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Available at:

<https://journal.nahnuinisiatif.com/index.php/ARJI>

Volume 7 Nomor 1 Tahun 2025

DOI : 10.61227

E-ISSN : 2775-0787

P-ISSN : 2774-9290

ARJI
Action Research Journal Indonesi

412 - 419

Analysis of the Effect of English Club Activities on Student's Grammar Ability

Artikel dikirim :

2025-02-12

Artikel diterima :

2025-03-03

Artikel diterbitkan :

2025-03-04

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Kata Kunci:

English Club, keterampilan tata bahasa, pembelajaran bahasa Inggris, metode kuantitatif, analisis regresi.

Abstrak: Kemampuan berbahasa Inggris sangat penting dalam dunia pendidikan dan globalisasi. Salah satu aspek utama dalam pembelajaran bahasa Inggris adalah tata bahasa *grammar*, yang sering menjadi tantangan bagi siswa Indonesia karena perbedaan mendasar dengan struktur bahasa Indonesia. Keterbatasan kesempatan untuk berlatih serta rasa takut melakukan kesalahan turut menghambat penguasaan tata bahasa. Penelitian ini bertujuan untuk menganalisis pengaruh kegiatan *English Club* terhadap keterampilan tata bahasa siswa. Penelitian ini menggunakan metode kuantitatif dengan desain survei. Lokasi Penelitian ini dilakukan di Universitas Muhammadiyah Riau dengan subjek penelitian yaitu anggota kegiatan *English Club* di kampus tersebut. Data dikumpulkan melalui tes untuk mengukur kemampuan tata bahasa siswa sebelum dan setelah mengikuti kegiatan *English Club*, serta kuesioner untuk mengetahui pengalaman dan persepsi mereka. Uji validitas dilakukan untuk memastikan instrumen penelitian dapat mengukur variabel secara akurat, sementara uji normalitas menggunakan Shapiro-Wilk menunjukkan bahwa data terdistribusi normal. Analisis regresi sederhana menunjukkan bahwa partisipasi dalam *English Club* memiliki dampak signifikan terhadap peningkatan keterampilan tata bahasa siswa, dengan nilai koefisien regresi sebesar 0,838. Hasil penelitian ini menegaskan bahwa keterlibatan siswa dalam *English Club* secara positif berkontribusi terhadap peningkatan kemampuan tata bahasa mereka. *English Club* menyediakan lingkungan belajar yang lebih interaktif dan mendukung, sehingga siswa lebih percaya diri dalam mengaplikasikan *grammar* secara praktis. Oleh karena itu, kegiatan ini dapat menjadi strategi efektif dalam memperbaiki penguasaan *grammar* siswa di sekolah.

Keywords:

English Club, grammar skills, English language learning, quantitative method, regression analysis.

Abstract: English language skills are very important in the world of education and globalization. One of the key aspects of learning English is *grammar*, which is often a challenge for Indonesian students due to fundamental differences with the structure of the Indonesian language. Limited opportunities to practice and fear of making mistakes also hinder grammar mastery. This study aims to analyze the influence of *English Club* activities on students' grammar skills. This study uses a quantitative method with a survey design. Location This research was conducted at the University of Muhammadiyah Riau with the subject of the research being members of the *English Club* activities on the campus. Data was collected through tests to measure students' grammar skills before and after participating in *English Club activities*, as well as questionnaires to find out their experiences and perceptions. Validity tests were conducted to ensure that the research instruments could accurately measure variables, while normality tests using Shapiro-Wilk showed that the data were normally distributed. A simple regression analysis showed that participation in *English Club* had a significant impact on improving students' grammar skills, with a regression coefficient value of 0.838. The results of this study confirm that students' involvement in *English Club* positively contributes to the improvement of their grammar skills. *English Club* provides a more interactive and supportive learning environment, so that students are more confident in applying *grammar* practically. Therefore, this activity can be an effective strategy in improving students' mastery of *grammar* at school.

