FROM PARTICIPATION TO PROFICIENCY: HOW ENGLISH CLUB ACTIVITIES ENHANCE NURSING STUDENTS' ENGLISH SKILLS

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Abstract

English language learning in nursing colleges plays a crucial role because students are required to master language skills that support academic and professional competencies. However, formal classroom learning often fails to develop practical skills, necessitating supporting strategies such as extracurricular activities. This study aims to analyze the contribution of the English Club to improving the English language skills of nursing students at the Academy of Nursing Kesdam Iskandar Muda Banda Aceh (AKIMBA). The research method used is descriptive quantitative with correlation analysis technique. The research sample consisted of 50 students who actively participated in the English Club. Data were collected through a closed questionnaire to determine student perceptions and documentation of Study Result Card (KHS) scores to measure learning achievement. The results showed that student perceptions of the English Club were very positive with an average of 82.3% (strongly agree category). The Product Moment correlation test produced a value of $r = 0.550$ with a sig. $0.00 < 0.05$, which means there is a positive and significant relationship between student participation in the English Club and English learning achievement. This finding confirms that student activeness in the English Club plays an important role in improving English mastery, while also fostering motivation, discipline, and self-confidence. Thus, the English Club can be used as an effective supporting strategy in the context of English for Specific Purposes (ESP) in the nursing field.

Keywords*:* Participation, English Club, nursing students, English skills

I. INTRODUCTION

In the era of globalization, English proficiency has become a strategic skill that every individual must possess, especially healthcare workers who are required to adapt to developments in science and technology (Handayani, 2016; Jamun, 2018). As an international language, English plays a crucial role in supporting the success of the nursing profession, both nationally and internationally,

given the growing need for Indonesian nurses abroad (Juliana & Syah, 2021). Therefore, healthcare universities are required to equip students not only with academic competencies but also integrate English language proficiency so that graduates are ready to compete in a global context (Nugraheni, 2014).

The success of language learning is influenced by various factors, including methods, media, motivation, and support activities (Riwanto & Wulandari, 2019; Sanjaya, 2015). One effort that can strengthen the formal learning process is through extracurricular activities, such as the English Club, which provides a space for students to develop skills, talents, and learning experiences outside the classroom (Muliasari & Setyadi, 2021). In practice, the English Club has been proven to improve students' self-confidence, expression, and communication skills because it emphasizes direct interaction with fellow participants (Kurniawan et al., 2015; RAKHMANTI, 2014).

However, despite students' relatively high interest in English, their academic achievement remains variable; some achieve excellent grades, while others still require remedial classes. This raises questions about the extent to which student participation in the English Club can actually improve English skills (ASTRINA et al., 2023).

Various previous studies have demonstrated the positive contribution of English Clubs to improving language skills. Marfu'ah (2020) found that student engagement in English Clubs improved problem-solving skills at SMKN 1 Teluk Kuantan. Hasanah (2020) reported that English Club activities supported the improvement of students' speaking skills at SMPN 1 Patikraja. Meanwhile, N. Salma (2018) revealed that students at SMP Nasional Makassar had a positive perception of the interactive learning experience through English Clubs. However, the majority of these studies focused on secondary education. There are still a few studies examining the effectiveness of English Clubs in higher education, particularly for nursing students who require professional English proficiency as part of their English for Specific Purposes (ESP) program. Therefore, this study, entitled "From Participation to Proficiency: How English Club Activities Enhance Nursing Students' English Skills," aims to examine the extent to which

student participation in English Clubs can significantly improve their English skills.

In line with the research title "From Participation to Proficiency: How English Club Activities Enhance Nursing Students' English Skills", this study aims to examine the influence of student participation in English Club activities on the English language skills of nursing students at the Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh (AKIMBA). The results of the study are expected to provide empirical evidence on the contribution of the English Club not only in supporting academic achievement, but also in improving the communicative competence of nursing students who are ready to face global demands.

II. REVIEW OF RELATED LITERATURE
2.1 Extracurricular Activity

Extracurricular activities are based on the view that learning occurs not only in the classroom but also through direct experiences involving the cognitive, affective, and psychomotor domains (Juliana, 2022; Mas' udah et al., 2020). Through structured learning experiences outside the classroom, students can develop their interests, talents, and personalities holistically. The Directorate of Vocational Secondary Education emphasizes that extracurricular activities serve to broaden horizons, strengthen social skills, and instill values of togetherness (Gordillo Montaño et al., 2003; UU No 20, 2003). In the context of this research, the English Club is viewed as an extracurricular activity that provides students with opportunities to actively participate in the English language learning process.

