A STUDY ON ENGLISH EXTRACURRICULAR ACTIVITIES AT SMPN 2 PANDAAN

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ABSTRACT: This study examines the implementation of English extracurricular activities at SMPN 2 Pandaan in the aspects of (1) the purposes of conducting English extracurricular activities, (2) the facilities, media, and materials provided and/or used in English extracurricular activities, (3) the teaching techniques used in English extracurricular activities, and (4) the students’ opinions toward the English extracurricular activities. To obtain the data, this study utilizes a descriptive qualitative research design with the field notes as the main instrument. The result shows that the English extracurricular activities are divided into two activities, the English Club and ‘Pembinaan’ program, which are held in different days with different groups of students.

Key words: English club, ‘Pembinaan’, extracurricular activity, instructor

Unit Pengembangan Sekolah Laboratorium UM (in Nur, 2009: 2) stated the teaching of English in junior high school level is aimed at enabling the students to reach the functional level covering the ability to communicate both in spoken and written forms which are used in the daily life. In addition, Sidiknas (2012) stated that the goal of language teaching in the latest curriculum, 2013 curriculum, is enabling the students to communicate globally and utilize the language to survive in the global society. To meet the target, some schools provide their students with an English extracurricular activity because the teachers cannot rely on the English teaching in the formal classes because the time spent for formal classes is very limited. Establishing English extracurricular activities is considered as advantageous for the students as they have more time and exposures to learn English. Hence, a study is exerted in order to acknowledge how the English extracurricular programs are run.

To boost the benefit of the programs, the teaching and learning process which is conducted in extracurricular activities should be excellent. The teaching and learning process can be conducted well when the activities are supported by sufficient facilities, good media, rich materials, and good teaching techniques. The facilities provided should be able to help teachers to promote a good language
teaching and help the students to have a good language learning experiences. Rahmajantie et al (2011) believed that the school facilities are generally thought to affect academic outcomes. Besides, rich materials and suitable media may influence the teaching and learning process. The materials and media used or selected in the teaching and learning process are called instructional materials and media. The instructional materials and media are closely related because the selected materials will determine the use of the media. Instructional media are needed in the English language teaching because they may function as a means of communication as well as sources of information which provide messages with an instructional purpose to facilitate communication and learning (Smaldino et al, 2005: 9). Meanwhile, the instructional materials are the focus of the discussion through which the students communicate and learn during the teaching learning process (Nur, 2009:24). In shorts, the instructional media can be called as the vehicle which helps the instructional materials to be delivered well. Celce-Murcia (2001) noted that there are two kinds of classroom media which are used in language teaching and learning. They are nontechnical media and technical media. Nontechnical media can be categorized as the media which do not rely on the use of the electricity, whereas the technical media are the media which rely on the electricity.

The other aspect which can help teachers to carry out the extracurricular program well is the ability to choose suitable teaching techniques used in the English classes. The teaching technique is defined as the ways in which the information is learned and/or presented (Richards and Rodgers, 2001:28). In other words, teaching techniques can be also called as the ways of teaching. The availability of sufficient and good facilities, media, and materials will be futile if the teacher is not creative in choosing and applying teaching techniques in the language classroom.

In this study the researcher observed the implementation of English extracurricular programs in SMPN 2 Pandaan in terms of the purpose of establishing the programs, the facilities provided to support the programs, the media and materials used in the programs, the teaching techniques which are
applied in the programs, and the students’ opinions toward the establishment of the programs.

METHOD

In order to portray a study about the English extracurricular activities at SMPN 2 Pandaan, the researcher used a qualitative research design, specifically a descriptive study. The researcher described and elaborated what was seen and heard in the field. The study put the researcher as a complete observer. The researcher became an observer only and was not involved actively in the teaching and learning activities in the classroom. As a complete observer, the researcher recorded observations passively in as uninvolved and detached a manner as possible. The researcher mostly only observed the teaching learning process from the back of a classroom. The observations might even be recorded covertly from behind a one-way mirror or by using public spaces (Lodico et al, 2010: 112).

The study was conducted in SMPN 2 Pandaan. The subjects of the study were (1) the principal who allows and controls every activity or program in the school, (2) the instructor of English Club and pembinaan as the one who runs the programs, and (3) the students who join English Club and pembinaan.

The data collected were categorized into the purpose of conducting English extracurricular activities, the facilities provided for English extracurricular activities, the media and materials used in English extracurricular activities, the teaching techniques used in English Extracurricular Activities, and the students’ opinions about the English extracurricular activities. The data were obtained by employing interview, questionnaire, field notes, and documentation. Then, they were described and analyzed descriptively. The conclusions were drawn based on the results of the analysis.

