

Correlation between Participation in English Club, Learning Motivation, and Students' Confidence in Speaking: A Quantitative Study at SMPN 1 Pangkalanbaru, Central Bangka Regency

Kurniati

Teacher of SMPN 1 Pangkalan Baru, Central Bangka

e-mail: kurniati@gmail.com

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara keterlibatan siswa dalam klub bahasa Inggris, dorongan belajar bahasa Inggris, dan kenyamanan berbicara bahasa Inggris di SMP N 1 Pangkalanbaru Kabupaten Bangka Tengah. Untuk penelitian ini, desain penelitian kuantitatif digunakan. Sampel acak siswa dari SMP N 1 Pangkalan Baru diberikan kuesioner survei terstruktur dengan pertanyaan yang berfokus pada partisipasi mereka dalam klub bahasa Inggris, tingkat antusiasme mereka untuk belajar bahasa Inggris, dan kepercayaan diri mereka dalam berbicara bahasa Inggris. Kuesioner Strategi Motivasi untuk Pembelajaran (MSLQ) digunakan untuk mengukur motivasi siswa, dan penilaian berbasis skala Likert digunakan untuk mengukur kepercayaan diri mereka terhadap kemampuan berbicara. Untuk menyelidiki hubungan antara variabel-variabel tersebut, statistik deskriptif dan analisis korelasi Pearson diterapkan pada data yang diperoleh. Temuan menunjukkan hubungan positif yang kuat antara keterlibatan siswa di klub bahasa Inggris dan dorongan mereka untuk belajar bahasa. Selain itu, ditemukan juga hubungan positif yang signifikan antara motivasi siswa dan kenyamanan mereka dalam berbicara bahasa Inggris. Menurut temuan penelitian, berpartisipasi secara aktif dalam klub bahasa Inggris akan mendorong tingkat motivasi yang lebih baik, yang pada gilirannya membantu orang merasa lebih nyaman berbicara bahasa Inggris. Hasil penelitian ini mempunyai konsekuensi penting yang menyoroti nilai kegiatan ekstrakurikuler seperti klub bahasa Inggris dalam meningkatkan antusiasme siswa dan meningkatkan pengalaman belajar bahasa mereka. Penelitian ini menekankan pentingnya motivasi dalam mendorong siswa untuk meningkatkan keterampilan berbicara mereka.

Kata Kunci: *Keyakinan Berbicara, Motivasi Siswa, English Club*

Abstrak

The purpose of this study was to determine the relationship between student involvement in English clubs, encouragement to learn English, and comfort speaking English at SMP N 1 Pangkalanbaru in Central Bangka Regency. For this study, a quantitative research design was used. A random sample of students from SMP N 1 Pangkalan Baru was given a structured survey questionnaire with questions focusing on their participation in the English club, their level of enthusiasm for learning English, and their perceived confidence in speaking English. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to measure students' motivation, and Likert scale-based assessments were used to measure their confidence in their speaking ability. To investigate the relationship between such variables, descriptive statistics and Pearson correlation analysis were applied to the data obtained. The findings showed a strong positive association between students' involvement in English clubs and their drive to learn the language. In addition, a significant positive relationship between students' motivation and their comfort in speaking English was also

found. According to research findings, actively participating in English clubs encourages better levels of motivation, which in turn helps people feel more comfortable speaking English. The results of this study have important consequences that highlight the value of extracurricular activities such as English clubs in increasing students' enthusiasm and enhancing their language learning experience. This study emphasizes the importance of motivation in encouraging students to improve their speaking skills.

Keywords: *Confidence in Speaking, Student Motivation, English Club*

INTRODUCTION

The most significant area that will reflect the standards of a country or state is education. Functionally, education basically humanizes humans and teaches society as a whole to create quality resources. In order to explore all existing abilities, education that is prepared to produce great human resources must be accompanied by modern communication. In order for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society, education is defined as a conscious and planned effort to create a learning atmosphere and learning process. Sinta B et al. (2002).

One of the communication tools that can be used to get information and fulfill everyone's desires is language. The output of education must change with the times to meet human needs. In various areas of life, including education, economics, social, politics, and so on, globalization is very fragile. One of the international languages that has a close relationship with everyday life is English. English becomes one of the tools that allows us to communicate with the whole world once we can understand it. The language of choice in many media is English. Learning English is not enough; Practice is also necessary. Speaking and grammar are two English skills that actually need to be balanced. Everyone needs to get training, keep up with the development of the English language, and be ready to adapt to the pace of modernization.

