

AN UNDERGRADUATE THESIS

**STUDENTS' PERCEPTIONS OF THE READING ACTIVITY
ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA**

By :

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**TARBIYAH AND TEACHER TRAINING FACULTY
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1447 H / 2025 M**

**STUDENTS' PERCEPTIONS OF THE READING ACTIVITY ON THE
ENGLISH CLUB AT SMA N 1 WAWAY KARYA**

**Presented as a Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Departement**

By :

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Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduated thesis entitled: "THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N WAWAY KARYA", written by Mela Dewi Rahayu, Student Number: 1801070043, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 05, 2025 at 14.00 – 16.00 WIB.

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STUDENTS' PERCEPTIONS OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA

ABSTRACT

By : Mela Dewi Rahayu

This study aims to examine students' perceptions of reading activities in the English Club at SMA N 1 Waway Karya. Reading is an essential skill in English language learning, yet many students still struggle to develop adequate reading comprehension within classroom settings. To address this, extracurricular activities such as English Clubs are seen as potential avenues to enhance reading skills in a more engaging environment.

A quantitative method was used in this study. Data were collected through questionnaires distributed to students who actively participated in the English Club. The questionnaire consisted of closed-ended items designed to measure students' perceptions across several aspects, including motivation, interest, material relevance, and perceived improvement in reading skills. The data were analyzed using descriptive statistics to determine the overall perception trend.

The findings show that students have a generally positive perception of reading activities conducted through the English Club. Most students agreed that the club increased their interest in reading English texts, improved their vocabulary, and helped them understand reading materials more easily. These results suggest that well-managed extracurricular programs can significantly contribute to improving students' English reading competence outside the classroom.

Keywords : *Students' Perception, Reading Activities, English Club*

PERSPSEKSI SISWA TERHADAP KEGIATAN MEMBACA PADA ENGLISH CLUB DI SMA N 1 WAWAY KARYA

ABSTRAK

Oleh : Mela Dewi Rahayu

Penelitian ini bertujuan untuk mengkaji persepsi siswa terhadap aktivitas membaca di Klub Bahasa Inggris di SMA N 1 Waway Karya. Membaca merupakan keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak siswa masih kesulitan mengembangkan pemahaman membaca yang memadai dalam lingkungan kelas. Untuk mengatasi hal ini, kegiatan ekstrakurikuler seperti Klub Bahasa Inggris dianggap sebagai potensi untuk meningkatkan keterampilan membaca dalam lingkungan yang lebih menarik.

Metode kuantitatif digunakan dalam penelitian ini. Data dikumpulkan melalui kuesioner yang dibagikan kepada siswa yang aktif berpartisipasi dalam Klub Bahasa Inggris. Kuesioner terdiri dari item tertutup yang dirancang untuk mengukur persepsi siswa dalam beberapa aspek, termasuk motivasi, minat, relevansi materi, dan peningkatan keterampilan membaca yang dirasakan. Data dianalisis menggunakan statistik deskriptif untuk menentukan tren persepsi secara keseluruhan.

Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif secara umum terhadap aktivitas membaca yang dilakukan melalui Klub Bahasa Inggris. Sebagian besar siswa setuju bahwa klub tersebut meningkatkan minat mereka dalam membaca teks bahasa Inggris, memperbaiki kosakata mereka, dan membantu mereka memahami materi bacaan dengan lebih mudah. Hasil ini menunjukkan bahwa program ekstrakurikuler yang dikelola dengan baik dapat secara signifikan berkontribusi dalam meningkatkan kompetensi membaca bahasa Inggris siswa di luar kelas.

Kata kunci: *Persepsi Siswa, Aktivitas Membaca, Klub Bahasa Inggris*

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 26 Juli 2025

Yang membuat pernyataan,



Mela Dewi Rahayu
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MOTTO

وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ ﴿٤٥﴾

Mohonlah pertolongan (kepada Allah) dengan sabar dan salat.

(QS. Al-Baqarah : 45)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Sujandi and Mrs. Sri Maryuni who always give the best prayers and supports with endless love for me.
2. My beloved sister Desiana Wulandari and also my brother in law Lukman Hakim
3. My sponsor Dr. Much Deniatur, M.Pd.B.I who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.
4. All of my lovely friends who always helping and supporting me.
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The writer realizes that this thesis would not have been completed without the support, guidance, and prayers from many parties. Therefore, with all humility, the writer would like to express sincere gratitude to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA. Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. Head of English Education Department Study Program, Dr. Much Deniatur, M.Pd.B.I May Allah SWT give them His better reward for their spending time to support and guide during the writing process, the deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr. Much Deniatur, M.Pd.B.I may Allah.SWT give him His better reward for the guidance, advice, given the incredible suggestions and comments for her to settle this thesis on time.

The researcher realized that this undergraduate thesis is far from perfect. But the researcher hopes that this undergraduate thesis will be useful for the readers and other interested parties.

Metro, 26 Juli 2025
The researcher,



Mela Dewi Rahayu
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CHAPTER I

INTRODUCTION

A. Background of Study

Reading ability is an essential basic talent in the educational field since it supports the learning process. Reading not only helps pupils grasp many forms of material but it also improves critical thinking skills and broadens their horizons. In the age of globalization, the ability to read in foreign languages, particularly English, is becoming increasingly important, given the numerous sources of academic, technological, and international communication references that employ these languages. In the long term, it is crucial for students to become proficient readers since they will advance more quickly in all other subject areas¹.

Improving reading skills is generally the primary focus of formal instruction in the classroom. Teachers utilize a variety of approaches to assist students understand English literature, including intensive reading techniques that delve into the meaning of words and sentence structures, as well as comprehensive reading that tries to enhance fluency in understanding many styles of writing. In addition, students given reading comprehension assignments such as text-based questions, reading analysis, and group discussions. Although this method is effective in teaching the fundamentals of reading, its execution frequently encounters challenges. According to Nastiar

¹ Baba, J., & Affendi, F. R. (2020). Reading habit and students' attitudes towards reading: A study of students in the faculty of education UiTM puncak alam. *Asian Journal of University Education*, 16(1), 109–122. <https://doi.org/10.24191/ajue.v16i1.8988>

reading provides students access to a wealth of knowledge and concepts that are vital for their academic and personal development, causing it to be a crucial component of academic development². Students are less likely to engage in in-depth reading practice due to the thick curriculum and limited study time in class. Furthermore, not all students are highly motivated to read English books, particularly if they struggle to comprehend complicated terminology or sentence patterns. Reading-interested children are more likely to participate in reading activities, which improves their language skills, vocabulary, and comprehension³.

Another difficulty is a lack of access to compelling English reading resources that are appropriate for students' interests and skill levels. To motivate pupils to enhance their reading skills, a more adaptable and interesting strategy is required. An alternative is to participate in extracurricular activities such as English Club.

English Club is a form of learning community that helps students practice English abilities outside of the regular classroom setting. In general, learning communities serve as a collaborative forum for members to share knowledge, assist one another in the learning process, and foster an environment favorable to the development of specific abilities. In the context of education, learning communities provide advantages such as enhancing learning motivation, developing social skills, and creating a more adaptable

² Nastiar, M. F. (2025). *STUDENTS' PERCEPTION ON TEACHERS' TEACHING STRATEGIES IN*. January.

³ Xu, W. (2025). *Fostering Engagement with English Extracurricular Reading: A Care-Oriented Pedagogical Approach*. 18(2), 23–30. <https://doi.org/10.5539/elt.v18n2p23>

and pleasant learning environment. As a learning community, English Club helps students to practice English skills in a more relaxed, engaging, and conversational setting than classroom instruction. Joining an extracurricular English club has several advantages, such as promoting a friendly social environment, increasing self-confidence, expanding students' communicative competence during the primary socialization process, and encouraging authentic English practice in real-life situational contexts⁴. Students in this community not only get materials, but also participate actively by sharing their experiences and learning strategies with their classmates. Activities in English Club typically involve a variety of practice-based learning strategies, such as group conversations that promote critical thinking and argumentation in English, reading together to increase text comprehension, and role-playing to enhance students' communication abilities. Yuliandasari & Kusriandi Stated that an extracurricular activity designed to promote and enhance students' abilities that is conducted outside of regular school hours⁵. Furthermore, the community frequently engages in project-based activities, such as developing English language wall magazines, giving presentations, or staging plays, to provide a more immersive and meaningful learning environment.

