

CHAPTER II

LITERATURE REVIEW

2.1 Extracurricular Activities

Extracurricular activities are usually described as activities that are not belong to academic curriculum, but are offered by an academic institution. According to Yildiz (2015) extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Meanwhile, according to Simoncini and Caltabiono (2012), extracurricular activities are unique from unorganized and unsupervised public activities such as interacting or enjoying activities with friends. Instead, they are structured structurally and contain supervision by teachers and under careful supervision, extracurricular activities could focus on group, interaction, management, and other public skill-building and beneficial growth for the members.

The supervision of extra-curricular activities enforces positive development for adolescents because it provides guidance for the students (Leung, 2003; Holt, Sehn, Spence, Newton & Ball, 2012). Additionally, according to Holt, Sehn, Spence, Newton & Ball (2012), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being challenged to help develop competencies and confidence. Human beings learn many things by doing or experiencing. Students who excel in extracurricular activities may improve themselves for real situations. Students sometimes cannot find opportunity to be open with teachers at college. And, language teachers know that participation of lessons is the key factor for better learning. Thus, students get disciplined and act well in real situations by joining extracurricular activities Yildiz (2016). There are different opinions of what is considered an extra-curricular activity. A few examples of activities outside the school day may include pro-social

activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs.

Different levels of activity involvement and participation may positively impact future success for those who participate. Research also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development.

2.1.1 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 four parts of language learning that mainly assisted by ECA;

2.1.1.1 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.

2.1.1.2 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 be true based on some researches, because using authentic materials can be rewarding and stimulating for both teacher and students (Shepherd, 2004).

2.1.1.3 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.

2.1.1.4 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.

2.1.2 Extracurricular Activity toward Language Learning

The role of extracurricular activity very strongly depended on the method employed in language teaching. In the last hundred years, hundreds of language teaching methods and approaches sprung to life (Reva, 2012). It is describe below some methods that are conducive of extracurricular activity. For example, in the Direct Method, language learners are exposed to ungraded foreign speech and are supposed to pick it up naturally (Pattison in Reva, 2012). This method therefore favorably views many types of extracurricular activity including meeting native speakers or language retreats, where students have to speak foreign language at all times. According to Bahdi (2014) the materials were specifically chosen for the lessons and the language items were first presented orally, and later in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to present and practice the lesson. Extracurricular activity fits well with this approach.

2.1.3 The Benefits of Extra-Curricular Activities

Schools have traditionally supported and sponsored multiple types of extra-curricular activities but there have been few studies to explore the theoretical effects of extra-curricular activities on students' and ELL students' academic performance (Shulruf, 2011). Dimech & Seilers (2011) argue that during a child's adolescent age, students have a high fear of social embarrassment which discourages some students from joining such activities, thereby affecting these students' academic and social well-being. Therefore, because of the lack of study and lack of participations of extra-curricular activities, it warrants the question of whether students should increase their participation in extra-curricular activities.

However, school sponsored extracurricular activities including sports, music, crafts are effective to the extent that they create opportunities for students to develop self-confidence and to improve their mental health. This is a view put forward by Leung (2003); Dimech & Seiler (2010); Battersby, & Bolton (2013), and Shulruf (2010).

The research conducted by McGee, Williams, Howden-Chapman, Martin, and Kawachi's (2006) found that participation in sports promoted higher level of attachment towards peers, parents, and teachers. The students build a sense of togetherness because they are in a team and they reduce their social anxiety by participating in sports (Wisener, 2008), which ESL students experience. The combined benefit was found to improve students' mental health and social skills. Additionally, they found that students exhibited positive traits through their participation in sports, including teamwork and leadership. For example, in sports, peers were able to assist each other; experienced teammates were able to serve as mentors to one another; and teammates respected each other. The coaches played an integral part in creating a fair and a respectful environment where these positive behaviors thrived. Due to the close attachment amongst peers, students felt that they were in a safe environment which decreased social anxiety (Schumacher Dimech & Roland Seiler, 2011). These findings were also supported by Holt, Sehn, Spence, Newton, & Ball (2012), who interviewed students and staff about student development in inner city schools and found that students who were committed to their respective teams showed better emotional intelligence. For example, if a team wins a game, students experience success and confidence (Golberg, 1946). But more importantly, students experience a sense of community and unity as students realize that many sports are a team effort and thus, it becomes only natural for teammates to support each other. With many extra-curricular activities providing an opportunity for working in a group-based atmosphere, they may be uniquely beneficial for developing ELL students' emotional intelligences,