Internationally, English is a language that can be used for both oral and written communication. Understanding and expressing information, ideas, ideas, sentiments, and breakthroughs in science, technology, and culture is part of communication. The ability to understand and/or produce spoken and/or written texts using the four language skills of listening, speaking, reading, and writing is very important. The importance of English to students is unknown, and their motivation to learn the language depends on their teachers. (2017) (Madhyadi).

Discourse capacity, which is the use of the four language skills of listening, speaking, reading, and writing to understand and/or produce spoken and/or written texts, is the broadest definition of communication. These four abilities are used to respond or initiate conversations in social settings. Therefore, English language teaching aims to improve these skills so that students can speak and write in English.

The lack of awareness of students to learn English is one of the problems of low quality of English in public junior high schools in Pangkalanbaru sub-district, especially for students who do not speak English. Establishing extracurricular activities, such as the English Club, which can be a place for each student to be able to speak effectively using English and develop students' insight and competence in English, is one strategy to increase student awareness in learning English. 2019 (Fitria).

Students engage in activities both inside and outside the classroom with the aim of developing and expanding themselves, especially in spoken and written English. The first activity that can be done in English Club activities is English Conversation. The English language skills of the students can really benefit from this practice. In addition, this activity can also help children develop the confidence to voice their ideas. The second activity is reading the English Wall Magazine. Students can learn how to write or structure English documents through this activity. English competitions, such as speech competitions, are the

third activity. Students receive instruction on how to deliver speeches in English so that they can use them in competitions.

Brudden asserts that "speaking is an act by which a person communicates with others to express ideas, feelings, thoughts, and opinions to achieve a specific goal." Bruggeman, 1995 This suggests that speaking has several advantages, especially for communication. Through talking, researchers can learn new things and form strong bonds with others as well as share thoughts and expressions.

In the teaching and learning process, student motivation is very important (Lestari, 2019). This significantly affects how much drive students have to learn in order to meet their needs, goals, and interests. Students can be motivated by teaching and learning by receiving support and encouragement as they learn. to assist them in achieving their goals, especially in learning to speak. Motivating ourselves is essential to everything we do.

It is a powerful motivator for us to give our best in everything we do. In the teaching and learning process, motivation is very important. The teaching and learning process becomes easier and more enjoyable when there is motivation. During the teaching and learning process, it is beneficial for teachers and students to stimulate each other. There are various psychological definitions of motivation.

(Santrock, 2004) defines motivation as a mechanism that energizes, guides, and maintains behavior. This shows that encouraging and showing children the value of doing something and continuing the action is a motivational process. Motivated students will be eager to achieve their goals.

In the teaching and learning process, motivation is very important. Students who are more driven than those who are less motivated are more likely to succeed in their educational endeavors. The internal force that drives students to move, according to Harmer (1991), is what is known as motivation. Harmer states that motivation is essential for learning new skills. It is a process that guides students toward tasks that advance their goals. The ability to speak is influenced by motivation, which can be the underlying drive to complete learning activities. So that the learning objectives of the educational environment for those subjects can be maintained.

Extrinsic motivation comes from a source other than the learner's own self, i.e. intrinsic motivation. People who have an inner drive will have a great responsibility to learn, according to (Schunk et al., 2008) in (Desiana et al., 2015).

Extrinsic motivation, on the other hand, is based on external factors. Therefore, motivation gives us the impetus to put into practice what we have learned. In general, motivation is the determining element, as is IQ or prior knowledge.

According to Fitria's research, English Club groups can foster cooperation and competition. English Club groups are encouraged to interact socially by using the direction and resources of relevant speakers and by working together during activities. quantity of English Club activities. One of the obstacles faced by the English Club is the busy activities of the members with extracurricular activities. The independence of the English Club group is also a challenge because it hinders communication among its members. Fitria in 2019

According to research by Desiana, Yundayani, and Susilawati, student motivation is a key element in speaking ability. that there is a relationship between improved speaking skills and increased student motivation. Students who are highly motivated will try harder and have greater determination to succeed. On the other hand, students who lack the motivation to learn and succeed make little effort, leading to substandard speaking skills. This implies that there is a relationship between students' speaking ability and motivation. In 2015, Desiana et al.

English clubs, founded by schools and led by English teachers, are a phenomenon that occurs in SMP Negeri 1 Pangkalanbaru. English club members can improve their speaking skills. However, the students did not participate in any way. Another problem is that English teaching is still not going well, as can be seen from the fact that students still struggle to master the ability to communicate in English.

