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English Club Membership and Academic Performance: Basis for an Action Plan

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Abstract

Aim: The study aimed to determine the impact of English Club membership to the academic performance as a basis for an action plan of the schools in the Municipality of Binangonan, Rizal, for the school year 2023-2024.

Methodology: The study employed a quantitative method using a descriptive approach to systematically investigate the extent of English Club membership and its impact on the academic performance of Grade 8 students in English. The quantitative method allowed for the collection and analysis of numerical data related to vocabulary enrichment, confidence building, and grammatical usage.

Results: There was a significant difference in the assessment of the English Club between the two groups of respondents in the categories of objectives, membership, activities, and overall evaluation. This is because the p-value was lower than the 0.05 level of significance, leading to the rejection of the null hypothesis and confirming the results as significant.

Conclusion: The notable gap in assessment levels between the two respondent categories within the English Club highlights varied perspectives on Grade 8 learners' academic performance in English, confidence-building, vocabulary enrichment, and overall composite, emphasizing the need for targeted strategies to address these differences effectively.

Keywords: confidence building, vocabulary enrichment, grammatical usage, English Club

INTRODUCTION

English is an incredibly versatile and dynamic language, with an estimated 1.5 billion speakers worldwide. It is used as the primary language of communication in a vast range of contexts, from international business and politics to science, technology, and the arts. Furthermore, English is the official language of at least 67 countries and 27 non-sovereign organizations worldwide (Malesińska, 2023).

From writing, performing, and even drawing, extracurricular activities play a pivotal role in developing a student's overall learning performance and achievements. In fact, according to a study by Buckley and Lee (2018), clubs, fraternities, and societies are examples of co-curricular initiatives that have served as a component of educational institutions since its founding. Other extracurricular activities foster several skills in a student, as they allow the students to use their knowledge not just academically but also practically, requiring them to delve into and learn different life skills.

Schools throughout the Philippines provide a wide range of clubs to suit the varied interests of students in accordance with the Department of Education's directions, with the goal of coordinating these activities with the K-12 Curriculum's educational competencies (Department of Education, 2017). Extracurricular events represent voluntary, non-graded learner interactions that do not depend on the subjects or accomplishment criteria of the curriculum and are managed by the educational institution to enhance the learner's overall development., as defined by the Department of Education Order No. 034, Series of 2022. These activities are designed to give the learners the opportunity to utilize what they learn in a practical situation beyond the classroom, such as clubs and school organizations.

According to the Mahabang Parang National High School accomplishment report, the official opening program for the 2023 School-Based National Reading Month Celebration was held on November 13, 2023. The event,



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with the theme "PAGBASA: Pag-asa para sa Matatag na Kinabukasan," took place during the learners' last-period classes. Several activities were organized and explained during the kick-off event, including the following:

First, the "Pambansang Buwan at Araw ng Pagbasa," a school-level activity where teachers and students simultaneously studied reading materials, as specified by DepEd. This initiative aimed to improve comprehension skills and was open to all grade levels.

Second, a Spelling Bee and Quiz Bee (focused on Reading Comprehension Using Higher-Order Thinking Skills, or HOTS) targeted learners from Grades 7 to 10, with classroom-based elimination rounds determining the participants. This activity aimed to expand students' vocabulary and enhance their critical thinking skills.

Third, the Essay Writing Contest encouraged creativity and highlighted the importance of reading through written expression.

The celebration concluded with a simple program on December 1, 2023, following the flag retreat ceremony. The English Club adviser expressed hope that students recognized the importance of reading and promised more challenging and engaging activities for the next school year. Students who won in various activities were also brought on stage for recognition during the program's conclusion.

Moreover, the English Club at Pag-asa National High School had a fruitful and productive school year (2023-2024), as reflected in its accomplishment report. The club's primary objective was to foster a love for the English language among learners while enhancing their reading, writing, speaking, and listening skills. Through a variety of activities focusing on different aspects of language learning, students were provided with numerous opportunities to develop their abilities.

Key activities included "Reading Warriors: Project BR-B4," where students helped the English Department implement the *Barangayan para sa Bawat Bata Bumabasa* (BR-B4) project by mentoring younger students, resulting in significant improvements in reading levels. Another major initiative was the English Buddy Program, which paired high-performing students with those struggling in English, promoting academic improvement and community spirit. The club also organized monthly oral storytelling sessions during the flag ceremony, which became a highly anticipated event showcasing students' storytelling talents.

