

**AN EXPLORATION OF ISLAMIC JUNIOR HIGH
SCHOOL STUDENTS' EXPERIENCES IN LEARNING
ENGLISH VOCABULARY THROUGH ENGLISH
STUDY CLUB**

SKRIPSI



Presented to

IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

by:

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NIM 22120010

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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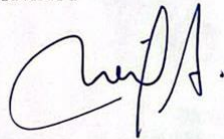
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AN EXPLORATION OF ISLAMIC JUNIOR HIGH SCHOOL STUDENTS' EXPERIENCES IN LEARNING ENGLISH VOCABULARY THROUGH ENGLISH STUDY CLUB

Is the result of my own original work, and all sources of information used have been clearly cited in the reference lists according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 30 Juni 2026



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MOTTO

“Allah tidak membebani seseorang, melainkan sesuai dengan kesanggupannya.

Baginya ada sesuatu (pahala) dari Kebajikan yang diusahakannya dan ada pula

(siksa) dari (kejahatan) yang diperbuatnya.”

(Q.S Al-Baqarah:286)

“sesungguhnya sesudah kesulitan itu ada kemudahan.”

(Q.S Al-Insyirah:6)

“Apapun yang sudah terjadi dalam hidupmu, jangan katakan “seandainya”, tapi katakan “Qadarullah” karena semua yang terjadi Adalah takdir dan takdir Allah itu

selalu baik, karena Allah itu maha baik.”

(Ustadz Hanan Attaki)

“Apabila yang ada di depan membuatmu takut, dan yang dibelakang membuatmu luka, lihatlah ke atas, sungguh Allah tidak pernah gagal menolongmu.”

(i.)

“Every step, no matter how small, brings you closer to your dreams.

Bertumbuhlah melalui hal yang kamu lalui.”

(Intan Widiati)

DEDICATION

All praise and gratitude be to Allah SWT for His blessings and mercy, which have granted me ease, strength, guidance, and countless beautiful gifts, enabling me to complete this thesis. Therefore, I dedicate this thesis as a reflection of my perseverance, love, and affection to the people who mean the most in my life. Bismillahirrohmanirrohim, I sincerely dedicate this humble work to:

1. To my beloved parents, Mr. Muji and Mrs. Siti Yuliatin, Thanks for every sacrifice, prayer, and endless effort you have made for me. Although love is not always expressed through words or affection, I have always recognized it in your hard work, responsibility, and unwavering support. You have never grown tired of working hard and making sacrifices to provide me with the best opportunities and to help me pursue my dreams. Every challenge you faced and every silent sacrifice you made have become the foundation of my strength and determination. This achievement is dedicated to both of you with my deepest love, gratitude, and respect. I hope this thesis becomes one small way of repaying your kindness, although I know no achievement could ever truly equal all that you have done for me. May Allah SWT always bless you with good health, happiness, and abundant mercy.
2. To my beloved younger Brother, Thank you for being a part of my journey and for always bringing joy and encouragement into my life. I hope this achievement inspires you to keep pursuing your dreams and never give up.

Keep being kind, stay strong, and always believe in yourself. I will always wish you all the best.

3. To my beloved family, especially my grandfather and grandmother, Thank you for your endless love, prayers, care, and support throughout my journey. Your encouragement and unwavering belief in me have given me the strength to keep moving forward. This achievement is dedicated to all of you with my deepest love and gratitude.
4. To my beloved friend, Thank you for walking beside me since the day our paths unexpectedly crossed in vocational high school. You have always been there, quietly understanding the things I never had to explain and knowing the struggles I rarely shared with anyone else. Your constant support, kindness, and belief in me have meant more than words can express. I am truly grateful that life brought us together. This achievement is dedicated, in part, to you with love, gratitude, and appreciation.
5. To My Dearest College Friend, The one who always said, “Have you done the assignment yet?” before I even remembered it, and somehow always knew the best place to eat after class. Thank you for making my college years a little easier and a lot more memorable.
6. To everyone who has been part of my journey, Thank you for your kindness, support, encouragement, and for accompanying me throughout this journey. Although I cannot mention each of you by name, your presence, prayers, and memories have meant so much to me. Thank you for being part of this achievement.

