

**EXPLORING STUDENTS' PERCEPTIONS OF THE ENGLISH CLUB
COMMUNITY TO SUPPORT STUDENTS' SPEAKING SKILLS**

THESIS



By:
MEI NANDA SARI
NIM. 22202098

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI

2026

COVER PAGE

**EXPLORING STUDENTS' PERCEPTIONS OF THE ENGLISH CLUB
COMMUNITY TO SUPPORT STUDENTS' SPEAKING SKILLS**

THESIS

Presented to
State Islamic University Syekh Wasil Kediri
In Partial Fulfilment of the Requirement
for the Degree of Sarjana in English Language Education

By:

MEI NANDA SARI

NIM. 22202098

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SYEKH WASIL KEDIRI
2026**

DECLARATION OF AUTHENTICITY

Name : Mei Nanda Sari
Student's ID Number : 22202098
Study Program : English Education Department
Title of Thesis : Exploring Students' Perceptions of The
English Club Community to Support Students'
Speaking Skills

I declare that this thesis is entirely my own work and has been completed based on my original research. To the best of my knowledge and belief, this thesis does not include any material previously published or written by others, except where proper acknowledgment has been given. Additionally, this work includes my own translations from sources written in other languages.

This thesis is submitted in partial fulfillment of the requirements for obtaining the *Sarjana* (S1) degree in the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University Syekh Wasil Kediri.

Kediri, 23rd June 2026
The researcher,



Mei Nanda Sari
22202098

APPROVAL PAGE

This certifies that Mei Nanda Sari's undergraduate thesis has been approved by
the thesis advisors for further approval by the board of examiners.

Thesis with the title

**EXPLORING STUDENTS' PERCEPTIONS OF THE ENGLISH CLUB
COMMUNITY TO SUPPORT STUDENTS' SPEAKING SKILLS**

MEI NANDA SARI
NIM. 22202098

Approved by:

Advisor 1



H. Burhanudin Syaifulloh, M.Ed., Ph.D.
NIP. 197906202009121001

Advisor 2



Mohammad Muhyidin, M.Pd.
NIP. 198012262009121004

RATIFICATION SHEET

EXPLORING STUDENTS' PERCEPTIONS OF THE ENGLISH CLUB COMMUNITY TO SUPPORT STUDENTS' SPEAKING SKILLS

MEI NANDA SARI
NIM. 22202098

Has been examined by the board of examiners of the State Islamic University
Syekh Wasil Kediri on 25th June 2026

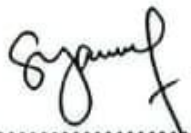
1. Main Examiner

Erna Nurkholida, M. Pd
NIP. 197611252007102005


(.....)

2. Examiner I

H. Burhanudin Syaifulloh, M.Ed., Ph.D.
NIP. 197906202009121001


(.....)

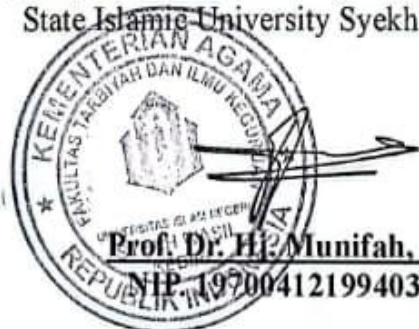
3. Examiner II

Mohammad Muhyidin, M.Pd.
NIP. 198012262009121004


(.....)

Kediri, 25th June 2026

Acknowledged by Dean of the Faculty Tarbiyah and Teacher Training
State Islamic University Syekh Wasil Kediri



Prof. Dr. H. Munifah, M.Pd.
NIP. 197004121994032006

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ^{٢٨٦}

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Ia mendapat pahala (dari kebajikan) yang diusahakannya dan ia mendapat siksa (dari kejahatan) yang dikerjakannya.

Al-Baqarah: 286

DEDICATION

With sincere gratitude to Allah SWT for his grace, guidance, and strength, I dedicate this thesis to:

1. My beloved parents, Suradi and Siti Fatimah, you are the reason I keep going. Every prayer you whispered in the quiet of the night, every sacrifice you made without a word of complaint. I felt them all. This thesis is yours as much as it is mine. I pray Allah SWT blesses you with health, peace, and joy in this life and the next. Thank you for loving me unconditionally.
2. My dear sister, Nurma Yunita Isnaini, Your quiet support has meant more than you know. You remind me of where I come from and why finishing this matters. I hope I have made you proud, just as you have always made me feel capable.
3. My respected lecturers at UIN Syekh Wasil Kediri, especially my supervisors, Mr H. Burhanudin Syaifulloh, M.Ed., PhD, and Mr Mohammad Muhyidin, M.Pd., your guidance shaped not only this thesis, but the way I think. Thank you for your patience, your wisdom, and for believing in this research. May Allah SWT reward every moment you dedicated to guiding your students.
4. My TBI 2022 friends and all friends who prayed for me, the small encouragements, the shared laughter, and the quiet kindness you offered along the way carried me further than you realise. Thank you for walking beside me on this journey.

5. Lastly, to myself, Mei Nanda Sari, you did it. On the days when it felt impossible, you chose to stay and keep going. That took courage. Be proud of yourself, and never stop believing in what is still ahead. May Allah SWT continue to guide and ease every step of your path.

