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**STUDENTS' PERCEPTION ON ENGLISH CLUB EXTRACURRICULAR IN  
SPEAKING PRACTICES AT MADRASAH**

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**ABSTRACT**

Speaking is one of skills which should be mastered by students in studying English. However in Indonesian school hours the chance to practice speaking is limited. One way to obtain more practices to speak outside of school hours is by joining English club extracurricular program. English club as an English extracurricular program in state Madrasah Aliyah Pembangunan Mandirancan gives chance to students to speak in more flexible condition with their peers. Thus, it is interesting to investigate the impact students perception on English club extracurricular toward students' speaking skill. The 26 students joined English club extracurricular as the sample. The techniques used obtaining the data were observation, questionnaire and speaking test. It is suggested that the students should joined English club extracurricular because it can improve students' speaking skill.

**Keyword** :*English Club, Extracurricular Activities, Speaking skill*

**INTRODUCTION**

The teaching and learning in this school is supported by several extracurricular activities. Those are English club program, sport, scout, choir, flag hoisting unit. Based on Government Regulation no 19/25 on National Education Standart stated that every school may give an opportunity to develop students' competence by applying an extracurricular program. Extracurricular is a program which is no part of thecourse that a student doing at school, the main reason of the establishment of extracurricular program to accomodate 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 English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time in learning English, because they don't get extra time in regular class.

As Mulyasa (2007) states that an extracurricular program in a certain program held outside the school regular time for supporting and improving students competence. In this research, the researcher will more focused on English club extracurricular toward students

speaking skill. In this school, the English club program is a language program that is to enhance the students achievement in mastering English skill, there are four skills that should be mastered in learning English. They are listening, speaking, reading and writing. By mastering listening and reading, students can get some information from what they listening and read. Meanwhile, speaking and writing are kinds of output skills which mean that the students will produce ideas, but in this research will more focused based on students' speaking skill because in the English club extracurricular more dominant to enriching students' speaking skill. Enriching students language program is needed to enhance students language proficiency in school. Another aim English club program is to support the students academic achievement and improve students ability in English.

The benefits joining English club are students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go aboard and learn different cultures. To achieve the benefits, the students are required to be able to use English as a language communication. It means students are able to produce and use English text, in spoken and written form. The standart of the students English ability at madrasah aliyah is the students are expected to be able to use English in

communication. Woods (2005) states that "Oral communication skills depends on listening skill which listening requires reading and writing skill because skill are interdependent". It means that oral skill cannot be separated from other skill and it is proved by the teaching and learning activity in English club program. The writer examined the impact Students Perception on English club extracurricular toward students' speaking perception

### **Previous Research**

The research was dealt by ChandraYuliasman (2012) entitled Students Perception toward drama activity in Improving Student Ability in Speaking of the second semester students of English Department STAIN Batusangkar. The subjects were the students in the second semester of TBI B students of English department STAIN Batusangkar. The researcher employed the research using descriptive-qualitative design. The data in this study were obtained by using questionnaires. The findings of the research were as follows:

- 1) The perception that states drama activity are very helpful in improving students speaking ability.
- 2) The perception that states are drama activity less effective in improving students speaking ability.

Students' speaking skill is the students can use the skill for communication in their daily activities. We can find out students' speaking achievement from students' performance. The definition of performance based on the logman dictionary of Language Teaching and

Applied Linguistics (2010 : 428) is “ a person’s actual use of language. “ in addition, Brown (2000 : 8) states that “Performance is the actual doing of something : listening, speaking, reading and writing.” It means that performance is person doing in using language to present the language proficiency.

While, Brown (2000 : 31) in the book entitled Principle of Language Learning and Teaching explains that “Performance is a form of production or comprehension in linguistics events which production refers to speaking and writing skills, and comprehension refers to listening and reading skills. “ it means that the students’ performance of speaking and writing skills is classified as students’ production of linguistics while the performance of listening and reading is classified as students’ comprehension of linguistics. In addition, Brown (2000-30) explain that performance is observable and concrete manifestation or realization of competence.” It indicates that students’ performance is students’ manifestation of their competence in realization such practice in the class and it can be observed by other students. So, students ‘ performance refers to the students’ performance in speaking skill of English. Performance is speaking skill is defined to produce something. Brown(2007 : 36) states that “Performance is categories as production which includes speaking and writing skills or comprehension which includes listening and reading skills of linguistic events.”