7. To someone whose name I cannot yet write clearly here, but has already been written in Lauhul Mahfudz for me, Thank you for being one of the sources of motivation for the author in completing this thesis as a form of self-improvement and preparation for the future. Although we have not met, I believe that everything has been arranged beautifully by Allah. Wherever you are, may you always be surrounded by goodness and happiness.
8. To my classmates in PBI 22B, Thank you for being part of this unforgettable journey. Thank you for the memories, support, laughter, and experiences we shared throughout our years together. Wishing all of us success in every path we choose.
9. *The last but not least*, to myself, Intan Widiati, Thank you for staying strong through every challenge, pressure, and obstacle. Thank you for never giving up and for continuing to move forward until this thesis was finally completed. Thank you for surviving the silent battles that no one else could see the tears hidden behind a smile, the sleepless nights, the doubts, and the struggles faced alone. Even when the journey felt overwhelming, you chose to keep going. This achievement is a reminder that patience, perseverance, and faith will always lead to something meaningful. I am proud of how far I have come, and I believe this is only the beginning of greater things ahead.

ABSTRAK

Widiati, Intan. (2026). "An Exploration of Islamic Junior High School Students' Experiences in Learning English Vocabulary Through English Study Club." Skripsi, Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro. Pembimbing I Meiga Ratih Tirtanawati, S.Pd., M.Pd, Pembimbing II Dr. Refi Ranto Rozak, S.Pd., M.Pd

Kata kunci: pengalaman siswa, pembelajaran kosakata bahasa Inggris, English Study Club, penelitian kualitatif deskriptif.

Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa MTs Darul Falah Kedungprimpem Kanor Bojonegoro dalam mempelajari kosakata bahasa Inggris melalui kegiatan English Study Club, mengidentifikasi faktor-faktor yang memotivasi siswa dalam pembelajaran kosakata, serta mengetahui tantangan dan manfaat yang dialami siswa selama mengikuti kegiatan tersebut. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Subjek penelitian terdiri atas 15 siswi yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur, observasi, dan dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi teknik. Hasil penelitian menunjukkan bahwa English Study Club memberikan pengalaman belajar yang positif, menyenangkan, dan bermakna bagi siswa dalam mempelajari kosakata bahasa Inggris. Berbagai kegiatan, seperti permainan, diskusi, bercerita, kuis, dan latihan berbicara, mendorong siswa untuk lebih aktif, percaya diri, dan terlibat dalam penggunaan kosakata secara nyata. Faktor-faktor yang memotivasi siswa meliputi aktivitas pembelajaran yang interaktif, lingkungan belajar yang nyaman dan mendukung, serta kolaborasi dengan teman sebaya. Meskipun siswa masih menghadapi beberapa tantangan, seperti kesulitan mengingat kosakata baru, pelafalan, keterbatasan penguasaan kosakata, dan penggunaan kosakata dalam konteks yang tepat, mereka tetap menunjukkan perkembangan melalui latihan yang berulang dan partisipasi aktif. Berdasarkan hasil penelitian, English Study Club merupakan kegiatan ekstrakurikuler yang efektif dalam menciptakan pengalaman belajar yang bermakna sehingga dapat mendukung pengembangan kosakata bahasa Inggris, meningkatkan motivasi belajar, rasa percaya diri, serta kemampuan komunikasi siswa. Temuan penelitian ini menunjukkan bahwa lingkungan belajar yang interaktif, kolaboratif, dan menyenangkan dapat memberikan kontribusi positif terhadap proses pembelajaran kosakata bahasa Inggris. Implikasi penelitian ini menunjukkan bahwa English Study Club dapat dijadikan sebagai alternatif kegiatan pembelajaran di luar kelas untuk mendukung peningkatan penguasaan kosakata bahasa Inggris serta menciptakan pengalaman belajar yang lebih aktif, kolaboratif, dan bermakna bagi siswa.

ABSTRACT

Widiati, Intan. (2026). "An Exploration of Islamic Junior High School Students' Experiences in Learning English Vocabulary Through English Study Club." Undergraduate Thesis. English Education Study Program, IKIP PGRI Bojonegoro. Advisor 1 Meiga Ratih Tirtanawati, S.Pd., M.Pd

Keywords: *students' experiences, English vocabulary learning, English Study Club, descriptive qualitative research.*

