

**THE INFLUENCE OF ENGLISH CLUB ACTIVITIES TO UNDERSTAND  
THE READING OF PROCEDURE TEXTS AT CLASSROOM LEARNING OF  
SDN MIMBAAN IV SITUBONDO**

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**Abstract**

*To improve the quality of education, a well-planned learning system is needed, including extracurricular activities such as English clubs, which help students increase their knowledge and language skills outside of class hours. The research focused on third-grade students at SDN Mimbaan IV Situbondo who had difficulty understanding procedural texts due to their limited vocabulary. Getting the solution above, the researcher introduced program English club activity, so appear the statement like: Is there any significant effect of English club activities to understand the reading of procedural texts at third grades students of SDN Mimbaan IV? To answer these questions the researcher used quantitative in pre-experimental that consisted of 15 students in one classroom. From the analyses data, the results of the One-Sample t-Test showed a Sig. (2-tailed) value of 0.000, less the an 0.05. The post-test mean was 91.60, with a mean difference of 16.600 compared to the reference value of 75. Because Sig. <0.05,  $H_1$  is accepted and  $H_0$  is rejected so there is a significant effect of English club activity to understand the reading of procedure texts at the Third Grades Students of SDN Mimbaan IV. So, the conclusion that English club activity has a significant effect to understand in reading of procedure texts at the Third Grades Student of SDN Mimbaan IV Situbondo.*

**keywords** : English club activity, procedure text

**INTRODUCTION**

The success of education is determined by many aspects that are interrelated with each other. The learning process is a system within the scope of the world of education. The results of the study state that in general, English learning in Indonesia is still uneven (Permata & Hadiani, 2018 in Kasih et al., 2022), and cannot guarantee their ability to communicate using English (Hamid, et al., 2021). The position of English as an international language has a great influence on several sectors of life such as the level of economy, education and progress of a country (Aina, Ogundele, & Olanipekun, 2013; Li, 2012; Yan & Cheng, 2015 (in Winardi et al., 2023). To improve the quality of education, of course, a learning process with a well-planned

system is needed. Every school tried to increase student's achievement. In learning English, the students did not always need the teacher's material in the class but also follows the activity out class. There was like English club. By English club, the student can add their knowledge and experience about English like speaking, reading, listening and writing skill.

In teaching reading, there is a competency or a goal that the teacher expects the students to achieve at the end. That competency has been written in Permendiknas no 23 tahun 2006 stating that the students should be able to "understand the meaning of written interpersonal and transactional text formally or informally, in the form of recount, narrative, procedure, descriptive, news item,

report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking in the academic context, and popular and authentic literature, in the real life (Vinda Ryandani, Joko Nurkamto, 2018). Talking about reading skill, the researcher focused a research at the Third Grades of Students of SDN Mimbaan IV Situbondo because according to information the student has many problems to understand the content of the text like meaning the word, less vocabulary. By the problem, the student got low score so they got under *KKM*. *KKM* stands for Minimum Completion Criteria, which is the minimum score a student must achieve to be declared successful in a subject. *KKM* is determined by educational institutions, taking into account student characteristics, subject characteristics, and the conditions of the educational institution itself. *KKM* functions as a reference for teachers to assess students, a basis for remedial (improvement) programs for those who have not completed them, and enrichment for those who have exceeded the standard.

In getting the solution, the school asked English teacher as the tutor to add their knowledge and experiences outside lesson in introducing English club activity. This program Usually was gotten by the students on Saturday afternoon about 15.00 pm. The aim of this English Club is to enable students to use English well and correctly in order to face the era of globalization, international trade and entering job competition. All participants are required to communicate using English as the language of instruction based on awareness (Winardi et al., 2023). With the existence of the English Club, we as the proposer of the community service program participate in

helping to succeed extracurricular activities, especially the English Club in the English education study program (Kasih et al., 2022). The English club program itself has the goal of improving English language skills

Besides this English Club activity, the teacher introduced procedure texts as the material in reading comprehension. because the material in class is related to procedural text, by using this material it can be connected to students' habits in doing something at home. Procedure text is a kind of text which describe how something is accomplished through a sequence of actions or steps. According to the opinion of Suparman and Widari, 2017 (in Island et al., 2021), said that one of the best strategies that can be applied in learning English is the English club of the English study program. Malu and Smedley, 2016 (in Island et al., 2021) An English club is a series of regularly scheduled meetings where members practice and solve problems in learning English.

From explanation above, the researcher formulate problem: Is there any significant effect of English club activities to understand the reading of procedural texts at third grades students of SDN Mimbaan IV? To answer this question, the researcher got a research by title: The influence of English club activities to understand the reading of procedure texts at classroom learning of SDN Mimbaan IV Situbondo.

