A STUDY ON ENGLISH CLUB AS AN EXTRACURRICULAR PROGRAM AT SMPN 1 MALANG

Diska Fatima Virgiyanti
Email: diska.violet@gmail.com
State University of Malang

ABSTRACT: The study was designed in a descriptive qualitative research. The subjects of the research were the 7th and 8th graders who joined English Club and one instructor. The researcher used interview guide, field note, and questionnaires to collect the data. The aim of English Club was to help and support the students in their regular class. However, the result of the observation showed that the activities of English Club did not support the activities of the regular class.

Keywords: English Club, extracurricular program

In Indonesia, English is taught as a compulsory subject for the students from the lower level secondary school up to the university level. English has 4 required skills to master, which are listening, speaking, reading and writing. From the four skills that should be mastered, the researcher is interested in studying speaking skill because there are many problems concerning the development of the skill such as students’ lack of confidence and vocabulary. According to Ur (1996: 121), there are some problems faced by the learners in speaking activities. The problems include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue. As stated above, the students of the SMPN 1 Malang also face problems in speaking activity, such as pronunciation, vocabulary and lack of confidence.

The purpose of the study is to describe how the English Club as an extracurricular program at SMPN 1 Malang is conducted. The researcher studies the teaching techniques, material and media used by the teachers, the facilities provided for the English Club, the assessment administered by the teacher, and the activities held in the English Club. This study is also intended to describe the teachers’ and the students’ perception toward the club. Furthermore, the researcher also studies the relation between English Club and the regular class.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney and Burk, 1998; 13). Speaking is
a crucial part of foreign language teaching and learning. Therefore, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Syllabus can be described as outlines, summaries, overviews, basic contents or subject materials (Salim, 1987: 98). On the other hand, definition of syllabus according to Longman Dictionary of Contemporary English is a plan that states exactly what students at a school or college should learn in a particular subject.

The teaching techniques used during the teaching learning process are supposed to make students more interested in learning English. Besides, making students more interested in learning English, teaching techniques will help the students to avoid boredom. In general, teaching techniques can be defined as any of wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2007:16).

Beside syllabus and teaching techniques, suitable and good materials are also important to support the process of learning speaking. These can attract and motivate students in actively participating during the lesson. Topics such as the development of technology can be an up-to-date material, and it is therefore interesting to discuss. The materials can be taken from many different sources such as textbook, video, worksheet, articles from magazine or picture or other materials. Tomlinson (2005) stated that teachers are material developers and that they should not depend solely on the material available.

Just like the materials, the use of media may support the teaching learning process. It is necessary to provide media in teaching and learning activity, because the interaction between teacher and students can be improved by the media. Media in the process of teaching and learning are categorized as tools to catch, proceed, and rearrange visual or verbal information (Arsyad, 2009).

Simulation and role play can be appropriate techniques that can be applied in teaching speaking. Students are given a situation, on which their performance in front of the class should be based. As stated by Jason (2010), the joy of role-play is that students can become anyone they like for a short time. This is like mini drama, where they have to act the situation, such as conversation in an airplane, business meeting, conversation in
the cafe, or buying something in the shop. Students have to perform it as well as they can, and imagine that it happens in the real world.

In the Government Regulation no 19/25 on National Education Standards, it is stated that every school may give an opportunity to develop its students’ competency by applying an extracurricular program. Extracurricular is a program which is not part of the course that a student is doing at a school, different schools may have different extracurricular program. The main reason of the establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest. Since it is not a compulsory subject, students have right to join it or not.

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in the English Club also can help the students to improve the students’ ability in English. As Mulyasa (2007) states that an extracurricular program is a certain program held outside the school regular time for supporting and improving students’ competence. The purpose of the study is to describe how the English Club as an extracurricular program at SMPN 1 Malang is conducted. The researcher studies the teaching techniques, material, media, facilities, assessment, activities held in the English Club, the teachers’ and the students’ perception toward the club and the relation between English Club and the regular class. The researcher systematically search and arrange the data collected, which are the results of the interview, field notes, and other materials. Then, they are analyzed qualitatively to draw some conclusions based on the findings of the study.

METHOD

This study took place at SMPN 1 Malang which is located on Jl. Lawu 1 Malang. The subjects of this study were students who join English Club in this school. There are 35 seventh graders’ and 21 eighth graders’ who join this English Club and 1 teacher who is responsible for conducting the program.

