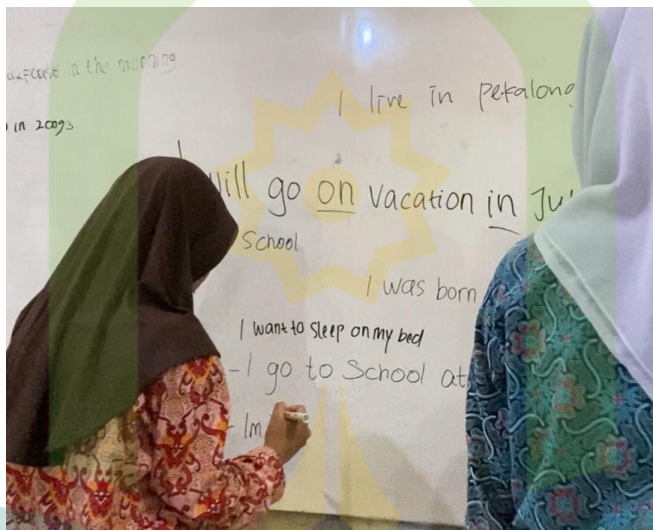




EXPLORING STUDENTS' MOTIVATION AND ENGAGEMENT IN LEARNING ENGLISH: A CASE STUDY OF ENGLISH CLUB AT A HIGH SCHOOL IN PEKALONGAN



LINDA RAHMANITA
SN 2521056

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A THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Linda Rahmanita

NIM : 2521056

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul "**Exploring Students' Motivation and Engagement in Learning English: A Case Study of English Club at a High School in Pekalongan**" adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya

Pekalongan, 24 Oktober 2025

Yang menyatakan,



Linda Rahmanita

NIM. 2521056

Isriani Hardini, M.A., Ph.D

Jl. Kurinci Gang 3A, No.2
Podsugih, Kota Pekalongan

NOTA PEMBIMBING

Lamp : 2 (Dua) eksemplar
Hal : Naskah Skripsi
Sdr. Linda Rahmanita

Kepada
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c.q Ketua Program Studi Pendidikan Agama Islam
di-

PEKALONGAN

Assalamu'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini kami kirimkan naskah skripsi saudara:

Nama : **LINDA RAHMANITA**
NIM : **2521056**
Judul : **EXPLORING STUDENTS' MOTIVATION AND
ENGAGEMENT IN LEARNING ENGLISH: A
CASE STUDY OF ENGLISH CLUB AT A HIGH
SCHOOL IN PEKALONGAN**

Dengan ini saya mohon agar skripsi saudara dapat segera dimunaqasahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya saya sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 23 Oktober 2025
Pembimbing,



Isriani Hardini, M.A., Ph.D
NIP. 198105302009012007



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K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM.5 Rowolaku Kajen Kabupaten Pekalongan Kode Pos 51161
Website: www.ftik.uingusdur.ac.id | Email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : **Linda Rahmanita**

SN : **2521056**

Title : **Exploring Students' Motivation and Engagement in Learning English: A Case Study of English Club at a High School in Pekalongan**

Has been established through an examination held on Monday, 3rd November 2025 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Examiner II

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 5th November 2025

Assigned by
The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Mublisin, M.Ag.
NIP. 19700706 199803 1 001

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MOTTO

*“They witness my blaze but overlook the ashes that follow. Yet I remain
unburned, for I am sustained by the spark of endless learning.”*

Linda Rahmanita



ABSTRAK

Program ekstrakurikuler bahasa Inggris seperti English Club memiliki peran penting dalam meningkatkan pengalaman belajar bahasa siswa, namun tingkat motivasi dan keterlibatan mereka sering kali bervariasi di antara para peserta. Penelitian ini meneliti jenis-jenis motivasi yang memengaruhi partisipasi siswa sekolah menengah dalam kegiatan English Club serta faktor-faktor yang membentuk keterlibatan mereka selama proses pembelajaran. Berlandaskan Self-Determination Theory (Deci & Ryan, 1985, 2000) dan Student Engagement Framework (Fredricks, Blumenfeld, & Paris, 2004), penelitian ini berfokus pada kontinum motivasi dari ekstrinsik hingga intrinsik, serta tiga dimensi keterlibatan perilaku, emosional, dan kognitif. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas terhadap tiga anggota English Club. Hasil penelitian menunjukkan bahwa motivasi siswa berada pada suatu kontinum: beberapa terdorong oleh faktor eksternal seperti pengaruh teman, sementara yang lain menunjukkan motivasi intrinsik, yaitu berpartisipasi karena merasa kegiatan tersebut menyenangkan, menarik, dan bermakna secara pribadi. Selain itu, ditemukan bahwa siswa dengan motivasi internal yang lebih tinggi menunjukkan ketekunan perilaku, antusiasme emosional, dan usaha kognitif yang lebih kuat. Secara keseluruhan, penelitian ini menyimpulkan bahwa ketika motivasi siswa menjadi lebih bersifat mandiri, tingkat keterlibatan mereka juga meningkat, menghasilkan partisipasi yang lebih aktif, menyenangkan, dan bermakna dalam konteks English Club.

