

**INVESTIGATING THE ROLE OF ENGLISH CLUB EXTRACURRICULAR
ACTIVITY IN IMPROVING STUDENTS' MASTERY IN ENGLISH
AT SMAN 3 JAMBI**

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Abstract

The purpose of this study is to know the role of English Club extracurricular activity in improving students' mastery in English. The participants were the students who have enrolled English Club extracurricular activity at least one year at SMAN 3 Jambi. The qualitative design was used in this study with a case study approach to collect the data. The data were obtained through the demographic questionnaire and the interview that has been done based on the research question. The general findings were each participant explored their answers about the role of English Club extracurricular activity. The reasons were then coded and grouped into three themes such as (1) frequency, (2) kinds of activity, and (3) improvement. Each theme served some subthemes which were the findings of each student reasons and grouped into the same category. General findings showed the improvement in students' English subject score after they joined in the English Club extracurricular activity. It showed that the English Club itself had the positive impact for participants improving their English.

Keywords: English Club extracurricular, students' achievement in learning English

Introduction

The purpose of this qualitative study was to know the role of the English club extracurricular activities in improving students' achievement in learning English at one public Senior High School (SMA) in Jambi who had enrolled English Club extracurricular activity for at least one year.

To participate in the high pace of the globalization, English has been one of the most important points of teaching-learning development in every corner of school nowadays, unexceptionally in Indonesia. Teaching and learning English is getting more crucial as realization of the increasing needs of English. The teachers are also putting more efforts to enhance the level of learning the language, but the efforts do not seem to develop well. Since most of the students only learn the language technically not how to use it for daily communication as the language actually should do, the students tend to have high motivation in learning English and realize the need of using English for communication but do not have enough courage to speak. Teaching and learning English achievement is still far from what is expected and needs more development (Cahyono & Widiati, 2011). As the teaching target in improving students' English communicative skills and EFL students starts from junior high school to higher education use English through their daily communication, teachers start to provide another way for students for applying the skills they have learned in extracurricular programs.

To support activities that help increase the language ability, a language-oriented extracurricular is usually conducted by English teachers or school under some names such as

Language Club, English Club, or sometimes for some specific skills or community like Story-telling Club, Debate Club, Speaking Club, etc. The purpose of this club is to provide students with higher interests in improving English, not only to finish the formal lessons given in the class, but also to make use of their ability in English to conquer more knowledge.

Park (2015) discussed the importance of extracurricular as the activities to support English Language Learners (ELL) students' social emotional well-being and language development at school. The extracurricular activity gives opportunities for students to communicate and interact with their peers in less formal learning environment than in the classroom. It also provides new environments for them.

Some studies have been conducted related to seeking for the role of the English club extracurricular in some countries; Virgiyanti (2013), Yanda (n.d), Park (2015), Bradley (2004), Yildiz (2016), and Khikmiah (2010). However, the studies that have been carried out only reveal the information of extracurricular activities mostly in higher education or college and rarely takes place in Indonesia. In Indonesia itself, extracurricular activities are popular activities in formal school and gives contribution to the process of learning at school. The researcher is interested to do the study at the senior high school where the students are the teenagers who are highly motivated and like to do outside class learning.

Therefore, the researcher is interested in finding out more relationship between students' participation of extracurricular activities and the academic achievement especially in English subject for EFL students at Senior High School (SMA). Also, the researcher is interested in conducting the study which focuses on English Club extracurricular activity at SMAN 3 Jambi.

Extracurricular Activities (ECA)

Extracurricular activities give different interpretation in each country due to different school culture. In America, extracurricular activities give a certain impact in the learning process in school. Foster in Lunenburg (2010) claimed that extracurricular activities exist at any level of the school, especially in secondary schools.

According to Lunenburg (2010), the extracurricular activities program allows for a well-rounded, balanced and expansion of the curriculum by reinforcing learning, supplementing the required and elective curriculum, integrating knowledge, and carrying out the objectives of democratic life (Lunenburg, 2010). They are usually voluntary, official and sponsored by school, and carry no academic credit toward graduation. (Lunenburg & Ornstein, 2008)

In Indonesian educational system, the extracurricular have been ruled *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 tentang Kegiatan Ekstrakurikuler pada Pendidikan Dasar dan Pendidikan Menengah*, "Extracurricular activities are the curricular activities that are attend by students outside the intra-curricular learning hours and co-curricular activities under the guidance and supervision of educational unit".