English Club outperforms regular classroom learning due to its more flexible and enjoyable approach. Maros stated that teenage involvement in

⁴ Jayanti, W. I. D., Ulyani, M., & Susanti, A. (2022). the Student'S Perception Towards English Speaks Up Club To Improve Speaking Skill. *Premise: Journal of English Education*, 11(1), 141. <https://doi.org/10.24127/pj.v11i1.4492>

⁵ Yuliandasari, A., & Kusriandi, W. (2018). Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah. *Academic Journal Perspective : Education, Language, and Literature*, 3(2), 305. <https://doi.org/10.33603/perspective.v3i2.1670>

structured extracurricular activities is seen to offer vital chances for social, emotional, and civic growth⁶. Students can learn without academic pressure, allowing them to explore the natural development of language abilities. English Club not only improves students' reading skills through various text-based exercises, but it also boosts their confidence in actively using English. Social engagement in this community not only improves communication skills, but it also fosters cooperation and motivation to study by providing assistance from other members. Thus, the English Club serves not only as a venue for language instruction, but also as a space for students social skills.

Although several studies have examined into the benefits of English clubs, most have focused on increasing speaking and listening abilities rather than reading skills. As in the research conducted by Hamadameen & Najim it shows that Students may develop their language skills in a fun and laid-back setting with English Club activities⁷. According to the study, students' confidence and drive to communicate in English were greatly increased by their involvement in English Club. Also on Komol & Suwanphathama studies Students had a very favorable opinion of communicative learning exercises, such as role-playing and group discussions, which helped them learn English

⁶ Maros, M. A., Ilma, R., & Kurniasari, R. (2023). Speaking Activities Implemented in an English Club: Students' Voices. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 10(1), 81–92. <https://doi.org/10.36706/jele.v10i1.20622>

⁷ Hamadameen, S. A., & Najim, Q. N. (2020). The Impact of English Club Activities on EFL Students' Communicative Skills. *ZANCO Journal of Humanity Sciences*, 24(4). <https://doi.org/10.21271/zjhs.24.4.18>

by encouraging participation and interaction⁸. Furthermore on Maros' research showed that students' pronunciation, vocabulary, understanding, fluency, and grammar were found to be improved by storytelling and speaking exercises in English Club⁹. However, debating exercises only slightly improved participants' grammar and pronunciation. Some studies have demonstrated that students who participate in English clubs improve their oral pronunciation and understanding, but there is little evidence on how these activities affect reading skills. Furthermore, the majority of the research is undertaken in metropolitan or flagship schools, while schools in rural locations, such as SMA N 1 Waway Karya, have gotten less attention from academic researchers.

In line with the objective of this study which explores students' perceptions it is important to highlight the theoretical foundation of perception. Perception is defined as a cognitive process through which individuals interpret and organize sensory information to produce a meaningful experience of the world. In the context of education, students' perceptions are influenced by their prior experiences, expectations, and social environments. Therefore, understanding students' perceptions of English Club reading activities involves exploring how they interpret their involvement, learning experience, and the value they associate with such participation. This theoretical lens is essential for analyzing the subjective responses gathered during the study.

⁸ Komol, T., & Suwanphathama, S. (2020). Students' Perceptions and Attitudes Toward the Use of Communicative Language Teaching (CLT) to Improve English Listening and Speaking Skills. *English Language and Literature Studies*, 10(4), 40. <https://doi.org/10.5539/ells.v10n4p40>

⁹ Maros, M. A., Ilma, R., & Kurniasari, R. (2023). Speaking Activities Implemented in an English Club: Students' Voices. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 10(1), 81–92. <https://doi.org/10.36706/jele.v10i1.20622>

Based on this research gap, a study is needed to investigate how students evaluate the function of English clubs in enhancing their reading skills, particularly in secondary schools in rural locations. This study seeks to investigate students' experiences, problems, and rewards from participating in English Club activities at SMA N 1 Waway Karya. Using a qualitative approach, this study will provide a more in-depth understanding of the efficiency of English Clubs in enhancing students' reading skills, as well as implications for the development of more optimal learning techniques in secondary schools in related areas.

B. Research Question

1. How do students perceive the function of the English Club in enhancing reading skills at SMA N 1 Waway Karya?
2. What are the hurdles that students experience when engaging in the English Club to enhance their reading skills?
3. How effective are the English Club's activities in helping students develop their reading skills?

C. Research Objectives

1. How do students perceive the function of the English Club in enhancing reading skills at SMA N 1 Waway Karya?
2. What are the hurdles that students experience when engaging in the English Club to enhance their reading skills?

3. How effective are the English Club's activities in helping students develop their reading skills?

D. Significance Of Study

This research is expected to be beneficial both theoretically and practically. Theoretically, this study can shed light on the topic of education, particularly the efficiency of extracurricular activities like English Club in increasing students' reading abilities. Furthermore, this study can contribute to future research in the field of English language instruction, particularly in rural secondary schools, as well as enhance the literature on students' perceptions of non-formal learning methods in the development of reading abilities.

Practically, this research can help a variety of parties. This study can assist students comprehend the benefits of English Clubs in enhancing their reading abilities, as well as providing an outline of the difficulties they may experience and how to overcome them. The findings of this study can help teachers and English Club supervisors understand how effective these activities are at increasing students' reading skills, as well as serve as an evaluation tool for establishing more exciting and effective teaching techniques. Furthermore, for the school, this research can provide information regarding the role of English clubs in boosting English learning and serve as a foundation for establishing and refining extracurricular programs to assist students develop their skills more effectively.

This study can also help other researchers who want to learn more about the relationship between extracurricular activities and students reading ability.

The findings of this study can be used as a reference for future research, as well as to produce more qualitative studies focusing on non-formal learning approaches for developing English language abilities. Thus, this research is likely to offer a substantial addition to the field of education, particularly in terms of boosting the quality of English learning through extracurricular activities.

E. Problem Limitation

This study is limited to examining 1. How do students perceive of the reading activity on the English club at SMA N 1 Waway Karya,. It does not aim to measure students' actual improvement in reading skills through standardized tests or academic assessments. The research is conducted solely at SMA N 1 Waway Karya, which means the findings are context-specific and may not be generalized to other schools or institutions with different characteristics. Furthermore, the study adopts a qualitative approach, relying on interviews, observations, and documentation, rather than quantitative data or statistical analysis. The focus is on exploring students' experiences, challenges, and benefits related to their participation in English Club reading activities, rather than evaluating the effectiveness of the club's curriculum or instructional methods. Despite these limitations, this research is expected to offer meaningful insights into the perceived impact of English Club activities on students' reading engagement and development.

F. Problem Formulation

1. Determine students perception of the reading activity at SMA N 1 Waway Karya

G. Objective

Based on the research problem outlined earlier, this study aims to determine students' perceptions on the role of the English Club in supporting reading activities at SMA N 1 Waway Karya.

H. Benefit of Study

This study is expected to provide several benefits, both theoretically and practically, as follows:

1. Theoretical Benefits

This study contributes to the existing body of knowledge in the field of English language education, particularly regarding students' perceptions of extracurricular activities in enhancing reading skills. It also enriches the discussion on the role of learning communities, such as English Clubs, in supporting language acquisition beyond the formal classroom.

2. Practical Benefits

1) For Teachers

The findings may help English teachers to understand students' preferences and challenges in reading activities, thus enabling them to integrate more engaging strategies inside and outside the classroom.

2) For Schools

This study can serve as a reference for school administrators in evaluating and developing extracurricular programs like English Clubs to better support students' reading development.

3) For Students

The study can raise students' awareness of the benefits of participating in English Club activities, encouraging more active involvement in reading practices

4) For Future Researchers

It provides a foundation and reference point for further studies related to English extracurricular activities, especially in rural school contexts.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Students' Perception

Theories pertaining to the research problem are presented in this section. The theoretical framework and an analysis of the pertinent research comprise this section's two sections. Theories relevant to this study are discussed in the first section, and the researcher presents some earlier research on the subject in the second section.

