influence of English Club participation on students' reading comprehension skills and motivation by comparing students who actively engage in English Club activities to those students who rely solely on traditional classroom learning. The study aims to determine whether extracurricular activities like English Clubs provide a significant advantage in improving these critical skills.

A comparative quantitative research design was employed, involving ninth-grade students from SMPN 26 Malang. Data collection methods included reading comprehension tests, motivation questionnaires, and semi-structured interviews. The sample comprised students actively participating in English Clubs and those who did not. Data were analyzed statistically using independent t-tests for quantitative measures and thematic analysis for qualitative insights.

The findings reveal a statistically significant difference in reading comprehension skills and motivation levels between the two groups. Students who participated in English Clubs demonstrated higher reading comprehension scores and exhibited greater motivation to learn English compared to non-members. The t-test analysis showed that English Club member students had higher reading comprehension scores (mean 22.76) than non-member students (mean 21.08). This difference was statistically significant ($p = 0.008$). English Club member students showed higher learning motivation (mean 88.73) than non-member students (mean 67.03), with a significant difference ($p = 0.000$). English Club activities, such as group discussions, peer-to-peer learning, and text analysis, were identified as critical factors in fostering improved comprehension and vocabulary acquisition. Interviews further revealed that these activities created a supportive and interactive environment, enhancing students' confidence and engagement in reading.

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Penelitian ini menyelidiki pengaruh partisipasi Klub Bahasa Inggris terhadap kemampuan pemahaman membaca dan motivasi siswa dengan membandingkan siswa yang secara aktif terlibat dalam kegiatan Klub Bahasa Inggris dengan siswa yang hanya mengandalkan pembelajaran di kelas secara tradisional. Penelitian ini bertujuan untuk menentukan apakah kegiatan ekstrakurikuler seperti English Club memberikan keuntungan yang signifikan dalam meningkatkan keterampilan penting ini.

Desain penelitian kuantitatif komparatif digunakan, dengan melibatkan siswa kelas sembilan dari SMPN 26 Malang. Metode pengumpulan data meliputi tes pemahaman bacaan, kuesioner motivasi, dan wawancara semi-terstruktur. Sampel terdiri dari siswa yang berpartisipasi aktif dalam Klub Bahasa Inggris dan yang tidak. Data dianalisis secara statistik dengan menggunakan uji-t independen untuk ukuran kuantitatif dan analisis tematik untuk wawasan kualitatif.

Temuan ini menunjukkan perbedaan yang signifikan secara statistik dalam kemampuan membaca pemahaman dan tingkat motivasi antara kedua kelompok. Siswa yang berpartisipasi dalam English Club menunjukkan nilai pemahaman membaca yang lebih tinggi dan menunjukkan motivasi yang lebih besar untuk belajar bahasa Inggris dibandingkan dengan siswa yang bukan anggota. Analisis uji-t menunjukkan bahwa siswa anggota Klub Bahasa Inggris memiliki nilai pemahaman membaca yang lebih tinggi (rata-rata 22,76) dibandingkan siswa non-anggota (rata-rata 21,08). Perbedaan ini signifikan secara statistik ($p = 0,008$). Siswa anggota English Club menunjukkan motivasi belajar yang lebih tinggi (rata-rata 88,73) daripada siswa non-anggota (rata-rata 67,03), dengan perbedaan yang signifikan ($p = 0,000$). Kegiatan English Club, seperti diskusi kelompok, pembelajaran antar siswa, dan analisis teks, diidentifikasi sebagai faktor penting dalam mendorong peningkatan pemahaman dan penguasaan kosakata. Wawancara lebih lanjut mengungkapkan bahwa kegiatan-kegiatan ini menciptakan suasana yang positif terhadap pembelajaran siswa.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, the significance of the study, scope, and delimitation, and definition of the key terms.

1.1. Background of The Study

This demonstrates the importance of reading in human life, especially in the growth of knowledge. Reading is one of the language skills that take an important role in grasping the knowledge (Ramadhianti, 2023). Reading is one of the most important language skills for students to achieve. According to Hanid and Mustofa (2021) reading is also playing a pivotal role in the broader context of language acquisition, serving not only as a tool for gathering information but also as a fundamental mechanism through which linguistic competence is developed and reinforced. In other words, reading is like the process of communication between what the writer trying to say and the reader because the text being read has information that author wants the reader to understand (Hanid & Mustofa, 2019). Although reading can provide students with knowledge and information that may be useful to them, becoming a proficient reader is arduous, particularly if the English literature is complex (Zuhairi & Mistar, 2023). In conclusion, reading plays an important role in the

development of science, because the largest percentage of knowledge transfer comes from reading.

In the teaching and learning process, there should be four components include, one of the components is reading. There are several definitions of reading comprehension. Reading comprehension is defined by Rombot, Boeriswati and Suparman (2020) is the ability to think about verbal concepts and to comprehend word meanings. It is two main components of reading comprehension, which is a sophisticated intellectual activity. To understand the information or message in the text, someone must be able to comprehend what is being read.