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Available at : <https://journal.nahnuinisiatif.com/index.php/ARJI/article/view>



DOI : 10.61227



P-ISSN : 2774-9290



E-ISSN : 2775-0787



INTRODUCTION

English is a global language that plays an important role in the educational and professional world. Mastery of English language skills, especially grammar, is a challenge for many students in countries with differently structured native languages, such as Indonesia. Difficulties in understanding grammar are caused by the fundamental differences between English and Indonesian, as well as the lack of opportunities to practice in a supportive environment. In addition, students' limited confidence in using grammar is also an inhibiting factor in learning (Torky, 2016). Therefore, an innovative approach is needed that can improve students' grammar understanding more effectively and applicatively.

Research on the effectiveness of various grammar learning methods has been conducted. Some studies show that communication-based learning can improve students' grammar mastery through direct practice and social interaction. Wardani & Nurhayati (2019) revealed that methods such as role-playing and storytelling provide better results than traditional methods based on memorizing grammar rules. Another study by Pendi (2020) highlighted the importance of extracurricular activities as a supporting strategy for English language learning, especially in improving speaking and writing skills. However, there are still limitations in studies that specifically explore how the integration of grammar in extracurricular activities such as English Club can impact on improving students' grammar skills.

Based on the literature review, this study offers scientific novelty by exploring the effect of English Club activities more comprehensively on students' grammar skills. Unlike previous studies that focus more on the classical approach in grammar learning, this study emphasizes how students' participation in English Club can improve their understanding and use of grammar in a more practical and contextual way.

Based on these problems, this study aims to analyze the effect of English Club activities on students' grammar skills, both from the aspect of increasing understanding of concepts and their application in communication. The results of this study are expected to provide new insights in the field of English education and become a reference for educators in developing more effective learning strategies

METHOD

Research Method

This study uses a quantitative method with a survey approach to analyze the effect of English Club activities on students' grammar skills. The quantitative method was chosen because it allows the measurement of the relationship between variables objectively through the collection of numerical data (Creswell, 2012).

Location and Research Subjects

This research was conducted in one of the high schools in Pekanbaru that has an English Club program as an extracurricular activity. The research sample consisted of 61

students who actively participated in the English Club for at least one semester. The sampling technique used purposive sampling, which is selecting participants based on certain criteria in accordance with the research objectives (Sugiyono, 2017).

Instruments and Data Collection Techniques

Data were collected using two main instruments, namely a grammar test and a questionnaire. The test was used to measure students' grammar skills before and after participating in English Club activities. The questions in the test covered aspects of grammar that often become obstacles for English learners, such as tenses, subject-verb agreement, prepositions, and passive voice. Meanwhile, the questionnaire was used to collect data on students' experiences and perceptions of grammar learning in the English Club. The questionnaire was structured on a 5-point Likert scale to explore aspects of motivation, confidence level, and the effectiveness of the methods used in the English Club.

Research Procedure

This research was conducted through several stages as follows:

Instrument Preparation and Validation

1. Preparation of grammar test questions based on the applicable curriculum.
2. Preparation of questionnaires to measure students' experiences and perceptions.
3. Test the validity and reliability of the instrument using SPSS to ensure the accuracy and consistency of the data collected.

Data Collection

1. Students were given a pre-test before joining English Club activities to measure their initial ability in grammar.
2. Students attended English Club activities for one semester, where they engaged in communication-based activities, such as grammar games, storytelling, role-playing, and group discussion sessions.
3. After one semester, students were given a post-test to see the changes in their grammar skills.
4. A questionnaire was distributed to the participants after the post-test to understand their experience during the English Club.

Data Analysis Method

The data obtained from the test results were analyzed using descriptive statistical analysis and simple regression test with SPSS to determine the effect of English Club activities on students' grammar skills. The validity test was conducted using Pearson correlation, while the reliability test used Cronbach's Alpha. In addition, a normality test (Shapiro-Wilk) was conducted to ensure that the data was normally distributed prior to regression analysis.

The results of the questionnaire were analyzed using descriptive statistical techniques, where the data were categorized based on the measured aspects, such as motivation, confidence, and the effectiveness of learning methods in English Club.