The goal of learning English is the ability of students to communicate effectively in English both orally and in writing. Understanding the progress of the world requires mastery of the English language. The students in such institutions communicate with each other using English. This is one illustration of how the education sector contributes to the development of human resources that are ready to follow the progress of globalization. Students gain comfort and confidence when speaking in English. With the help of this method, students can learn to communicate in English and develop their comfort and confidence.

The purpose of this study was to determine and analyze the correlation between participation in English clubs and student motivation towards increasing students' confidence in speaking English at SMP Negeri 1 Pangkalanbaru, Central Bangka Regency.

METHOD

The methodology used in this study is quantitative descriptive. The population of this study consisted of 40 teachers and students from SMP Negeri 1 Pangkalan Baru in Pangkalan Baru District, Central Bangka Regency. The sample of this study was 72 students from SMP Negeri 1 Pangkalan Baru in Pangkalan Baru District, Central Bangka Regency.

SMP Negeri 1 Pangkalan Baru is located in Pangkalanbaru District, Central Bangka Regency. The sample strategy used in this study was saturated sampling. For this study, data were collected through observation, questionnaire, and recording (Sugiyono, 2018). data collected using Likert Scale approach. Data analysis using the correlation method using SPSS For Windows version 26.00.

The purpose of this study was to determine the extent to which membership in English clubs among students at SMP Negeri 1 Pangkalanbaru in Central Bangka Regency correlated with students' motivation to increase their confidence in speaking.

Therefore, quantitative research is used to collect comprehensive and in-depth data and offer solutions relevant to the problem under study. Students joining the English club (X1), student motivation (X2), and the dependent variable, student speaking confidence (Y1), were the three independent variables in this correlational associative study.

RESULTS AND DISCUSSION

Analysis of the correlation between participation in English clubs and improved speaking skills

The first hypothesis was accepted based on the test findings, which showed that the variable Participation in English clubs was partially and strongly associated with improved speaking ability. Based on the theoretical framework, students at SMP Negeri 1 Pangkalanbaru in Central Bangka Regency can improve their speaking skills by participating in English clubs.

The findings of testing hypothesis -1 with SPSS version 26 revealed that involvement in English clubs was only positively and substantially associated with speaking ability, with a 2-tailed correlation coefficient of 0.000 0.05 between participation in English clubs (X1) and speaking ability (Y). This suggests that there is a substantial correlation between the variables participation in English clubs (X1) and speaking confidence (Y). Based on the theoretical framework, involvement in English clubs and speaking confidence among students at SMP Negeri 1 Pangkalanbaru, Central Bangka Regency, correlated significantly.

The description of the data at SMP Negeri 1 Pangkalanbaru, Central Bangka Regency, was in the form of a variable average score of participation in English clubs, and resulted in an excellent average score of 4.58. The indicator with the highest score was found in the statement I felt better at listening to conversations, with a number of 4.74, while the indicator with the lowest value was found in the statement I felt I could learn to run meetings by following the club, with a number of 4.32. Overall, English club participation metrics fall into the excellent category.

The average speaking confidence score of SMP Negeri 1 Pangkalanbaru students in Central Bangka Regency is 4.51, which is included in the very good category according to the data description. The statement I feel able to discuss that has a value of 4.61 is the main indicator for developing the speaking skill variable, while the indicator with the lowest value is also 4.61.

In contrast, the indicator with the lowest value, 4.33, appears on the statement I learned to teach. Overall, the indicators of self-confidence in speaking in the group were excellent.

On a scale of 1 to 5, respondents' perception of their involvement in the English club of SMP Negeri 1 Pangkalan Panganbaru students had an average score of 4.58, which falls into the very good category. An average score of 4.51 which is included in the very good category was achieved for respondents' perceptions of the variable of improving the speaking ability of students of SMP Negeri 1 Pangkalanbaru, Central Bangka Regency. In other words, the participation of the English club among the students in SMP Negeri 1 basebaru, Central Bangka Regency, is very good, and the students there also have a high degree of speaking confidence, both of which need maintenance or improvement in the future.

I felt that joining a club would help me understand how to run meetings, and the indication for the variable English club with the lowest score was 4.32. This shows that teachers are directing their students to learn more about how to conduct meetings in English to strengthen public speaking skills.