Other notable activities included the Poster Making Contest on the Proper Use of Internet Sources, aimed at raising awareness about digital literacy, and the Flyer-Making Contest on Opinions, which helped students express their views clearly and creatively. The club also conducted Informative and Persuasive Essay Writing Contests, developing students' ability to convey information effectively and argue compellingly. Additionally, students participated in a Story Retelling Contest, enhancing their comprehension and creativity, and the Oral Reading Interpretation Contest, which improved pronunciation, intonation, and public speaking confidence.

The Extemporaneous Speech Contest tested students' ability to think and speak on the spot, while the Oratorical Composition and Writing Contest allowed participants to demonstrate their mastery of rhetoric. The Spelling Bee and Literary Quiz Bee further enriched students' vocabulary and literary knowledge through friendly competition. The activities conducted by the English Club throughout the school year significantly contributed to the development of learners' competencies in English. By engaging students in interactive and educational activities, the club not only improved their language skills but also fostered a lasting appreciation for the English language. The success of these initiatives is a testament to the dedication and hard work of the club members, English teachers, and the entire school community.

Likewise, Rizal National Science High School (RNHS) actively fostered a vibrant club culture throughout the academic year, with different student organizations leading activities each month. At the end of each month, an award ceremony was held to recognize outstanding learners for their achievements in club events. During the 2023-2024 English Month, The Literati Club hosted eight significant events, all designed to enhance students' language skills, creativity, and appreciation for literature. These activities included: 1) Lit-bee, a spelling competition aimed at expanding students' vocabulary; 2) Lit'tale Writing, a story-writing contest that showcased students' creativity and proficiency in the English language; 3) *Page to Stage: A Storytelling Showdown*, which encouraged reading and storytelling while providing a platform to improve public speaking, pronunciation, and articulation; 4) LiterARTy Challenge, where students created artistic covers for films or literary works, highlighting their artistic talents; 5) Lit-treasure Chest, a dropbox for students to submit poems or prose with the theme "Nurturing Literature's Development and Innovation in the Technological Age," fostering self-expression and creativity in writing; 6) The Mic is Lit, a platform for students to display their creativity and performance skills through songs and poetry; 7) Lit Fête, an event that allowed students to express their love for literature through their attire and participation in the LitFair, encouraging imagination and creativity; and 8) Riscian Reels, which showcased movies, books, or series, followed by



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insightful panel discussions led by experts in literature, film, and television to deepen students' understanding of storytelling.

These activities were carefully designed to achieve educational and community-building goals, such as enhancing students' creativity, passion for literature, and various skill sets. Each event allowed learners to demonstrate their ingenuity in literature, the arts, and performance, encouraging self-expression and participation. Registration for the events was facilitated through Google Forms posted on The Literati Club's official Facebook page, making it easy for interested students to sign up. Some activities were scheduled after school hours, while others took place during class time, with the club providing excuse letters to ensure that students' performance in their other subjects was not negatively affected. Throughout November, all activities were organized to celebrate literature and inspire students to engage with both classic and contemporary works. This month-long celebration significantly deepened students' appreciation for reading and writing.

The success of these events was made possible by the collaborative efforts of The Literati Club officers, English teachers, and the English Club adviser, who worked together to establish and achieve the club's goals and objectives at Rizal National Science High School.

According to Billah (2018), whenever learners have a chance to improve their linguistic skills outside of the classroom, it appears to be more achievable, and everything around them must be learning-friendly, unrestrained, and enjoyable. Moreover, the possibility of learning English and forming friendships with other club members presents itself. When learners spend longer periods together, their confidence grows, and they become at ease speaking English with individuals they like and enjoy.

Additionally, there are numerous strategies to increase your proficiency in English learning capabilities these days; among these involves getting involved in an English Club (E-Club), which is normally a defined platform for learners who wish to learn and participate in the greater English language along with their peers in school as an extracurricular pursuit beyond school hours (Azoua, 2020).

E-Club is a community language learning (CLL)-based learning technique that relies on training in languages and familiarization to assist learners in increasing their skills. CLL's advantage is that it focuses on learning as a whole individual, on the significance of a supportive and open-minded educator, and the transfer of commitments and responsibilities for educational purposes to learners themselves (Surahman & Sofyan, 2021).

