



## **English Club Activities to Increase the Nursing Students' Motivation in Learning English: Students' Perception**

### **Kegiatan *English Club* untuk Meningkatkan Motivasi Belajar Bahasa Inggris Mahasiswa Keperawatan**

**Juliana Juliana**

Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh  
Jalan Mayjen T. Hamzah Bendahara Lr. Bahagia Banda Aceh 23121  
[julianazakaria123@gmail.com](mailto:julianazakaria123@gmail.com)

Permalink: <http://dx.doi.org/10.24036/ld.v16i2.117001>

Submitted: 12-05-2022

Accepted: 17-11-2022

DOI: 10.24036/ld.v16i2.117001

Published: 17-11-2022

#### **Abstract**

The purpose of this study is to determine nursing students' perceptions of English Club activities. This research was conducted at the Kesdam Iskandar Muda Nursing Academy Banda Aceh (AKIMBA) with a sample of 50 students who joined in English Club activities. The data collection method in this study was a questionnaire. The questionnaire was used to find out students' perceptions of English Club activities. The result of this study showed that the average score of student perceptions was 82.3%. It means that students totally agree with the activities of English Club at AKIMBA and it has a very important role in enhancing the nursing students' interest in English learning. English Club activities can increase the motivation of nursing students in learning. The students feel fun and enthusiastic while gaining the material of the English Club.

**Keywords:** *students' perception, English Club, motivation*

#### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa keperawatan tentang kegiatan *English Club*. Penelitian ini dilakukan di Akper Kesdam Iskandar Muda Banda Aceh (AKIMBA) dengan sampelnya adalah mahasiswa tahun ajaran 2019/2020 yang mengikuti kegiatan *English Club* sebanyak 50 orang mahasiswa. Metode pengumpulan data dalam penelitian ini adalah metode angket. Angket digunakan untuk mengetahui pendapat mahasiswa mengenai kegiatan *English Club*. Peneliti menemukan nilai rerata dari persepsi mahasiswa mencapai 82,3% yang artinya mahasiswa setuju dengan adanya kegiatan *English Club* di kampus AKIMBA. Kegiatan ini memiliki peran penting dalam meningkatkan minat mahasiswa keperawatan dalam pembelajaran Bahasa Inggris. Kegiatan *English Club* dapat meningkatkan motivasi para mahasiswa keperawatan dalam mempelajari Bahasa Inggris. Para mahasiswa juga merasa senang saat bergabung dalam *English Club*.

**Kata kunci:** persepsi mahasiswa, *English Club*, motivasi

## INTRODUCTION

English is a foreign language for Indonesians. This language begins to be learned in schools starting from grade VII in high school and is one of the local content lessons in elementary schools (Juliana, 2021). English is an important communication tool that is used by all countries in the world and acts as an international language.

The development of science and technology is something that is required by every individual in this era (Jamun, 2018). Adequate knowledge is needed to be able to master technology well and use it to face the pretension of a world full of competition. It is undeniable that in this era, English has a very important role and is also necessary both in communication technology and direct interaction (Handayani, 2016).

English as a tool of communication has a role in gaining professional success, including nurses (Juliana & Syah, 2021). In providing health services to the community, the profession of a nurse is very important. Due to a large number of nurses in Indonesia, some countries that lack human resources especially the nursing profession even open opportunities for Indonesian nurse graduates to work in their countries. Therefore, many lecturers from medical colleges began to upgrade their English language skills and taught to nursing students (Nugraheni, 2014).

There are many components that greatly determine the success of a teaching and learning process, including teaching methods, teaching and learning activities, media, and also time (Wulan Purnama Sari et al., 2017). Students' interest in attending lectures also greatly influences their outcomes. A program such as English Club will be very useful in supporting the educational process that can improve their ability to gain knowledge in English (Muliasari & Setyadi, 2021). The national education goals can be done through the English Club program because it is one of the ways or activities mentioned in the curricular program (Nomor 81A, 2013).