It also explains that extracurricular activities aim to improve the potentials, talents, interests, abilities, personality, teamwork and independence of learners optimally in order to support the achievement of national education goals.

The Role of Extracurricular Activities in Language Teaching

Reva (2012) discusses many research findings indicated that ECA has encouraged the effective teamwork between the elements of school and give more advantages to learning activities. She claimed that it is not surprising that most schools and universities organized language-oriented extracurricular activities in a good way. She discusses three parts of language learning that mainly assisted by ECA;

ECA and learner motivation

According to some educators, one of the purposes of employing ECA in language teaching is to develop both social and intellectual motives for learning. According to Gardner (2001) in Reva (2012), motivation of learning a language consists of three elements; first, efforts to learn the language; second, the motivated individual is eager to achieve a goal; and finally, he or she enjoys learning the language. From this point of view, various language-related activities can give students other chances to enhance all the three elements of motivation. Since the students are in most cases responsible for organizing ECA, ECA makes them reflect on their own interests.

ECA and authentic language input/materials

Avdeyeva, Vasilyeva and Levina (2005) in Reva (2012) stated that extracurricular activities offer a lot of opportunities for creating situations where real language is used, with the help of authentic materials. Some teachers are afraid of using the authentic material because of the fear that the students might not understand the material. But, this fear is revealed to not always true base on some researches, because using authentic materials can be rewarding and stimulating for both teacher and students (Shepherd, 2004).

ECA and cultural knowledge

Tumanov (1983) states that the communicative second language teaching based on the cultural context help the integration of extracurricular activities into the second language curriculum. Many opportunities to create an environment in target language are provided by ECA. Students can also explore the culture of the country of the target language and adjust it to their own country's culture.

ECA and language exposure

Extracurricular offers a vital supplement to the normal class hours, not only an extension of the class hours. Extracurricular activities present the necessary experiential language exposure outside the classroom that cannot be achieved by learning inside the classroom.

Methodology

The objective of this case study was to get deeper understanding and to enrich information about the role of extracurricular activities with the academic achievement especially in English subject for EFL students. In response to the objectives of this research, a qualitative method with a case study approach was used. Case study research was more various than phenomenology, which focused on individuals' experience of some phenomena (Christensen & Johnson, 2008).

The researcher in this study was a female student of Jambi University who was studying at English department in Jambi University, in tenth semester. The researcher had already finished her teaching practice at SMPN 18 in Jambi for four months.

Researcher focused on knowing the role of English Club extracurricular activities with the academic achievement especially in English subject for EFL students. The participants for this research were the students who had enrolled in English Club extracurricular activity for at least one year at SMAN 3 Jambi. The researcher chose the participants of this study because the researcher would see the process of the English

improvement after they joined the English Club in their school. So the students could explore their own reasons to see how much the impact to each student.

For this research, the researcher collected the data from the students who participate in English Club in SMAN 3 Jambi. The researcher chose the students who had enrolled in English Club extracurricular activity for at least one year as participants in this study because the researcher wanted to see how much the role of English Club with the academic achievement especially in English subject for EFL students. Therefore, the researcher decided to choose English Club members only.

In this research, purposive sampling as a technique was used. The researcher distributed demographic questionnaires which consist of participants' personal data and invitation to be interviewed. After questionnaires had been collected, the researcher used questionnaires results and selected the participants who match the criteria, and invited the participants to the interview section.

Researcher chose students for each grade, and the total of 11 students to be interviewed in depth to know their impact of English Club with the academic achievement especially in English subject for EFL students. The criteria of students as the sample were shown in table below:

Criteria	<ol style="list-style-type: none"> 1). The students are the students in SMAN 3 Kota Jambi. 2). The students are the students member of English Club extracurricular activity at SMAN 3 Kota Jambi: 3). The students have been enrolled in English club extracurricular for at least one year. 4). The students have filled the demographic questionnaire and accepted the invitation of interview from the researcher
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There were two instruments that used in this research. The first instrument was a demographic questionnaire. To get the data and initial information about the participants, the researcher distributed demographic questionnaire. The data that could be collected from the questionnaire are name with initial of students, gender, and other questions. The second was interview protocol. The researcher used the interview protocol to got deeper understanding about the role of English Club extracurricular activity in improving students' mastery in English.

The data analysis in this case study research was started after the researcher collecting them and would be analyzed after she got the whole data which were appropriate with this research. In case study, the researcher was required to analyze the collected data while reading the interview transcript for some times in order to get clear data and deeper understanding about students reason for choosing teacher education program.