According to Halimah (2018), CLL improves interactions across and among learners within an educational setting. Learners might learn new things not only from their peers but also from how they interact with the teacher. Furthermore, the Community Language Learning technique may encourage learners to express their perspectives among other members of their peers. It occurs as a result of CLL's concern for their perception of sight and ability to be recognized by another. Learners are given guidance to enhance their determination, which is a requirement that they intend to acquire English for their benefit and competence. Also, participating in community language groups might boost students' motivation to use the English they've recently learned (Yuliandasari & Kusriandi, 2018).

According to the Philippines' PISA 2018 background, economic standing accounted for 18% of the variation in reading achievement, compared to the OECD average of 12%. Among socially and economically challenged learners, the Philippines has the highest rate of low reading competence. In demographic terms, the Philippines has the largest overall population of 15-year-old students and the highest student-to-teacher ratio concerning socioeconomically deprived educational facilities.

Additionally, the Philippines ranked sixth from the bottom in reading, achieving a score of 347. The report indicated that the country placed last among 81 nations participating in the 2022 Programme for International Student Assessment (PISA). Despite finishing last in reading comprehension and second lowest in science and math in PISA 2018, as well as having the lowest average reading comprehension scores among 79 participating countries, educators and schools are collaborating to address these challenges.

Furthermore, the Department of Education (DepEd) stated that all co-curricular and extra-curricular activities must ensure their significance and proper alignment with the curricular qualifications of the K-12 Curriculum, as well as develop students' leadership skills. Schools throughout the Philippines offer a wide range of clubs to cater to the diverse interests of their students, including sports clubs, academic clubs, arts clubs, advocacy-based clubs, service clubs, and leadership and government clubs.



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Objectives

This study determined the impact of English Club membership on the academic performance of Grade 8 learners in the Municipality of Binangonan, Rizal, during the academic year 2023-2024.

Specifically, it sought to answer the following research questions:

1. What is the level of assessment by the two groups of respondents on the English Club in terms of:
 - 1.1. Objectives;
 - 1.2. Membership; and
 - 1.3. Program of activities?
2. Is there a significant difference in the level of assessments of the two groups of respondents (teachers and learners) regarding the English Club?
3. What is the academic performance of Grade 8 learners in English during the second semester of the academic year 2023-2024?
4. What is the extent of the role of the English Club in the academic performance of Grade 8 learners in English in terms of:
 - 4.1. Vocabulary enrichment;
 - 4.2. Confidence building; and
 - 4.3. Grammatical usage?
5. Is there a significant difference in the level of assessments between the two groups of respondents regarding the English Club and the extent of the English Club's contribution to the academic performance of Grade 8 learners in English?
6. Based on the results of the study, what inputs to the English Club action plan can be proposed?

Hypothesis

Given the stated research problem, the following null hypotheses were tested:

Hypothesis 1: There is no significant difference in the level of assessments of the two groups of respondents (teachers and learners) on the English club.

Hypothesis 2: There is no significant difference in the level of assessments in the two groups of respondents in the English club and the extent contribution of the English club to the academic performance of Grade 8 learners in English.

METHODS

Research Design

The study employed a quantitative method utilizing a descriptive approach to systematically investigate the extent of English Club membership and academic performance of Grade 8 learners in English. This quantitative method allowed for the collection and analysis of numerical data in terms of vocabulary enrichment, confidence building, and grammatical usage.

Population and Sampling

The study was conducted at Pag-Asa National High School, Mahabang Parang National High School, and Rizal National Science High School in the Municipality of Binangonan, Rizal. It focused on Grade 8 learners, Grade 8 English teachers, and English Club advisers during the second semester of the 2023-2024 academic year. The study employed random sampling for the Grade 8 learners, with a total of 30 participants, and total enumeration for the Grade 8 English teachers, comprising 6 teachers and 3 English Club advisers.

Instrument

A self-made survey questionnaire was used to collect the necessary data for this study. This instrument was validated by experts in the field.

Data Collection

The data were gathered, read, and analyzed following the objectives of the study and in adherence to all protocols in the conduct of research.