This research is in line with research conducted by Tira Nur Fitria in 2019. His research shows that STIE AAS Surakarta English Club had three activities when it first started in 2016: English Conversation, English Wall Magazine, and English Language Competition. The information provided in English Conversation is very clear. The English Wall Magazine, which is released monthly, is the second choice. Through this program, writing skills are taught to students. English is third.

English Club groups can find collaboration and competition with these activities and events through competitions, or English language competitions, which are participated by English Club members and held annually in connection with the selection of the best students of STIE AAS Surakarta. Member participation in various English Club activities, teaching and materials from lecturers, and social contact within the group, all have an impact. The actions of members who have interests outside the English Club become an obstacle to the English Club. The isolation of the English Club group, which prevents communication between English Club members, is a further barrier (Fitria, 2019).

The research findings of Muhammad Yahrif, Suharti Sirajuddin, and Nurhikma Utami in 2021, through English Camp Activities, Student Confidence in Speaking English Increased. The results of this community service activity show that participating in English Camp activities can make students and employees at UKM English Community of Megarezky become more confident in speaking English. Yahrif and co-authors 2022).

A community-based English club, according to (Malu & Smedley, 2016), is a group of people who meet frequently and consistently voluntarily, come from different communities, cities, or villages, and have the main purpose of practicing English. A member may be a worker or student in high school or college. Members agree to speak only in English during meetings and engage in initiatives to support and advance the language.

Field research reveals that students generally enjoy English classes, and some even join clubs to learn more and more in-depth about the English language. They want to get better at speaking English, in particular.

Analysis of the correlation between students' motivation and confidence in speaking

The second hypothesis was accepted based on test results showing that student motivation variables were partially and significantly associated with the development of speaking skills. Based on the theoretical framework, students at SMP Negeri 1

Pangkalanbaru in Central Bangka Regency have a relationship between student motivation variables and self-confidence.

Using SPSS version 26, the results of testing hypothesis -2 revealed that student motivation was, to some extent, positively and substantially connected with speaking confidence, with a Sig. (2-tailed) value between student motivation (X2) and speaking confidence (Y) of 0.000 0.05. This shows a substantial correlation between the student motivation variable (X2) and the student speaking confidence variable (Y).

The average score of the student motivation variable used to describe the data was 4.60, which falls into the excellent category. Therefore, the statement contains the main indicators for the variable of student motivation. I was happy with my schooling, with a score of 4.74, while the statement "I feel my attitude is good" had the lowest grade (4.47). Overall, measures of student motivation were included in the overwhelming group.

The average score of student motivation variables at SMP Negeri 1 Pangkalanbaru in Central Bangka Regency is 4.60, which is included in the very good score range. Then, the statement I felt able to discuss had a dominant indicator on the variable of speaking confidence, with a value of 4.61, while the statement I had studied lectures had an indicator with the lowest value, which was 4.33. As a result, the overall indicators of student motivation fall into the very good category. Respondents' perceptions of student motivation variables in students of SMP Negeri 1 Pangkalanbaru, Central Bangka Regency obtained an average score of 4.60 from a scale of 1-5, which was included in the very good category. Overall, the confidence indicator in speaking skills was in the excellent category, with a score of 4.33. The average score of respondents' assessment of the variable of speaking confidence among students of SMP Negeri 1 Pangkalanbaru in Central Bangka Regency was 4.51, included in the very good category. In other words, students of SMP Negeri 1 Pangkalanbaru Bangka Tengah Regency have excellent learning motivation, and they also have very good confidence in their speaking skills, both of which must be maintained or improved in the future.

The indicator with the lowest value, 4.47, is on the statement "I feel my attitude is good." This shows that maintaining and increasing students' enthusiasm for learning English is still necessary.

This research is consistent with research conducted by Srisiska, Nur Ahyani, and Missriani 2021. The findings of the study showed that: 1) discipline affects the performance of public junior high school teachers in Wonosari Prabumulih Utara District; 2) work motivation affects the teacher's performance; and 3) work discipline and motivation together affect teacher performance in Wonosari Prabumulih Utara District.

Findings from research by Diah Desiana, Audi Yundayani, and Susilawati published in 2015 under the title Relationship between Student Learning Motivation and English Speaking Ability. The findings of this study show a strong relationship between learning motivation and English language skills. Based on statistical studies using the product moment correlation method, rcalculate is greater than rtabel which is 0.96 while rtabel is 0.381 at a significant level of 5%. This shows the significance of student motivation in influencing English achievement. (2015) Desiana et al.