1. Definition of Perception

Perception is the interpretation of what is cognized in the understanding and meaning of information received by the human senses¹. Perception can also be defined as the methods we use to categorize and decipher impressions to provide context for the environment. One way to define perception is as our recognition and understanding of sensory data.² Perception is defined as a complex mental process that enables people to understand, analyze, judge, and create images of social situations. In addition, perception is investigated through the examination of specific voices, such as those that can be communicated through individual or

¹ Kocur, M., Schauhuber, P., Schwind, V., Wolff, C., & Henze, N., The Effects of Self- and External Perception of Avatars on Cognitive Task Performance in Virtual Reality, Proceedings of the ACM Symposium on Virtual Reality Software and Technology, VRST, 2020, <https://doi.org/10.1145/3385956.3418969>

² Scalabrini, A., de Amicis, M., Brugnera, A., Cavicchioli, M., Çatal, Y., Keskin, K., Pilar, J. G., Zhang, J., Osipova, B., Compare, A., Greco, A., Benedetti, F., Mucci, C., & Northoff, G., The Self and Our Perception of Its Synchrony – Beyond Internal and External Cognition, Consciousness and Cognition, 116, 2023, 103600, <https://doi.org/10.1016/J.CONCOG.2023.103600>.

group narratives, stories, behaviors, and reactions. Perception is concerned with how a person perceives their environment, social interactions, and emotions, as well as how they see themselves and others. All these aspects are known to be shaped and/or influenced by social and cultural factors.³

In addition, student perception is the result of the way students use their sensory system to behave in response to information about an object in the school environment which results in students being able to understand and give meaning to the object of perception as something that can be seen and learned. Perception consists of knowledge and interpretation of objects, symbols, and individuals with experience. Perception shapes people's understanding of the world and helps them realize how powerful information is in life.⁴ There are two kinds of perception, namely External Perception and Self Perception. External Perception is a perception that occurs due to stimuli that come from outside the individual, while Self Perception is a perception that occurs due to stimuli that come from within the individual.⁵

Based on this the grand theory used is theory of perception was used in this study because it helps to understand how students interpret

³ Perry-Hazan, L., Students' Perceptions of Their Rights in School: A Systematic Review of the International Literature, *Review of Educational Research*, 91(6), 2021, hlm. 919–957, <https://doi.org/10.3102/00346543211031642>.

⁴ Romero-Rodríguez, J. M., Ramírez-Montoya, M. S., Buenestado-Fernández, M., & Lara-Lara, F., Use of ChatGPT at University as a Tool for Complex Thinking: Students' Perceived Usefulness, *Journal of New Approaches in Educational Research*, 12(2), 2023, hlm. 323–339, <https://doi.org/10.7821/NAER.2023.7.1458>.

⁵ Curelaru, M., Curelaru, V., & Cristea, M., Students' Perceptions of Online Learning during COVID-19 Pandemic: A Qualitative Approach, *Sustainability*, 14(13), 2022, 8138, <https://doi.org/10.3390/SU14138138>.

their experience in following the extracurricular English Clubs as well as their impact on their reading skills.⁶ According to this theory, perception is a cognitive process that allows a person to capture, interpret, and give meaning to information obtained from the surrounding environment. In the context of this study, students' perceptions of English Clubs can be formed through their learning experiences, interactions with fellow club members, as well as learning methods applied in the activity. In addition, the theory also emphasizes that individual perceptions are influenced by the environment, such as support from teachers and peers, as well as the learning atmosphere that exists at clubs.

2. Process of Perception

A person's perception process must go through several stages and conditions before it can be used to estimate whether something will be seen or not. Perception requires the following: the existence of the perceived object, attention, which is the initial stage of preparation for perception, sensory organs or receptors, which are the tools for receiving stimuli and sensory nerves, which carry stimuli to the brain, which then uses them as tools to maintain a response.⁷

The process of forming perception is based on three stages. First, namely stimulus, the occurrence of perception begins when a person is

⁶ Xu, W., *Fostering Engagement with English Extracurricular Reading: A Care-Oriented Pedagogical Approach*, *English Language Teaching*, 18(2), 2025, hlm. 23–30, <https://doi.org/10.5539/elt.v18n2p23>.

⁷ Jagim, A. R., Fields, J. B., Magee, M., Kersick, C., Luedke, J., Erickson, J., & Jones, M. T., *The Influence of Sport Nutrition Knowledge on Body Composition and Perceptions of Dietary Requirements in Collegiate Athletes*, *Nutrients*, 13(7), 2021, 2239, <https://doi.org/10.3390/NU13072239/S1>.

faced with a stimulus or stimulus that is present from his environment. Second, namely registration, in the registration process the symptoms that appear are physical mechanisms in the form of sensing and conditions that are influenced by a person through his sensory organs. A person can listen to or see information sent to him, then register all the information sent to him. Third is interpretation which is a very important cognitive aspect of perception, namely the process of giving meaning to the stimulus he receives. The interpretation process depends on the way of deepening, motivation, and personality of a person.⁸

The perception process involves three stages each stage is explained as follows:⁹

1. Selection

Selection is the first stage of perception, where environmental cues are transformed into meaningful experiences. Perception is done with a tendency to see, hear and believe only what one wants to see, hear and believe. Selective retention occurs when people learn something based on what they see, hear and believe.

2. Organization

The second phase in the perceiving process is an organization. Following the collection of external data, it must be arranged by recognizing important trends. There are two features at this level. First,

⁸ Hu, F., Deng, Y., Saad, W., Bennis, M., & Aghvami, A. H., Cellular-Connected Wireless Virtual Reality: Requirements, Challenges, and Solutions, *IEEE Communications Magazine*, 58(5), 2020, hlm. 105–111, <https://doi.org/10.1109/MCOM.001.1900511>.

⁹ Qiong, O. U., A Brief Introduction to Perception, *Studies in Literature and Language*, 15(4), 2017, hlm. 18–28, <https://doi.org/10.3968/10055>.

the structure of human perception is provided by the organizing process. At this point, structured people' meaningful experiences are infused with unprocessed external stimuli. Second, the process shows how consistent human perception is. Stated differently, the selected and categorized stimulus gains strength.

3. Interpretation

Interpretation is the process of evaluating and figuring out structured data. When interpreting stimuli, people usually compare them to other stimuli or rely on the context in which they are viewed. Context can sometimes help in interpretation, while other times it can cause confusion. It is more effective if it is based on the actual circumstances and environment.

3. Perceptions Requirements

Perception is formed when three main conditions are met : ¹⁰

1. There is a perceived object, where stimuli from the surrounding environment can affect a person's sensory organs. These stimuli can come from outside or inside the individual who directly hits the receiving nerves or receptors.
2. The existence of a sense device or receptor that functions to receive stimuli. This process involves sensory nerves that forward information

¹⁰ Dalayya, S., Elsaid, S. T. F. A., Ng, K. H., Song, T. L., & Lim, J. B. Y., Sentiment Analysis to Understand the Perception and Requirements of a Plant-Based Food App for Cancer Patients, Human Behavior and Emerging Technologies, 2023(1), 8005764, <https://doi.org/10.1155/2023/8005764>.

from the senses to the center of the nervous system, namely the brain as the center of consciousness, thus forming perception.

3. Attention is an important factor in creating perception, because without attention, individuals find it difficult to process the information received. Attention is a form of concentration on the object being observed, thus allowing individuals to understand and form perceptions of it.

B. The Concept Of Extracurricular

1. Definition Of Extracurricular

Extracurricular is one element of planned self-development activities and specifically designed activities and performed by students according to the requirements and circumstances of the student. This extracurricular activity to help students develop according to their needs, potential, talents, and interests, extracurricular activities are educational activities that take place outside of regular classes and counseling services. This activity is specifically planned by educators and other educational personnel who have the skills and authority required in the educational unit.¹¹

Extracurricular activities are activities held outside the hours of face-to-face lessons, carried out in schools or outside schools to further enrich

¹¹ Albayrak, H., & Şener, T., The Relationship between Participation in Extracurricular Activities and Motivation of Foreign Language Learning, *International Journal of Psychology and Educational Studies*, 8(2), 2021, hlm. 122–132.

and expand the insight of knowledge and abilities that have been learned from various subjects in the curriculum, called extracurricular activities.¹²

Based on this, it can be said that extracurricular activities are educational pursuits that take place outside of regular school hours and help students develop their potential, skills, and interests in line with their unique needs through targeted school-organized activities.

2. Extracurricular Functions

Activities carried out by students outside of the standard academic program of educational institutions are referred to as extracurricular activities. These activities include volunteering, sports, the arts, and other non-academic endeavors that are intended to improve students' growth and employability. Extracurricular activities are expected to be able to improve students' enrichment in learning and encouraged activities and channel students' talents and interests so that they are familiar with the busyness they experience, the preparation, planning and financing that must be taken into account, so that this program achieves its goals. Extracurricular functions as :¹³

1) The Acquisition and Expansion of Knowledge

Extracurricular Activities provides opportunities for students to gain new insights beyond the main curriculum. Through various

¹² Hui, Y. K., Kwok, L. F., & Ip, H. H. S., Employability: Smart Learning in Extracurricular Activities for Developing College Graduates' Competencies, *Australasian Journal of Educational Technology*, 37(2), 2021, hlm. 171–188, <https://doi.org/10.14742/AJET.6734>.