As explained in the curriculum implementation the English Club is one of the tools of the curriculum. The English Club is a means for students in improving their English skills such as grammar, listening, speaking, writing, and reading. It can assist students in supporting learning English inside or outside the classroom. (Kurniawan et al., 2015). In developing students' talents and skills, Akper Kesdam Iskandar Muda Banda Aceh (AKIMBA) organizes an English Club program. AKIMBA has placed English as one of the subjects that should be mastered by nursing students. Because English is an international language, AKIMBA prioritizes the advantages of mastering this language. So that, the graduates of AKIMBA can become professional nurses who can face the demand of the future need.

English Club students usually tend to be more active than other students because they often socialize with their friends so that they are not awkward expressing themselves (Rakhmanti, 2014). However, students must pay attention to every activity so that it can run in a balanced way between studying, resting, and developing themselves. Many students do not take English Club activities seriously so they do not get much benefit.

After participating in the teaching learning process, the success of students in their education can be seen from their learning outcomes (Friskilia & Winata, 2018). AKIMBA students' ability tends to be high in the field of English. Students' attendance in every English Club activity is also relatively high.

Several studies on the English Club have been carried out by previous researchers. A quantitative descriptive study conducted by Siti Marfu'ah aims to describe activities at the English Club, to know the problems faced, and student perspectives on the implementation of the English Club (Marfu'ah, 2020). The novelty

made by the researcher that distinguishes it from previous research lies in the research design and objectives.

In addition, previous research on the English Club was also conducted by Sifa UI Hasanah. This study aims to identify whether there is an increase in speaking skills through joining an English Club. This study uses a survey method with 20 respondents (Hasanah, 2020). The novelty made by the researchers that distinguish it from previous research is that in this study the researchers used documentation and questionnaire techniques with 50 nursing students as respondents.

The research conducted by Nur Salma aims to determine student perceptions of the English Club at the junior high school. The research used a descriptive qualitative method. The respondents consisted of 40 students and used a sampling technique (Salma, 2018). The novelty carried out by researchers so that it differs from previous research lies in the purpose. The aim of the study was to specify the impact and relation of English Club program on learning outcomes for students of Akper Kesdam Iskandar Muda Banda Aceh with a total sample of 50 students.

In AKIMBA there are still a lot of students who get low scores so they have to take remedial measures to improve their scores. The attitude of some students is often not enthusiastic. Often late during teaching and learning activities, do not prepare lesson needs, and do not focus on attending lectures. This causes teaching and learning activities to be hampered and interfere with other students. Meanwhile, students are required to complete their studies on time. This way of learning certainly has an impact on students' mastery of the material in English lectures. These differences affect the average grade in English courses.

Based on this, the researcher intends to conduct research on student perceptions of English Club activities at AKIMBA. Researchers want to know the opinion of students who take part in English Club activities on their learning motivation, especially in English courses.

## **RESEARCH METHOD**

This study is a qualitative descriptive. By looking at the results of students' responses of English Club, the data will be collected, analyzed and described. Descriptive research a method used to describe or analyze a research result based on visible fact (Nazir, 2004).

The sample were AKIMBA students for the 2019/2020 academic year who participated in the English Club activities as many as 50 students. Researchers took a sample of 50 students because the total number of students who actively participated in English Club activities was 50 students. The instrument used in this research is a questionnaire. It was used to know students' perceptions of English Club activities. A closed questionnaire and alternative answers have been set and respondents should choose one of the available answers.

The validity and reliability of the questionnaire are by the  $r_{table}$  of product-moment criticism or the  $r_{table}$  at a significance level of 5%. From the calculation results, it is known that the magnitude of  $r_{11} = 1,000$ . After being consulted with the  $r_{table}$ ,  $r_{11} = 1,000 > r_{table} = 0.950$  with  $N = 5$ . That is, with a trial of 5 students, the  $r_{11}$  is greater than the  $r_{table}$ , so the questionnaire is declared reliable and can be used as a research instrument (Juliana & Afrianti, 2020; Purnamasari, 2015).