This study aimed to explore the experiences of students at MTs Darul Falah Kedungprimpun Kanor Bojonegoro in learning English vocabulary through English Study Club activities, identify the factors motivating students in vocabulary learning, and investigate the challenges and benefits experienced by students during their participation in the program. This study employed a descriptive qualitative research design. The participants consisted of 15 female students selected through purposive sampling. Data were collected through semi-structured interviews, observations, and documentation. The data were analyzed using Miles and Huberman's model, including data reduction, data display, and conclusion drawing. The credibility of the data was ensured through technique triangulation. The findings revealed that the English Study Club provided students with positive, enjoyable, and meaningful learning experiences in learning English vocabulary. Various learning activities, such as games, discussions, storytelling, quizzes, and speaking practice, encouraged students to participate actively, develop self-confidence, and use vocabulary in meaningful contexts. The factors motivating students included interactive learning activities, a supportive learning environment, and collaboration with peers. Although the students experienced several challenges, including difficulty remembering new vocabulary, pronunciation, limited vocabulary mastery, and using vocabulary appropriately in context, they gradually improved through repeated practice and active participation. Based on the findings, the English Study Club is an effective extracurricular activity that creates meaningful learning experiences and supports students' English vocabulary development, learning motivation, self-confidence, and communication skills. The findings also indicate that an interactive, collaborative, and enjoyable learning environment contributes positively to students' English vocabulary learning process. The implications of this study indicate that the English Study Club can be used as an alternative learning activity outside the classroom to support the improvement of English vocabulary mastery and to create more active, collaborative, and meaningful learning experiences for students.

PREFACE

Praise and gratitude be to Allah SWT for His abundant mercy and grace, enabling the completion of the skripsi titled " AN EXPLORATION OF ISLAMIC JUNIOR HIGH SCHOOL STUDENTS' EXPERIENCES IN LEARNING ENGLISH VOCABULARY THROUGH ENGLISH STUDY CLUB". This skripsi was completed within the planned timeframe.

Throughout the process of writing this skripsi, the author faced many challenges, but they were overcome thanks to the support and assistance from many parties. At this opportunity, I would like to express my gratitude to:

1. Dr. Junarti, M.Pd. as the Rector of IKIP PGRI Bojonegoro
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4. Mrs. Meiga Ratih Tirtanawati, S.Pd., M.Pd as Advisor I, and Dr. Refi Ranto Rozak, M.Pd. as Advisor II, for their patience, insightful guidance, and unwavering support during the process of writing this thesis.

Therefore, constructive suggestion is needed for the progress of the next study. Then, the researcher hopes that this research can contribute to the development of education.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The English Language has an important role in this age of globalization. English language skills are a major necessity for every individual, whether for higher education, obtaining employment, or communicating with the global community. This makes English essential to learn. English is taught formally as a foreign language in Indonesian schools.

English can make easier for Indonesian students to communicate with the world. Indonesian students can develop science, technology, and understand cultures across nations. English learning has many differences method, it can call difficulties for students to understand and unmotivated to learn. They only study the compulsory subjects in school, and of course with limited time their English learning outcomes are unsatisfactory.

Vocabulary plays a crucial role in the English language, as it consists of the words that form the basis of communication. In Indonesia, vocabulary is referred to as 'kosakata.' It serves as the foundation of language learning. With a broad vocabulary, you can communicate more effectively and better comprehend reading materials. This view is supported by (Al Qahtani, 2015) who states that vocabulary is a core component of language

proficiency and plays a crucial in learners to ability to communicate effectively.

Vocabulary is significant since it is the foundation of all communication. It's the basic materials with which we may communicate our thoughts and ideas, share information, comprehend others, and strengthen personal bonds. Simply put, the greater your vocabulary, the easier it will be to improve your language skills. For starters, this knowledge will allow you to access a wider range of learning materials designed for both native and non-native speakers. Vocabulary task should be restructured as necessary. Vocabulary learning should entail active engagement in learning tasks.

However, many students struggle to remember and use new words effectively. They tend to memorize lists words without understanding their context or application. Vocabulary learning refers to the process in wich learners understand, acquire. Enentually use new English words in various context. This idea is supported by (Al Qahtani, 2015), who explains that vocabulary learning involves understanding word meaning and using vocabulary appropriately in different context through meaningful exposure. It includes both intentional learning such as practicing word lists or exercises and incidental learning, which happens naturally through activities like reading, conversation, or exposure during study club sessions.

An English study club is an extracurricular learning group where students practice relaxed environment gives learners more opportunities to

encounter and use new vocabulary in meaningful situations. According to (Astari & Hadi, 2023), extracurricular English club activities create a comfortable English learning environment that allows students to practice vocabulary and other language skills meaningfully beyond classroom constraints.