Kata Kunci: motivasi, keterlibatan siswa, Self-Determination Theory, Student Engagement Theory, English Club

ABSTRACT

English extracurricular programs such as English Clubs play an important role in enhancing students' language learning experiences, yet their level of motivation and engagement often varies among participants. This study investigates the types of motivation that influence high school students' participation in English Club activities and the factors that shape their engagement during the learning process. Guided by Self-Determination Theory (Deci & Ryan, 1985, 2000) and the Student Engagement Framework (Fredricks, Blumenfeld, & Paris, 2004), the research focuses on the continuum of motivation from extrinsic to intrinsic, as well as three dimensions of engagement behavioral, emotional, and cognitive. Using a qualitative case study approach, data were collected through semi-structured interviews and classroom observations involving three English Club members. The findings reveal that students' motivation exists along a continuum: some were driven by extrinsic factors such as peer influence, while others showed more intrinsic motivation, participating because they found the activities enjoyable, interesting, and personally meaningful. Furthermore, the study found that students with higher internal motivation displayed stronger behavioral persistence, emotional enthusiasm, and cognitive effort. Overall, the study concludes that when students' motivation becomes more self-determined, their engagement also deepens, leading to more active, enjoyable, and meaningful participation in the English Club context.

Keywords: motivation, student engagement, Self-Determination Theory, Student Engagement Theory, English Club

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Exploring Students’ Motivation and Engagement in Learning English: A Case Study of English Club at a High School in Pekalongan”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, To fulfill one of the requirements for Sarjana Pendidikan degree at English Education Departement of Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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The Writer

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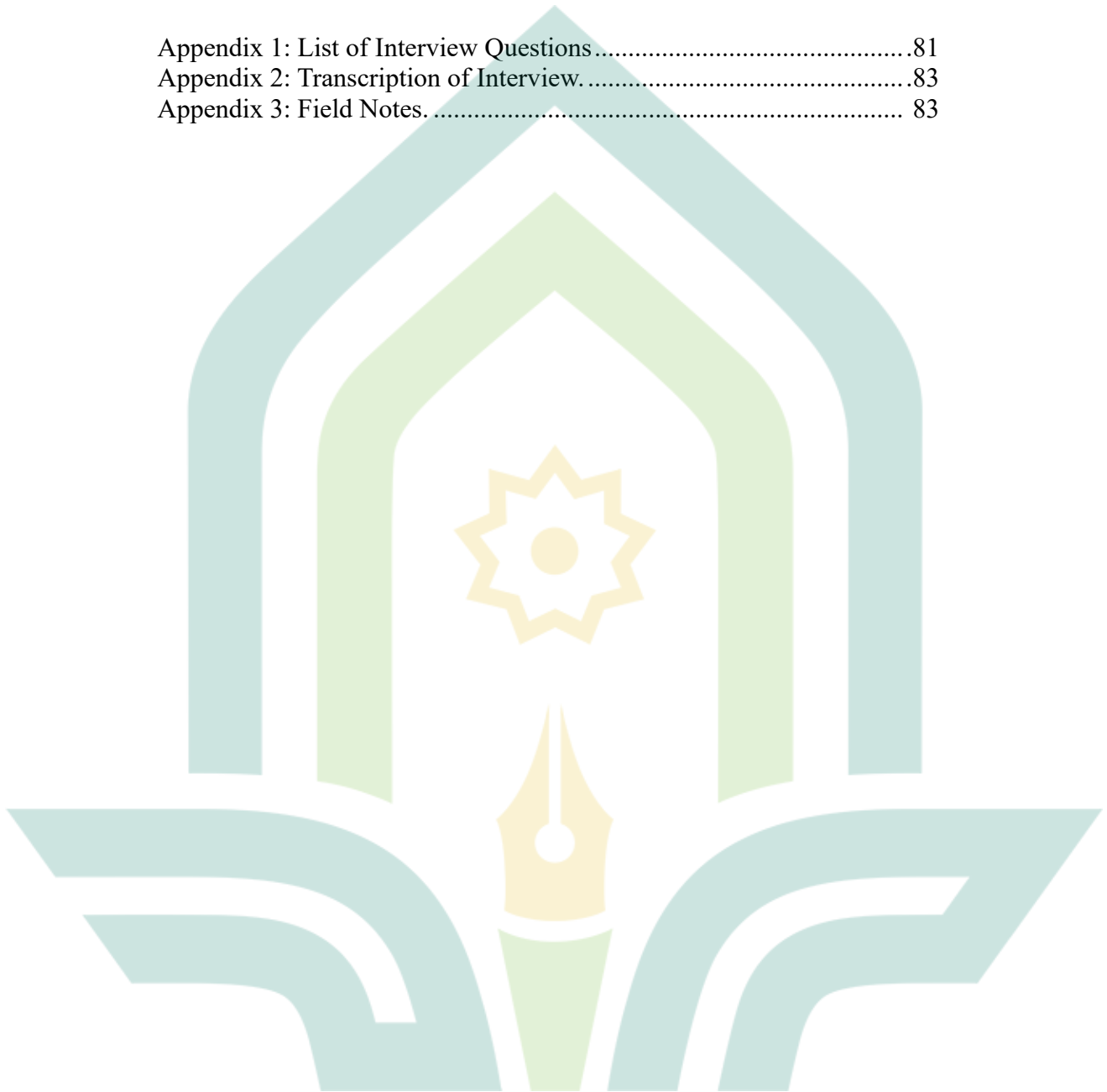
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CHAPTER I