In this study, there were several stages that should be done to collect the data. First, the researcher studied the condition of the real English class before doing the observation. It was done on Thursday, 21 February 2013 for the eighth graders and Tuesday, 26 February 2013 for the seventh grader. In this stage, the researcher only sat at
the back of the class and observed the activities done by the teacher and the students in the class. In the following meeting, the researcher started to do the observation. Then, the English teacher was given the questionnaire on 5 March 2013. The researcher also gave the questionnaire for the English Club teacher and interviewed her. In order to obtain the detail information, the researcher also gave the questionnaire for all of the English Club members from seventh and eighth grade. After giving questionnaire, the teacher also interviewed one student from seventh graders and one student from eighth graders. The researcher did the observation in a month. All of the stages above were done from February 28 up to March 26 2013.

In gathering the data, the researcher used some instruments. They were interview guide, field notes, and questionnaire. The researcher collected the data by interviewing the teacher or the instructor of English Club at SMPN 1 Malang, observing the learning activities, giving questionnaire and taking field notes. The data collection was done in February and March 2013.

FINDINGS AND DISCUSSION

The teacher who taught English in the English Club said that she has made the syllabus by herself every semester before making the syllabus, she consulted the English teacher. Sometimes, the teacher did not use the activity written in the syllabus, because of the situation of the class.

As the researcher observed the class, the researcher found that the teacher applied the same technique in every sub club for seventh and eighth graders. The teacher used cooperative learning, three-phase-technique, and think-pair-share technique. In debate, the class was divided into two big groups, the positive and negative team. One student was pointed as a spokesperson, and then the teacher gave a motion. Next, the teacher gave about 30 minutes for students to prepare all the material that would be argued. Being ready with the material, the students started to deliver their arguments. Sometimes the spokesperson faced some difficulties in delivering the argument; then, the teacher let the other member of the team to help the spokesperson. Fortunately, some of the students were very good in speaking so the debate ran smoothly. To encourage students’ motivation, at the end of the class the teacher gave a box of snack as a reward for the winning team.
In the speech activity, the teacher used three-phase-technique. The teacher gave a warming up activity such as asking questions about the topic that they were going to learn. In storytelling, the teacher asked the students to prepare their own story and also the properties in advance. The teacher gave freedom to the students to choose the materials by themselves. The teacher just gave the topic to the students and they browsed or sought the information about that particular issue. Based on the data collected by the researcher, the teacher often used laptop and LCD projector to support her teaching especially when she wanted to show some materials in the video.

From the data of interview and questionnaire, the teacher evaluated the students’ ability based on students’ participation and performance in the class. Students’ participation included their participation in group work, presentation and performance and also individual work. From the students’ work the teacher decided whether that student had good score or bad score. The teacher gave quizzes to the students, but it was tentative test. It means that the schedule of quiz was not decided by the teacher at the beginning of the semester. However, the teacher said that it was not too difficult to evaluate the students, because most of them were good at English. Moreover, the range of their scores was not wide. The teacher used the score to measure the students’ ability in English and to know the progress of the students.

Based on the data from questionnaire, both the teacher and the other English teacher agreed that English Club really helped the students in improving their competence in English. The teacher of English Club said that she was very glad because she had a chance to conduct the English Club in this school. According to the teacher, the students were very interested in joining the English Club because there were various activities in every meeting. The activities were debate, speech and storytelling. The activities in the English Club were different from the activities in the regular classes. The activities in the English Club were mostly concerned on students’ speaking ability, while activities in the regular class focus more on the four skills of the English competence.

The activities were based on the syllabus that was made by the teacher. The teacher made syllabus once in a semester and she applied it in the class. In fact, it was pretty difficult to implement the whole activity based on the syllabus, because usually the teacher had a very urgent meeting and she only gave assignment for the students. Sometimes the teacher added games to the activity to make the students more relaxed in
The teacher said that games were important to avoid students’ boredom. The teacher believed that the English Club helped students to perform better in the English class. Many of them had better English achievement after joining English Club. Many of the students got better marks, and they felt that they were more confident when they had to perform in front of the regular class. The role of the English teacher was as a controller of the English Club. Besides, she also supported the improvement of the English Club. In fact, she agreed that joining the English Club may help the students to perform better in their regular class.