2.2 Learning Achievement

Learning achievement is understood as the result of behavioral changes after individuals participate in an active, directed, and effective learning process (Darmadi, 2015; Sanjaya, 2015). Learning achievement includes cognitive aspects (knowledge and analytical skills), affective (attitudes, interests, and motivation), and psychomotor (practical skills). Assessment of learning success is not limited to academic grades, but also includes increased ability and behavioral changes. This is relevant to this study because student participation in the English Club is not only measured through academic achievement but also through increased

motivation, self-confidence, and communicative skills.

2.3 English Learning

Language learning theory emphasizes that language proficiency is acquired through hands-on practice and active interaction. The learning-by-doing approach, which underpins English Club activities, allows students to hone their language skills through discussions, simulations, educational games, and hands-on practice (Salma, 2024). This principle aligns with Communicative Language Teaching (CLT), which places interaction at the center of language learning. Thus, the English Club serves as a platform that connects active student participation with improved English proficiency.

III. METHODOLOGY
3.1 Research Design

This study used a descriptive quantitative approach with correlation analysis techniques to assess the contribution of student participation in English Club activities to improving their English language skills. The descriptive approach was chosen because it can describe phenomena based on actual data and facts (Juliana, 2021; Nazir, 2004)

3.2 Population and Sample

The study population was all students of AKIMBA years one and two who participated in English Club activities. The study sample consisted of 50 students who actively participated in these activities.

3.3 Research Instruments

Data were collected through closed-ended questionnaires and academic documentation. The questionnaire was used to assess student participation in the English Club, including motivation, attendance, involvement in activities, and perceptions of the benefits of the activities.

Documentation in the form of a Study Result Card (KHS) was used to obtain English course grades as an indicator of academic skill improvement.

3.4 Operationalization of Variables

Table 1 below summarizes the research variable indicators.

Table 1. Operationalization of Research Variables

Variable	Indicator
Participation in English Club(X)	Reasons for participating in activities (intrinsic/extrinsic motivation), attendance, involvement in activities (discussions, simulations, presentations), completing assignments, material readiness, participating in activities without coercion, understanding explanations, focusing attention
English Skills/Achievements (Y)	English course grades in KHS (cognitive), improvement in communication skills (affective and psychomotor), measured through student self-perception

Data Collection Procedures

- Questionnaires were distributed to students who actively participated in the English Club to obtain data on their level of participation.

- Learning achievement data is obtained from KHS scores in English courses.

3.5 Data Analysis Techniques

Data were analyzed using SPSS 16.0 and Microsoft Excel 2013, through validity, reliability, normality, and linearity tests. The relationship between student participation levels in the English Club and English language skills/proficiency was tested using Product-Moment correlation.

IV. FINDINGS AND DISCUSSION

FINDINGS

Based on the questionnaire analysis, students' perceptions of English Club activities were very positive, with an average score of 82.3%, which falls into the "strongly agree" category. Most

students stated that the English Club increased their interest in English (88.5%), provided enjoyment during the activities (96.5%), and helped facilitate English learning (85.5%). Furthermore, students also felt an increase in English fluency (80.5%) and a broadening of their knowledge about the language (91.5%).

Table 2. Summary of Student Perceptions of English Club

No	Indicator	Averages (%)	Category
1	Enjoying English	84,5	Strongly agree
2	Enjoys English-related things	72,5	Agree
3	Ask the tutor if you don't understand something	89	Strongly agree
4	Takes notes on the material being taught	86	Strongly agree
5	Completes assignments from the tutor	75	Strongly agree
6	Increasingly liking English	88,5	Strongly agree
7	Becoming more fluent in English	80,5	Strongly agree
8	Participating in activities with pleasure	96,5	Strongly agree
9	Not talking when the teacher is explaining	95,5	Strongly agree
10	Making learning English easier	85,5	Strongly agree
11	Arriving on time	72,5	Agree
12	Developing English language skills	82	Strongly agree
13	Disappointing when activities are cancelled	66	Agree
14	Participating enthusiastically in activities	89	Strongly agree
15	Expanding English language knowledge	91,5	Strongly agree
16	Preparing materials before meetings	59	Agree
17	Understanding teacher questions	86	Strongly agree

Overall average: **82.3% → Strongly Agree**

Table 3. Kolmogorov-Smirnov Normality Test

Variable	Asymp. Sig	Conclusion
English Club	0,240	Normal

The normality test using Kolmogorov-Smirnov showed that the data were normally distributed (Asymp. Sig. = 0.240 > 0.05). The results of the linearity test showed that there was a linear relationship between student participation in the English Club and English language skills (Sig. = 0,461 > 0,05).