## RESULTS AND DISCUSSION

### *Research result*

Researchers took as many as 50 students who are members of the English Club as a sample. A set of questionnaires has distributed to all members of the English Club. In the following, the results of the questionnaire given to students are presented. Furthermore, the required data can be seen in the following table:

1. I participate in English Club activities because I like English

**Table 1.** Percentage of student perceptions of participation in English Club

Question	Option	Frequency	Percentage
1	Strongly agree/always	22	44%
	Agree/ Often	28	56%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

The table above showed that from 50 respondents, as many as 22 people or 44% stated "strongly agree" to participate in English Club activities because of their interest in English. The most responses were 56% or as many as 28 people stated "agree" or were interested in participating in English Club activities because they liked English. From these data, it is known that as many as 100% of AKIMBA students gave positive perceptions of statements regarding their interest in participating in English Club activities because they like English. This is because the English Club activities provide them with a platform to hone their skills in the field of English.

2. I participate in English Club activities because I like things related to English.

**Table 2.** Percentage of students' overall perception of interest in English

Question	Option	Frequency	Percentage
2	Strongly agree/always	5	10%
	Agree/ Often	35	70%
	Disagree/ Sometimes	10	20%
	Disagree/Never	-	0%
		50	100%

From the table above, it is known that the respondents gave various perceptions. As many as 5 people or 10% of respondents stated that they strongly agree with participating in English Club activities because they like things related to English. 35 respondents or 70% agreed with the statement. The remaining 10 respondents stated that they did not agree with this statement. It can be concluded that not all students like things related to English participating in English Club activities. From this data, it is known that 80% gave a positive response to the statement regarding participation in English Club activities because they like things related to English.

- I ask the supervisor when there is something I don't understand during the English Club activity.

**Table 3.** Percentage of students' overall perception of misunderstanding during English Club activities

Question	Option	Frequency	Percentage
3	Strongly agree/always	28	56%
	Agree/ Often	22	44%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

Based on the table above, it appears that 100% or as many as 50 respondents gave positive responses about asking the supervisor when there was something they did not understand when the English Club activity was taking place. 28 students or 56% answered strongly agree with the statement and 22 students or 44% answered agree. It means that students do not hesitate to ask questions or are embarrassed when they get things or knowledge that they do not understand to ask the lecturer.

- I take notes on the material taught by the lecturer during the English Club activity.

**Table 3.** Percentage of students' overall perception about taking notes

Question	Option	Frequency	Percentage
4	Strongly agree/always	22	44%
	Agree/ Often	28	56%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

From 50 respondents, it is known that 22 people or 44% stated strongly agree with the statement of noting the material when the lecturer explained. Then as many as 28 people or 56% stated strongly agree with the statement. No one answered neither agree nor strongly disagree so there is no negative perception of this statement.

- I do the assignments given by the supervisor

**Table 5.** Percentage of the overall student perception about doing the assignments given by the supervisor

Question	Option	Frequency	Percentage
5	Strongly agree/always	6	12%
	Agree/ Often	38	76%
	Disagree/ Sometimes	6	12%
	Disagree/Never	-	0%
		50	100%

From 50 respondents, as many as 6 people, or 12% stated that they strongly agreed with the statement on doing the assignments given by the supervisor in the English Club activities. Then, 38 students or 76% stated strongly agree with the

statement. A total of 6 people or 12% stated that they did not agree with the statement. From the results of the questionnaire, it is known that 44 students or as much as 88% gave positive responses to the statement about doing the assignments given by the supervisor during the English Club activities.

6. English Club activities make me love English even more

**Table 6.** The percentage of students' overall perception of the English Club makes them love English more

Question	Option	Frequency	Percentage
6	Strongly agree/always	27	54%
	Agree/ Often	23	46%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

Based on the table above, it appears that 100% or as many as 50 respondents gave positive answers to the English Club statement making them love English more. 27 people or 54% stated strongly agree and 23 people or 46% agreed. No one gives a negative perception of this statement.