FINDINGS AND DISCUSSION

The results of the study showed that there were two English extracurricular activities which were established in SMPN 2 Pandaan. They were English Club and ‘Pembinaan’ program. Each activity had different purposes. English Club had five goals. They are (1) preparing the students for English day, (2) enabling the
students to be a good English speaking counterpart, (3) enabling the students to be a master of ceremony or host who is able to use English as the communication language, (4) improving students’ English skill such as reading, listening, writing, and speaking, and (5) facilitating the students’ interest in learning English. However, the principal and the instructor of English Club stated the main goal of establishing English Club is preparing the students for the English day.

_Pembinaan_ had only one goal. It is to prepare the students for English Olympiad such as OSN (Olimpiade Sains Nasional) and FLS2N (Festival dan Lomba Seni Siswa Nasional) or English competition such as English debate, speech contest, and/or storytelling.

The facilities provided for both programs were almost the same. They were held in the language laboratory, the library, and/or a classroom. However, the ‘_Pembinaan_’ program was sometimes held in the school hall to practice doing a speech, debate, and/or storytelling before joining any English competitions.

The media used in English Club and ‘_Pembinaan_’ program were mostly the technical media such as LCD, laptop, projector, and speakers. The instructor chose the media by considering the materials which were taught. The materials taught in English Club were based on the standard of content for junior high school and the materials taught in ‘_Pembinaan_’ were based on the materials of English Olympiad and/or competitions. Unfortunately, the materials taught in English Club were not in line with the goals of the program establishment.

The teaching techniques applied in English Club were (1) group work, (2) role play, (3) TGT (team game tournament), (4) peer teaching,(5) mind mapping, (6) setting, (7) dialogue/narrative recitation, (8) review, (9) brain storming, (10) cued narrative dialogues, (11) information transfer, (12) wrap up, (13) discussion, and (14) a propos. The teaching techniques applied in ‘_Pembinaan_’ were (1) peer teaching, (2) mind mapping, and (3) role play. However, the instructor mostly gave sufficient explanation about the content of the topic under the discussion ‘_Pembinaan_’ program.

The students’ opinions were put into (1) the students’ opinions about whether or not the extracurricular program was beneficial for them, (2) the students’ opinions about whether or not the facilities given by the school was
considered sufficient, (3) the students’ opinions about the materials taught by the instructor, (4) the students’ opinions about the way the teacher controlled the students, (5) the students’ opinions about the teaching technique used by the instructor, (6) the students’ opinions about their performance in the teaching and learning process, (7) the students’ opinions about whether or not the students always attended the extracurricular activity, (8) the students’ opinions whether or not they liked joining the extracurricular program, and (9) the students’ suggestions toward the instructor’s way of teaching.

First of all, most students of English Club and ‘Pembinaan’ think that the extracurricular activities are beneficial for them. More than 50% of the students stated that their English mastery or competence is improved after joining the activities. Secondly, the students of English Club and ‘Pembinaan’ program have the same ideas that the facilities provided by the schools are considered sufficient. Thirdly, 85% of the English Club students and 94% of ‘Pembinaan’ students stated the materials presented are easy. Fourthly, all the students of both programs think that the instructor is good at controlling the students. Fifthly, moreover, they really like the way the instructor teaches them. Sixthly, more than 50% of the students of English Club and ‘Pembinaan’ program claim that they are active students who always participate well during the program. Seventhly, more than 50% of the students of English Club and ‘Pembinaan’ program confirmed that they attend the activities regularly.

Based on the field notes taken by the researcher the number of the students who attend English Club and ‘Pembinaan’ program fluctuates in each meeting. The students who attend a certain meeting may not attend the following meeting. The instructor may see different students in every session. The instructor explained that English Club and ‘Pembinaan’ program are not compulsory. These activities are considered as extracurricular programs. Hence, the students are allowed to be away from the program if they have something more important to do. Eighthly, all of the students state they like joining the activities. At last, they suggest the instructor to provide more games during the programs.