Table 3. Linearity Test

Variable Relationship	Sig.	Conclusion
X → Y (English Club → English Skills)	0,461	Linear

Tabel 4. Hasil Korelasi Product Moment

Variabel	r Hitung	r Tabel (5%)	Sig.	Kesimpulan
X → Y	0,550	0,195	0,00	Positive and Significant

Furthermore, the results of the Product-Moment correlation analysis show a value of r = 0.550, greater than the r table (0.195) with a significance value of 0.00 < 0.05. This indicates a positive and significant relationship between the level of student participation in the English Club and the improvement of their English language skills.

Thus, it can be concluded that the higher the students' participation in English Club

activities, the higher the improvement in their English language skills they achieve.

The normality test using Kolmogorov-Smirnov shows that the data is normally distributed (Asymp. Sig. = 0.240 > 0.05), while the linearity test shows that the relationship between student participation in the English Club and English learning outcomes is linear (Sig. = 0.461 > 0.05). The Product-Moment correlation analysis produces a value of r = 0.550, greater than r table (0.195), with a significant value of 0.00 < 0.05. This indicates a positive and significant relationship between the level of student participation in English Club activities and the improvement of their English skills.

DISCUSSION

Based on the analyzed questionnaire results, the average student perception of English Club activities was 82.3%, which is included in the strongly agree category. This confirms that the majority of students have a positive view of the implementation of the English Club as a means to improve English language skills. Indicators with high scores, such as feelings of enjoyment in participating in activities (96.5%), awareness of the benefits of the English Club in facilitating learning (85.5%), and student enthusiasm in participating (89%), indicate that the English Club can foster students' intrinsic motivation in learning English.

The results of the normality test with Kolmogorov-Smirnov showed that the data were normally distributed (sig. 0.240 > 0.05), while the linearity test also showed a linear relationship between English Club activities and English learning outcomes (sig. 0.461 > 0.05). This condition supports the validity of the correlation analysis used. The Product-Moment correlation test produced a value of r = 0.550, greater than r table (0.195), and a sig. value of 0.00 < 0.05. Thus, it can be concluded that there is a positive and significant relationship between student activeness in participating in the English Club and improved English learning outcomes. This means that the higher the student involvement in the English Club, the better their academic achievement in English courses.

These findings support the theory put forward by Kurniawan et al. (2015), who stated that the English Club is an effective medium for developing language skills through direct practice. Furthermore, the results of this study are also in line with Friskilia & Winata (Friskilia & Winata, 2018), who emphasized that educational success can be reflected in cognitive, affective, and psychomotor changes in students after participating in learning activities. Student participation in the English Club has been shown to not only improve language knowledge but also develop positive attitudes, discipline, and self-confidence in using English.

When compared with previous research, the results of this study align with those of Marfu'ah (Marfu'ah, 2020) and Salma (2018), who found that students responded positively to the English Club, believing it was beneficial in improving their English language skills, both in terms of interest and speaking skills. However, these results differ from Hasanah's study, which concluded that the English Club had no significant effect on junior high school students' speaking skills. This difference is likely due to differences in educational level, intensity of activities, and supportive learning environments (Hasanah, 2020).

Overall, this study indicates that English Clubs can be used as a supporting strategy for English language learning in higher education, particularly in the context of English for Specific Purposes (ESP) in nursing. English Clubs serve not only as a forum for language acquisition but also as a means of fostering student attitudes, motivation, and discipline. Therefore, nursing educational institutions are advised to continue developing English Club activities with more structured, sustainable programs tailored to students' academic and professional needs.

V. CONCLUSION

This study concludes that English Club activities contribute significantly to improving nursing students' English language skills. Based on the questionnaire results, the majority of students had a very positive perception of the English Club, with an average score of 82.3%. This confirms that this activity fosters interest, motivation, and a positive attitude toward learning English.

Statistical tests showed a positive and significant relationship between student participation in English Club and English learning outcomes (r = 0.550; sig. 0.00 < 0.05). This means that the more actively students participate, the better their academic achievement and English language proficiency.

Overall, the English Club has proven to be an effective strategy in developing nursing students' English language competency, not only in linguistic aspects but also in affective domains such as discipline, motivation, and self-confidence. Therefore, English Club activities deserve to be developed systematically, sustainably, and relevant to the academic and professional needs of nursing students in the context of English for Specific Purposes (ESP).

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