social skills, and performing well academically. Combined with the atmosphere of working as a cohesive unit, they could facilitate ELL students' adjustment into their schools.

These implications might extend to a broader range of extra-curricular activities that similarly provide opportunities for structured guidance. These learning environments may provide a safe atmosphere and provide many (social) learning opportunities for groups (Simoncini & Caltabiono, 2012). The reason being is that when supervision is provided (by educators) by a strong English speaker to an English learner, new appropriate ideas can be shared, and it increases competency for both the learners and the speakers (Zhang, 2008).

According to Dimech & Rolander, studies have shown that students who spend more time in extra-curricular activities at a younger age express better emotional adjustment in the junior grades and in high-schools. Some have found that students who participate in extra-curricular activities express less aggression, social struggles, and academic difficulties (Simoncini & Caltabiono, 2012). This is also supported by Shulruf's finding (2010) as students in athletic extra-curricular activities are not only involved for academic reasons but also for social reasons. Another interesting finding from his work is that students who participated in athletic activities have better school attendance records, academic results, social relationships, and self-esteem.

A less obvious benefit of physical extra-curricular activities is mentoring (Holt, Sehn, Spence, Newton & Ball, 2012; Dimech & Rolander, 2010). Mentoring can be seen as a form of extra-curricular activity (Shulruf, 2011, Day, 2006). For example, experienced athletes can assist the coach by helping new players or rookies. Mentoring is actually one of the extra-curricular activities that are very beneficial for students, especially students who want a higher chance of getting into college because it builds

skillsets that admission office looks for and further career development (Shulruf, 2011). Mentorship deserves special mention because it is powerful (Day, 2006). Mentorship within extra-curricular activities reduces negative psychological or social effects because emotional support is given, advice is shared, and a safe space is created for diverse social interaction (Day, 2006).

Extra-curricular activities have also been found to strengthen relationships between teachers and students. The relationship between teacher and students are important because if the students have a strong relationship with the teachers, the more likely they will do better in school (Penner & Wallin, 2012). With music, ELL students can be exposed to a new and creative approach to communicate with teachers, using a language that requires more than just verbal skills. Most ELL students struggle with language barriers, but this would not be a huge hindrance in music, especially instrumental. Music teachers/conductors create strategies to communicate by sending and receiving wordless messages (for example, using gestures), which is seen as very helpful for ELL students. These strategies that have been incorporated into music are seen as introducing a new means of communicating to the ELL students which brings a mutual understanding between teachers and students and a safe environment for the ELL students (Battersby & Bolton, 2013).

Furthermore, through music, students are exposed to new creative approaches in learning the English language. For example, in singing, students can practice their sentence structure, reading fluency, and so on through songs, in a more innovative and engaging method. Adding musical elements in literacy creates a positive learning environment for the student (Paquette & Reig, 2008) because they provide a sense of safety for ELL students.

Extra-curricular activities also enable students to try new things and expand their interests (Cheung Leung, 2003; Pang & Hung, 2012). Music is a good example, especially for ELL students, because students are in a new environment where they experiment with new tools (instruments). Learning musical instruments encourages students to take on challenges, to be confident in their performances, and to be competitive. This is very true in Canada's school-based music programs (Cheung Leung, 2003). Musical performances provide a sense of achievement, school value, and like other extra-curricular activities, a sense of belonging amongst students.