The purpose of teaching English is to enable the students to express or communicate ideas, through and issues

by using language. Speaking has been taught at elementary school until English department of university, nevertheless there are many problems faced by senior high school or Madrasah Aliyah school students in speaking. First, students often have incorrect pronunciation. Second, students have lack of confidence to share their opinions and ideas. They are also afraid to make mistake in their performance. The next problem faced by the learner is the lack of imagination and critical thinking. On other hand, teachers also teach speaking by only repeat or drill and memorization of the dialogue.

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process..there are several essential components of speaking skill. Brown (2004 : 157) states that the speaking skill consist of six components: grammar, vocabulary , fluency, comprehension, pronunciation and task. Thus the students have to master the entire components to achieve the aim of speaking skill and to be communicate.

Furthermore, speaking is a skill that need practices, the more students practice through sharing their idea, the better speaker they become. In addition Davison and Downson (2003 : 107) say that students need opportunities to speak and listen in wide variety of context and for a wide range of purpose, in order to increase their thinking ability to develop their powers of communication and to provide example of language in use through which to develop their explicit knowledge about speaking and listening.

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 Bruk, 1998 : 13). Speaking is a critical part of foreign language teaching and learning. Therefore, today 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.

Speaking skill is a skill the students less in learning compared to the other language skill. Speaking defined as an ability to express, ideas, through and feelings orally. Speaking is the most important skill of the four English skills, Esther Uso-Juan and Alicia Martinez – Flor (2006 – 139) states that “speaking in a second language is the most challenging skill of the four skills, which involves complex process of constructing meaning.” In addition, Fisher and Frey (2007 : 16) states that speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language.” Whether in daily information interactions or in more formal settings, communication are required to organize coherent messages, deliver them clearly, and adapt them to their listeners. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used to share and exchange information to other people.

According to Chaney in Kayi (2006), teaching speaking should provide the students with chance to express and share their idea and thoughts orally because it is the process of building and

sharing meaning through the use of verbal and non verbal symbol in a variety of context. Considering the needs of mastering speaking as one of the ways for mastering English, teacher need to improve the students ‘ pronunciation, fluency, vocabulary, grammar and comprehension.

According to Davidson and Downson (2003 :107)

“ Activities often need to be carefully ordered and classroom deliberately arranged to maximize the Face of all pupils being able to communicate to the best of their ability.”

In addition Davinson and Dowson also states that students skill achievements in speaking activities need to be communicated to them both in general term and in relation to specific assessment criteria to be fluency in speaking, students need to get a chance opportunity to practice their speaking in the comport classroom arranged by teacher.

Furthermore, speaking skill becomes an important part in teaching an learning. It stated by Sari Luoma (2004 : 1) that “Speaking skill is an important part in curriculum in language teaching and an important of assessment.” To know the result of students ‘ performance, we have to measure through assessment. Shermis and Vesta (2011 : 2) give definition about assessment, as follows :

- a. A set procedures
- b. Designed to provide information about students’ development, growth, and achievement.

c. As compared with a standard. It means that assessment is important for measuring students in learning process. It indicates that assessment is the measurement during teaching and learning process and a way to collect the students' learning result. Russell and Airasian (2012 : 201) state that "Performance assessment is a kind of a assessment which requires students to demonstrate skill and knowledge by producing a formal product or performance." In line with previous explanation, Shermis an vesta (2011 : 120) describe that " Performance assessment in a excercise which a student demonstrates specific skills and competencies of proficiency or excellence." It means that performance assessment is an assessment which needs the students demonstrate specific skill with performance.

Kim (2010 : 1 ) in his journal explains that "Speaking performance assessments have focused on eliciting examines underlying language ability through their actual oral performance on a given task." It means that speaking performance assessment is given to examine that students' speaking ability by oral performance.

The students' performance assessment is to assess students' speaking skill. Hughes (2003 : 130) mention the scales in assessing speaking skill based on American FSI (Foregin Service Institute) procedure, there are five point scales in speaking performance, and those are :

1. Grammar
2. Vocabulary
3. Fluency
4. Comprehension
5. Pronunciation

To know students' speaking skill we can find out their ability from the scales in assessing speaking skill. These is the rubric scoring students' speaking skill.

According Bimo (1980: 89), perception is, a process that preceded by the five sense process, which is constitute process was accepted by it stimulus by individual via indera's tool or also so-called sensors' process. Furthermore, Rakhmat in Alex (2003: 446) states that perception is the experience about objects, events, or the relations that are gotten by concluding the information and interpreting the message. The more complex definition is given by Pareek in Alex (2003: 446) who states that perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimuli of the senses or data.

In this research, Madrasah Aliyah Pembangunan has extracurricular activities, one of them is English club program, this program become facilitates for students to improve their ability to mastering English skill especially speaking skill.