In conducting English Club, the teacher also faced several problems in conducting three main activities, i.e. debate, speech, and storytelling. The students’ limited vocabulary may hinder them in delivering their opinions during the debate. Besides, they were not accustomed to stating their opinions. However, there were few students who were confident and brave enough to deliver their arguments. The teacher always tried to motivate and encourage them when they performed in front of the class.

The students’ problems in speech were vocabulary and pronunciation. The teacher saw that the students were often not confident and shy to perform in front of their friends. Besides in the storytelling, the students faced the problems in understanding the flow of the story and mastering the gesture and facial expression. There were many activities that were held in the English Club. However, debate, speech and storytelling were the main activities of speaking. In joining the debate, the students faced some problems such as how to argue and stick to their own opinions. In speech, the seventh and eighth graders were almost had similar problems i.e. better pronunciation. Speech was imposing the students to speak formally with good pronunciation. That was why students still needed to learn more about how to pronounce the words and construct correct sentences well. Fortunately, the students tried to overcome these problems by practicing regularly. Another activity was storytelling, in which, the students also faced few problems such as memorizing the story and using appropriate facial expressions and gesture. Although the teacher had given the theory of how to perform storytelling, the students seldom practiced in and/or outside the Club.

Although the students faced many problems in doing the speech, debate and storytelling, they tried hard to solve their problems differently. From the data that were collected by the researcher, 22 students of seventh graders or 66% tended to overcome
their problems by asking their teacher and/or their friends. Two of the seventh graders’
tried to solve their difficulties by looking for the answer in the book. The rest of the
students or 14 students accessed the answer in the Internet.

Not really different from the seventh graders, the eighth graders also faced the
same problems. Fifty seven percent (57%) of the eighth graders asked their teacher if
they found the difficulties in learning English. Seven students tried to solve their
problems by finding the appropriate book. The rest of the students or 9% were browsing
in the internet to find the way out of their problems.

The activities in English Club aimed at helping students’ to accomplish a
better English competence. The teacher has provided different kinds of
activities in order to make students more interested in learning English. However,
the result showed that the activities in English Club did not support the students’
activity in their regular class. In the regular class, for example, the students learned
different types of text, but in the English Club they did not learn it.

The syllabus that was used by the teacher in English Club was simpler compared
to the syllabus for their regular classes. The teacher only wrote kinds of activities that
would be learned in a certain meeting, and the time allocation for each activity.
According to the Ministry of Education in General Guidelines Development of Syllabus,
there were some components that should be stated in syllabus, such as standard of
competence, basic competence, activity, indicator, time allocation, and sources.
However, the syllabus for the English Club did not include all components
proposed in the General Guidelines. As Gray (1990) said that the most important
new insight in syllabus design relates to how we may plan the teaching and learning.

As stated by Rasinkske and Padak (1996), think-pair-share (TPS) is a collaborative
learning strategy in which students work together to solve a problem or answer a question
about an assigned reading. Think-pair-share and three phase technique were mostly used
by the teacher in every meeting; however, it was relied on the activity done in the class.
As stated by Pimm (1987), the think, pair, share strategy increases the kinds of personal
communications that are necessary for students to internally process, organize, and retain
ideas.

Almost in every meeting, the teacher asked the students to work in group or work
in pair to do the tasks. The teacher gave time for the students to discuss the topic or
questions together with the other students. As the exampe, before doing debate, the
students were given time by the teacher to discuss their opinion and idea before
performing in front of the class. Lymna (1981) said that the think- pair-share structure
gives all students the opportunity to discuss their ideas.

The materials provided by the teacher varied according to the activity in the class.
In the interview, the teacher said that she used video to give the example of certain
activity or process of something to the students. The teacher also found that the students
gave very positive response in watching video. Video is one kind of motion pictures, and
as Brown et.al (1983) said that motion pictures are the most widely applicable, and the
most powerful among the resources for teaching and learning.

In giving materials to the students, the teacher did not always use video as a
material. Sometimes, the teacher only gave the instruction to the students to seek the
materials by themselves. The students also felt that it was easy to find other resources,
because they can browse all in the Internet. The students are allowed to access the
Internet using their mobile phones.

The media used by the teacher in English Club were an LCD projector and a
laptop. The teacher used it to show a video or a film to the students. The LCD projector
and the laptop were modern devices which were more practical to use compared to the
conventional media such as tape recorder and/or OHP. The students are also allowed to
bring their own laptop since there is wireless internet connection available in the school.
Therefore, it is easy for both students and teacher to find materials that they need.