Extracurricular activities have promoted pro-social behavior towards students because it provides a safe environment for students to identify themselves and to practice cooperative learning. Extracurricular activities provide supervisors – coaches, conductors – that help transition students into adulthood and as a result, not only do students develop positive behavior but also positive academic performances (Morrissey & Werner-Wilson, 2005; Guest & Schneider, 2003).

2.2 English Club

English club is a student-run organization which runs exciting social and cultural events, such as language forum, writing essay, creative writing, or poetry readings (Afia, 2006). The emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills (Afia, 2006). English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. The existence of English club is very helpful for the foreign language learners. It is because they will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have

learned about English. Rivers (1981) stated that speaking ability could also be developed in the language club where the students practice conversation in an informal atmosphere. They could speak freely and in an enjoyable situation. Based on those theories, it can be concluded that a language club is an informal situation which has a lot of fun where the students can practice speaking with involve many kinds of interesting activities.

The program of the English club should be designed with the intention of creating setting where the students are engaged in activities they would normally enjoy in the native language. Language teachers must put all their efforts into making the practicing of the target language.

2.2.1 English Club at MAN 2 Gresik

MAN 2 Gresik provides an English program which emphasizes on the English speaking skill and grammar ability namely Fun English Club (FEC). The program is divided into two parts, they are English club for regular program which is about learning grammar and speaking and English club for competition which is about debate, speech, storytelling and Olympiad. The program is held for the tenth grade until twelve grade students in MAN 2 Gresik. The students who want to join this English club must join from grade X so that they will be able to finish all the step of FEC grade which is start from Basic Cluster Class, then Intermediate Cluster Class and the last step is Advance Cluster Class. Every cluster will get different syllabus. The program is conducted every Wednesday, Thursday and Saturday at 2.30 p.m. on Wednesday is for grammar class and speaking class, Thursday is for weekly meeting and oral exam. FEC has a large number of members which is divided into three groups; they are 122 Students of tenth grade, 53 students of eleventh grade and 53 students of twelfth students of MAN 2 Gresik who join the club in academic year of 2017. The students in the English Club are taught by the

English tutors who had ever learned English at Pare before. The students are expected to have the English proficiency especially speaking and grammar ability.

2.2.2 The Aim of English Club Extracurricular at MAN 2 Gresik

The English club at MAN 2 Gresik is an extracurricular of language program which is set to equip the students in mastering English especially in speaking ability. The students of English club at MAN 2 Gresik are encouraged to be able to practice their English. It is as the reflect of the purpose of the English club which is to increase students' confidence in their ability to communicate in a target language. So the students of this club can communicate with others using English and they can also improve their self-confidence in speaking English. As Brown (2001) stated that self-confidence can be linked to the language ego principle, it goes a step further in emphasizing the important of self-assessment, regardless of learners' beliefs that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

2.2.3 Syllabus of English Club

In designing learning materials for the English Club, the tutors use the materials based on the English materials that the tutor had got from the English Course at Basic English Course in Pare, Kediri East Java as the reference of syllabus for the students of the English club. The syllabus of the English club is then used to determine what should be taught in the FEC learning process. Feez and Joyce (1998: 2), define a syllabus as follows:

A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by teachers and negotiated with learners. It specifies what is to be taught in any particular course of study.

Based on the definition about syllabus, it can be inferred that a syllabus is a description of the contents of a course of instruction and what should be taught in the learning process.

2.2.4 Materials of English Club

Material is one of the essential factors in the learning process. As stated in Tomlinson (1998:2), material is anything which is used to help teaching language to the learners. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It means that the term of materials is much broader than just a course book. So, it is a big mistake if a teacher teaches the students based on the course book only.