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Treatment of Data

The statistical analysis employed ANOVA and weighted means to evaluate the impact of English Club membership on academic performance, serving as a basis for an action plan. It compared two groups of respondents based on objectives, membership, and program activities, as well as the academic performance of Grade 8 learners in English during the first semester of the 2023-2024 school year. Additionally, the study examined the extent of the English Club's influence on academic performance, particularly in vocabulary enrichment, confidence building, and grammatical usage. It also evaluated the club's contribution to the academic performance of Grade 8 learners in English as perceived by the two groups of respondents.

Ethical Considerations

The researcher ensured that all research protocols concerning ethics were followed to protect all individuals and institutions involved in the study.

RESULTS and DISCUSSION

In general, the summary of the level of assessment of the two groups of respondents regarding the English Club, evaluated by both groups, indicated outstanding ratings for objectives ($M=3.69$), membership ($M=3.64$), and activities ($M=3.69$). This was supported by a general average mean value of 3.68, which was interpreted as outstanding. These findings suggest that the assessments from the two categories of respondents may enhance strategic decision-making and member satisfaction.

The results indicate a significant difference in the level of assessment of the English Club by the two groups of respondents in the categories of objectives, membership, activities, and composite evaluation. This conclusion is based on a p -value lower than the 0.05 level of significance, thus contradicting the null hypothesis. The large discrepancy in assessment levels between the two groups of respondents within the English Club has far-reaching implications for objectives, membership, activities, and overall evaluation.

The learners achieved exceptional success in English class throughout the latter half of the 2023-2024 academic year, with a mean percent score of 90.5667. Out of the total number of students, 57 received a score of 90 or above, 25 received a very good rating, 5 received a satisfactory rating, and 3 scored between 75 and 79. This elevated level of achievement indicates the learners' outstanding degree of competence, commitment, and intellectual development.

As a whole, the summary of the extent of the role of the English Club in the academic accomplishments of eighth-grade learners in English—specifically in vocabulary ($M=3.78$), confidence building ($M=3.60$), and grammatical usage ($M=3.59$)—was assessed as having a great extent by both teacher and student respondents. This finding was supported by an overall mean value of 3.66, which is interpreted as a great extent. This indicates that membership in the English Club may foster a sense of belonging, increase self-esteem, and establish a lifelong passion for language and literature.

There is a substantial difference in the level of assessment between the two groups of respondents in the English Club in terms of vocabulary enrichment, confidence building, grammatical usage, and Grade 8 students' academic performance in English. Since the p -value falls below the 0.05 level of significance, the null hypothesis is discarded and deemed significant. This statistical significance demonstrates the English Club's usefulness in not only boosting vocabulary skills but also encouraging confidence and improving overall academic achievement. The findings indicate that active participation in the English Club enhances learners' language competency, self-confidence, and overall performance in the English subject.



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The level of assessment by the two groups of respondents on the English Club.

The summary of the level of assessment of the two groups of respondents on the English Club as assessed by the two groups of respondents such as objectives, membership, and activities.

Table 1
Summary of the Mean of the Two Groups of Respondents' Assessment on the English Club

Indicators	Teachers		Students		Overall	
	Mean	VI	Mean	VI	Mean	VI
Objectives	3.93	0	3.44	VS	3.69	0
Membership	4.00	0	3.28	VS	3.64	0
Activities	3.93	0	3.45	VS	3.69	0
Mean	3.96	0	3.39	VS	3.68	0

- 3.50-4.50 *Outstanding*
- 2.50-3.49 *Very Satisfactory*
- 1.50-2.49 *Satisfactory*
- 1.00-1.49 *Needs Improvement*

As exhibited in Table 1, the summary of the level of assessment of the two groups of respondents regarding the English Club includes objectives (M=3.69), membership (M=3.64), and activities (M=3.69), all assessed as outstanding by the respondents. This finding is supported by an overall mean value of 3.68, which is interpreted as outstanding.

This suggests that the assessments from both groups of respondents may enhance strategic decision-making and member satisfaction. Comparing the responses from the two groups allows the club to identify strengths and weaknesses and make targeted changes to better serve all members. Additionally, this survey helps the English Club understand its diverse membership and implement general efforts that appeal to more members. Furthermore, analyzing both groups' feedback enables the English Club to make improvements that increase engagement, collaboration, and overall satisfaction. This approach keeps the club responsive, relevant, and committed to enhancing its diverse membership.