All activities require motivation; If there is no motivation, nothing will be done. action. Motivated workers will try hard. Well-motivated employees will give their full focus and attention to their work, which will improve performance.

This is in accordance with Mulyasa's (2003) statement that motivation is needed for tasks that have a direct relationship with performance improvement. Work motivation in this study is defined as everything that motivates a person to work and achieve certain goals based on the description given above. Student work motivation refers to all the factors that push a student to act or perform actions and complete tasks related to his responsibilities as a student in school to meet certain goals.

Findings from field observations show that students' motivation to learn English is generally good, and most students take part in activities sponsored by English clubs to improve their speaking skills.

Correlation Analysis of Participation in English Clubs and Student Motivation against Self-Confidence in Speaking .

The second hypothesis was accepted based on test results showing that student motivation variables were partially and strongly associated with increased student speaking confidence. The self-confidence of speaking students at SMP Negeri 1 Pangkalanbaru, Central Bangka Regency, relates to the theoretical framework that the theoretical framework that variables student motivation.

Using SPSS version 26, the results of the hypothesis test revealed that students' motivation correlated somewhat positively and strongly with confidence in oratory skills. The likelihood value (sig F change) is 0.000 based on the table above. Since the decision is that H_0 is rejected and H_a is accepted, the value of the sig F change of 0.000 0.05 is used. This shows that involvement in the English Club and student motivation are simultaneously and strongly related to students' speaking confidence in SMP Negeri 1 Pangkalanbaru Bangka Tengah.

The correlation coefficient calculated by the relationship between participation in the English Club and students' motivation (simultaneously) to confidence in speaking skills was 0.842, indicating a high affect. While the percentage of students participating in English Clubs and motivated to improve their speaking skills simultaneously may change by 70.9%, other variables govern the remaining 29.1%.

The average score of students of SMP Negeri 1 Pangkalanbaru, Central Bangka Regency for the variable that measured the improvement of their speaking ability was 4.51, which was included in the very good group. The statement I feel able to discuss has a value of 4.61 which is the dominant indicator in the variable of improving speaking ability, while the statement I learn to lecture has a value of 4.33 which is the indicator with the lowest value. Overall, the indicators of confidence in speaking into the group were excellent.

According to Muhammad Yahrif, Suharti Sirajuddin, and Nurhikma Utami's research from 2021, "Increasing Student Confidence in Speaking English Through English Camp Activities," this study supports their findings. The results of this community service show that participation in English Camp activities can help members of UKM English Community of Megarezky in feeling more comfortable speaking English (Yahrif et al., 2022).

Findings from Dedi Efendi's paper, Utilization of English Club at the Faculty of Language, Muara Bungo University as an Effort to Strengthen Student Hard Skills and Soft Skills, published in 2019 Based on this research, it was determined that (1) English Club can help the Faculty of Language in its efforts to improve students' Hard Skills and Soft Skills. Students are trained to have the confidence to speak in public using the English they have learned in the required courses, (2). Students are trained to voice their own thoughts with confidence (3). The ability to listen and tolerate viewpoints that differ from one's own is something that is taught to students, and (4). In addition, students are also taught how to work together in teams or groups for the greater good. 2019 (Efendi).

CONCLUSION

Based on the results of data analysis that the variables Participation in English clubs and student motivation have a partial or simultaneous effect on student confidence in speaking can be explained as follows:

That there is a significant correlation between English club participation and confidence in speaking students of SMP Negeri 1 Pangkalanbaru, Central Bangka Regency with a Sig. (2-tailed) score, between participation in English club (X1) and confidence in speaking (Y) is $0.000 < 0.05$. which means that there is a significant correlation between the variables of participation in English Club (X1) and confidence in speaking (Y).

That there is a significant correlation between student motivation and confidence in speaking students of SMP Negeri 1 Pangkalanbaru, Central Bangka Regency with Sig. (2-tailed) scores between student motivation (X2) and an increase in speaking ability (Y) of $0.000 < 0.05$. which means there is a significant correlation between student motivation variables (X2) and confidence in speaking (Y).

That there is a simultaneous correlation of the variables Participation in English Club and student motivation to confidence in speaking, probability value (sig F change) = 0.000. Because the sig F change value is $0.000 < 0.05$, the decision is that H0 is rejected and Ha is accepted. This means that participation in the English Club and student motivation are simultaneously related and significant to the confidence in speaking of SMP Negeri 1 pangkalanbaru Bangka Tengah students.

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