7. English Club activities make me more fluent in using English.

**Table 7.** Percentage of students' overall perception of their English fluency

Question	Option	Frequency	Percentage
7	Strongly agree/always	11	22%
	Agree/ Often	39	78%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

From 50 respondents, 11 students, or 22% stated that they strongly agree with the statement that participating in English Club activities makes them more fluent in English. The highest perception is that 78% or 39 students agree with the statement. English Club activities have a positive influence on students.

8. I participate in English Club activities with a happy feeling.

**Table 8.** Percentage of the overall perception of students about participating in English Club activities with a happy feeling.

Question	Option	Frequency	Percentage
8	Strongly agree/always	37	74%
	Agree/ Often	11	22%
	Disagree/ Sometimes	2	4%
	Disagree/Never	-	0%
		50	100%

From 50 respondents, 37 students or 74% answered strongly agree with the statement that they participated in the English Club activities with pleasure. 11

students, or 22% answered agreed and the remaining 2 students did not agree. Students are enthusiastic about participating in English Club activities.

9. I don't talk to my friends when the lecturer explains the material.

**Table 9.** Percentage of students' overall perceptions about not talking to friends when the lecturer explains the material.

Question	Option	Frequency	Percentage
9	Strongly agree/always	17	34%
	Agree/ Often	37	74%
	Disagree/ Sometimes	6	12%
	Disagree/Never	-	0%
		50	100%

The table above clearly gives us an idea of the student's perceptions of the statements. Around 17 respondents (34%) strongly agree with the statement about not speaking when the lecturer is explaining the material. 37 people or 74% answered agree and the remaining 6 people (12%) answered less agree. From this percentage, it can be concluded that students pay attention to what is conveyed by the lecturer in English Club activities.

10. English Club activities help me learn English easily.

**Table 10.** Percentage of students' overall perception of English Club activities helping to learn English easily

Question	Option	Frequency	Percentage
10	Strongly agree/always	21	42%
	Agree/ Often	29	58%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

As shown in the table, as many as 50 students (100%) gave positive responses to the statement that English Club activities helped them learn English easily. 21 people (42%) answered strongly agree and 29 people (58%) answered agree. Based on these answers, the researcher believes that English Club activities have an important role in the ability of speaking English.

11. I attend English Club activities on time

**Table 11.** Percentage of students' overall perception of attending English Club activities on time

Question	Option	Frequency	Percentage
11	Strongly agree/always	12	24%
	Agree/ Often	21	42%
	Disagree/ Sometimes	17	34%
	Disagree/Never	-	0%
		50	100%

Of the 50 respondents, 12 people or 24% answered strongly agree with the statement about attending English Club activities on time. 21 people (42%) answered agree and 17 people (34%) answered less agree. It can be concluded that 66% or as many as 33 students gave a positive perception of being on time for the English Club activities.

12. English Club activities can develop my talent in the field of English.

**Table 12.** The percentage of students' overall perception of English Club activities was able to develop my talent in the field of English.

Question	Option	Frequency	Percentage
12	Strongly agree/always	14	28%
	Agree/ Often	36	72%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

Based on the data in the table above, it is known that 100% or as many as 50 respondents gave a positive perception of English Club activities being able to develop their talents in the field of English. 14 students (28%) answered strongly agree and 36 students (72%) answered agree with this statement. No one gave negative feedback.

13. I feel disappointed if the English Club activities are closed

**Table 13.** Percentage of students' overall perception of feeling disappointed if English Club activities are closed

Question	Option	Frequency	Percentage
13	Strongly agree/always	29	58%
	Agree/ Often	11	22%
	Disagree/ Sometimes	10	20%
	Disagree/Never	-	0%
		50	100%

Of the 50 respondents, 29 people (58%) strongly agreed with the statement about feeling disappointed if the English Club activities were closed. 11 people (22%) agreed with the statement. 10 people (20%) stated that they did not agree. It can be concluded that the enthusiasm of students to learn English in English Club activities is very high. They do not want it if the activity is closed.

14. I find out about the material that will be given at the next meeting.

**Table 14.** The percentage of students' overall perceptions about finding out in advance about the material that will be given at the next meeting.