¹³ Narkabilova, G., & Khujamberdiyeva, S., Extracurricular Activities Are a Key Element in the Organization of the Educational Process, *Turkish Journal of Computer and Mathematics Education*, 12(3), 2021, hlm. 1029–1033.

activities such as language clubs, science, journalism, or debate, students can dig deeper into topics that interest them and expand knowledge in the field of interest. In addition to gaining new insights, extracurricular also helps students to better understand and apply what they have learned in the classroom. For example, students who follow a mathematical club can hone problem-solving skills through competition, while members of the theater club can develop an in-depth understanding of performing arts.

2) Professional Skills Improvement for Specialists

Participation in extracurricular activities can equip students with skills useful for future careers. Entrepreneurship clubs, for example, can teach the basics of business and management, while student organizations can train much-needed leadership, communication and teamwork in the professional world.

3) Development of Intelligence and Personality

Extracurricular plays a role in shaping characters and improving students' emotional intelligence. Through interaction with peers, completing challenges in activities, and active participation in school organizations, students learn to manage emotions, critical thinking, and improve their creativity and fighting skills. Extracurricular activities such as art clubs, music, dance, or foreign languages can introduce students to cultural diversity at home and abroad. This helps them to

better understand and appreciate cultural values, improve attitudes tolerance, and build awareness of their own cultural identity.

4) Self Development and Self Actualization

Extracurricular provides space for students to explore their interests and talents, as well as develop the best potential they have. By participating in activities that fit their passion, students can increase confidence, cultivate a sense of responsibility, and achieve personal satisfaction in their self-development.

Based on the functions of extracurricular activities above it can be concluded that extracurricular has a function as a means of developing potential, interests and talents and can motivate to be more active and active in honing the potential and interests that exist within the students.

C. The Concept of Reading Activities

Reading is one of the four language activities that educators should focus on developing while teaching English to speakers of other languages. Reading activities are more important than other activities, not just because they give people access to new technologies and knowledge.¹⁴ Since reading is a component of learning, readers engage in reading activities by analyzing,

¹⁴ Wahyuni, F., Fiantika, R., Wasil, M., Jumiayati, S., Honesti, L., Jonata, S., Mouw, E., Hasanah, Mashudi, I., Nur, Maharani, Anita, Nuryami, Ambarwati, K., Noflidaputri, R., & Waris, L., *Metodologi Penelitian Kualitatif*, Global Eksekutif Teknologi, 2022.

synthesizing, assessing, and picking out the most crucial details in the texts they read.¹⁵

Reading activities play an important role in improving the quality of human resources. Reading is a basic skill that allows one to acquire the knowledge necessary to achieve progress in life. In the world of education, reading becomes an inseparable part of the whole learning process. Both in science and culture, reading remains an essential activity to support one's development and understanding.¹⁶

Reading is one of the four key language activities, in addition to listening, speaking, and writing. These four activities are interconnected and support each other in the language process. In general, reading and hearing activities fall into the category of receptive skills as they involve the process of receiving and understanding information. Meanwhile, speaking and writing skills are classified as productive skills, as they focus on the ability to produce and convey information to others.¹⁷

Based on the opinions above, it can be said that reading is a fundamental language activity that plays an important role in acquiring knowledge and improving the quality of human resources. As part of receptive skills, reading allows one to understand the information received, thus becoming the basis for the development of other activities, such as writing, speaking, and critical thinking.

¹⁵ Qiong, O. U., A Brief Introduction to Perception, Studies in Literature and Language, 15(4), 2017, hlm. 18–28, <https://doi.org/10.3968/10055>.

¹⁶ Rizal, Syamsul, Buku Reading Skill Teori dan Praktik Pengukurannya, IAIN Bengkulu Press, 2018, ISBN 9786025960642. Page 132

¹⁷ Ibid.

In teaching reading, reading understanding in English called Reading Comprehension. Understanding of reading about one text is very important for readers because of understanding show that the reader has been able to understand all the orang messages information that the author wants to submit. The reader's understanding of a reading text consists of several levels. Grouped the level of understanding three-level top reader with characteristic description and reading type on each level or level. These three levels include free level (independent level), instructional level, and frustrating level (frustation level). The three types of readability levels can be explained as follows.¹⁸

1. Independent Level (Easy Level)

Students can understand the text independently without the need for additional help because the whole word in the text is well understood. Therefore, reading at this level feels easy and does not cause difficulty for students.

2. Instructional Level (Comfortable)

Students can still understand the content of the text, but need help in understanding certain concepts. Some words in the text may need to be analyzed deeper, but students remain in a comfortable situation and can still follow the material well.

¹⁸ Ibid. Page 147

3. Frustrating Level (Too Hard)

Reading material becomes very difficult for students because most of the words in the text are unknown, so understanding becomes hampered. Reading at this level requires more intensive help so that students can better understand the reading content.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a quantitative descriptive approach. A quantitative method is used to obtain measurable data that can be analyzed statistically. The goal is to describe students' perceptions of the role of English Club extracurricular activities in supporting their reading skills.¹ This approach was chosen because it allows researchers to objectively measure opinions or perceptions using standardized instruments such as questionnaires. Quantitative data also enable comparisons, trend analysis, and the identification of general patterns among respondents.²

In the context of this study, reading activities may include school reading programs, independent reading assignments, book discussions, or other structured engagements with reading. Through this method, the researcher aims to understand how these activities contribute to the development of reading skills such as comprehension, vocabulary acquisition, and reading fluency. In short, a quantitative descriptive method provides clarity, objectivity, and replicability, making it a reliable approach for studying perceptions of reading activities in a measurable and evidence-based manner.

¹ Hasan, M., Harahap, T. K., Hasibuan, S., Rodliyah, I., Thalhah, S. Z., Rakhman, C. U., Ratnaningsih, P. W., Mattunruang, I. A. A., Herman, & Nursaeni, *Metode Penelitian Kualitatif*, 2023. Page 98

² Wahyuni, F., Fiantika, R., Wasil, M., Jumiya, S., Honesti, L., Jonata, S., Mouw, E., Hasanah, Mashudi, I., Nur, Maharani, Anita, Nuryami, Ambarwati, K., Noflidaputri, R., & Waris, L., *Metodologi Penelitian Kualitatif*, Global Eksekutif Teknologi, 2022.

B. Operational Definition of Variable

The independent variable (X) in this study is the reading activities provided to the students, including structured reading programs, reading clubs, independent reading sessions, or teacher-led reading tasks. These activities are expected to offer opportunities for students to practice, engage, and reflect on their reading skills.

The dependent variable (Y) is the students' reading skills, particularly their comprehension, vocabulary development, and reading confidence. The research seeks to find out whether and how reading activities (X) influence or correlate with improvements in these aspects (Y). In this research, the main variable is defined as students' perceptions of reading activities and how they contribute to their reading skill development. To make this variable measurable, it is broken down into five specific indicators:

1. Motivation

This refers to the students' internal drive to engage in reading activities. It includes their interest and willingness to participate voluntarily in reading programs or assignments.

2. Frequency of Participation

This measures how often students engage in reading activities within a specific time frame, such as per week or per month.

3. Perceived Improvement

This indicator focuses on students' beliefs about how reading activities help them improve reading comprehension, vocabulary, and

reading speed.

4. Emotional Response

This includes how students feel during reading activities—whether they enjoy it, feel confident, bored, or stressed.

5. Obstacles or Difficulties

This captures students' perceived challenges, such as lack of time, difficulty understanding texts, or lack of access to books.

The operationalization of the variable ensures that all aspects of the students' perception of reading activities are clearly defined and systematically measured, contributing to the accuracy and validity of the research findings.

C. Population, Sample, and Sampling Technique

The population in this research includes all students at SMA Negeri 1 Waway Karya who have actively participated in reading activities such as reading clubs, independent reading sessions, or school reading programs. However, due to the limited scale of the study and available resources, the sample for this research consists of 5 students who meet specific criteria.

The sample is selected using purposive sampling, which is a non-probability sampling technique. This method involves deliberately choosing participants who are believed to be most knowledgeable or experienced in the topic being studied. In this case, the selected students:

1. Have consistently participated in reading activities over the past three months.

2. Represent different grade levels to ensure a variety of perspectives.
3. Are willing to respond honestly and reflectively to the questionnaire items.

The decision to involve only 5 respondents is based on the exploratory nature of the research and logistical considerations. While this is a relatively small sample, it allows for a focused and in-depth analysis of students' perceptions related to reading activities. The use of a small, carefully selected sample ensures that each respondent's insights are meaningful and rooted in direct experience.

Moreover, this approach helps in collecting initial data that can serve as a foundation for further studies involving larger populations. Despite the limited number of respondents, the findings are still valuable for understanding student engagement with reading and for generating recommendations to improve reading activities in the school context.³ The subjects of this research were students of SMA Negeri 1 Waway Karya who actively participated in English Club extracurricular activities.