Moreover, English study clubs also provide students with broader exposure to authentic language use that they may not always receive in regular classrooms. Through constant interaction, they learn how vocabulary is applied in real communication, not only in written exercises. The club also encourages students to express opinions, negotiate meaning, and collaborate during different tasks, which further enhances their ability to recall and use new words naturally. These experiences help learners build stronger motivation and a more positive attitude toward learning English, making the study club an effective environment for both vocabulary growth and personal language development.

Similarly, (Mattarima et al., 2022) found that students' mental attributes such as motivation, self-confidence, and interest significantly increase through English study club activities. These environments foster students' engagement and reduce anxiety, allowing them to learn new vocabulary naturally through collaborative communication.

Based on experts' perspectives, vocabulary is a fundamental component of English learning that supports effective communication.

Scholars agree that vocabulary learning requires meaningful use and contextual understanding rather than simple memorization. Experts also emphasize that learning environments beyond the classroom, such as English study clubs, provide learners with authentic exposure and active interaction that support vocabulary development and positive learning experiences. Therefore, expert views suggest that informal learning settings play an important role in enhancing students' English vocabulary learning. Although English study clubs have been widely reported to improve students' vocabulary mastery and motivation, previous studies tend to emphasize learning outcomes rather than exploring students' learning experiences in depth. As a result, limited attention has been given to how students perceive, feel, and experience vocabulary learning processes within English study club activities (Creswell, 2014; Benson, 2011). Therefore, this study aims to explore students' experiences in learning English vocabulary through English study club activities using a qualitative approach.

B. Formulation of the Problems

1. How do students describe their experiences in learning English vocabulary through English study club?
2. What factors do motivate their vocabulary learning in the English study club environment?
3. What challenges and benefits do students experience while learning vocabulary in the English study club?

C. Objective of the Research

1. To explore students experiences in learning English vocabulary through English study club activities.
2. To identify factors that motivated students vocabulary learning in English study club settings
3. To Describe the challenges and benefits of learning vocabulary through English study club activities

D. Significances of the Study

The research significance to this research can be categorized into two categories:

1. Theoretical Significances

This research is expected to contribute the understanding of vocabulary learning in informal learning environments, particularly within English study club activities. The findings offer new insights into how learners acquire vocabulary through peer interaction, collaborative activities, and supportive learning environments. Most previous studies on vocabulary learning focus on classroom based instruction , teacher centered techniques, or memorization strategies.

Therefore, this study offers a different theoretical perspective by emphasizing students' learning experiences in a relaxed, peer-based extracurricular context.

By using a descriptive qualitative approach, this research enriches theoretical discussions on how learning experiences, social interaction, and learning atmosphere influence students' vocabulary learning. Furthermore, this study supports learning-experience-based perspectives that highlight how learners construct meaning from their own experiences, which remain underexplored in EFL vocabulary research.

2. Practical significances

A. For teacher

This study offers useful insights for English teachers who want to improve students' vocabulary learning. The findings help teachers design activities that are more interactive, enjoyable, and based on students' real experiences. The study also highlights the need for a supportive learning environment where students feel confident to practice English. Teachers can adopt English study-club strategies such as games, peer discussions, and group tasks to increase motivation and vocabulary retention.

B. For students

This study encourages students to view English study club as an effective and enjoyable way to improve their vocabulary. By understanding how other students experience vocabulary learning, students may feel more motivated to join English study club, become active participants, and develop confidence in using English. The research also shows that vocabulary

learning does not always need to be rigid or stressful it can happen naturally through interaction, collaboration, and fun activities. This may inspire students to explore more independent and informal learning opportunities beyond the classroom.

C. For researchers

This study gives useful information for future researchers who want to study vocabulary learning, English study club, or students' learning experiences. The results and methods can help them design better studies and explore similar topics in different settings.

E. Definition of Terminologies

A. Vocabulary Learning

Vocabulary learning refers to the process through which learners acquire, understand, retain, and use words appropriately in communication. It is one of the most essential components of language learning because vocabulary provides the foundation for listening, speaking, reading, and writing skills. Students develop vocabulary not only by memorizing word lists but also through meaningful exposure and repeated use of words in various learning contexts. Effective vocabulary learning enables students to express ideas more accurately and communicate more confidently in English.

