

A CORRELATION BETWEEN THE EIGHT GRADE STUDENTS' PARTICIPATION IN ENGLISH EXTRACURRICULAR ACTIVITIES AND THEIR SPEAKING ABILITY AT SMPN 6 PEKANBARU

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Abstract: *This research is aimed at investigating whether there is a correlation between between students' participation in English Extracurricular at school and their speaking ability at SMPN 6 Pekanbaru. This research used simple random sampling. The researcher found that extracurricular activity can improve students' speaking ability at school. The result showed that coefficient correlation between two variable is 0,84, which means there is positive correlation between two variables. The researcher suggests the English teachers to pay more attention on the other factor that influencing speaking ability, such as: extracurricular activity*

Penelitian dilakukan untuk mengetahui ada tidaknya hubungan antara partisipasi siswa dalam kegiatan ekstrakurikuler dan kemampuan berbahasa Inggris siswa di SMPN 6 Pekanbaru. Penelitian ini menggunakan *simple random sampling*. Peneliti menemukan bahwa kegiatan ekstrakurikuler mampu meningkatkan kemampuan berbahasa Inggris siswa. Hasil dari penelitian menunjukkan bahwa koefisien korelasi antara kedua variabel adalah 0,84 yang artinya adanya hubungan positif antara kedua variabel. Peneliti menyarankan kepada para pengajar untuk memperhatikan faktor-faktor eksternal dalam meningkatkan kemampuan berbahasa siswa-siswi seperti: kegiatan ekstrakurikuler.

Keyword: *correlation, extracurricular, speaking*

INTRODUCTION

Since English is the most widely-used language and the most important means of communication in the global community, many people are eager to learn it. In order to be successful in using English as a means of communication, learners have to be capable of using all the language skills: listening, speaking, reading and writing. In addition, they need to learn language components such as: grammar, vocabulary, and pronunciation.

In Indonesia, English is included in the school curriculum as a foreign language subject that must be taught to Indonesian students from elementary school to the university.

In SMPN 6 Pekanbaru, English is taught twice a week and each session takes 90 minutes. According to the School Based curriculum (KTSP), students are expected to be able to use English both in oral and written forms. Meanwhile, learning is defined as the modification or strengthening behavior through experiences (Hamalik, 2007:36). This means that learning English as a foreign language is not only to get the knowledge but also to experience the process to get it.

A good learning situation contains a rich and varied series of learning experiences unified around a vigorous purpose, and carried on in interaction with a rich, varied and influential environment. Burton in Hamalik, 2007:37 points out five factors that influence the learning process are students' motivation, learning material, learning media, learning environment, learner's condition.

Understanding of Participation

Participation is an act to take a part in doing something (Hornby, 2005) Furthermore, according to Davis in Suryosubroto (2002:279) states that participation is a mental and emotional involvement of someone in order to reach a goal and be responsible of it. According to Tjokrowinoto in Suryosubroto (2002:278) participation is the attaching of mental and emotion of someone in a specific condition which can push them to develop their mind and soul for the achievement of the goals and be joint responsible for the goals.

From the theories above, we can see that the point of participation is how people act to take a part of doing something physically and mentally. And how they can take responsibility of their acts.

Student's Participation

Basically, learning is how students interact with their environment. Because of that, to reach the best result, students need to involve and show their participation in learning process. It shows that participation can show how students' motivation in learning English especially speaking.

Even so, motivation must be used to encourage the students' learning activities by creating relevant conditions. Relevant conditions in class that can increase the students' motivation are:

1. Class' environment condition
2. Students' participation
3. Assurance of success (Hamalik, 2007:87)

From the explanation above, we can see that students' participation is really important. In this case, students' participation is marked by their involvement in English extracurricular activity.

Extracurricular Activities

According to Usman (1993:22) extracurricular is an activity that is done outside of regular class. It can be done inside or outside the school which is designed to enrich and expand students' knowledge and skill in every subject.

Based on The School-Based Curriculum, there are three components of developing curriculum structure:

1. Learning Material
2. Local Content
3. Extracurricular

From the explanation above, we can see that extracurricular is one of the important components of The School Based Curricullum. According to Ministry of National Education regulation number 22/2006 we can understand that: Extracurricular is not a subject that has to be taught by teacher. Extracurricular is conducive to give the students a chance to develop and express themselves according to their interest and talent. Basically, Extracurricular activities are organized by school with tight schedule and taught by a teacher using group characteristic activities such as: group discussion, outbond, drama and disscussion.

In SMPN 6 Pekanbaru, English extracurricular activity is called English club. It is held every Saturday after school. It is taught by an English teacher, and it filled with activities that correlate to English subject, such as: discussion, listening song, drama, quiz, and more. As mentioned above, in order to know the students' participation in English extracurricular activity, the writer uses a set of questionnaire. The questionnaire is developed from the indicators get from the theories above.

The Concept Of Speaking Ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According to Poerwadarminta (1985). It is also stated by Hornby (1990) that ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability is capability of human which identical with ability.

According to Djiwandono (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling orally.

Speaking is the productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. According to Hornby (1984:256) speaking is to utter words, to express thought by words, to utter speech, discourse or narrate, to mention, to tell by writing, to communicate ideas any matter.

In conclusion, speaking is the media to communicate directly and express thought and feeling to others. According to Nunan (1991:7) in relation to speaking and oral interaction, learners need the ability to articulate phonological features, of the language comprehensibly; mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency; transactional and interpersonal skill; skill in taking long and short speaking turns; skill in the management of interaction and so on.

