

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English played an important role in education, and students were expected not only to understand grammar but also to use the language comfortably in everyday communication. Ideally, English learning provided a balance between grammar, vocabulary, and real-life opportunities to use the language in natural and meaningful ways. Students needed learning environments where they could speak freely, build confidence, and express their ideas without fear of making mistake.

However, within regular school hours in Indonesia, opportunities for students to practice speaking English were often limited. As a result, many schools provided additional programs such as English Clubs to support students' language practice (Kusriandi W., 2016). English Clubs generally offered a more relaxed learning environment where students could practice English beyond formal classroom instruction. Many studies described English Clubs as supportive spaces that allowed learners to engage in various English activities without excessive pressure, helping them develop language skills in a more comfortable and authentic way.

At SMP Negeri 10 Tanjungpinang, many students seemed to experience difficulties in learning English because classroom learning often focused on completing exercises and following the teacher's instructions.

This situation gave students limited opportunities to use English in natural and meaningful communication. As a result, although students might understand English theoretically, they often lacked sufficient practice to develop real communication skills. Classroom learning alone was therefore not always enough to help students become confident English speakers.

In addition, many students were reluctant to speak English because they were afraid of making mistakes. This fear was strongly influenced by classroom environments that emphasized accuracy and formal instruction (Fatmakiyyah, 2024). Even though students learned English during regular lessons, they still needed more opportunities to practice speaking in a less formal setting. English Clubs provided students with more freedom, time, and opportunities to interact using English, which could help reduce anxiety and encourage participation. Without sufficient practice and supportive learning environments, many students continued to struggle to use English naturally in daily situations.

To address these challenges, schools created spaces where students could learn and practice English in a more relaxed and enjoyable way, one of which was through English Clubs as after-school activities (Andi, 2025). In an English Club program, students engaged in discussions, role-plays, simple debates, and other English-related tasks outside regular classroom hours. These activities supported students' language development and confidence while complementing classroom learning by providing practical language use that was not always possible during regular lessons (Simbolon et al., 2023).

SMP Negeri 10 Tanjungpinang was one of the schools that implemented an English Club to support students' English learning. The club conducted activities such as singing, educational games, and simple conversation practice. However, the program still faced several challenges, including limited time for practice, inadequate facilities, uneven student participation, and limited learning materials. These conditions indicated the importance of understanding not only the activities conducted in the English Club, but also how the activities were implemented during the program.

Although several previous studies had discussed English Clubs as extracurricular programs that support English learning (Handayani et al., 2023; Virawan et al., 2021; Tumada, 2024), most of them focused on general benefits or learning outcomes. There was still limited research that closely described how English Club programs were implemented in practice, particularly in relation to the organization of activities and student participation during club sessions. Therefore, this study focused on describing the implementation of the English Club program at SMP Negeri 10 Tanjungpinang, including how learning activities were applied to support students' English learning.

This study aimed to provide a clearer and more contextual understanding of how the English Club at SMP Negeri 10 Tanjungpinang functioned. It described the activities carried out, the organization of the program, student involvement, and the learning atmosphere during the program. The findings were expected to offer useful insights for teachers and

future researchers who were interested in developing or evaluating similar English Club programs.

1.2 Identification of The Problem

Based on the background above, the problems identified in this study were as follows:

1. Students had limited opportunities to practice speaking English during regular classroom instruction.
2. The classroom learning environment did not sufficiently support students' confidence in using English for communication.
3. The implementation of the English Club at SMP Negeri 10 Tanjungpinang involved various activities that needed to be described
★ to understand how the program was carried out. ★

1.3 Limitation of the Problem

This study was limited to describing the implementation of the English Club at SMP Negeri 10 Tanjungpinang, including the activities conducted, and the organization of the program, student participation, during the English Club sessions.

1.4 Research Question

Based on the background of the study, the research question was formulated as follows:

How was the English Club program implemented at SMP Negeri 10 Tanjungpinang, particularly in terms of the learning activities conducted?

1.5 Research Objectives

This study aimed to describe how the English Club program was implemented at SMP Negeri 10 Tanjungpinang, with particular attention to the learning activities and their implementation.

1.6 Significance of the study

1. Theoretical Significance

This study was expected to add new insights to the theories of English language education by showing how an English Club was actually implemented at the junior high school level. The findings could help strengthen existing ideas about extracurricular language learning, especially in understanding how the English Club program was implemented and the activities used during its implementation.

2. Practical Significance

a. English Teachers

The results offered English teachers' useful suggestions and insights that could assist them in running the English Club more effectively. It could help them identify what is worked and what needed improvement during the activities.

b. Future Researchers.

This study could serve as a valuable reference for future researchers interested in similar topics. It offered background information and insights that could support their own studies.

1.7 Definition of Key Terms

1. English Club

English Club referred to a post-school group activity for students to practice and enjoy English through various fun activities, aiming at boosting their confidence and skills in a relaxed environment.

2. Implementation

Implementation referred to how the English Club program was carried out at school, including planning the activities, organizing the sessions, and managing the program during its implementation.