The teacher assessed the students based on the students’ participation in the class.
The more active students are in the class, the better score they would deserve.
According to the teacher, it is not really difficult to assess the students because the
activities in the class were not as complex as in the formal school classes. Based on the
questionnaires that the researcher gave to the English teachers, they all agreed that
English Club really helped students in improving their English skill, especially in
speaking skill. There were differences between students’ skill before and after joining the
English Club in terms of their knowledge about English such as grammar and vocabulary.
The students who joined the English Club had better pronunciation than others.
Moreover, the teacher, who was the facilitator of the English Club respected the
students’ enthusiasm in joining English Club. The researcher was also impressed by the
teacher because she was the only one who taught the English Club.

Helping the students in every activity, the teacher tried to find some reasonable solutions. For debate activity, the teacher always tried to remind the students to work in group and made a good argument of the issue given by the teacher. In storytelling, the teacher asked the students to keep practicing and adding their vocabularies by discussing the difficult vocabularies with the students in the class. The teacher also told the students to be more confident while performing in front of their friends. In speech, the teacher also reminded the students to write the main idea of what they would deliver to their opponent. The teacher also reminded the students to always keep practicing speech by having conversations with others using English at school time. Although the teacher faced many problems in conducting English Club, she always tried to solve these problems.

The results of questionnaire and interview showed the students’ positive response toward English and English Club. Since the researcher observed two classes, seventh and eighth graders, the result of the observation were the opinion from those two classes. From the result of seventh graders’ questionnaire, it showed that the students were interested in English very much. No students chose the options “dislike” and “dislike very much”. While the answers of the eighth graders’ also showed that the students were very interested in learning English.

For the English Club, most of the seventh graders’ said that the English Club was fun. As stated in their opinions, the students like the English Club because of the enjoyment activities such as watching movie and playing games. Based on the data collected, the eighth graders’ also said that the English Club was fun. Beside games and movie, the students also liked the way how the teacher taught in the class. Based on the students’ perception, the teacher could make the students enjoy the activities.; she was fun, smart, friendly and the way of her teaching was relaxed but serious.

Regarding the response of the students about the purpose of the students in joining the English Club, it showed that more than half of the classes were joining English Club for improving their English skill. The rest of them, were joining English Club to be accustomed to using English in daily communication and also they wanted to know the knowledge about English.

The impression of the students toward the teacher showed that none of them gave
bad impression to the teacher. All of the students gave good impression to the teacher. They said that the teacher was smart fun, friendly and also creative, so the teacher creates positive atmosphere toward the students in learning English. The teacher was also very familiar with the students. In fact, the teacher knew all of her students’ names from the seventh to eighth graders. The communication between the students and the teacher was also very good. The teacher did not feel awkward when she had to help the students’ difficulties in learning English. Rachmajanti (2006) said that teachers should be familiar with their students because it can help them enjoy the learning process and learn effectively.

The results showed that the activity that the students liked most video and playing games. They thought that watching video and playing games made them relaxed after working hard during the school time. Games and video could entertain the students. The rest of the students also gave their opinion that they were happy to have discussion and debate because they can share their idea with their friends. Frederick (1981) stated that discussions allow students to actively participate in the learning process. However, the teacher should remember that some students were uncomfortable with the discussion approach and, therefore, a number of different teaching strategies should be used to encourage the students to stick to their own opinions.

For the material and media, the students also gave different answer. The students felt that the materials that were given by the teacher were adequate for them to learn English. Instead of watching video, the teacher also gave written materials for the students. Therefore, the students were quite satisfied with the materials given by the teacher. The media used by the teacher also helped the students a lot. The teacher used a laptop, an LCD projector, pictures and realia to deliver the materials. If the students felt that the materials were interesting, they may copy it from the teacher. Geeta (2011) said that using a laptop, the students can use several collections of games and puzzles and also order stories. Technology is used by the teacher to support the teaching and learning process in the class. Furthermore, the students were more interested in browsing the materials from the Internet, because they could find many various sources for their materials. According to the students, the facilities provided by school were enough for their activities in English Club. However, the students claimed that the class was too small and the numbers of desk were limited. Since the members of English Club were
more than 30 students, while the class provided for the formal school with not more than 25 students. Therefore, the students often had to share a chair with their friends and some of the students have to sit on the floor, but it seemed they enjoyed the lesson very much. Mulyasa (2005) stated in School-Based Management, a means of education are the tools and equipment used directly and support the educational process, particularly the teaching and learning process, such as buildings, classrooms, desks and chairs, as well as tools and media teaching. From the data collected, the researcher knew that the facilities were enough for the activities in the English Club, except the limited chairs in the class.