D. Data Collection Technique

Data collection techniques are an important stage in the research process because they aim to obtain relevant data in determining the quality and validity of data and research results.⁴ Therefore, in this study, the following data collection methods were used:

³ Nasution, A. F., Metode Penelitian Kualitatif, Jurnal Sains dan Seni ITS, 6(1), 2023.

⁴ Hasan, M., Harahap, T. K., Hasibuan, S., Rodliyah, I., Thalhah, S. Z., Rakhman, C. U., Ratnaningsih, P. W., Mattunruang, I. A. A., Herman, & Nursaeni, Metode Penelitian Kualitatif, 2023.

1. Observation

Observation is a data collection technique that is carried out by directly observing an event or phenomenon that can be captured through the five senses. Data obtained through observation is often considered more accurate and reliable than information obtained through the interview method.⁵

This research uses the observation method with an active participant approach. observations were made directly when English Club activities took place. Researchers observed student involvement, activities carried out, interactions between members, and strategies used in developing reading skills. This observation aims to complement information from interviews with factual data in the field, as well as confirm whether students' perceptions match the observed reality.

2. Questionnaire

Questionnaire is a data collection technique that involves giving a set of structured questions in written form to respondents to be answered independently. This method allows researchers to obtain measurable and standardized data from a large number of participants.⁶ In this study, the questionnaire consists of closed-ended questions designed using a Likert scale to measure students' perceptions of the role of English Club extracurricular activities in improving reading skills. The questionnaire

⁵ Abdussamad, Z., Metode Penelitian Kualitatif, dalam P. Rapanna (Ed.), Syakir Media Press: Vol. Makassar (Nomor 1, hlm. 88–100), CV. Syakir Media Press, 2021.

⁶ Wahyuni, F., Fiantika, R., Wasil, M., Jumiyati, S., Honesti, L., Jonata, S., Mouw, E., Hasanah, Mashudi, I., Nur, Maharani, Anita, Nuryami, Ambarwati, K., Noflidaputri, R., & Waris, L., Metodologi Penelitian Kualitatif, Global Eksekutif Teknologi, 2022.

includes aspects such as student motivation, frequency of participation, perceived improvement in reading skills, challenges faced, and emotional responses after joining the English Club. This instrument was distributed to students who are members of the English Club to obtain quantitative data that could be analyzed statistically.

3. Document Study

Documentation study is an effort made to interpret and analyze information contained in documents theoretically. Documentation is a data collection technique that involves collecting information during field research.⁷ This documentation study is important to do as supporting evidence of the research implementation. Documentation as the main support of the research, providing additional data to complement the results of observations and interviews. Documentation helps researchers in gaining additional understanding or information, both from digital and non-digital documents. researchers also collected documentation, such as attendance lists, reading materials used, activity notes, and photos of English Club activities. These documents were used as supporting evidence and complementary data to strengthen the findings from interviews and observations.

E. Data Collecting Instrument

The data collection instrument in this study was a closed questionnaire prepared using a Likert scale. This questionnaire was designed to measure students' perceptions of the role of English Club extracurricular activities in

⁷ Abdussamad, Z., *Metode Penelitian Kualitatif*, dalam P. Rapanna (Ed.), Syakir Media Press: Vol. Makassar (Nomor 1, hlm. 88–100), CV. Syakir Media Press, 2021.

improving their reading activities.

Table 3. 1 Questionnaire Instrument

No.	Indicator	Statement	Scale (1–5)
1	Motivation to Read	The English Club motivates me to read English texts more frequently.	1–5
2	Reading Comprehension	My understanding of English texts has improved since joining the English Club.	1–5
3	Vocabulary Acquisition	I have learned new vocabulary through reading activities in the English Club.	1–5
4	Interest in Reading	The English Club makes reading English more enjoyable and interesting for me.	1–5
5	Reading Strategy Skills	I have developed better strategies for reading and understanding English texts.	1–5
6	Confidence in Reading	I feel more confident when reading English texts aloud or silently.	1–5
7	Reading Fluency	My reading fluency in English has increased through club activities.	1–5
8	Peer Collaboration in Reading	I benefit from group reading and discussions with peers during English Club sessions.	1–5
9	Reading Activity Variety	The English Club provides a variety of reading activities that help me learn effectively.	1–5
10	Overall Satisfaction with Reading	I am satisfied with the reading activities provided by the English Club.	1–5

F. Data Analysis Technique

The data obtained from the questionnaire will be analyzed using quantitative descriptive statistics. The purpose of this method is to provide a general overview of students' perceptions of reading activities by presenting the data in a simplified and understandable form, such as percentages, means, and standard deviations. These statistical measures were used to describe and

interpret students' perceptions of the role of English Club extracurricular activities in improving reading skills. The analysis aimed to identify trends, patterns, and the overall level of agreement among respondents regarding the effectiveness of the program. In this quantitative research, several data analysis techniques were used to interpret the results obtained from the questionnaire:

1. Percentage Calculation

The first step involves calculating the percentage (%) of each response option to determine the distribution of student answers. The formula used is:

$$\text{Percentage (\%)} = \frac{f}{n} \times 100$$

Where:

f = frequency of a specific response

N = total number of respondents

This helps to visually interpret how many students selected each response option.

2. Mean Score

The mean score is calculated to determine the general trend in student perceptions for each indicator. The formula is:

$$\text{Mean} = \frac{\sum x}{n}$$

Where:

X = total score from all responses

n = number of respondents

The Likert scale is interpreted as follows :

- 4.21–5.00 = Very Positive
- 3.41–4.20 = Positive
- 2.61–3.40 = Neutral
- 1.81–2.60 = Negative
- 1.00–1.80 = Very Negative

The mean helps identify whether students generally have a favorable or unfavorable perception of the reading activities.

CHAPTER IV

RESULTS AND DISCUSSION

A. Research Results

1. Description of Research Location

a) The Historical Background SMA N 1 Waway Karya

SMA N 1 Waway Karya is a public senior high school located in the sub-district of Waway Karya, East Lampung Regency, Indonesia. Established several decades ago, this school has grown to become one of the prominent educational institutions in the region. The school was founded with the goal of providing quality secondary education to students in this rural area, where access to advanced learning opportunities was previously limited.

Over the years, SMA N 1 Waway Karya has developed both its academic programs and extracurricular activities to meet the changing needs of its students. The school focuses on preparing students not only to excel in national examinations but also to become responsible citizens who can contribute positively to their communities. The history of the school reflects the commitment of local government and education authorities to improve educational standards in East Lampung.

The school's development has been influenced by the socio-economic background of the local population, which is predominantly

involved in agriculture and small businesses. This context has motivated the school to emphasize practical skills and language proficiency, especially in English, as a key to opening broader opportunities for its students. The dedication of teachers and staff to fostering a supportive and inspiring learning environment is an important part of the school's legacy.

In recent years, SMA N 1 Waway Karya has actively sought to integrate modern teaching methods and facilities, including language labs and computer-assisted learning, to enhance the quality of education. The school continues to prioritize extracurricular programs as vital components for holistic student development, recognizing that these activities help students develop social skills, confidence, and a passion for learning beyond the classroom.

b) The Profil of Extracurricular English Club

The Extracurricular English Club at SMA N 1 Waway Karya was established as part of the school's effort to support students in improving their English language skills outside of regular class hours. This club is designed to create a fun and interactive environment where students can practice English, particularly in the areas of reading, speaking, and listening.

Membership in the English Club is voluntary and open to all students who are interested in enhancing their English proficiency. The club meets regularly, typically once or twice a week, and

activities are guided by qualified English teachers or club facilitators who are passionate about language education.

The club's main focus is on improving students' reading activities, which includes reading various texts such as short stories, articles, and essays. Activities often involve group reading sessions, discussions, vocabulary building exercises, and reading comprehension games. These interactive methods aim to make reading an enjoyable and meaningful experience, encouraging students to develop a habit of reading in English regularly.

Beyond reading, the club also offers opportunities for students to engage in English debates, role-plays, and presentations, which help build their confidence and communication skills. The club organizes several events and competitions throughout the academic year, motivating students to participate actively and apply what they have learned.

The English Club plays an essential role in supporting students who may not have ample exposure to English outside school, especially in a region where English is not commonly spoken in daily life. It bridges the gap between classroom learning and practical usage, helping students improve their language skills in a supportive and collaborative setting. Through this club, students gain not only language proficiency but also teamwork and leadership skills that are valuable for their future academic and professional endeavors.

2. Description of Data from Research Results

a) Descriptive Analysis

This section presents a descriptive analysis of the respondents who participated in the study. The data include the respondents' initials, ages, and class levels, which help provide an overview of the sample characteristics.