Sabila & Erzad, (2023). explain that vocabulary learning occurs through both intentional and incidental learning. Intentional learning takes place when students deliberately study vocabulary through activities such as memorization, exercises, or teacher instruction. Meanwhile, incidental learning happens naturally when students encounter new words during communication, reading, games, discussions, or interactions with others. Both types of learning complement each other and contribute to students' vocabulary development in different learning environments.

Nation (2013) states that vocabulary learning involves three important aspects: understanding word meaning, recognizing word form, and using words appropriately in context. Learners need to know not only the meaning of a word but also its pronunciation, spelling, grammatical function, and collocations. Mastering these aspects helps students use vocabulary accurately and effectively in both spoken and written communication. Therefore, vocabulary instruction should provide opportunities for learners to practice words in meaningful contexts rather than relying solely on memorization.

Similarly, Schmitt (2010) argues that vocabulary learning is a gradual process that develops through repeated exposure and meaningful use of words over time. The more frequently learners encounter and practice vocabulary in different situations, the stronger their understanding and retention become. Regular interaction with vocabulary through

communicative activities encourages students to use new words confidently and naturally, leading to long-term vocabulary acquisition.

Based on these definitions, vocabulary learning in this study refers to students' process of acquiring, understanding, retaining, and using English vocabulary meaningfully through participation in English Study Club activities. The learning process includes both intentional practice and incidental exposure during interactive activities, enabling students to develop vocabulary knowledge while gaining meaningful learning experiences.

B. Study Club

An English Study Club is an extracurricular learning community where students meet outside classroom hours to practice English, collaborate with peers, and develop their language skills, particularly vocabulary, through interactive and communicative activities. (Isna wardatun, 2023). Unlike formal classroom instruction, an English Study Club provides students with a more flexible and enjoyable learning environment that encourages active participation. Through activities such as games, discussions, storytelling, quizzes, and speaking practice, students have more opportunities to use English meaningfully while improving their confidence and motivation to learn.

Benson (2011) states that learning beyond the classroom provides valuable opportunities for learners to develop language skills in informal

contexts. Students are able to experience authentic language use through interaction with their peers, making the learning process more meaningful and enjoyable.

Mahoney et al. (2014) explain that extracurricular activities contribute to students' academic and social development by encouraging collaboration, communication, responsibility, and active engagement. Therefore, extracurricular programs complement formal classroom learning by allowing students to apply their knowledge in real-life situations. Based on the theories above, this study defines an English Study Club as an extracurricular learning community where students collaboratively practice and improve their English vocabulary in a relaxed, interactive, and supportive environment. Through various communicative activities, students are encouraged to acquire new vocabulary, practice using it in meaningful contexts, and build confidence in communicating in English. Therefore, the English Study Club serves as an important learning environment that supports both vocabulary development and positive learning experiences.

C. Experience

Experience refers to students' reflections, emotions, perceptions, and personal interpretations throughout their participation in English Study Club activities, including what they feel, learn, and interpret during the vocabulary learning process. Fitri Ayu dkk., (2024). Learning experience is not only related to the acquisition of knowledge but also to the way students

interact with their learning environment, teachers, and peers. Positive learning experiences can increase students' motivation, confidence, and engagement, while challenging experiences may encourage them to develop strategies for overcoming learning difficulties.

Kolb (2015) explains that learning is a process in which knowledge is created through the transformation of experience. According to experiential learning theory, students construct their understanding through a cycle of experiencing, reflecting, conceptualizing, and applying knowledge in new situations. Therefore, meaningful learning occurs when students actively participate in learning activities and reflect on what they have learned. Through continuous interaction and reflection, learners are able to strengthen their understanding and improve their language competence, particularly in vocabulary learning.

Similarly, Creswell, (2014) states that learning experiences are closely related to individuals' perceptions, interpretations, and meanings of events or activities. In qualitative research, experience is understood through participants' perspectives, allowing researchers to explore how individuals perceive, interpret, and make sense of a particular phenomenon. Students' experiences therefore provide valuable insights into the effectiveness of learning activities and the factors that influence their participation, motivation, and vocabulary development.

Based on these theories, experience in this study refers to students' perceptions, feelings, reflections, and interpretations during their participation in English Study Club activities. It includes the benefits they gained, the challenges they encountered, the factors that motivated them to participate, and the influence of the activities on their English vocabulary learning. By exploring students' learning experiences, this study aims to provide a deeper understanding of how the English Study Club contributes to vocabulary development and creates meaningful learning experiences for students.