ACKNOWLEDGEMENTS

All praises are due to Allah, the Lord of the universe, for His infinite blessings, guidance, and divine decree that have led the researcher through every stage of this academic journey. May peace and blessings always be upon our beloved Prophet Muhammad SAW, who serves as the guiding light for all mankind.

With sincere gratitude and a humble heart, the researcher would like to express deepest appreciation to those who have provided support, encouragement, and prayers throughout the completion of this thesis:

1. Prof. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic University Syekh Wasil Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University Syekh Wasil Kediri.
3. H. Burhanudin Syaifulloh, M.Ed., Ph.D., as the Head of the English Department, State Islamic University Syekh Wasil Kediri.
4. Erna Nurkholida, M.Pd., as the main examiner, for her valuable guidance, suggestions, and constructive feedback in completing this thesis.
5. H. Burhanudin Syaifulloh, M.Ed., Ph.D., and Mohammad Muhyidin, M.Pd., for their continuous support, advice, and attention during the process of completing this thesis.

6. All lecturers of the State Islamic University Syekh Wasil Kediri, especially those in the English Department, for their valuable knowledge, insights, and dedication in teaching throughout the researcher's academic journey.

ABSTRACT

Sari, Mei Nanda. (2026). *Exploring Students' Perceptions of the English Club Community to Support Students' Speaking Skills*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University Syekh Wasil Kediri. Advisors: (I) H. Burhanudin Syaifulloh, M.Ed., Ph.D., and (II) Mohammad Muhyidin, M.Pd.

Keywords: *English Club Community, speaking skills, students' perceptions, extracurricular activities, EFL learners.*

Speaking is one of the most fundamental yet challenging skills for EFL learners, particularly in Indonesian junior secondary school contexts where formal classrooms offer limited opportunities for interactive oral practice and often generate significant anxiety. Extracurricular programs such as the English Club Community (ECC) have been recognized as valuable supplementary platforms for language development; however, empirical research specifically examining junior high school students' perceptions of the ECC and its mechanisms for supporting speaking skills remains limited. This study aimed to address that gap by exploring the perceptions of 8th-grade ECC members at MTsN 3 Kediri and examining how the ECC concretely supports their speaking skill development.

This study employed a descriptive qualitative research design. Ten 8th-grade students who had been active ECC members for at least one semester were selected through purposive sampling. Data were collected through semi-structured interviews and non-participant observation, which served to triangulate findings against directly observed student behaviors. All recordings were transcribed verbatim and analyzed following Braun and Clarke's (2006; 2022) six-phase thematic analysis framework. Trustworthiness was ensured through data triangulation, member checking, and thorough contextual documentation.

The analysis produced two perception themes: students consistently perceived the ECC as offering a comfortable, low-anxiety atmosphere free from grade pressure, and as fostering family-like bonds among members, both of which reduced communicative inhibition and sustained engagement. Five mechanisms supporting speaking skills were also identified: game-based oral tasks that expanded vocabulary; tutor scaffolding through clue-based guidance; high-stakes English Camp performances and MC leadership roles that accelerated speaking confidence; cumulative vocabulary growth and habituated practice routines that progressively reduced performance anxiety; and student recommendations for more intensive scheduling and structured storytelling activities. These findings suggest that the ECC's effectiveness depends on the simultaneous presence of affective safety, social cohesion, and task-driven oral production, positioning well-designed extracurricular communities as indispensable complements to EFL speaking development at the junior secondary level.

TABLE OF CONTENTS

COVER PAGE	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	iii
RATIFICATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	5
C. Objectives of the Study	5
D. Significance of the Study	5
E. Scope and Limitation of the Study	7
F. Definition of Key Term	8
CHAPTER II LITERATURE REVIEW	11
A. The Concept of Students' Perceptions in Language Learning..	11
B. The Role of English Club Community in Language Learning .	15
C. The Importance of Speaking Skills	17
D. Previous Studies	21
CHAPTER III RESEARCH METHOD	25
A. Research Design	25
B. Research Participants	26
C. Research Instrument	27
D. Data Collection	36

E. Data Analysis	38
F. Trustworthiness of the Study	41
CHAPTER IV FINDINGS AND DISCUSSION	45
A. Findings.....	45
1. Students' Perceptions of the English Club Community.....	45
2. English Club Community Supports Students' Speaking Skills	50
B. Discussion	61
CHAPTER V CONCLUSION AND SUGGESTIONS.....	66
A. Conclusion	66
B. Suggestions	69
REFERENCES	73
APPENDICES	77

LIST OF TABLES

Table 1. Interview Protocol Overview	29
Table 2. Observation Sheet Overview	34

LIST OF APPENDICES

Appendix 1. Example semi-structured interview protocol	77
Appendix 2. Example Transcription Audio	80
Appendix 3. Example Coding Using Ms Word Comment Box.....	83
Appendix 4. Example Of Codebook	84
Appendix 5. Example of code group	85
Appendix 6. Final Thematic Mapping	86
Appendix 7. Documentations.....	88
Appendix 8. Surat Penelitian	91
Appendix 9. Surat Keterangan Pelaksanaan Penelitian	92