Findings and Discussion

The main source of data in this research was interviews. A total of ten interviews were conducted from January 26th till 31th in year 2017. In conducting the interviews, the researcher used interview protocol prepared by the researcher own self as the guide for the interview. The participants were interviewed in English to see the students' real use of English in real so the researcher can really see the role of English Club extracurricular activity in improving students' mastery in English.

The researcher replaced the participants' name by symbol: S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10. After distributing the demographic questionnaire and reading their

demographic questionnaires, the researcher invited them to the interview. All participants were all currently studying in SMAN 3 Jambi, in class XI. Out of my intention, the participants who were willing to be interviewed were male and female students.

The Role of English Club Extracurricular Activity in Improving Students' Mastery in English

The researcher grouped questions into three steps that were the frequency of the activities, the activities itself and their improvement in English. The answers and opinions of the students were then divided based on the steps and could show how are the role of English Club activities in improving their mastery in English.

Themes	Sub Themes
1. Frequency	How many times student participate in English Club extracurricular in school? How many hours a day does student in English Club extracurricular in your school?
2. Kinds of Activity	Kinds of activity related to speaking. Kinds of activity related to writing. Kinds of activity related to reading. Kinds of activity related to listening. Kinds of activity related to grammar.
3. Improvement	Student's English before joined the English Club extracurricular activities Student's English after joined the English Club extracurricular activities Student's English had improved related to speaking. Student's English had improved related to writing. Student's English had improved related to reading. Student's English had improved related to listening. Student's English had improved related to grammar.

The questions was given by the researcher to get deep understanding about the role of English Club extracurricular activity in improving their English. The following findings were answered by the participants and they gave their opinion about their English improvement.

S1 had improved her English subject from semester II. The participant got the positive impact in her English certainly in all skills. Also, S2 got the improvement in her English subject score. She stated that her English skills had improved after joined in the English Club extracurricular.

In other line, S3 stated that his English had improved especially in speaking and reading skill. He agreed English Club extracurricular activity was very important for him. S4 felt his English had improved after join in the English Club extracurricular activity. The participant felt that his speaking and reading skill were better than before he joined the English Club extracurricular activity.

S5 also had improved his skills like another participants especially in speaking. The participant got the achievement as the best speaker in debate in one of English championship. He also felt the English Club really help him to improve his English even he have a course outside the school.

The improvement of English subject also had been felt by S6. The participant felt her English improved in each skill like speaking, reading, writing, listening, and also grammar. She decided her English subject score had improved even not really significant after joined in the English Club extracurricular activity.

The next participant "S7" was grateful after joined in the English Club extracurricular activity because his English had improved in speaking, reading, and listening skill. S7 also had been brave to speak English in public after he was to be a member of English Club extracurricular activity.

Same as the participants before, S8 had improved her English especially in speaking because she argued that speaking in debate could improve her vocabulary and also gave her self-confident to talk in public speaking.

The progress of S9's skills had improved. She stated that her English improved in speaking especially in debate, she felt better than before joined in the English Club extracurricular activity. The last was S10, she felt her English had improved especially in speaking even just a little bit.

From the data generated from the questionnaire and also interview, researcher could conclude that the students who joined English club find their English was improving since the first time they joined. This can be seen from their real score from the English subject in general, and also their statements in the interview.

From the findings, researcher can conclude that the role played by the English club activities, it gives benefit to reinforcing learning, to give more practice and motivate the students to learn English, Applying the knowledge from the formal study, and also carrying out the objectives in democratic life, because the activities were held and organize by students with the help of English teacher.

Based on the interview result, students stated that extracurricular activities had improved their English skills in school. Some activities such as debate, story-telling, speech, and newscasting, reading poetry, spelling bee and scrabble which had been done regularly each week. All students agreed that their speaking skill had improved after they joined English Club, while other skills were also improved while they practiced their speaking in the activities. For writing skill, students improve their writing by writing story, and points to prepare for speaking. While reading skill was also being practiced because they need to look up for the information which trained their reading comprehension skill. For listening skill, students stated that the activities in english club were not really related to listening, but they become familiar in listening to English as well as grammar which they used in every skill.

It can be showed that this qualitative research came up with no percentage and the researcher will not generalize its findings to all English club extracurricular activities in all school. This in depth research was just to get detail information about the role of the English club extracurricular activities in improving students' English mastery.

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