Table 4.1 Descriptive Analysis of Respondents

Initials	Age	Class
A.R	16	11th
M.S	17	12th
D.K	15	10th
S.T	17	12th
R.W	16	11th

The respondents in this study consisted of five high school students from SMA N 1 Waway Karya who are actively involved in the Extracurricular English Club. Their participation in this club suggests a certain level of motivation and interest in improving their English skills, particularly reading. The ages of these students range from 15 to 17 years old, which corresponds closely to the typical age range of high school students in Indonesia. This age bracket is significant as it represents a developmental stage where students are capable of more advanced cognitive and language skills, making their engagement in extracurricular language activities both relevant and impactful.

The sample includes students from three different class levels: 10th, 11th, and 12th grade. Among the five respondents, one is in the 10th grade, two are in the 11th grade, and the remaining two are in the 12th grade. This distribution provides a well-rounded representation of the high school population, covering the early, middle, and final years of secondary education. By involving students from various grade levels, the study captures a wider range of experiences and perspectives regarding the English Club's influence on their reading activities. For example, younger students in the 10th grade might still be adjusting to the increased academic demands of high school and may view the club as a vital support for their English studies. Meanwhile, older students in the 12th grade might be more focused on preparing for university entrance exams or other academic milestones, potentially perceiving the club as a strategic resource for exam success.

The diversity in age and grade level among the respondents enhances the validity and applicability of the research findings. It helps to avoid bias that might occur if the sample were limited to just one grade, ensuring that the results more accurately reflect the general student body's attitudes and perceptions towards the extracurricular English activities. Furthermore, understanding the demographic profile of the respondents is essential for contextualizing their feedback and interpreting the effectiveness of the English Club in

promoting reading skills. Such demographic information provides insight into how students at different academic stages engage with and benefit from the program, which can inform future improvements and adaptations to better meet their needs.

b) Data Analysis

In this section, the data collected from the questionnaire regarding students' perceptions of the Extracurricular English Club's impact on reading activities were analyzed using descriptive statistics. The dataset consists of responses from 5 respondents, each answering 10 statements on a Likert scale ranging from 1 (very negative) to 5 (very positive). The scores for each statement show a generally positive perception toward the English Club's contribution. The total scores of respondents range from 40 to 48, with mean scores between 4.0 and 4.8, indicating an overall positive attitude. The highest total score recorded was 48 with a mean of 4.8 (Respondent 5), while the lowest total score was 40 with a mean of 4.0 (Respondents 1 and 3).

Table 4.2 Analysis

Statement	Mean Score	Interpretation
Statement 1	4.6	Positive
Statement 2	4.4	Positive
Statement 3	4.4	Positive
Statement 4	4.4	Positive

Statement 5	4.0	Positive
Statement 6	3.8	Positive
Statement 7	3.8	Positive
Statement 8	4.4	Positive
Statement 9	4.4	Positive
Statement 10	4.4	Positive

c) Hypothesis Testing

The research hypothesis was formulated as follows:

Hypothesis 1

H0: Students' involvement in English Club has no significant effect on their reading activity.

H1: Students' activity in English Club has a significant effect on their reading activity

Hypothesis 2

H0: Students' activity in English Club has no significant effect on their perception towards reading in English.

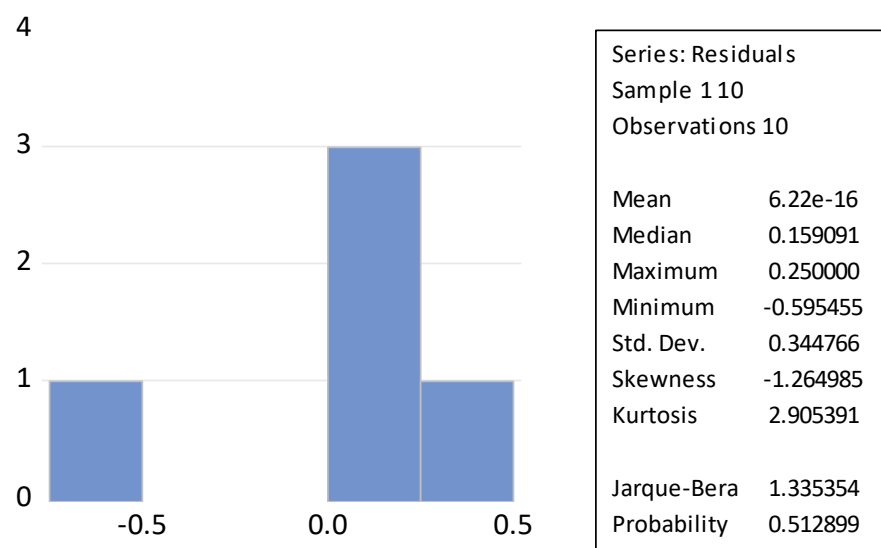
H1: Students' activity in English Club has a significant effect on their perception towards reading in English.

Using the descriptive statistical analysis, the mean scores for each statement exceed the neutral threshold (3.41), indicating a positive perception. Given that all mean scores are consistently above this value, the data supports the acceptance of the alternative hypothesis (H1).

Therefore, it can be concluded that students perceive the English Club extracurricular activities as effective in enhancing their reading skills. This result is supported by the overall positive mean scores and consistent agreement among respondents.

a. The Result of Normality Test

Table 4.3 The Result Normality



The residual normality test results show that the Jarque-Bera value is 1.335354 with a p-value of 0.512899. Since this p-value is greater than the significance limit of 0.05, we fail to reject the null hypothesis that the residuals are normally distributed. Thus, it can be concluded that the residuals of this regression model fulfill the normality assumption, which is one of the important requirements in regression analysis for the estimation results and inference to be valid. In addition, the skewness value of -1.264985 indicates a slope of the residual distribution towards the left, but still within reasonable limits. The

kurtosis value of 2.905391 is also close to the value of 3, which indicates that the shape of the residual distribution almost resembles a normal distribution. The mean of the residuals being very close to zero reinforces the conclusion that the residuals are symmetrically distributed around the mean, so this regression model is reliable for further analysis.

b. The Result Of Homogeneity Test

Table 4.5 The Result Of Homogeneity

Heteroskedasticity Test: Breusch-Pagan-Godfrey
Null hypothesis: Homoskedasticity

F-statistic	0.075494	Prob. F(1,3)	0.8013
Obs*R-squared	0.122735	Prob. Chi-Square(1)	0.7261
Scaled explained SS	0.042094	Prob. Chi-Square(1)	0.8374

The results of the heteroscedasticity test using the Breusch-Pagan-Godfrey method show that the F-statistic value is 0.075494 with a p-value of 0.8013. The p-value is much greater than the significance limit of 0.05, so we fail to reject the null hypothesis that the residual variance is homogeneous (homoscedasticity). Thus, there is not enough evidence to suggest that heteroscedasticity occurs in this regression model. This means that the assumption of homoscedasticity is met, so the error variance is considered constant across the range of independent variable values, and the regression estimation results can be considered valid without the need for special correction for the residual variance problem.

c. The Result Regression

Table 4.4 The Result Regression

Dependent Variable: PERCEPTION_SCORE				
Method: Least Squares				
Date: 05/29/25 Time: 11:05				
Sample: 1 10				
Included observations: 10				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.095454...	0.9309723...	1.1008042...	0.9261
ACTIVITY_SCORE	1.886363...	0.671000	1.320959	0.2782
R-squared	0.367747	Mean dependent var		4.160000
Adjusted R-squared	0.156995	S.D. dependent var		0.433590
S.E. of regression	0.398102	Akaike info criterion		1.284955
Sum squared resid	0.475455	Schwarz criterion		1.128730
Log likelihood	-1.212388	Hannan-Quinn criter.		0.865663
F-statistic	6.744933...	Durbin-Watson stat		2.155658
Prob(F-statistic)	0.278236			

The regression analysis results indicate that activity in the English Club has a positive effect on students' reading perception with a coefficient of 1.8586. However, this effect is not statistically significant, as the p-value of 0.2782 is greater than 0.05. The R-squared value of 0.3677 indicates that 36.8% of the variation in reading perception can be explained by activity in the English Club, while the remaining variation is influenced by other factors not included in the model.

B. Discussion

The discussion of the research findings plays a vital role in this study, providing answers to the research questions and demonstrating how the research objectives have been fulfilled. This section offers an in-depth interpretation of the findings, situates them within the context of existing literature, and explores their theoretical and practical implications.

Additionally, it highlights the limitations of the study and offers suggestions for future research.