A further definition of reading comprehension is given by Indrawati, Marto and Ngoyo (2020) who describes as the capacity to comprehend or derive meaning from any kind of written content. It serves as both the justification for reading and the foundation for all content learning. Reading comprehension will be effective when it adapts to the appropriate learning style. For Astianih, Hamid, Yetty and Sofyan (2022) reading comprehension is the ability to drive meaning from written material. Therefore, reading comprehension involves more than just word recognition and comprehension. To truly comprehend a text, students must make sense of what they read and draw connections between the ideas in the text and their prior knowledge (Hanid & Mustofa, 2021).

The following three major problem are common when it comes to students reading comprehension, those are students are not engaged motivated or

serious, the reading material used by the teacher is less attractive, and the learning model used by the teacher is less effective, less interesting and does not motivate students to read. Mostly there are many students in Indonesia who tend to dislike reading because of lack interest, confidence and motivation to read a lot, so that their comprehension is extremely poor. Students are less motivated to learn because teachers lack skills, or their classroom learning activities are tedious and unrewarding (Karimullah, 2021).

According to Fitriana, et.al (2022) when the students have great motivation on reading, they can be easier in comprehending the text rather than the students who do not. Without motivation, reading cannot help students in their learning and it is difficult to foster their comprehension. Motivation is an internal energy that makes students become excited in learning to achieve goals (Dzulfikri, 2022). Therefore, motivation plays an essential role in the process of language learning, influencing the extent to which students engage with reading materials and other language activities. For Ahmadi (2017) one of the most important factors which receives the special focus in foreign language teaching is reading motivation. According to Grabe and Stoller (2013) emphasized that reading motivation is very important for students and increases students to read and understand text easily and effectively. Similarly, Hairul, Ahmadi, and Pourhosein (2012) founds that reading motivation has a great impact on reading comprehension. It can be concluded that the importance of reading motivation in foreign language teaching which improve students' capacity to read and comprehend the text.

The other issue poor word recognition and meaning comprehension also contributes to problem with reading comprehension. Reading comprehension is closely related to word recognition, meaning, phonetic analysis, and structure. Problems with reading comprehension occur when word recognition abilities are not developed. Sometimes, students struggling to read the word and not focusing on what they are reading. According to Thornburry as cited in Rahayuningsih (2020) claims that there are several challenges in reading that can affect reading success, they are knowledge of vocabulary, punctuation, grammar and linguistics which are others parts of language. In addition, students also experience difficulties in understanding English text they read. This is due to a lack of mastery of vocabulary and grammar. So those are the challenges that students face in improving their reading comprehension skill.

In order to achieve the goals of reading comprehension for the students, teachers, and related parties have responsibilities to increase and improve their student's reading ability. In activities that facilitate students, learning becomes one of the roles in it to create motivation (Dzulfikri, 2022). Therefore, the way to increase and improve student's reading comprehension not only through classroom activities but also it can be through outside classroom activities. One of the programs outside the classroom activities that can increase and improve student's reading ability is the English club as an extracurricular. According to Dahlina (2022) students can enhance and improve their English through English club activities. The English club gives students an opportunity

to practice reading in English, which is the primary reason.

The activities at English Club of course include peer-to-peer interaction. This interaction facilitated through group activities, discussions, and collaborative learning, provides students with the opportunity to articulate their thoughts, clarify misunderstandings, and engage in critical discourse regarding the texts they read. As stated by Brown (2001), the interaction-based activity can be done in the form of group work to promote interaction in the activity. Considering the importance reading comprehension by using interaction-based activities the problem can be solved. Similarly, Rivers (1987) state that peer to peer interaction can build up the students' confidence and creating many opportunities. It is the best fastest and the best way which makes the students active rather than passive. According to Dahlina and Lailah (2022) interaction base activities improved the student's reading comprehension. The students not only improve their reading comprehension but also improved their English proficiency.

English club in Indonesia considered as an example of community-based learning, involves individual voluntary with the same goal in learning English which gathered semi informally. It incorporates all four main skills of English, those are listening, speaking, reading, and writing with additional skill of critical thinking. However, the main focus is to enhance the members oral speaking and critical reading, which requires the members to obtain various information from reading. English club aims to provide a forum for learning English that is more enjoyable for students in using and practicing English. As

stated by Udah, Ichsan and Mujawazah (2020) students who participate in extracurricular English clubs can develop different characters from students who do not participate. During the implementation period, this English club activity indirectly increases reading comprehension intelligence. Students develop habits as a result that demonstrate their enjoyment of language product skills. Through the English club students can share information and add vocabulary.

Studies on reading comprehension achievement through English club have been conducted by several researcher. It has been conducted by Udah, Ichsan and Mujawazzah (2020) showed data that most of students have participated in the English club and have differences character from students who do not participate in English club. Students who participated in English club more confident, cheerful, and enthusiastic. The students can read vocabulary with appropriate intonation and be able to read fluently. In addition, this also encourages students to read pleasure outside of the class, such as when students visit to the public library.