In the study by Fitriany et al. (2021), it was found that an entertaining and stress-free educational environment created by the English Club increases learners' motivation to study, allowing them to achieve effective educational outcomes and assisting them in structuring concepts for communication.

The English Club's goal is simple: to organize specific events as a learning community while also improving learners' English language competence. To strive toward this goal, the English Club should establish suitable leadership and membership structures. The management system must be equitable, unbiased, and accessible.



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Difference in the Level of Assessments of the Two Groups of Respondents on the English Club

Table 2
Difference in the Level of Assessments of the Two Groups of Respondents on the English Club

Indicators	Paired Differences			95% Confidence Interval of the Difference		df	Sig. (2-tailed)	(2-Ho Decision)	VI	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper					
				Difference						
Objectives	.60000	.56569	.23094	.00635	1.19365	2.598	5	.048	R	S
Membership	.80000	.59330	.24221	.17737	1.42263	3.303	5	.021	R	S
Activities	.63333	.59889	.24449	.00484	1.26183	2.590	5	.049	R	S
Composite	.67833	.54646	.22309	.10486	1.25181	3.041	5	.029	R	S

***Legend: R- Rejected; S-Significant

Table 2 implies that the significant difference in assessment levels between the two groups of respondents within the English Club has far-reaching consequences for objectives, membership, activities, and overall composite assessment. The fact that the p-value is less than 0.05 demonstrates a clear departure from random chance fluctuation, resulting in the rejection of the null hypothesis and establishing statistical significance.

This research highlights the differing perspectives and preferences of the two groups, demanding focused interventions to address these differences. The discovered variations in assessment indicate differing expectations, levels of participation, and interpretations of English Club activities, emphasizing the need for specialized methods to meet the unique requirements of each group. The English Club can promote comprehensive satisfaction and overall success by modifying its objectives, membership outreach efforts, activity planning, and holistic program design to better align with the different perspectives of its members. This can be achieved by acknowledging and acting upon these differences.

According to Sheokarah and Pillay (2020), most schools in South Africa employ an African language as the medium of instruction for the first three years before switching to either English (primarily) or Afrikaans in the fourth year. Literacy research with South African English second-language learners indicates a lack of literacy. Furthermore, according to the study by Schaefer and Kotzé (2019), learners in the South African countryside are seldom introduced to English in environments where their native language predominates. This context applies to the school described in this paper, where learners speak isiZulu at home, while English is the primary language used in school, meaning they are taught in English.



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Academic Performance of Grade 8 Learners in English During the Second Semester of the 2023-2024 Academic Year

Table 3
Academic Performance of Grade 8 Learners in English during the Second Semester of the Academic Year 2023-2024

Score	Verbal Interpretation	Academic Performance	
		F	%
90 and above	Outstanding	57	63
85 – 89	Very Satisfactory	25	28
80 – 84	Satisfactory	5	6
75 – 79	Fairly Satisfactory	3	3
Total		90	100
Highest Score		99.00	
Lowest Score		75.00	
Mean		90.5667	
MPS		90.5667	
Std. Deviation		4.58882	

The results in Table 3 show that the learners had phenomenal success in English class during the latter half of the 2023–2024 academic year, with a mean percentage score of 90.5667. Out of the total number of learners, 57 received a score of 90 or above, 25 received a very good rating, 5 received a satisfactory rating, and 3 received a score between 75 and 79.

This suggests that the high level of achievement is indicative of the learners' outstanding language competence, dedication, and intellectual development. Achieving such results requires not only knowledge of the subject matter but also a strong work ethic, effective learning tools, and engaging classroom instruction.

Moreover, this significant success may enhance learners' vocabulary, confidence, and grammar knowledge, inspiring them to continue striving for excellence in their studies. It also reflects positively on instructors' abilities to effectively communicate complex ideas, increase student involvement, and create a learning atmosphere that promotes success. This achievement may serve as a benchmark for future academic initiatives, demonstrating the efficacy of the school's educational programs and potentially attracting new students seeking a high-quality learning environment.

The results of this research align with Dimitrov's (2020) study, which compared categories using pretest and posttest data while addressing relevant reliability issues. The assessment of change is a tool for evaluating the impact of rehabilitation services alongside the outcomes of specific guidance and associated treatments. It is concluded that the experimental and control groups in Designs 1 and 2, outlined in the first portion of this article, are presumed to be equal on the pretest or other variables that may affect their posttest scores based on random selection. Both designs effectively address threats to internal and external validity. As a result, data analysis using this design should employ ANCOVA or another relevant statistical approach.