As stated before, English Club and ‘Pembinaan’ program have different goals. However, both of them can be considered as good activities because the
goals give the students chance to have self-actualization. English Club has its own mission to make the students confidence to speak English and train the students to be a host in some school events. Meanwhile, ‘Pembinaan’ has a mission to enable the students to be a critical thinker because they are exposed to English lessons which has high level difficulty for junior high school students. This is in line with the goal of establishing extracurricular activities stated by Depdikbud (1998). It is said that extracurricular activities have four main roles, (1) broaden the students’ knowledge, (2) to bridge the relationship among the subjects which the students learn, (3) to develop the students’ talents and skill, and (4) to fulfill the students’ role as a human.

The facilities for both programs are not sufficiently provided by the school because the school is focusing on providing the students with a good language laboratory and an English self-access center. In this case, the researcher agrees with Rahmajanti et al (2011) who stated that there are two learning facilities, the language laboratory and self-access center, which basically can support the language learning. In addition, the facilities provided for English club and ‘Pembinaan’ are almost the same for there is no special facilities for each activity. ‘Pembinaan’ students sometimes go to the school hall to have a rehearsal when they are about to join any English competitions like English debate, speech contest, and/or story-telling. However, English Club students do not have any good reasons to have the lesson in the school hall.

Celce-Murcia (2001:463) said that the guidelines for selecting the media should be based on the appropriateness of the materials for target audiences, the technical and pedagogical quality of the instructor or the teacher, the teaching objective, and the pre-/post- procedures to be used. Based on the field notes taken during the lesson, it showed that the instructor used technical media more often in English Club than that in ‘Pembinaan’ program. She also used the nontechnical media such as photos and/or pictures, flashcards, whiteboards, and board games.

The instructor has done well in choosing the materials for the ‘Pembinaan’ students, but she was not good enough to select materials for the English Club students. Since English Club is mainly established to prepare the students for the English day, the students must be exposed to the materials which can improve
their speaking skill. (Celce-Murcia, 2001: 104) stated that the ability to communicate in a language comprises four dimensions such as grammatical, sociolinguistic, discourse, and strategic competence. The grammatical competence comprises the students’ knowledge about grammar but the instructor did not really expose the students to learn a lot of grammar in English Club. In fact she selected the materials based on the junior high school syllabus. In fact, the materials for regular classes and those for the extracurricular program had no difference.

The sociolinguistic competence comprises the rules of expression and the understanding of appropriate social meanings and grammatical forms in different contexts. The instructor said that she let the students know about the culture of the NES (native English speakers) although it was not very often. The instructor should present such materials more often to the students. The discourse competence comprises rules of both cohesion and coherence. The instructor has already tried to help the students to acquire their discourse competence by exposing them to different texts such as a recount text and/or a procedure text. The strategic competence comprises the students’ ability to overcome difficulties which they faced when they communicate. This competence is hard to develop because the instructor did not give the students enough chance to use English orally. If the students do not speak often, they will not be trained to use their strategic competence.

Crooks and Chaudron (1991) as cited in (Brown, 2001: 133) divided the techniques into three categories which are controlled, semi, and free technique. The techniques found in English Club and ‘Pembinaan’ can be categorized in these three techniques. The teaching techniques applied in English club consisted of three controlled techniques, four semi controlled techniques, and two free techniques. The controlled techniques were (1) setting, (2) dialogue/narrative recitation, and (3) review. The semi controlled techniques were (1) brainstorming, (2) cued narrative dialogues, (3) information transfer, and (4) wrap-up. The free techniques were (1) role play, (2) games, (3) discussion, and (4) a propos. Meanwhile, the teaching techniques applied in ‘Pembinaan’ consisted of nine controlled techniques, three semi controlled techniques, and two free techniques. The applied controlled techniques were (1) setting, (2) organizational, (3) content
explanation, (4) dialogue or narrative presentation, (5) reading aloud, (6) checking, (7) question answer, (8) review, and (9) testing. The applied semi controlled techniques were (1) story-telling, (2) question answer, and (3) wrap up. The applied free techniques were (1) role plays and (2) propos.

The students’ opinions toward the English extracurricular activities yielded positive results. The students liked joining the English extracurricular activity either ‘Pembinaan’ or English Club program. The students’ opinions towards the teaching techniques applied by the instructor was positive. The students’ opinions about the facilities given by the school were positive. The students’ opinions about the media and materials utilized in English Club and ‘Pembinaan’ is good, although there were some students who said that the materials were considered too difficult.

CONCLUSIONS AND SUGGESTIONS
Conclusions

The present study about the English extracurricular activities at SMPN 2 Pandaan yields the following results. There are five results, (1) the purpose of conducting English extracurricular activities, (2) the facilities in English extracurricular activities, (3) the media and materials used in English extracurricular activities, (4) the teaching techniques used in English Extracurricular Activities, and (5) the students’ opinions toward the English extracurricular activities.