A. The criteria of effective materials

Good material design has some criteria as stated in Tomlinson (1998: 7-22). The first criterion is that the materials should achieve impact. It means that the materials have a noticeable effect on the learners. Secondly, materials should help learners to feel at ease, for example make learners feel more comfortable with the materials. The third criterion is materials should help learners to develop confidence and make them feel they can do the tasks. The materials can help the learners to feel successful by asking them to use simple language to accomplish easy tasks. The fourth criterion of good materials is what is being taught should be perceived by learners as relevant and useful. Then, the next criterion is the materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communication purposes, materials should take into account that the positive effects of instruction are usually delayed, materials should take into account that

learners differ in learning styles, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at a beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback.

Furthermore, Graves (2000: 152-155) also proposes fifteen criteria of good activities as presented below:

- 1) Activities should draw on what students know and be relevant to them.
- 2) Activities should focus on students' outside of class needs, if appropriate.
- 3) Activities should build students' confidence.
- 4) Activities should allow students to problem solve, discover, analyze.
- 5) Activities should help students develop specific skills and strategies.
- 6) Activities should help students develop specific language and skills they need for authentic communication.
- 7) Activities should integrate the four skills of speaking, listening, reading, and writing. In this research, the researcher just focus on two skills, they are listening and speaking skills.
- 8) Activities should enable students to understand how a text is constructed.
- 9) Activities should enable students to understand cultural context and cultural differences.
- 10) Activities should enable students to develop social awareness.
- 11) Activities should be as authentic as possible.
- 12) Activities should vary the roles and groupings.
- 13) Activities should be of various types and purposes.

14) Activities should use authentic texts or realia when possible.

15) Activities should employ a variety of materials.

In addition, Hutchinson and Waters (1987: 107) also propose that good materials will contain interesting texts, enjoyable Activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various Activities in such a way to maximize the chances of learning.

2.2.5 Teaching Techniques of English Club

Anthony (1972) in Madya (2000) states that a technique is "implementation", referring to a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

A. Kinds of Teaching Technique

The teaching technique used by the teachers should be based on the communicative approach. There are many kinds of teaching techniques that can be applied in a teaching learning process such as:

1) Class discussion

According to Gerlach and Ely (1980) discussion or conference technique include all those Activities which tend to develop an interchange of ideas between the teacher and the learners and the learners among themselves. This technique is also familiar among teachers, especially to those who teach social studies. The technique is usually done following the lecturer session. Through the technique, both students and teacher tend to share idea. They can argue each other and develop their mind. Although this

technique can develop the students' speaking ability and other skills, it has some limitations on its application. One of which is it is not a practical technique.

Some students who are categorized as fast learner and active in class can dominate and as the consequences, others may not participate as well. This technique also takes much time and if the teacher is the leader of discussion cannot manage the students and situation, the topic of the discussion can be really boring.

This technique also needs more attention, so when it is done the best result can be obtained. However, the discussion technique can be selected to ensure opportunities for participation by as many individuals in the groups as they might want to speak.

Some variations in applying the discussion technique are debates and conversation. The technique itself can be highly effective learning tools that encourage students to voice their opinions and to ask questions to their classmates or their teacher.

2) Simulation, Role-play and Games

Based on Sturtridge's opinion in Johnson and Morrow (1981), among the classroom Activities, role-play and simulation rate highly as suitable vehicles to be used in communicative approach to language teaching. They provide a reason for teaching and allow the learner to talk meaningfully to others.

Through these techniques, the students tend to be more active than when they are in the teaching-learning process, because it is not only their ability in speaking which is developed but also their courage in performing something in front of other students. Moreover Gerlach and Ely (1980) say that some teachers have attempted to bring such situations into the classroom which actively involve students on the assumption that if the students assume a role rather than they normally hold, they will act in

accordance to the assumed role. The teacher has a role in giving assignments to the students to do the Activities.

The same as role-play and simulation, the idea behind gaming in the classroom is that where students assume an active role in the process of learning and are responsible for sequences of their actions, they will gain knowledge of the decision-making process and the roles which apply to the situation in everyday life (Gerlach and Ely, 1980). In doing some games, the students can be involved in a dynamic learning activity and discourage passivity.