Question	Option	Frequency	Percentage
14	Strongly agree/always	23	46
	Agree/ Often	22	44%
	Disagree/ Sometimes	5	10%
	Disagree/Never	-	0%
		50	100%



Of the 50 respondents, 23 people (46%) answered strongly agree with the statement finding out the material that will be given at the next meeting. 22 people (44%) answered agreed with the statement. 5 people (10%) answered less agree. It means that the students are very enthusiastic about what does will give at the next meeting of the English Club activities.

15. English Club activities motivate me to always practice speaking English with my friends.

**Table 15.** The percentage of students' overall perceptions about English Club activities motivates me to always practice speaking English with friends.

Question	Option	Frequency	Percentage
15	Strongly agree/always	22	44%
	Agree/ Often	28	56%
	Disagree/ Sometimes	-	0%
	Disagree/Never	-	0%
		50	100%

The table above clearly shows that students are highly motivated to practice English with their friends. 100% of respondents gave a positive perception. No one gave a negative perception. 22 people (44%) answered strongly agree and 28 people (56%) answered agree with the statement.

Based on data converted, the total value gained from students' perceptions is 82.3%. It means that students support English Club activities to be held in AKIMBA because can increase their motivation to learn English.

**Discussion**

The objective of this study was to know student perceptions of the English Club activities of the AKIMBA students motivation to learn English. Questionnaires were used in this study to find nursing students' perceptions of English Club activities.

Based on the instrument used by the researcher, it was found that nursing students at AKIMBA were very interested in English Club activities. It was found that AKIMBA students participated in English Club activities because they liked English. These results indicate that on average, students answered agree if they participate in English Club activities because they like English. This is in line with Fitria's statement about the activities of the English Club gathering people who like and love English (Fitria, 2018). Students also participate in English Club activities because they like things related to English.

Then, English club activities have an important role in enhancing English-speaking skills of nursing students. These results indicate that on average, students who participate in English Club activities can establish themselves to appear more active and confident in speaking by using English language. They also agree that by participating in English Club activities, their talents in English will be more visible and honed. Students also find new opportunities to practice speaking English in English Club activities(Melviza et al., 2017).

The next finding was that students gave positive responses to English Club activities. They said that they were glad with the program of English Club. Based on the results of the questionnaire, almost all students agreed. They also feel disappointed if the English Club activities are closed. This shows that fun activities will enhance

their experience and will make students increase their self-confidence through their participation in English Club activities (Amita & Tavriyanti, n.d.).

Furthermore, the researcher found that students who participated in English Club activities made them love English more. More than half of the respondents agree that participating in English Club activities makes them more aware and knowledgeable about English knowledge.

Finally, the English Club activities motivate them to always try to practice using English with their friends. The results of the questionnaire showed that all respondents agreed with this statement. Students agree that English club activities can motivate friendship among all members in practicing English (Khairuman, 2016). Students cannot practice their own English. They have to collaborate with their friends and provide good development for them.

## CONCLUSION

Based on the results and discussion of this study, it was found several important points that related to students' perceptions of English Club activities. From the data obtained and the analysis of the questionnaire, it can be concluded that most of the students gave a positive response to the English Club activities that took place at AKIMBA. They stated that they participated in English Club activities because they liked English. In addition, their enthusiasm for participating in every activity held in the English Club is also very high. They enjoy listening to lecturers' explanations about English materials, do not hesitate to ask questions when they do not understand something, take notes on every material and also be present on time for every activity. English Club activities have a positive impact on improving their ability to speak English. They are also motivated to practice speaking in English with their friends. Their talent grows along with their active involvement in English Club activities. Students become more enthusiastic and confident to perform and speak English. The English Club activity had a very positive impact on students at the Iskandar Muda Public Health Nursing Academy in Banda Aceh (AKIMBA).