According Jhon H. Holloway extracurricular activities contribute to students' success at school. In 1999 column extracurricular activities : the path to academic success for educational leadership, Holloway said that, extracurricular activities suggest that they have positive effects on students who participate. Those effect can be particularly important for students who belong to ethnic minorities, students with disabilities and students at risk of dropping out of school.

Such involvement in extracurricular activities help students discover and share talents, develop character and competence and often provide the added benefit of close relationship with caring, principled adults outside the home. Students who are involved in organizations are more likely to show leadership abilities and more likely to become leaders, compared non-participants. The participant who joined extracurricular activities were more willing to work difficult task to completion without adult supervision, and more likely to voice their opinions wheather others agreed with them or not. That showed that membership in extracurricular activities made a difference compared to nonmembers, in terms of life skill. The key points that will be made in this claim of fact are that students involved in extracurricular activities recipe better grades than those who are not involved in extracurricular activities. In addition, activities improve the overall student.

Therefore, the help students to receive better grades by teaching them character building lessons, teaching them lifelong skills, saving some at risk students who would possibly drop out to school and helping students develop social skill. Extracurricular manage of student's character building a myriad of components contribute to the reasons why extracurricular activities benefit students academically. One of this reasons is that students learn character-building lessons that they can apply to their study habits and to their lives. Activities such as athletics, music, theater, English club and organizations

teach students how to discipline themselves through drills, practices, or rehearsals (Rombokas 8). The students have a responsibility to the activity and must perform the tasks assigned to them whether it be to run, sing, act or organize an event. By participating and persevering in any of these activities, the students gain extracurricular activities give them pride in their accomplishments, and they learn that if an activity is worth doing, it is worth doing well (Rombokas 11).

In this research is limited to describe the students' performance and the impact English club extracurricular program on their speaking skill. The activity is related speaking is conversation class, because in the teaching and learning activities in English club more dominant practice conversation in the class.

Bailey (2005 : 42) sates that "Conversation is one of the most basic and persuasive forms of human interaction." In this case, the conversation itself contains the various activities which build the interaction between each person. The main goal of conversation class is to develop learners' ability to communicate and the teacher can be more effective in building conversational skills of their students. It means that conversation class is a kind of language learning program which aimed to build the students communication skill which include speaking skill.

Conversation class is a language learning program which is made by a school or an institution, the conversation class is held outside the English class. Therefore, to guide the students speak

English in the classroom, teachers should have good and interesting technique. The teaching techniques used during the teaching learning process are supposed to make students more interested in learning English. Besides more interested in learning English, teaching techniques will help 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). It means that the teachers are required to create an appropriate learning strategy. Creative teachers work to extend student's abilities as readers, writers , speakers and listeners and help them to express themselves effectively, to create as well as critically evaluate their own work.

In the learning and teaching process in conversation class of English club program the Some teachers tend to use fun activities and method in order to catch student interests to learn English. Teacher tried to invite them to learn while playing or doing fun activities. They ask students to watch video, singing, and playing games in teaching learning process. Many activities are applied in conversation class, e.g dialogue, debate, speech, comic writing, story telling, drama, students simple oral translation activity, presentation, game, etc. From the teaching and learning activities, conversation class contain not only speaking activities, but also other skill of English activities. As Woods's (2005 : 24) statement that oral skillrequires listening skill, which listening requires reading and writing skill. It means that speaking skill activity cannot be separated

from the other English skillsactivities. In the case, it gives benefit for students that they could learn English skill in deep besides in regular English class.

In the speech activity, the teacher used three phase technique. The teacher gave a warming up activity such as asking question 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 and sought the information about the particular issues.

For evaluated the students, the teacher evaluated the students' ability based on students' participation performance in the class. Students' participation included their participation in group work, persentation, 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 students but it was tentative test. It means the schedule of quize was not decided by the teacher at the beginning of the semester. The teacher used the score to measure the students' ability in English and to know the progress the students.

English club program and teacher teaching creatively helps students to be more confident to have conversation in English. It facilitates students to explore their English ability continuously. Then, it also makes students more active to speak in English. It can help teachers to achieve the goals of teaching and learning English

in curriculum that students are expected to be able to access the language in communication. Students who join English club can get some benefits in their ability mastering English skill, there are students will be able to participate in the various activities based on the club objectives, students will have an opportunity to take the part in the national and international English competition, students will be able to develop their listening and speaking skills through both formal and informal situations and the finally is students will have a chance to go aboard and learn different cultures.