Extent of the role of the English club in the academic performance of grade 8 learners in English in terms of vocabulary enrichment, confidence building, and grammatical usage

Table 4 Summary of the Mean of the Two Groups of Respondents' Assessment on the Extent of the Role of the English Club in the Academic Performance of Grade 8 Learners in English

Indicators	Teachers		Learners		Overall	
	Mean	VI	Mean	VI	Mean	VI
Vocabulary Enrichment	4.00	GE	3.55	GE	3.78	GE
Confidence Building	3.80	GE	3.40	ME	3.60	GE
Grammatical Usage	3.63	GE	3.54	GE	3.59	GE
Mean	3.81	GE	3.50	GE	3.66	GE



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As exhibited in Table 4, the summary of the extent of the role of the English Club in the academic performance of Grade 8 learners in English includes areas such as vocabulary (M=3.78), confidence building (M=3.60), and grammatical usage (M=3.59), all of which were assessed as being to a great extent by the teacher and learner respondents. This was supported by an overall mean value of 3.66, interpreted as indicating a great extent. This suggests that membership in the English Club may foster a sense of belonging, increase self-esteem, and establish a lifelong passion for language and literature. Thus, the English Club's impact extends beyond the classroom, shaping learners into multi-talented individuals who can succeed both in school and in life.

The findings imply that learner success and personal development are influenced by the English Club's role in enhancing the academic performance of Grade 8 students in English. Learners who actively participate in the English Club's activities may not only improve their language skills but also acquire essential abilities such as critical thinking, communication, and teamwork. Through engaging learning activities, the club provides students with opportunities to express themselves confidently, develop their creativity, and gain a deeper mastery of the English language.

This aligns with the study by Cheng (2019), which indicated that the primary difficulty with English Club activities is the repetition of themes that do not capture learners' interest. The inadequate quality of the educational offerings diminishes learner engagement.

Significant Difference in the Level of Assessments Between the Two Groups of Respondents in the English Club and the Extent of the English Club's Contribution to the Academic Performance of Grade 8 Learners in English

Table 5

Difference in the Level of Assessments Between the Two Groups of Respondents in the English Club and the Extent of the English Club's Contribution to the Academic Performance of Grade 8 Learners in English

Indicators	Paired Differences						Df	Sig. (2-Ho tailed)	Decision	VI
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T				
				Lower	Upper					
Vocabulary Enrichment	.60000	.33466	.13663	.24879	.95121	4.392	5	.007	R	S
Confidence Building	.36667	.23381	.09545	.12130	.61203	3.841	5	.012	R	S
Grammatical Usage	.10000	.60332	.24631	-.5332	.73315	.406	5	.702	FR	NS
Composite	.35500	.29751	.12146	.04279	.66721	2.923	5	.033	R	S

The findings suggested that there was a substantial disparity in the level of assessments between the two groups of respondents in the English Club regarding vocabulary enrichment, confidence building, and overall



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academic performance of Grade 8 learners in English. This disparity was evidenced by a p-value less than the 0.05 level of significance, leading to the rejection of the null hypothesis and indicating statistical significance.

In contrast, there was no significant difference in the level of assessments between the two groups of respondents concerning grammatical usage and the academic performance of Grade 8 learners in English, as the p-value was greater than 0.05. Therefore, the null hypothesis could not be rejected and was found to be not significant.

This indicated that the statistical significance demonstrated the English Club's effectiveness in not only boosting vocabulary skills but also encouraging confidence, enhancing grammatical knowledge, and improving overall academic achievement. The findings revealed that active participation in the English Club improved learners' vocabulary, self-confidence, and overall academic performance in English. These results highlighted the importance of co-curricular programs like the English Club as effective complements to regular classroom learning, providing learners with a supportive atmosphere in which to achieve academically and develop critical skills for future endeavors.

According to Amir (2020), the implementation of co-curricular activities that promoted personal development within educational institutions had become essential. Co-curricular activities created a structured environment that encouraged learners to engage in interactions with others. Participation in co-curricular activities contributed significantly to learners generating new interests, instilling civic responsibilities through collaborative experiences, and acclimating to independent learning.