The data collected from the five respondents at SMA N 1 Waway Karya indicate that students have a predominantly positive perception of the role of the Extracurricular English Club in improving their reading activities. The descriptive statistics, especially the mean scores for each statement in the questionnaire, reveal that students generally agree that the club positively influences their motivation, reading comprehension, vocabulary development, and overall reading skills. The mean values consistently fall within the "positive" to "very positive" range according to the Likert scale, showing strong student endorsement of the club's effectiveness.

These findings support the broader educational theory that extracurricular activities, particularly language clubs, can significantly enhance students' language proficiency by providing them with additional exposure and practice opportunities outside the formal classroom environment. According Hypothesis, language acquisition is facilitated by exposure to comprehensible input in meaningful contexts. The English Club, by engaging students in various reading-related activities such as discussions, book readings, and storytelling sessions, offers such an environment that fosters incidental learning and increases students' reading input.

Previous studies have similarly found that participation in extracurricular English clubs improves students' reading skills and attitudes toward learning English. That students involved in English clubs had higher

reading comprehension scores and expressed greater enthusiasm for reading than those who did not participate. Eemphasized that the interactive nature of club activities, which often include peer collaboration and informal learning settings, enhances students' engagement and reduces anxiety associated with reading in a foreign language. These studies align closely with the current findings, providing credibility and broader context to the positive perceptions reported by the respondents.

However, the literature also highlights variability in the effectiveness of extracurricular clubs depending on factors such as facilitation quality, program content, and student motivation. While some clubs positively impact language skills, others may fail to do so if they lack structured activities, trained facilitators, or if student participation is low. This underscores the importance of well-organized and well supported extracurricular programs. In the case of SMA N 1 Waway Karya, the positive student perceptions could be attributed to effective club management, supportive teachers, and a curriculum that includes engaging reading activities tailored to students' interests and proficiency levels.

The practical implications of these findings are significant for educators and school administrators. First, they reinforce the value of supporting extracurricular programs as complementary to formal instruction, especially in language learning contexts where exposure to the target language outside the classroom is limited. Schools should prioritize providing resources and training for extracurricular clubs to maintain their quality and effectiveness. Moreover,

encouraging consistent student participation by making activities enjoyable and relevant can maximize learning outcomes.

Despite these positive outcomes, this study has some limitations that should be acknowledged. The small sample size of only five respondents restricts the generalizability of the findings. A larger sample would provide a more representative view of the student body's perceptions. Additionally, this study employed only quantitative descriptive analysis of questionnaire data. Incorporating qualitative methods, such as interviews or observations, in future research could yield deeper insights into how and why the club influences reading skills. It would also be beneficial to explore long-term effects of participation and the role of external factors such as parental support or individual learner differences.

In conclusion, this study contributes to the growing evidence that extracurricular English clubs are beneficial for enhancing students' reading activities. The positive perceptions reported by students at SMA N 1 Waway Karya demonstrate that the club serves as a valuable supplementary learning platform. Future research should aim to build on these findings with broader and more diverse samples, mixed research methods, and a focus on program quality and sustainability to provide a comprehensive understanding of the extracurricular English club's role in language education.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study concludes that the English Club at SMA N 1 Waway Karya plays a meaningful role in supporting and enhancing students' reading development. Students perceive the reading activities in the English Club positively, which is evident from their increased enthusiasm, improved vocabulary mastery, better comprehension, and more frequent engagement in reading practices. A positive perception, in this context, refers to students' favorable evaluation of their experiences, marked by feelings of enjoyment, perceived benefits, and motivation to continue participating in the reading activities. The perception is considered positive when students feel that the activities are useful, engaging, and contribute to their language proficiency. Conversely, a negative perception would arise if students experienced boredom, confusion, or felt that the activities had little relevance to their learning goals.

Several factors contributed to the students' positive perception. These include the interactive and flexible nature of the English Club, the freedom to choose reading materials that suit their interests and reading levels, and the supportive learning environment fostered by peers and facilitators. Students were actively involved in various types of reading activities, such as group reading, retelling stories, vocabulary-based games, discussions about texts, and

creative projects like poster-making or role-play based on stories they read. These activities not only strengthened their reading skills but also made the process more enjoyable and less stressful compared to traditional classroom methods.

English Club provides a valuable platform for students to develop their reading abilities in a more dynamic and student-centered environment. The findings emphasize the importance of extracurricular programs as complementary to formal instruction, especially in motivating students to engage more deeply with English texts. Furthermore, by focusing on students' perceptions, this study offers insights into how reading activities can be designed to foster both academic and emotional engagement in language learning.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are put forward, which remain within the scope and implications of the research.

1. For School Administrators and Teachers:

It is recommended that the school continue to support and improve the Extracurricular English Club by providing sufficient resources, training for facilitators, and creating a structured program that maintains student interest and engagement. Schools are encouraged to provide adequate facilities such as reading materials, comfortable spaces, and audio-visual tools to support English Club activities. Training for

facilitators and a structured program are also essential to maintain student interest and improve reading outcomes. Enhancing the quality of the club's activities could further boost students' reading skills and overall English proficiency.

2. For Students:

Students are encouraged to actively participate in the English Club and take advantage of the opportunities to practice reading and other language skills in a fun and supportive environment. Regular participation will likely improve their motivation and language competence.

3. For Future Researchers:

It is suggested that future studies expand the sample size to gain more generalizable results and incorporate qualitative methods such as interviews or observations to deepen the understanding of how extracurricular activities impact language learning. Future studies should involve a larger sample and consider combining methods like observation and interviews to gain deeper insights. Exploring other language skills or types of extracurricular activities is also recommended.

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APPENDIX

Appendix 1: Questionnaire Instrument

Title :

The Students' Perceptions Of The Reading Activity on the English Club at SMA
N 1 Waway Karya

Respondents :

5 students

Scale :

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Indicator	Statement	Scale
1	Motivation to read	The English Club motivates me to read English texts more frequently.	1–5
2	Reading comprehension improvement	My understanding of English texts has improved after joining the English Club.	1–5
3	Vocabulary acquisition	I learn a lot of new vocabulary through reading activities in the English Club.	1–5
4	Interest in reading	The English Club makes reading in English more interesting and enjoyable for me.	1–5
5	Reading strategies	I have developed better reading strategies	1–5

		after joining the English Club.	
6	Reading confidence	I feel more confident when reading English texts.	1–5
7	Reading fluency	My fluency in reading English has improved through English Club activities.	1–5
8	Group discussion benefit	I benefit from reading together and discussing with friends in the English Club.	1–5
9	Variety of reading activities	The English Club provides diverse reading activities that help me learn effectively.	1–5
10	Overall satisfaction with reading activities	I am satisfied with the reading activities provided by the English Club.	1–5

Appendix 2

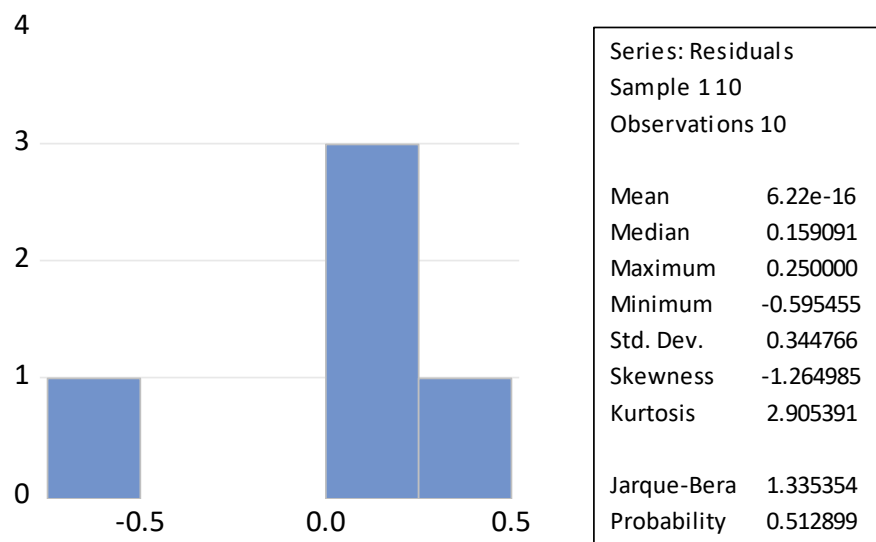
RESPONDENTS' ANSWERS

Initials	Age	Class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
A.R	16	11	4	4	4	5	3	3	4	5	4	4
M.S	17	12	5	4	4	4	4	4	4	4	5	4
D.K	15	10	4	5	5	4	4	3	3	4	4	4
S.T	17	12	5	4	4	5	4	4	4	4	4	5
R.W	16	11	5	5	5	4	5	5	4	5	5	5