INTRODUCTION

1.1 Research Background

In today's globalized world, English serves as a critical tool for international communication, academic access, and professional advancement. Its role extends beyond formal education and has become a key component in global mobility, media literacy, and cross-cultural exchange (Ngadimun, Purwanti, Suriansyah, & Maimunah, 2019). For this reason, schools often emphasize English learning not only through formal classroom instruction but also through various extracurricular activities designed to create more authentic and engaging learning experiences. Students are offered informal and engaging venues to practice language skills, build confidence, and sustain motivation outside the constraints of the curriculum (Pratiwi, 2022).

One of the most common extracurricular programs that support English learning is the English Club. English Clubs provide students with opportunities to practice the language outside the classroom in a more relaxed, supportive, and interactive environment. Compared to formal lessons, club activities are usually more student-centered, allowing learners to improve their communication skills through group discussions, debates, storytelling, games, or project-based tasks (Holandyah, Marzulina, Erlina, & Angreini, 2022). Previous studies have shown that English Clubs can significantly enhance students' motivation and confidence in learning English. For example, Bauty et al. (2022) reported that participation in English Club activities increased students' motivation and enthusiasm for learning the language.

Even in the supportive setting of English Clubs, students take part with different levels of enthusiasm and commitment. While some members participate actively and regularly, others show lower levels of participation over time. In an Islamic

boarding school in South Sumatera, for example, common obstacles such as limited vocabulary, reliance on the mother tongue, low self-confidence, and waning motivation were observed to hinder full engagement in club activities (Marzulina et al., 2023). This variation in engagement patterns underscores the need for more nuanced understanding of student motivation and participation dynamics in non-formal educational settings like English Clubs.

This variation of participation raises important questions about the psychological and contextual factors that influence students' attendance in club activities. Although English clubs are meant to give students meaningful language practice and a supportive learning community, in reality these goals are not always experienced the same way by all members, leading to a gap between what is planned and what students actually feel.

Several studies in Indonesian schools have highlighted the benefits that students gain from participating in English Clubs. Sultan Ageng Tirtayasa University researchers found that students involved in English Club activities reported increased learning motivation overall, indicating that extracurricular engagement can strengthen students' motivation to learn English (Handayani et al., 2023). Similarly, a qualitative study in Bandung showed that students' involvement in English Club significantly improved their speaking confidence, vocabulary, pronunciation, and fluency. The comfortable and interactive atmosphere of the club, combined with peer collaboration and constructive feedback, played a key role in these improvements (Romli et al., 2024). A case study from a junior high school found students sought to learn English not just for personal gain, but to interact naturally and meaningfully with the language. Many students expressed a desire to engage deeply with phonetics, pronunciation, and language structure to align with their broader identity and social goals (Hanafi, 2023).

Although these findings are encouraging, much of the research mainly looks at the benefits for active participants, such as improved language skills, greater confidence, and stronger

interest. However, there has been less focus on students who attend irregularly. This makes it harder to see how motivation and engagement actually play out for students with different levels of participation. This gap suggests the need for a more comprehensive investigation into how motivational factors and engagement behaviors influence diverse English Club membership profiles.