## **RESEARCH METHODOLOGY**

### **English in Madrasah: The English club Program**

Base on the minister of National Education Regulation (Permendiknas) (2006: 10-11) that "There are 10 compulsory subjects that should be taught in Senior high school and one of the subjects is English subject. While the students' learning time in English class for senior high school is only two meetings in a week which 80 minutes for each meeting. It means that English is an important subject to be taught in senior high school, but the learning time given for the students is limit.

In this research, the English club program is defined as students' extra learning program besides regular English class, which more focuses on mastering skills of English in teaching and learning activities. English club program in Madrasah Aliyah Pembangunan Mandirancan consist of 26 students for twelfth (XII IPA) grade and held every Saturday at 13.00 PM.

Location of the research is at Madrasah Aliyah Pembangunan. Madrasah Aliyah Pembangunan is on of senior high school in mandirancan. The teaching and learning in this school is supported by several extracurricular activities, those are English club program, sport, choir, scout, and flag hoisting unit. In this school, the English club program is a language learning program that is to enhance the students, English achievement, especially in mastering their English skill.

## **Instrument of the Research**

### **Observation**

Fraenkel, wallen and hyun (2012:445) state that "certain kinds of research questions can best be answer by observing how people act or how things look." Researcher observe people as they go about their daily activities and recording what they do. To obtain the data about the English club program contributions on the use English. The observation on students' responses was carried out to collect the data from 26 respondents who were students to twelve grade of Madrasah Aliyah Pembangunan.

### **Questionnaire**

In this research, the writer would conduct the data analysis through the following steps. The questionnaire is designed in this study as one of the instruments to reveal students' perception form, namely an attitude scale in an instrument that measures what an individual believes, activities, or situation. The writer used to measure attitudes, namely Likert Sclae. A likert scale requires an individual to respond to

a series of statement. **There are five optional answers: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagrees (SDA).** This form arranged with the scale of attitude because attitude scale is used in opinions rather than facts are desired. The participant is giving score toward students' responses is using Likert Scale and each statement in the questionnaire consist of values from 1-4. Likert Scale is very easy constructed and scored for measuring perception (Gay, L.R. Geoffrey. E. Mills and peter Airusian, 2009; 150 &151. Based on the Likert Scale each statement in the questionnaire consist of values from 1-4 which 4 is the most positive one. The questionnaire was consisted 20 items. The time to do it was 30 minutes, they had more than a half minute for each item.

**FINDINGS AND DISCUSSION**

**Questionnaire analysis**

As can be seen in the table above appear various values of the results were in accordance with item option on the content of the students. Of the total score of each students reaches 1700. Value in get from filling the questionnaire by students can be categorized into categorize of high, medium and low 22 students who completed a questionnaire has high category (33% score above). It means the score is between 54-80. 3 students who completed a questionnaire with medium category (33% middle score) it means the score is between 35-53. And 1 students completed a questionnaire with low category (33% lower score) it means the score between 16-34.

**Table 4.1.3**  
Frequency and Percentage of Respondents Answers Against Variable X (Students Perception on English Club Extracurricular)

| Category | Frequency | Percentage |
|----------|-----------|------------|
| High     | 3         | 90,84%     |
| Medium   | 5         | 5,76%      |
| Low      | 1         | 3,4%       |

In this study, can be viewed frequency and percentage of respondents against Students Perception on English club extracurricular answer about the table, in the high category there are 22 frequency with percentage reached 84,61% and the category of being found with a frequency of 3 percentage reaches 11, 54% and the last in the low category are a frequency of 1 percentage reaches 3,85%. That means students in the IPA class have perception positively to the English club activities with the highest percentage reached 84,61%.

**The Percentages of Students' Speaking Performance**

| Scale of Score | Number Students | Category  | Percentages |
|----------------|-----------------|-----------|-------------|
| 91-100         | 2               | Excellent | 7,70%       |
| 81-90          | 4               | Very good | 15,38%      |
| 71-80          | 13              | Good      | 50%         |
| 61-70          | 7               | Fair      | 26,92%      |
| 50-60          |                 | Poor      |             |
| Less Than 50   |                 | Very poor |             |
| N              | 26              |           | 100%        |

The result of the test indicates that 2(7,70%) students has excellent, 4 (15,38%) students has very good score, 13(50%) students have good score, 7 (26,92%) students have fair score of speaking skill. According to the criterion of Madrasah Aliyah Pembangunan taken from English curriculum 2013, the students are considered to be success if they get the least 70 of the highest possible score 100 and they are considered to be failed if the score they get under 70. In this case, 19 (73,08%) students got successful result in speaking test and 7 (26,9%) students failed in speaking test. So, we can give conclusion that the average of students score in speaking can do the test.

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