Proposed Action Plan for the English Club Based on the Results of the Study

The English Club's action plan is on creating a friendly atmosphere that emphasizes boosting learners' vocabulary, confidence and grammatical usage to improve academic achievement via student participation.

Table 6 Proposed English Club Action Plan

Speak and Make it Shine (SMS): English Club Action Plan

Key Results Area	Objectives	Activities	Persons Involved	Budgetary Requirements	Success Indicators	Timeline
Vocabulary enrichment	Engage learners with vocabulary enrichment exercises.	<ul style="list-style-type: none"> - Organize daily word activity to discover a new word every day or week, explaining its definition, pronunciation and encourage learners to use the word in sentences all week. -Organize word-formation and usage-focused games such as Scrabble, 	<ul style="list-style-type: none"> English Club Adviser English Teachers Learner Volunteers English Club Members 	10,000 php	<ul style="list-style-type: none"> -Reduced grammatical mistakes in members' written and spoken communication by 30%. -Improved scores on grammar exercises and workouts. Demonstrable increase in the level of detail and preciseness of members' sentences. 	November 4-8, 2024



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		Boggle, and Pictionary.				
Confidence building	Boost learners' confidence in English language skills by providing support and encouragement	-Arrange public speaking sessions to help students build confidence -Offer constructive feedback and support for improvement.	English Club Adviser Learner Volunteers English Club Members	20,000 php	-Positive feedback from learners regarding increased confidence in English language usage -Higher academic performance in English subjects among club participants compared to non-participants.	November 11-15, 2024
Grammatical usage	Enhance grammatical usage proficiency among club participants	-Host regular workshops focusing on different aspects of grammar -Provide practical exercises and quizzes to reinforce learning	English Club Adviser English Teachers Learner Volunteers English Club Members	15,000 php	Improvement in grammatical accuracy in writing assignments, speaking, and assessments.	November 18-22, 2024

A significant influence on learners' language abilities, including vocabulary and grammar usage, as well as their sense of self-confidence, is the goal of the English club. The club intends to achieve this by strategically engaging learners in a variety of activities and projects. Using this comprehensive strategy, our objective is to establish a community where individuals feel they can achieve academic success while simultaneously improving their language skills and communication capacity.

This action plan will enhance both English Club membership and academic performance by focusing on student engagement, grammatical usage, and confidence-building in English communication.

Conclusions

As can be deduced from the findings, the conclusions drawn from the study are as follows: The English Club stands out as an exceptional entity, with its definite focus on well-defined objectives, inclusive membership strategies, and engaging activities that collectively contribute to a transformative and enriching experience for all participants. The significant differences between the two groups in their objectives, membership, and program



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activities highlight the various perspectives and dynamics within the English Club, emphasizing the need for targeted strategies to address these differences effectively. Learners' consistent effort and the efficacy of the teaching methods are both reflected in their high academic achievement and command of the English language, as shown by their outstanding performance in English class. Additionally, the English Club's activities significantly enhance Grade 8 English learners' vocabulary enrichment, confidence building, and grammatical usage, contributing positively to their overall academic growth and language skills development. Finally, the notable gap in assessment levels between the two respondent categories within the English Club highlights varied perspectives on Grade 8 learners' academic performance in English, confidence building, vocabulary enrichment, and overall composite assessment, further emphasizing the need for targeted strategies to address these differences effectively.

Recommendations

Based on the findings and conclusions, the following recommendations are provided: English Clubs can foster a supportive environment that encourages language development, inclusivity, and engaging initiatives to improve students' linguistic skills and social interactions. The English Club should implement targeted initiatives that promote alignment, inclusivity, and collaboration to ensure a more cohesive and effective environment. Additionally, incorporating more advanced enrichment activities, increasing opportunities for peer cooperation, and providing consistent academic assistance may further enhance learners' outstanding performance in English class. Grade 8 English learners may greatly benefit from the English Club's activities, which regularly include a variety of engaging initiatives focused on improving their vocabulary, building confidence, and enhancing grammar usage. Furthermore, targeted interventions, personalized support, and differentiated activities can improve Grade 8 learners' academic performance, confidence development, vocabulary enrichment, and overall composite scores. Lastly, there is room for more factors to be considered in similar studies.

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