This study conducted in the context of an English Club at Senior High School in Pekalongan, where extracurricular activities are intended to provide students with opportunities to practice English beyond classroom boundaries. The school's English Club serves as a platform not only for language improvement but also for fostering collaboration, confidence, and motivation among its members.

This study explored the gap in understanding the different levels of student participation in English Club activities. Using Self-Determination Theory (Deci & Ryan, 1985, 2000) to explore different types of motivation and Student Engagement Theory (Fredricks, Blumenfeld, & Paris, 2004) to look at how students stay involved, this research gives a clearer picture of the factors that influence participation. The results provide useful insights for both academic discussions and for teachers or facilitators who want to create English Club activities that better support and encourage students with different levels of motivation and engagement.

1.2 Research Question

The research questions of this study are formulated as follows:

1. What types of motivation enforce high school students' participation in English Club activities?
2. How are high school students engaged in English Club activities across behavioral, emotional, and cognitive dimensions?

1.3 Operational Definitions

To avoid misunderstanding about the terms of this study, the researcher provides some definitions related to the study as follows:

1. **English Club** : an extracurricular program at senior high school that provides students with opportunities to learn and practice English in informal and enjoyable ways (Putri & Sari, 2021).
2. **Motivation** : the driving force that influences students' willingness to participate in English learning, analyzed in this study through Self-Determination Theory which distinguishes intrinsic and extrinsic motivation (Deci & Ryan, 1985; Deci & Ryan, 2000).
3. **Participation** : the variation of students' attendance and involvement in English Club activities, ranging from regular to occasional or limited engagement (Fredricks, Blumenfeld, & Paris, 2004).
4. **Language Learning** : the process of improving English skills outside formal classrooms through interactive and student-centered activities that make learning meaningful and enjoyable (Richards & Rodgers, 2014).

1.4 Aims of the Study

The aims of the study are as follows:

1. To investigate the types of motivation that influence high school students' participation in English Club activities, based on Self-Determination Theory (Deci & Ryan, 1985).
2. To explore how high school students demonstrate their engagement in English Club activities through behavioral, emotional, and cognitive aspects, drawing on Student Engagement Theory (Fredricks, Blumenfeld, & Paris, 2004).

1.5 Significances of the Research

This study is expected to provide theoretical, empirical, and practical contributions, as described below:

1. Theoretical

This study contributes to the development of Self-Determination Theory and Engagement Theory by providing insights into students' motivation and participation in extracurricular English learning contexts.

2. Empirical

The findings provide evidence from a case study of high school English Club members in Pekalongan, particularly highlighting the diverse motivational and engagement patterns among students.

3. Practical

Practically, the results offer useful implications for teachers and English Club facilitators to design more engaging activities that sustain students' motivation and participation.

CHAPTER V

CONCLUSION

5.1 Conclusion

The findings of this study show that students' participation in the English Club was influenced by various types of motivation along the Self-Determination Theory continuum, ranging from extrinsic to intrinsic. At the extrinsic level, students were initially motivated by external factors such as teacher encouragement, peer influence, and the desire for academic recognition. Over time, these external motives gradually developed into more self-determined forms identified and integrated regulation as students began to see personal value in participating and internalized the importance of learning English.

Meanwhile, intrinsic motivation emerged as the most autonomous form, where students joined and stayed engaged because they genuinely enjoyed the activities, felt curious to learn more, and participated voluntarily without external rewards or pressure. These internalized and intrinsic motives led to more consistent attendance, active participation, and positive emotional involvement. Overall, this study highlights that motivation and engagement are strongly interconnected; when students' reasons for learning become personally meaningful and self-driven, their participation shifts from mere compliance to genuine commitment, resulting in a more enjoyable and lasting learning experience in the English Club.

5.2 Suggestions

Based on the findings and conclusion of this study, several suggestions are proposed for educators, students, and future researchers. First, teachers and English Club facilitators are encouraged to design learning environments that promote autonomy, enjoyment, and collaboration. Activities should focus on meaningful communication, creativity, and student choice to help learners internalize their motivation and move toward more autonomous forms of engagement. Second, students are

encouraged to maintain their curiosity and enthusiasm for English beyond classroom settings by engaging with authentic materials such as songs, movies, or discussions with peers. Building self-confidence and finding personal relevance in learning will help them develop more enduring motivation. Lastly, future researchers are suggested to explore how motivation and engagement interact in broader contexts such as different types of extracurricular programs or classroom learning and to include larger and more diverse samples to deepen understanding of how self-determined motivation evolves. By doing so, future studies can further contribute to creating learning environments that support students' autonomy, competence, and meaningful participation in English learning



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