According to Bellyana and Ovillia (2023) state that all students who have joined the English club for one year have a positive perception of their writing skills improved after joining the English club. Practicing writing after joining the English club provides a comfortable atmosphere for students feel more confident. Then, student's interest and motivation in writing increase after joining the English club. Student's vocabulary also increases after joining the English club. The last, students reading difficulties can be overcome and

reduced after joining the English club. So, it can be concluded that students reading comprehension skills improve after joining the English club.

Previous study has mostly focused on student's opinions of English club activities. However, there has been a lack of study on how English clubs affect reading comprehension, particularly the variations in motivation between students who join clubs and those who do not. This study aims to enhance this by examining the influence of English clubs on reading comprehension and motivation in students who join the club and those who do not.

1.2. Research Question

From the background of the study above, these research question can be concluded as follows:

- 1) Is there a significant difference in English reading comprehension skill between students who only receive English lessons at school and students who also actively participate in English clubs?
- 2) Is there a significant difference in English learning motivation between students who only receive English lessons at school and students who also actively participate in English clubs?
- 3) How does student's participant in the English Club influence their ability to comprehend the text?

1.3. Research Objectives

Related to the statement of the research question above, this study is intended to:

- 1) To analyze and find the English reading achievement of students who

only study English in school compared to students who actively participate in English club.

- 2) To analyze and find the English learning motivation between students who only receive English lessons at school and students who also actively participate in English club.
- 3) To investigate how students participation in English club influences their ability to comprehend the text.

1.4. Significance of The Study

1.4.1. Theoretical Significance

This research is about the influence of English club on students' reading comprehension skill. The researcher wanted to know whether there was a significant difference in the reading comprehension skill of students who participated in the English club and those who did not. If English club activities are found to significantly improve reading comprehension skill, it could indicate that traditional classroom instruction alone is not enough for some students, and theories about comprehensive language instruction (which incorporates both formal and informal learning environments) may need to be reconsidered or increased.

1.4.2. Practical Significance

This study is intended to serve as a reference for educators and school administration by highlighting the potential benefits and challenges of English Club participation. It is hoped that these findings will offer practical strategies for

other schools and teachers who want to implement or improve similar program, thereby contributing to more effective teaching and learning practices in English reading contexts.

1.5. Scope and Delimitation

The scope of this study is only focused on Senior High School students especially, students who actively participate in English club. As the delimitation, this study specifically addresses the impact of participation in an English Club. This will not take into consideration other extracurricular activities or programs that may also impact reading skills and students' motivation.

1.6. Definition of Key Terms

This part, there were discussed some necessary points that are attached in the title. These terms are needed to be known by the readers because they related to the participants' criteria and the scope of the study.

1) English Club

English clubs are used to encourage students to practice speaking.

The English club encourages students to practice English authentically in real-life situations, increasing self-confidence, expanding communicative competence during the primary socialization process, and cultivating a friendly attitude in the social environment (Abdala, 2021).

2) Reading Comprehension

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material (Olson and Diller, 1982). Reading comprehension refers to developing an extensive grasp of a text's content. To obtain covert information, readers have to read the entire text. The readers do in-depth analysis, using clues from the context, prior knowledge, and an understanding of text structure to identify information.

3) Motivation

Motivation is associated with one of the most fundamental aspects of the human mind and plays a very important role in determining success and failure in any learning situation (Dornyei, 2001). Motivation is one of the key factors in stimulating enthusiasm to achieve a certain goal and supporting a learning effort to focus on learning. Motivation can also enhance and guide student behavior.

CHAPTER VI

CONCLUSION

In this part, the researcher discusses the conclusion of the study and the suggestion.

6.1 Conclusion

There is a significant difference in reading comprehension between students who are members of the English Club and those who are not. English Club activities, such as literature discussions, reading practice, and text analysis, play a crucial role in enhancing students' reading skills and vocabulary.

Additionally, students who participate in the English Club report an improvement in their reading comprehension and an increased confidence in understanding texts. The club's supportive environment greatly contributes to students' progress in achieving their English learning goals, particularly in reading comprehension.

Moreover, students involved in the English Club demonstrate a high level of motivation to learn English. This motivation stems from the club's relaxed learning atmosphere, which contrasts with traditional classroom settings. This environment allows students to express themselves more freely, fostering a greater interest in English. With the encouragement and support of peers and mentors, students set higher



learning goals and strive diligently to achieve them.

In conclusion, the English Club not only enhances students' reading skills and vocabulary but also provides a motivating and encouraging environment for continued learning.

6.2 Suggestion

Future research could extend its scope by looking at the impact of English club participation on a variety of language skills, including writing, speaking, and listening, in order to provide a more complete picture of its benefits. Furthermore, larger and more diverse samples from various schools or regions are recommended for strengthening the generalizability of the findings.

Researchers should also consider investigating external variables, such as socio-economic factors, parental support, and access to resources, to understand their role in shaping the effectiveness of English clubs. For educators, continuous evaluation and improvement of English language club programs is very important. Incorporate student feedback, providing varied and engaging activities. By addressing these aspects, schools can ensure that English clubs remain a valuable tool for encouraging language development and academic achievement.

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