First, the result of the study about the purpose of conducting English extracurricular activity meets the purpose of conducting English extracurricular activity based on the government regulation (Depdikbud 1998). There were two English extracurricular activities at SMPN 2 Pandaan. Each activity set different goals or purposes. English Club has five goals. The goals are (1) preparing the students for the English day program, (2) enabling the students to be a good English speaking counterpart, (3) enabling the students to be a master of ceremony or a host which can direct an event using English language, (4) improving the students’ English skills such as listening, reading, speaking, and writing, and (5) facilitating the students’ interest in learning English. Meanwhile,
‘Pembinaan’ only has one goal. The goal is to prepare the students for English Olympiad and competitions.

Secondly, the facilities provide for English extracurricular activities, English club and ‘Pembinaan’, were considered insufficient based on the theory about school facilities stated by Rahmajanti et al (2011). The facilities are insufficient as the school does not provide the students with an English self-access center and a proper language laboratory.

Thirdly, the most utilized instructional media are technical media such as LCD, laptop, projector, and speakers. In addition, the instructor chooses the media by considering the materials which are taught. The materials delivered by the instructor are differentiated based on the activity because each extracurricular activity has different goals. The materials being taught in ‘Pembinaan’ is in line with the purpose of the establishment of ‘Pembinaan’. Since the students are prepared for participating in English competition or Olympiad, the instructor has been presenting many grammatical points. Moreover, the students are supposed to be accustomed to doing the exercises similar to the questions in FLS2N. In the English Club, however, the materials presented does not meet the goals which emphasize on the teaching of oral skill. In fact, the materials taught by the instructor does not really cover four aspects of teaching oral skill (grammatical competence, sociolinguistic competence, discourse competence, and strategic competence) which is stated by Celce – Murcia (2001).

Fourthly, the instructor applies some teaching techniques which are proposed by Crooks and Chaudron (1991, in Brown, 2001). The teaching techniques which are applied in English Club and ‘Pembinaan’ comprised controlled technique, semi controlled technique, and free technique. There are three controlled techniques, four semi controlled techniques, and two free techniques applied in English club. The controlled techniques are (1) setting, (2) dialogue/narrative recitation, and (3) review. The semi controlled techniques are (1) brainstorming, (2) cued narrative dialogues, (3) information transfer, and (4) wrap-up. The free techniques are (1) role play, (2) games, (3) discussion, and (4) a propos. Meanwhile, in ‘Pembinaan’, there are nine controlled techniques, three semi controlled techniques, and two free techniques. The applied controlled
techniques are (1) setting, (2) organizational, (3) content explanation, (4) dialogue or narrative presentation, (5) reading aloud, (6) checking, (7) question answer, (8) review, and (9) testing. The applied semi controlled techniques are (1) storytelling, (2) question answer, and (3) wrap up. The applied free techniques are (1) role plays and (2) propos.

Finally, the study about the students’ opinions toward the English extracurricular activities yields positive results. First of all, the students like joining the English extracurricular activity either ‘Pembinaan’ or English Club. Second, the students’ opinions about the teaching techniques which were applied by the instructor are positive. It means that the students enjoy the teaching and learning process. However, those opinions are only for the teaching techniques applied in English Club. Some ‘Pembinaan’ students state that they sometimes get bored during the activities. Third, the students’ opinions about the facilities given by the school are positive. Although theoretically the facilities are considered insufficient, the students do not think so. They consider the facilities provided by the school are sufficient. At last, the students’ opinions about the media and materials provided in the English Club and ‘Pembinaan’ are good. The utilized media are varied and the materials taught are easy. However, a number of students in ‘Pembinaan’ stated that the materials taught by the instructor are too difficult because they have not learned the materials yet.

**Suggestions**

The study offers several suggestions. First, the instructor is suggested to choose materials and teaching techniques which can promote goals of the establishment of the English extracurricular program. Second, the school principal is suggested to provide better supporting facilities. Third, the teachers from other schools who have the same interest in establishing English extracurricular activities are suggested to determine the purpose of establishing the programs and make sure that the programs suit the students’ need of learning English. In addition, they are suggested to make sure that the students know clearly about the goals of the program. The teachers from other schools should also explain the target competence which the students should achieve in joining the program.
Finally, they should select the materials, teaching techniques, and media which can trigger the students to achieve the goal.

REFERENCES


