

**ANALYSIS OF ENGLISH EXTRACULICULARS IN IMPROVING
STUDENTS' ENGLISH ACHIEVEMENT IN
JUNIOR HIGH SCHOOL GUS DUR**

SKRIPSI



Presented to:
IKIP PGRI Bojonegoro
in partial fulfilment of the requirement
For the degree of Sarjana in English Education

By:
Muhammad Kholid Mawardi Jaya Wandira
21120028

**ENGLISH EDUCATIONAL DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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THESIS

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2025**

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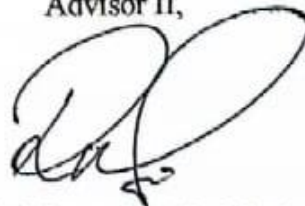
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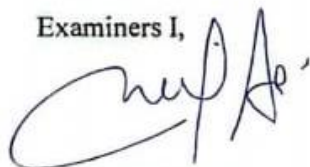
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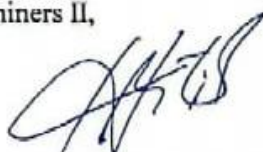
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MOTTO

“"Laughter and crying are not opposites. At the peak of frustration you will laugh,
and at the peak of laughter you will shed tears."

Muhammad Ainun Nadjib

Kawulo Mung Sadarmo, Obah Mosik Kersaning Hyang Sukmo.

(lakukan yang kita bisa, serahkan kepada Tuhan)

Kang Mas Rb Wiyono

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With deep gratitude to Allah SWT for His endless mercy, guidance, and help, the writer has been able to complete this thesis successfully. This humble work is sincerely dedicated to:

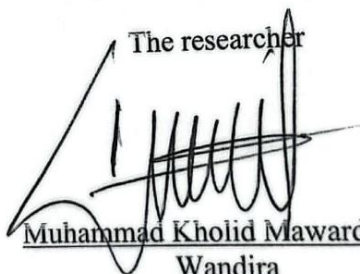
1. **Allah SWT**, the Almighty God, for the countless blessings, health, and strength given throughout this long journey.
2. **Advisors**, Mrs. Fitri Nurdianingsih, M.Pd. and Mr. Dr. Refi Ranto Rozak, M.Pd. who has patiently guided and directed me in completing this thesis. Thank you for your invaluable knowledge, time, and attention.
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7. **All those who cannot be mentioned one by one**, who have offered their prayers, support, and assistance—both directly and indirectly—in the completion of this thesis. May Allah SWT reward your kindness abundantly.

I understand that this thesis is still far from perfect. Therefore, I truly welcome any helpful feedback or suggestions to make it better in the future. I also hope that this thesis can be useful for readers and, in its own small way, contribute to the development of knowledge.

Bojonegoro July 20, 2025

The researcher



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STATEMENT OF AUTHORSHIP

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In order to uphold academic integrity, and without coercion from any parties, hereby declare that the thesis entitled:

Analysis Of English Extracurriculars In Improving Students' English

Achievement In Junior High School Gus Dur

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics.

I am aware that if any violation of scholarly ethics regarding to the authenticity of this work are found. I personally accept the consequences in accordance with the applicable regulation and am prepared to bear legal sanctions.

Bojonegoro, 22-07-2025



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ABSTRACT

W, Muhammad Kholid Mawardi Jaya. 2025. Analysis Of English Extracurriculars In Improving Students' English Achievement In Junior High School Gus Dur. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd., (II) Dr. Refi Ranto Rozak, M.Pd.

This study aims to analyze the impact of English language extracurriculars on the academic achievement and language skills of junior high school students in Bojonegoro. As a global language, English is essential for education and career development, yet many students face difficulties in mastering vocabulary and speaking skills. A qualitative approach was applied using data triangulation that involved interviews, classroom observations, student perception surveys, and academic document analysis. The findings reveal that English extracurriculars positively influence students' vocabulary development, speaking confidence, and learning motivation. Additionally, the integration of interactive media and participatory teaching methods created a more enjoyable and effective learning environment. Students' average scores improved significantly after participating in the extracurriculars. Observation and interview results indicated that students became more engaged in discussions and used English in real-life contexts. These outcomes support the implementation of structured, interactive English extracurriculars tailored to student needs as a strategy to enhance their academic performance comprehensively.

Keywords: English language extracurriculars, academic achievement, learning motivation, vocabulary acquisition, speaking skills

ABSTRAK

W, Muhammad Kholid Mawardi Jaya. 2025. Analysis Of English Extracurriculars In Improving Students' English Achievement In Junior High School Gus Dur. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.Pd., (II) Dr. Refi Ranto Rozak, M.Pd.