About time allocation, the students agreed that the time provided was enough for their activities in English Club. More than half of seventh graders said that the time allocation was enough for them to study in the English Club. Almost all of the eighth graders also agreed that the time that provided for English Club was enough for them. The others said that they needed more time in doing the activities in English Club since they only had 90 minutes to study while they had to discuss many things related to the topic given by the teacher. Although the time was not really a serious problem, it was the most important thing to be considered, because the meeting was often cancelled since the teacher was busy.

For the students’ problems in English Club, the teacher knew it well, such as the difficulties in pronunciation, lack of vocabularies, difficult to memorize etc. Besides, the teacher never stopped motivating the students to practice English by keeping a good communication with the students. The teacher hoped that by having good communication, the students were accustomed to sharing their problems with the teacher.

From the data collected, it showed that there were more positive responses than negative ones. The English Club still needed some improvements in many aspects such as facilities and materials. Over all, the English Club at SMPN 1 Malang has been conducted quite well. Considering the students’ problems, the teacher was always ready to help them and the students also tried their best to improve their ability in English.

The syllabus used in the English Club was not same as the syllabus used in the regular class. The syllabus that used in the regular class was the syllabus with complete components, while the syllabus of English Club only included the schedule of the meeting and time allocation. Providing the materials, the English teachers made them by
themselves. Sometimes the teachers used the books in the library, while the English Club teacher used the materials from the textbook, Internet, and sometimes she made the materials by herself. The teaching technique mostly used by the teacher in the regular class was think-pair-share. It was also applied by the English Club teacher.

The teacher usually used a laptop during the presentation since there was an LCD projector in every class. The English Club teacher also used an LCD projector to present the materials, such as video. The way of the English teachers assessed the students was the same as the English Club teacher. Both of the teachers assessed the students based on the tasks given by the teacher. Not only that, the teacher also gave quizzes at the end of every basic competence. The regular class had different activities from the English Club. The English teacher usually asked the students to translate some texts, but sometimes the teacher asked them to do the exercises from the book. For the English Club, the teacher gave different kinds of activities such as debate, speech, and storytelling.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In the syllabus, the teacher only put kind of activities and time allocation. Based on the data collected by the researcher, the teacher used various kinds of teaching techniques to teach the students. The facilities and media used in the English Club were the LCD projector, laptop, pictures and realia. The other facility was the whiteboard. The teacher often used it to share information while explaining, and to write new vocabulary and/or difficult words.

The activity that was mostly chosen by the students were watching video and playing games. The facilities provided by the school really supported the extracurricular activities. The building, class, desks and chairs, windows and the lighting of the class were fairly satisfying. However, the number of the desks and chairs was not sufficiently provided for every student.

The assessment was done based on the students’ score on their active participation and performance in the class. It was assumed that the English Club gave some advantages for both the students and the teacher. They could improve their English competence by joining the English Club. Also, the aim of the English Club was to support the regular class activities. However, it shows that the English Club did not
significantly support the regular class.

**Suggestions**

Concerning the betterment of the English Club programs, the teacher should add standard of competence, basic competence, indicator, time allocation and sources in the syllabus and/or the lesson plans. It is advisable that the teacher employs different kinds of techniques to avoid boredom. In finding the materials, the students should be given clear instructions so that they will find it easy to choose suitable for their assignments. The teacher also needs to help and promote other teachers to conduct the English Club. The activities in English Club should have a balanced proportion of playing games and discussing the lesson. The activities in English Club should also be in line with the regular class activities.

As the controller of the English Club, the headmaster is supposed to support this activity. It will be good if the headmaster also evaluate the activity of the English Club regularly; for example in every semester the headmaster gives feedback to the teacher about the activities that have been done. It is important for the next researchers to know the schedules of the activities beforehand so it will be easy to arrange the time for the observation. The activities in the English Club should be matched with the activities in the regular class, because the aim of the English Club is to support the activities in the regular class. The English teacher and the English Club teacher should meet and arrange the plan of the activities together.

**REFERENCES**