3) Audiovisual technique

To keep the students' interest and gain more knowledge, a teacher can use various audiovisual techniques. There are several synonyms for the term audiovisual. The term is mostly known as educational media to designate the materials. In some schools, the broad term of instructional materials is used to include all auxiliary items which help the teacher to accomplish the teaching task. Gerlach and Ely (1980) characterize the audiovisual materials.

According to Wright in Johnson and Morrow (1981) the use of audiovisual materials can make the students want to listen and speak and to a considerable degree, control what they are thinking of. Through this technique, the students can be asked to identify the picture which is related to a spoken dialogue from the teacher or tape, they can also be asked to mark, to complete, write on maps, plans, diagrams and others. Although this technique takes more time to develop a richly visual analysis skill. The key is to build in students' involvement and interactivity as the images are displayed and analyzed.

2.3 Previous Study

Several studies were conducted to analyze the English club as extracurricular through some ways in some different schools, they are:

In 2014, Purwaningtyas from State University of Malang conducted a research entitled “A Study of an English Club as Extracurricular Program at SMPN 21 Malang” in the purpose of to describe an English Club at the school in terms of purpose of conducting an English club, program, facilities, media, materials, teaching techniques, students’ opinion toward strengths and weaknesses, school efforts to improve the English club and English teacher’s opinion about the English club. The result of this study shows that the purpose of English club at this school is to improve student’s English ability especially in speaking skill, the materials were taken from the text book, the instructors usually used media for game and movies, all the facilities were prepared by the school and the instructors used different teaching technique for every class. According to the students, the strengths were about the instructors’ teaching technique, good materials, and complete facilities. Then the weaknesses were about the uncolored book and time implementation which was at 1.45 pm, when the students fell exhausted after having full day activities. According to English teacher there were negative effects that students got when they joined the English club.

In 2013, Asfarinah Hidayah from State University of Malang, conducted a study entitled “A Study on the English Extracurricular Activities at SMPN 2 Pandaan. This study was aimed to describe about the purpose of conducting the English club, facilities, media, materials and teaching technique in English club. The result shows that there are 2 English extracurricular at the school, they are English club and English counseling with different purpose. The facilities were prepared by the school,

the media used were laptop, LCD and speaker. The materials were the same as materials in English for regular class. Teaching techniques used by the teacher were controlled techniques and semi controlled techniques.

In 2012, Dhimas Dwi Nugraha Hadistya from State University of Malang conducted a study entitled “English club as an Extracurricular at SMPN Model Terpadu Bojonegoro”. The study was aimed to describe the English club activities as extracurricular at the school in terms of the aim of conducting an English club, syllabus, technique, materials, media, the assessment and students’ perception on the English club. The results show that there were three sub clubs of the English club, they are speech, storytelling and debate. The teacher develops the simple syllabus for the club. The teaching technique which mostly used by the teacher was working in group. The material was got from the proper material according to the students. The media used were LCD, internet and laptop.

In 2010, Siti Faizatul Himmatul Khoiriyah from State University of Malang conducted a research entitled “English Club Extracurricular Program at SMPN 3 Malang. The study had been conducted to describe how the English club is conducted at SMPN 3 Malang, the teaching techniques, materials and media used. The result of the research showed that teamwork study (club) is often used with some fresh topics. The material used was the fresh topic wit visual and audiovisual media. The teacher’s opinion about the English club was good but need to be improved.

All of the studies examined how the English club is conducted at the level of Junior High School (SMP) whose program is not compulsory but students’ participate on their wish. Those programs were different from English club program conducted at MAN 2 Gresik which is compulsory for the students who are in the special class. As addition, the students of SMP must be different from students of SMA, conducting an

English club for junior high school level must also different from Senior high school level. Therefore, to know how the English club at senior high school level is conducted, this study needs to be done so that it can be reference for high school in conducting an English club.