Penelitian ini bertujuan untuk menganalisis dampak kursus bahasa Inggris terhadap pencapaian akademik dan keterampilan berbahasa siswa SMP di Bojonegoro. Bahasa Inggris sebagai bahasa global menjadi penting dalam dunia pendidikan dan karier, namun banyak siswa mengalami kesulitan dalam penguasaan kosakata dan keterampilan berbicara. Penelitian ini menggunakan pendekatan kualitatif dengan teknik triangulasi data yang mencakup wawancara, observasi kelas, survei persepsi siswa, serta analisis dokumen akademik. Hasil penelitian menunjukkan bahwa kursus bahasa Inggris memberikan pengaruh positif terhadap peningkatan kosakata, kepercayaan diri berbicara, serta motivasi belajar siswa. Selain itu, penggunaan media interaktif dan metode pembelajaran partisipatif menciptakan suasana belajar yang lebih menyenangkan dan efektif. Nilai rata-rata siswa meningkat secara signifikan setelah mengikuti kursus. Berdasarkan observasi dan wawancara, siswa menjadi lebih aktif dalam diskusi dan menggunakan bahasa Inggris dalam konteks nyata. Hasil ini merekomendasikan penerapan kursus bahasa Inggris yang terstruktur, interaktif, dan disesuaikan dengan kebutuhan siswa untuk meningkatkan hasil belajar mereka secara menyeluruh.

Kata kunci: kursus bahasa Inggris, pencapaian akademik, motivasi belajar, penguasaan kosakata, keterampilan berbicara

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CHAPTER I

INTRODUCTION

A. Background of The Study

In an increasingly globalized world, proficiency in the English language has become a critical factor for academic and professional success. The demand for English language skills is particularly pronounced in non-native English-speaking countries, where English serves as a medium of instruction in various academic disciplines (Kithinji & OHirsi, 2022). Despite the recognized importance of English proficiency, many students struggle with their English language skills, which adversely affects their overall academic performance (Nwokedi, 2023). Research indicates that students' attitudes towards English learning, influenced by their socio-economic backgrounds and classroom environments, play a significant role in shaping their academic outcomes (Ali et al., 2021; Nwokedi, 2023). Furthermore, the integration of innovative teaching methodologies, including e-learning and blended learning, has been shown to enhance students' engagement and performance in English extracurriculars (Tomma et al., 2022; Ponomarenko & Petrova, 2022).

The increasing globalization of education has made English language proficiency a pivotal factor for academic and professional success. In many non-native English-speaking countries, English is not only a second language but also the medium of instruction across various academic disciplines.

Research has consistently shown that students who possess strong English skills tend to perform better academically. A recent study highlighted that English language proficiency is the strongest predictor of academic success for students enrolled in English-Medium Instruction (EMI) programs, emphasizing the critical role that language skills play in understanding and engaging with extracurricular content (Curle et al., 2024).

Despite the acknowledged importance of English proficiency, numerous students continue to struggle with their language skills, which adversely impacts their academic performance. Factors such as socio-economic background and classroom environment significantly influence students' attitudes towards learning English. For instance, students from lower socio-economic backgrounds may face additional challenges that hinder their ability to acquire English proficiency, ultimately affecting their academic outcomes (Nwokedi, 2023). Studies have shown that students with positive attitudes towards English learning generally achieve higher academic success compared to those with negative attitudes, highlighting the need for supportive educational environments that foster positive learning experiences.

However, despite the recognized importance of English, many Indonesian students still face difficulties in mastering the language. These challenges range from limited vocabulary and weak grammatical foundation to anxiety during speaking and writing tasks. Nwokedi (2023) emphasizes that students' struggles in English are closely linked to their learning environment, socio-economic

status, and motivation. Learners from underprivileged backgrounds often experience a lack of access to quality English instruction, which hampers their academic development.

One institutional response to these challenges is the implementation of English extracurriculars, both in formal education and informal learning contexts. English extracurriculars are structured learning programs that aim to improve the four fundamental language skills: listening, speaking, reading, and writing. These extracurriculars often provide tailored instruction, guided practice, and continuous assessment, thereby enabling students to build their confidence and competence in using English in academic and everyday contexts (Ponomarenko & Petrova, 2022).

Furthermore, English extracurriculars are no longer limited to traditional classroom instruction. The rise of e-learning and blended learning approaches has revolutionized English teaching methodologies. Online platforms and multimedia tools offer flexibility and accessibility for learners with different learning styles, leading to improved engagement and retention (Tomma et al., 2022). These innovations are particularly relevant in post-pandemic educational contexts, where remote learning and hybrid formats have become the norm.

A positive classroom environment also plays a significant role in supporting English language acquisition. Teachers who employ interactive and student-centered pedagogies, coupled with the integration of technology, can create dynamic and inclusive learning experiences. As Nwokedi (2023) notes,

students in supportive and motivating environments demonstrate greater willingness to participate, take risks in communication, and show sustained academic improvement.

The benefits of English extracurriculars extend beyond language mastery. Research has shown that proficiency in English contributes to improved academic achievement across disciplines, as students are better equipped to understand instructions, express ideas clearly, and engage with academic materials in English (Tian et al., 2022). Additionally, learners who have access to consistent English instruction and are immersed in a linguistically rich environment tend to outperform their peers in examinations and extracurricular work (Ali et al., 2021).