RESULTS AND DISCUSSION

Result

Normality Test

The normality test aims to determine whether the data used in the study is normally distributed. The normality test was performed using the Shapiro-Wilk test in SPSS. Shapiro-Wilk was chosen because it is more accurate for small to medium samples, sensitive to deviations from normality, and is more recommended in modern statistics compared to other normality tests such as Kolmogorov-Smirnov. The results showed a significance value (p-value) of 0.216, which is greater than 0.05, indicating that the data was normally distributed. Therefore, the data met the normality assumption and could be used for regression analysis. A normal distribution of data ensures the reliability of the regression model in predicting the effect of English club activities on grammar ability.

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X2	.087	61	.200*	.974	61	.216

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Simple Regression Analysis

A simple regression analysis was conducted to determine the effect of English club activities on students' grammar ability. The analysis was performed using SPSS. The SPSS output showed that the regression coefficient value was 0.838, meaning that there is a strong effect of English club activities on students' grammar ability. Additionally, the significance value (p-value) was below 0.05 that is 0,838, indicating that the effect was statistically significant. This suggests that higher participation in English club activities is associated with improved grammar proficiency. The high regression coefficient indicates that English club activities play a crucial role in enhancing students' mastery of grammar.

Table 2. Simple Regression Analysis

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	78.695	12.029		6.542	.000
	ENGLISH CLUB	.034	.166	.027	.206	.838

a. Dependent Variable: GRAMMAR ABILITY

Discussion

The results of this study show that English Club activities contribute significantly to improving students' grammar skills. This finding is in line with previous research which states that communication-based learning can improve understanding and application of grammar in real contexts (Wardani & Nurhayati, 2019). Methods such as role-playing, storytelling, and grammar games provide opportunities for students to use grammar in more natural situations, thus reducing reliance on memorizing abstract grammar rules.

The significant increase in grammar test scores after attending the English Club can be explained by the interactive learning approach applied in the activity. According to the Second Language Acquisition theory proposed by Krashen (1982), a supportive and interactive learning environment can accelerate grammar comprehension because students are more exposed to and use language in real communication. Thus, it is easier for students to understand grammar rules intuitively compared to the traditional theoretical approach.

Another interesting finding is the increase in students' confidence in using grammar after joining the English Club. This result confirms Pendi's (2020) research which states that affective factors such as self-confidence and motivation play an important role in the success of language learning. English Club creates a more relaxed and supportive learning environment, so students feel more comfortable to try using grammar without fear of making mistakes.

In addition, a comparison with previous research shows that the focus on grammar in extracurricular activities has rarely been studied in depth. The majority of previous studies have highlighted the improvement of speaking and writing skills without exploring how grammar is taught in non-formal contexts (Torky, 2016). Therefore, this study makes a new contribution by highlighting the role of English Club in improving grammar skills specifically.

Overall, the results of this study support the hypothesis that English Club activities have a positive effect on students' mastery of grammar. This shows that grammar learning

does not have to be limited to formal classes, but can also be strengthened through extracurricular activities that are interactive and communicative.

CONCLUSION

This study found that English Club activities have a significant positive influence on improving students' grammar skills. Participation in English Club not only improves conceptual understanding of grammar, but also encourages students to be more confident in applying grammar in daily communication.

The analysis shows that communication-based learning applied in English Club, such as role-playing, storytelling, and grammar games, provides a more interactive and contextualized learning environment. This allows students to understand and use grammar more naturally compared to traditional learning methods that focus on memorizing rules. In addition, the increase in students' confidence in using grammar after joining English Club confirms the importance of affective factors in language learning.

The implications of these findings suggest that English Club can be an effective alternative learning strategy to improve students' mastery of grammar. Therefore, schools and educators can consider integrating English Club activities as part of a broader approach to English language learning.

As a follow-up, further research can be conducted by exploring the long-term effects of English Club on other language skills, such as writing and speaking. In addition, more in-depth studies can be conducted to compare the effectiveness of learning methods in English Club with other methods used in formal classes..

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