Appendix 3

Analysis Data

Statement	Mean Score	Interpretation
Statement 1	4.6	Positive
Statement 2	4.4	Positive
Statement 3	4.4	Positive
Statement 4	4.4	Positive
Statement 5	4.0	Positive
Statement 6	3.8	Positive
Statement 7	3.8	Positive
Statement 8	4.4	Positive
Statement 9	4.4	Positive
Statement 10	4.4	Positive

Appendix 4**The Result Normality Test**

Appendix 5

The Result Of Homogeneity Test

Heteroskedasticity Test: Breusch-Pagan-Godfrey

Null hypothesis: Homoskedasticity

F-statistic	0.075494	Prob. F(1,3)	0.8013
Obs*R-squared	0.122735	Prob. Chi-Square(1)	0.7261
Scaled explained SS	0.042094	Prob. Chi-Square(1)	0.8374

Appendix 7

The Result Regression Test

Dependent Variable: PERCEPTION_SCORE

Method: Least Squares

Date: 05/29/25 Time: 11:05

Sample: 1 10

Included observations: 10

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.095454...	0.9309723...	1.1008042...	0.9261
ACTIVITY_SCORE	1.886363...	0.671000	1.320959	0.2782
R-squared	0.367747	Mean dependent var		4.160000
Adjusted R-squared	0.156995	S.D. dependent var		0.433590
S.E. of regression	0.398102	Akaike info criterion		1.284955
Sum squared resid	0.475455	Schwarz criterion		1.128730
Log likelihood	-1.212388	Hannan-Quinn criter.		0.865663
F-statistic	6.744933...	Durbin-Watson stat		2.155658
Prob(F-statistic)	0.278236			



PEMERINTAH PROVINSI LAMPUNG
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SURAT IZIN PRASURVEY PENELITIAN

NO : 400.3.8.1/018/10814059/2025

Berdasarkan surat permohonan dari Ketua Jurusan Tadris Bahasa Inggris IAIN Jurai Siwo Metro Lampung Nomor 1715/In.28/I/TL.01/05/2025 tanggal 27 Mei 2025, perihal tentang permohonan izin prasurvey, saya yang bertanda tangan di bawah ini :

Nama : ANIS KURNIAWAN, S.Pd
NIP : 198701162010011001
Pangkat/ Gol : Penata Tk. I / III.d
Jabatan : Wakil Kepala Sekolah Bid. Akademik dan Kurikulum
Instansi : SMAN 1 Waway Karya

Mengizinkan dan memfasilitasi mahasiswa berikut :

Nama : MELA DEWI RAHAYU
NPM : 1801070043
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : *THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA EAST LAMPUNG*
Perguruan Tinggi : IAIN Jurai Siwo Metro Lampung

Untuk melaksanakan prasurvey di SMAN 1 Waway Karya Kab. Lampung Timur pada bulan Mei s.d Juni 2025.

Demikian Surat Izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Waway Karya, 28 Mei 2025
Kepala Sekolah,
Wakilbid. Akademik dan Kurikulum

ANIS KURNIAWAN, S.Pd
NIP. 198701162010011001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 1715/In.28/J/TL.01/05/2025
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Kepala Sekolah SMA N 1 WAWAY
KARYA LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMA N 1 WAWAY KARYA LAMPUNG TIMUR berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: MELA DEWI RAHAYU
NPM	: 1801070043
Semester	: 14 (Empat Belas)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA EAST LAMPUNG

untuk melakukan prasurvey di SMA N 1 WAWAY KARYA LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMA N 1 WAWAY KARYA LAMPUNG TIMUR untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Mei 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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RATIFICATION PAGE

The Research Proposal entitled: THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA EAST LAMPUNG, Written by: Mela Dewi Rahayu, Student Number: 1801070043, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, May 8th, 2025 at 13.30 – 14.00 WIB.

BOARD OF EXAMINERS

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NIP. 198803082015031006



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Nomor : B-1848/In.28/D.1/TL.00/06/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 WAWAY KARYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1847/In.28/D.1/TL.01/06/2025, tanggal 03 Juni 2025 atas nama saudara:

Nama : **MELA DEWI RAHAYU**
NPM : 1801070043
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA N 1 WAWAY KARYA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 WAWAY KARYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Juni 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 1 WAWAY KARYA**

Alamat : Jl. Ki Hajar Dewantara Ds. Karya Dsukit, Waway Karya, Lampung Timur 34183
Telp : - Fax : -
Laman: <http://sman1wawaykarya.sch.id> E-mail: Sman1wawaykarya@yahoo.com



SURAT IZIN PENELITIAN

NO : 400.3.8.1/O&I/10814059/2025

Berdasarkan surat permohonan dari Ketua Jurusan Tadris Bahasa Inggris IAIN Jurai Siwo Metro Lampung Nomor B-1848/In.28/D.1/TL.00/06/2025 tanggal 03 Juni 2025 tentang permohonan izin penelitian, saya yang bertanda tangan di bawah ini :

Nama : ANIS KURNIAWAN, S.Pd
NIP : 198701162010011001
Pangkat/ Gol : Penata Tk. I / III.d
Jabatan : Wakil Kepala Sekolah Bid. Akademik dan Kurikulum
Instansi : SMAN 1 Waway Karya

Mengizinkan dan memfasilitasi mahasiswa berikut :

Nama : MELA DEWI RAHAYU
NPM : 1801070043
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : *THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA EAST LAMPUNG*
Perguruan Tinggi : IAIN Jurai Siwo Metro Lampung

Untuk melaksanakan penelitian di SMAN 1 Waway Karya Kab. Lampung Timur pada bulan Mei s.d Juni 2025.

Demikian Surat Izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Waway Karya, 03 juni 2025
Kepala Sekolah,
Bid. Akademik dan Kurikulum

ANIS KURNIAWAN, S.Pd
NIP. 198701162010011001





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SURAT TUGAS

Nomor: B-1847/In.28/D.1/TL.01/06/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **MELA DEWI RAHAYU**
NPM : 1801070043
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 WAWAY KARYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 03 Juni 2025

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 1769/In.28.1/J/TL.00/05/2025
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Much Deiniatur (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: MELA DEWI RAHAYU
NPM	: 1801070043
Semester	: 14 (Empat Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE STUDENTS PERCEPTION OF THE READING ACTIVITY ON THE ENGLISH CLUB AT SMA N 1 WAWAY KARYA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Mei 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mela Dewi Rahayu
NPM : 1801070043

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	05 Feb 2025	Chapter I - Revise Background - Focus on Problem. - Add more Prior Research. - Check Footnote.	
2	9 Maret 2025	Chapter II - Focus on the Variable. - What is Perception. - What is Extracurricular - What is English club?	
3	13 April 2025	Chapter III - What is your research design? - How many Participant.	
4	2 Mei 2025	Bibliography - Check the guideline. - Check Footnote and Bibliography.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO**

Nama : Mela Dewi Rahayu
NPM : 1801070043

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	6 Mei 2025	ACC for Seminar Proposal	

Mengetahui
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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IAIN METRO**

Nama : Mela Dewi Rahayu
NPM : 1801070043

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	21 Mei 2025	Acc Instrument / APD	def
	22 Mei 2025	Continue to collect Data	def
	23 Mei 2025	Chapter IV Discussion	def
	26 Mei 2025	Revise chapter IV	def
	27 Mei 2025	Revise chapter IV & V	def
	28 Mei 2025	Acc Chapter IV & V	def
	2 Juni 2025	Acc for munaqosah	def

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Mela Dewi Rahayu
NPM : 1801070043
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 21 Mei 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-340/In.28/S/U.1/OT.01/05/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : MELA DEWI RAHAYU
NPM : 1801070043
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 1801070043

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Mei 2025
Kepala Perpustakaan,

Aan Gafroni, S.I.Pust.
NIP. 49920428 201903 1 009

The Students Perception Of The Reading Activity On The English Club At SMA N 1 Waway Karya

by liaafathulia@gmail.com 1

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Metro, 4 Juni 2025

Kelua Program Studi TBI

Much Deniatur, M.Pd.B.I

NIP. 198803082015031006

The Students Perception Of The Reading Activity On The English Club At SMA N 1 Waway Karya

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CURRICULUM VITAE



The writer's name is Mela Dewi Rahayu. She was born at Ngestikarya, May 15 2000. She comes from simple and happy family. She is daughter of Mr. Sujandi and Mrs. Sri Maryuni. She has an elder sister and younger sister, their name are Desiana Wulandari and Prista Tri Fajriani.

She was enrolled study in elementary school at SDN 1 Ngestikarya and graduated on 2012. She continued her study in SMP N 2 Waway Karya and graduated on 2015. After graduated from Junior High School, she continued study to Senior High School at SMA N 1 Waway Karya and graduated on 2018. Then, on 2018 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN METRO).