### **Reading comprehension**

Reading can be done anywhere and anytime. Nowadays, we can read a lot of information easier by the books, internet, magazine, newspaper, etc. Even current technological advances make it easy for humans, especially to get information quickly

(Sirait et al., 2020). Reading comprehension is a process to understand the content of reading, looking for relationships between terms, causality, the differences and similarities between the case in the discourse (Muchtar, 2019). The process is a task of both reader and text factors that happen within a larger social context.

Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Duke & Pearson, 2004). The reading general comprehension refer to ability in understanding information on the texts and interpret it.

The steps in teaching were divided into three steps based on Williams (Wahyudi & Firmansyah, 2023), as follows: 1). Pre-reading. The purpose of pre-reading was to assist the students to get the most out of what they were going to read. This was done by providing the students with pre-reading questions to activate students to think and to relate their relevant background to the text, 2). While- reading, the while-reading phase was to help the students develop the skills of eliciting from what they read. Students needed to use bottom up processes to analyze words, phrases and sentences in texts to verify their anticipation from the reading phase and to understand the details of the text. 3). Post-reading the purpose of follow up was to help the students develop the information gained from what they learned. It enabled students not only to review or conclude what they have read from the text

### **Procedure Texts**

A **procedure text** is a type of text that provides instructions or steps on how to do or make something. It's designed to guide the

reader through a process in a clear, sequential manner. You can find procedure texts in many forms, such as recipes, manuals, and science experiments.

#### **A. Generic Structure**

A typical procedure text has three main parts:

1. **Goal/Aim:** This part states what the text aims to achieve. It tells the reader what they will be able to do or make after following the instructions. For example, "How to Make a Paper Airplane" or "Steps to Install a Software."
2. **Materials/Tools:** This section lists all the necessary ingredients, tools, or materials needed to complete the task. It's crucial for the reader to have everything ready before they start. This could be things like "flour, sugar, eggs" for a recipe or "screwdriver, hammer" for a DIY project.
3. **Steps/Method:** This is the core of the procedure text. It's a series of chronological steps that describe the process from beginning to end. These steps are usually numbered or listed using bullet points to make them easy to follow. Each step typically begins with a verb, which is a characteristic feature of this type of text.

Procedure texts use specific language features to be effective:

- **Use of Imperative Verbs:** These are verbs that give commands or instructions. They are often at the beginning of a step. Examples include **cut, mix, add, pour, fold**.
- **Use of Action Verbs:** These verbs describe the physical actions that need to be performed. They are often similar

to imperative verbs, but the focus is on the action itself.

- Use of Connectives: Words like **first, next, then, after that, finally** are used to link the steps together and show the chronological order. This helps the reader understand the sequence of actions.
- Use of Simple Present Tense: The entire text is generally written in the **simple present tense** because it describes a general, repeatable process.
- Use of Adverbial Phrases: These phrases provide detailed information about how to perform an action. For example, "**mix thoroughly, cut into small pieces, bake for 30 minutes.**" They add clarity and precision to the instructions.

According to Holidazia and Rodliyah, 2020 (in Wahyudi & Firmansyah, 2023) mentions Three procedures for teaching vocabulary, namely: cycled words, the second-hand cloze, and the vocabulary interview. In recycled words, the procedure for teaching vocabulary moves from receptive use to productive use that focuses on intentional learning.

### **English club activity**

Since the students were studying English for much importance, they needed to add extra knowledge and experiences from outside of the classroom sessions, so that they chose to join in the English club. According to Tom, 2013 (in Najim, 2020) expresses that English clubs come in many different guises. What they do all have in common, however, is that they provide an opportunity for English language learners to practice English in a

relaxed and friendly setting. They can make an excellent contribution to students 'life at a university language, a state school or at a private language school, for example. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people. However, English clubs come in many different shows.

By using English club activity, it can be: *Firstly*, the teachers can use it in teaching vocabulary, we can see from the problems of vocabulary, the problem relates to the limited vocabulary. Most of students still unable to know vocabularies when the material given, they have no interest and get boring whenever the teacher describes the lesson. This phenomenon occurs in our students the limited vocabulary, it indicates that the students did not know at all about the vocabulary, so they have no idea about the topic being discuss. *The secondly*, problem was appeared that had related to the limited vocabulary, so understanding the content of text can be easily. *The thirdly*, to make texts in the procedure easily

### **METHOD**

The research was done from July 2<sup>nd</sup> 2025 to Sept 15<sup>th</sup> 2025. The population of The Third Grades Students at SDN Mimbaan IV Situbondo was 15 students, which consists one classroom. One class were taken as the sample of this research. The quantitative of experimental research was applied in this research, researcher used one class to be experimental group and control groups. Before coming to the post test, the subject will get the treatments namely Twice times. . The facts showed that t- critical (t- c) value was higher than the t-table on the level 5% or 0,05.