Moreover, innovative teaching methodologies have emerged as effective strategies to enhance student engagement and performance in English extracurriculars. E-learning and blended learning approaches, for example, have been shown to provide flexible learning opportunities that cater to diverse student needs. These methods not only improve language acquisition but also foster a more interactive and engaging learning environment. Research indicates that such methodologies can significantly boost students' motivation and participation in English learning, leading to improved academic performance (Tomma et al., 2022; Ponomarenko & Petrova, 2022).

In conclusion, the interplay between English proficiency, student attitudes shaped by socio-economic factors, and the adoption of modern teaching

strategies is essential in promoting academic success in a globalized educational landscape. As educational institutions continue to adapt to the demands of a globalized world, it is imperative to prioritize English language education and implement effective teaching methodologies that support student learning. By addressing these factors holistically, educators can help ensure that all students have the opportunity to succeed academically in an increasingly interconnected world

B. Research Problem

The researcher formulates the problem based on the background mentioned above:

1. What extent do English extracurriculars outside the regular curriculum improve students' English achievement at Junior High School Gus Dur?
2. What are the students' perceptions toward the English extracurriculars, and how do these perceptions relate to their English achievement?

C. Research Objective

1. To examine the impact of English extracurriculars on students' English achievement.
2. To analyze students' perceptions of the English extracurriculars.

D. Significance of the Study

1. Theoretically

The present study contributes to the existing body of literature on English as a Foreign Language (EFL) instruction, with a specific focus on

the implementation of supplementary English extracurriculars. By examining the structure, strategies, and perceived impact of such programs, this research enhances the understanding of how non-formal learning environments can complement formal classroom instruction in improving students' language proficiency. Furthermore, the study supports the application of constructivist and learner-centered learning theories, emphasizing the importance of engagement, contextual learning, and tailored instruction in the acquisition of a second language. The findings are expected to inform future research on effective models of language extracurriculars design and their alignment with student needs.

2. Practically

a. For Students

This research may enhance students' understanding of the advantages of participating in supplementary English extracurriculars and how such programs can positively influence their language proficiency, motivation, and overall academic performance in English.

b. For English Teachers and Extracurriculars Instructors

The study provides insights into the effectiveness of current instructional strategies, materials, and extracurriculars structures. The findings may encourage educators to critically reflect on their

pedagogical practices and adapt their teaching methods to better accommodate students' needs and improve learning outcomes.

c. For Future Researchers

This study offers a reference point for subsequent investigations into similar areas, particularly those exploring the implementation of English language extracurriculars, learner perceptions, and the relationship between supplementary instruction and academic achievement in secondary education contexts.

E. Definition of Terminologies

To ensure clarity and avoid ambiguity in understanding the scope of this research, it is essential to define several key terms that are frequently used throughout the study. These definitions are provided in an operational context, based on how the terms are specifically applied within the framework of this research. By clearly explaining these terms, the researcher aims to establish a consistent conceptual foundation that supports the formulation of research problems, objectives, and analysis.

1. English Extracurriculars

Struct English extracurriculars in this study refers to a systematically designed and structured English language learning program, either organized within the school (intra-curricular) or outside the school environment (extra-curricular or private extracurriculars institutions). The program aims to improve students' language skills as a whole, covering the

four main skills of listening, speaking, reading and writing. English extracurriculars can take the form of face-to-face meetings, online learning, or a mixture of both (blended learning). The materials taught in the extracurriculars are generally tailored to the students' ability levels, and include grammar exercises, vocabulary enrichment, reading comprehension, conversation practice, and contextualized assignments. In the context of this research, the extracurriculars in question are those attended by junior high school students in addition to formal English learning at school, and aim to support the improvement of students' academic performance in English subjects.

2. Students' English Achievement

Students' English achievement refers to the level of student achievement in English learning, which can be measured through academic evaluation results such as daily test scores, individual assignments, end-of-semester exams, and other formative and summative assessments. This achievement reflects the extent to which students are able to master the English materials taught, both in theory and practice, including the ability to understand reading, write essays, conduct conversations, and understand oral conversations.

In this study, the improvement of students' English achievement is analyzed based on the comparison of their scores before and after attending the extracurriculars, as well as examined from students' perceptions of the

impact of the extracurriculars on their understanding of the English subject matter. Indicators of achievement also include increased confidence in using English and students' active engagement in the learning process.

3. Junior High School Students

Junior high school students in the context of this research are learners who are at the VII to IX grade education level in Indonesia. Students at this level are generally between 12 to 15 years old, cognitively at the stage of concrete to abstract development, and have very basic but actively developing language learning needs.

At this stage, the introduction and reinforcement of English language skills is very important as it is the foundation for foreign language learning at a higher level. Therefore, they are an appropriate group to be researched regarding the effectiveness of English language extracurriculars on improving academic skills. In this study, the focus is on how their experience of attending English extracurriculars contributes to their understanding of the material, communication skills, and academic grades in English subjects.