## BIBLIOGRAPHY

- Amita, S., & Tavriyanti, L. (n.d.). Ernati.(2016). The effect of the English club program toward the second grade students' speaking ability at SMPN 18 padang. *Language Teaching Journal*, 1(1), 1–12.
- Fitria, T. N. (2018). Implementasi Program Kegiatan " English Club" Sebagai Salah Satu Kegiatan Mahasiswa Di Stie Aas Surakarta. *Jurnal Education and Economics*, 1(3), 1–12.
- Friskilia, O., & Winata, H. (2018). Regulasi diri (pengaturan diri) sebagai determinan hasil belajar siswa sekolah menengah kejuruan. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 3(1), 36–43.
- Handayani, S. (2016). Pentingnya kemampuan berbahasa Inggris sebagai dalam menyongsong ASEAN Community 2015. *Jurnal Profesi Pendidik*, 3(1), 102–106.
- Hasanah, S. U. (2020). *The Influence of Joining English Club Toward Students' speaking Ability At Eighth Grade of SMPN 1 Patikraja in the Academic Year 2018/2019*. IAIN.
- Jamun, Y. M. (2018). Dampak teknologi terhadap pendidikan. *Jurnal Pendidikan Dan Kebudayaan Missio*, 10(1), 48–52.
- Juliana, J. (2021). The Effect of Using Comic Strips on Students' Motivation in Mastering Vocabulary. *JETLi: Journal of English Teaching and Linguistics*, 2(2), 65–71.
- Juliana, J., & Afrianti, N. (2020). The Effect of Extracurricular Activity Toward English Learning Achievement of Nursing Students. *Premise: Journal of English Education and Applied Linguistics*, 9(2), 183–197.

- Khairuman, M. (2016). *A Descriptive Study of English Club Program at MAN 3 Banjarmasin academic year 2015/2016*.
- Kurniawan, M., Herpratiwi, H., & Purnomo, E. (2015). Evaluasi Program English Club. *Jurnal Teknologi Informasi Komunikasi Pendidikan (Old)*, 3(5).
- Marfu'ah, S. (2020). *English Club As An Extracurricular*. 3(2017), 54–67. <http://repositorio.unan.edu.ni/2986/1/5624.pdf>
- Melviza, Z., Ys, S. B., & Erdiana, N. (2017). Students' perception toward English club activities. *Research in English and Education Journal*, 2(2), 101–109.
- Muliasari, D., & Setyadi, G. (2021). Pengaruh Ekstrakurikuler dan Motivasi Belajar terhadap Hasil Pembelajaran Mahasiswa STIE AAS Surakarta. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 26(1), 124–134.
- Nazir. (2004). Metode Penelitian. *Metode Penelitian*.
- Nomor 81A, P. (2013). Permendikbud Nomor 81A Tahun 2013 Tentang Implementasi Kurikulum. *Permendikbud*.
- Nugraheni, H. (2014). Persepsi Alumni Dan Stakeholder Politeknik Kesehatan Semarang Terhadap Kesesuaian Kemampuan Bahasa Inggris Sebagai Bekal Menghadapi Kebutuhan Dunia Kerja. *Jurnal Kesehatan Gigi*, 1(1), 40–46.
- Purnamasari, L. (2015). *Pengaruh Kegiatan Ekstrakurikuler Bahasa Jepang terhadap Hasil Belajar Bahasa Jepang Siswa SMAN 4 Magelang*. UNIVERSITAS NEGERI SEMARANG.
- Rakhmanti, M. N. (2014). Pengaruh Keaktifan Siswa Dalam Kegiatan Ekstrakurikuler dan Kebiasaan Belajar Siswa Terhadap Prestasi Belajar Siswa Program Keahlian Teknik Bangunan SMK Negeri 2 Pengasih SKRIPSI. In *Universitas Negeri Yogyakarta*. <https://doi.org/10.1038/132817a0>
- Salma, N. (2018). Students Perception on English Club As Extracurricular in Speaking Practice. Thesis. Makassar: Unismuh.
- Wulan Purnama Sari, N. P., Parut, A. A., & Kusnanto, K. (2017). Flipped Classroom Learning Method To Improve Caring and Learning Outcome in First Year Nursing Student. *Indonesian Nursing Journal of Education and Clinic (Injec)*, 2(1), 54. <https://doi.org/10.24990/injec.v2i1.136>