**Table. 1. Research design T- test**

Pre-test	Treatment	Post-test
O1	2X	O2

Note:

O1=Pretest value before giving treatment

X=Treatment (given treatment)

O2=Posttest value after giving treatment

The data collection procedure, namely using tests to collect quantitative data (numbers), aims to determine the results of test by using procedure texts. While the questionnaire is used to collect numerical data that aims to determine learning independence.

## RESULTS AND DISCUSSION

### CONCLUSION

Before the material given to the students about procedure texts, the researcher given the test namely pre- test and post- test. The student answered the question from the texts, th from the test they had average low scc under *KKM* score in pre- test.

The researcher took the twice namely:

#### 1. First Treatment

The first treatment was conducted on August 4<sup>th</sup>, 2025. The researcher began to introduce the procedure texts in English club activity. Besides the researcher explained about, the researcher given the example the procedure text like “**How to boiling the water**” and **How to make fried rice**”, then answering the question from the texts.

#### 2. The Second treatments

after they got the material, the researcher gave the evaluation by using tests in order to know their knowledge about procedure texts on

August 6<sup>th</sup>, 2025. From test evaluation, they had gotten good enough score and they had average score.

After the treatment had finished to do it in twice times and then the researcher used post- test.

**Table.2. The result of Pre- test and post- test in One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		15
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.01563801
Most Extreme Differences	Absolute	.133
	Positive	.102
	Negative	-.133
Test Statistic		.133
Asymp. Sig. (2-tailed)		.200 <sup>c, d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

The normality test in this study was conducted to determine whether the pre-test and post-test data in reading of procedure texts were normally distributed. The test used the One-Sample Kolmogorov-Smirnov Test on the residual data. Based on the test results table, the Asymp. Signature (2-tailed) value was 0.200. Because this significance value is greater than 0.05, it can be concluded that the residual data are normally distributed.

**Table 3. one-Sample T-test**

### One-Sample Statistics



N	Mean	Std. Deviation	Std. Error Mean
15	91.60	6.663	1.720

**Table 4. One-Sample Test**

Test Value = 75				
	T	Df	Sig. (2-tailed)	Mean Difference
Learning results	9.649	14	.000	16.600

The results of the One-Sample t-Test showed a Sig. (2-tailed) value of 0.000, less the an 0.05. The post-test mean was 91.60, with a mean difference of 16.600 compared to the reference value of 75. Because Sig. <0.05,  $H_1$  is accepted and  $H_0$  is rejected. This means that there is a significant effect of English club activity to understand the reading of procedure texts at the Third Grades Students of SDN Mimbaan IV. The conclusion above that:

- $H_0$ :** is a hypothesis stating that there is no the influence of English club activities to understand the reading of procedure texts at classroom learning of SDN Mimbaan IV Situbondo
- $H_1$ :** is a hypothesis stating that there the influence of English club activities to understand the reading of procedure texts at classroom learning of SDN Mimbaan IV Situbondo

## Discussion

The results of this study also be supported by Vinda Ryandani and Joko Narkanto (2018) said that in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking in the academic context, and popular and authentic literature, in the real life. As English has important. According to Suparman and Widari (2017), said that One of the best strategies could implement in learning English, called English Club.

Based on the data analysis obtained through quantitative research, this study concludes that English club activity has a significant effect to understand in reading of procedure texts at the Third Grades Student of SDN Mimbaan IV Situbondo.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the results of statistical analysis, Hypothesis testing using the one-sample t-test revealed that One-Sample t-Test showed a Sig. (2-tailed) value of 0.000, less the an 0.05. The post-test mean was 91.60, with a mean difference of 16.600 compared to the reference value of 75. Because Sig. <0.05,  $H_1$  is accepted and  $H_0$  is rejected. This means that there is a significant effect of English club activity to understand the reading of procedure texts at the Third Grades Students of SDN Mimbaan IV.

### Suggestion

From the result of research above, the researcher gave recommendation: to another researcher that English club activity can help to increase student' ability in reading comprehension especially procedure texts, so learning procedure text make the student to be

happy and to motivate the student creatively although it be done out time in learning class. To English teacher, it made teaching learning process to be easy in understanding reading comprehension because the student will have high spirit to learn in the classroom.

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