Based on the definition above speaking includes some components which should be mastered by learners. The components are: structural, accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context. There are five components in speaking (Harris, 1974). The five components are: pronunciation, grammar, vocabulary, fluency and the last is: comprehension.

RESEARCH METHODOLOGY

This research was conducted at SMPN 6 Pekanbaru which is located on Jalan Paus Km 2,5 Type 6. The research data were collected and analyzed from May 17th 2014 to May 24th 2014. The population of this research is the second year students of SMP 6 Pekanbaru in academic year 2013/2014. This research used 'simple random sampling'. This is a correlation research which consists of two variables namely independent variable which is symbolized by 'X' that is students' participation in English Extracurricular that's measured by a questionnaire, and dependent variable which is symbolized by 'Y' that is students' speaking ability that measured by the score of English speaking test of students.

The specific objective of this research is to find out whether or not there is a significant correlation between the students' participation in English extracurricular and achievement in Speaking ability of the second years student of SMPN 6 Pekanbaru. Oral test is used to measure students' speaking ability. In the test students are asked to describe themselves in front of the class. Their speaking ability is measured by taking into account their pronunciation, grammar, vocabulary, fluency and comprehension as suggested by Adam and Frith (1979). In order to know the students' participation, a set of questionnaire was used. It consists of 20 statements it is use to measure by five-point Likert Scale format ranging from strongly disagree, disagree, uncertain, agree, and strongly agree.

FINDING AND DISSCUSSION

The writer presented the findings based on the data obtained from the three raters. Therefore, it also can be seen the average score and the category of students' speaking ability according to the three raters and the separated score can be seen in the appendices. The discussion focuses only on the results of speaking ability based on the three raters.

It is shown in the table 4.1 that 2 students (8%) are in *excellent* category, 16 students (64 %) are in *good* category, and 7 students (28 %) are in *mediocre* category. The mean score of students' speaking ability is 67,2 which is considered in *good* category.

The calculation of the students' speaking ability can be seen in *Appendix 4* and the formula that used to calculate is as follows:

$$\text{LSA} = \frac{P+G+V+F+C}{5}$$

$$\text{LSA} = \frac{3,4+3,3+3,44+3,3+3,3}{5}$$

$$\text{LSA} = \frac{16,7}{5}$$

$$\text{LSA} = 3,34 \text{ (Good)}$$

From the calculation above, the level of students' speaking ability score is 3,34. It means that level of students' speaking ability is good.

All of the data concerning with the students' participation in English extracurricular and their speaking ability were calculated statistically. The scores of the students' participation indicate that 12,6% of the students *never* participate in Extracurricular, 15,9% of the students *rarely* participate in extracurricular, 17,1% of the students *sometimes* participate in extracurricular, 26,6% of the students *Often* participate in extracurricular, 27,8% of the students are participate in extracurricular *very often*. (See *Appendix 1*). From the data above, it can be conclude that students' participation are in *enough* criteria 68,18% (Enough Criteria). (See *Appendix 1*)

Based on the calculation, it can be infered that alternative hypothesis is accepted because the r_{xy} is bigger than table r product moment. It means that the variable X and Y are dependent or there is a correlation between the second year students' participation in english extracurricular activities and their speaking ability at SMPN 6 Pekanbaru.

CONCLUSSION

This study was intended to find out whether there is any significant correlation between the second year students' participation in English extracurricular activities and their speaking ability at SMPN 6 Pekanbaru. After analyzing the data, the following conclusions can be drawn as follows: The scores of the students' participation indicate that 12,6% of the students are never to participate in extracurricular activities, 15,9% of the students are rarely to participate in extracurricular activity, 17,1% of the students are participate in extracurricular activities sometimes, 26,6% of the students are often participate in extracurricular activities, 27,8% of the students are participate in the extracurricular activities very often. From the data above, it can be concluded that students' participation are in enough criteria.

The mean score of students' participation in extracurricular activities is 69,3. The score of the students' speaking test shows that 2 students (8%) are in Excellent category, 16 students (64 %) are in Good category, and 7 students (28 %) are in

Mediocre category. The mean score of students' speaking ability is 67,2 which is considered in Good category. the mean score of their speaking ability is 67,2. By using Product Moment correlation, it was found that r_{xy} is 0,84 it means that there is a significant correlation between the two variables. The value of r table with the level significant 5% = 0,388 and 1% = 0,496. It can be summarized that the value of r_{xy} is bigger than the value of r table Product Moment, so that the Null Hypothesis is rejected and the alternative hypothesis is accepted. In conclusion, there is a significant correlation between the students' participation in extracurricular activities and their speaking ability. The correlation coefficient is 0,84, since the value is positive where the two variables are parallel it is namely a positive correlation. It means the both of the variables have same direction.

RECOMMENDATION

Based on the results of the research, some recommendations can be offered as follows: Students need to increase their speaking ability because it plays an extremely important role in their speaking achievement.

This research proves that there is a positive correlation between the students' participation in English extracurricular activities and their speaking ability. Therefore, the students' need to increase their participation because it influences their speaking well, and teachers need to pay attention on the other factor that influencing speaking ability, like extracurricular activity.

Further research needs to be done dealing with other factors, like extracurricular activity that influence students' speaking ability.

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