

INCORPORATING ENGLISH CLASSROOM ACTIVITY AND ENGLISH EXTRACURRICULAR ACTIVITY IN PROMOTING STUDENTS' SPEAKING SKILL

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ABSTRACT

This thesis study aimed at finding out students' speaking ability by incorporating English Activity and English Extracurricular Activity. The research design a pre-experimental, in which it used pre-test and post-test comparison to find out the result of the research, the population of the research was all students of the Eleventh Grade Students of SMKN 1 Takalar which consisted of eleven classes. Each class consisted of 31 students, so the number of population was 210 students. Among the total number of population, the researcher took one class to be sample of this research by using purposive sampling technique. The instruments of this research was speaking test. To analyze the score of the students' achievement in pre-test and post-test about "the effectiveness of English Activity and English Extracurricular Activity to improve students' speaking ability", the researcher used t-test analyzes. The result of the data showed that there was a significant difference between pre-test and post-test. The value of t-test in terms of fluency (14.88) was greater than the t-table (1.697) at the level of significant (p) = 0.05 degree of freedom (df) = 30. It can be said that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted. This meant that there was a significant difference between the students' speaking ability before and after using English Activity and English Extracurricular Activity or it can be said that the incorporating of English Activity and English Extracurricular Activity was effective to improve students' speaking ability at Eleventh Grade Students of SMKN 1 Takalar.

Keywords: Speaking Fluency, English Activity, English Extracurricular Activity

ABSTRAK

Penelitian tesis ini bertujuan untuk mengetahui kemampuan berbicara siswa dengan menggabungkan Kegiatan Bahasa Inggris dan Kegiatan Ekstrakurikuler Bahasa Inggris. Desain penelitian ini adalah pre-eksperimental, dimana untuk mengetahui hasil penelitian menggunakan perbandingan pre-test dan post-test, populasi penelitian ini adalah seluruh siswa kelas XI SMKN 1 Takalar yang terdiri dari sebelas siswa. kelas. Setiap kelas terdiri dari 31 siswa, sehingga jumlah populasinya adalah 210 siswa. Dari jumlah populasi tersebut, peneliti mengambil satu kelas untuk dijadikan sampel penelitian ini dengan menggunakan teknik purposive sampling. Instrumen penelitian ini adalah tes berbicara. Untuk menganalisis skor prestasi siswa dalam pre-test dan post-test tentang "Efektivitas English Activity dan English Extracurricular Activity untuk meningkatkan kemampuan berbicara siswa", peneliti menggunakan analisis t-test. Hasil data menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Nilai t-test segi kelancaran (14,88) lebih besar dari t-tabel (1,697) pada taraf

signifikan (p) = 0,05 derajat kebebasan (df) = 30. Dapat dikatakan hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Hal ini berarti terdapat perbedaan yang signifikan antara kemampuan berbicara siswa sebelum dan sesudah menggunakan English Activity dan English Ekstrakurikuler Activity atau dapat dikatakan bahwa penggabungan English Activity dan English Ekstrakurikuler efektif untuk meningkatkan kemampuan berbicara siswa di Kelas XI. Siswa SMKN 1 Takalar.

Kata kunci: Kefasihan Berbicara, Aktivitas Bahasa Inggris, Kegiatan Ekstrakurikuler Bahasa Inggris

INTRODUCTION

In English class, speaking is one of the four basics besides speaking, reading, and writing. It has been taught since the students entered a junior high school, however, there are some difficulties faced by students to speaking confidently. The students should be instructed about how to speak English well. In other word, students may be able to actualize the elements of speaking in their factual existence. Santoso (2016) state that the teaching of speaking skill should be figured as central in foreign language pedagogy. The goal of teaching speaking skill is communicative efficiency. This means that learners should be able to make themselves understood.

Murdibjono (2012) stated that English extracurricular is activities yields positive results. First of all, the students like joined the English extracurricular activity either ‘Pembinaan’ or English Club. Second, the students’ opinions about the teaching techniques which were applied by the instructor are positive. It means that the students enjoyed the teaching and learning process.

Susilowati (2017) stated that especially in speaking skill, the students of SMA N 1 Sragen made English Extracurricular named English Conversation Club. The name of English conversation club is made by the students. This extracurricular focused on speaking practice. It is because they are aware that speaking practice is important for the students.

Pratiwi (2014) stated that to achieve both objectives, Required maximum role of a teacher, both in the transmitter of the material, the use methods, classroom management, and so on. In addition, teachers are expected to be more creative to

support learning activities in the classroom one of the activities in question are supporting extracurricular activities.

METHOD

This study will employ a quantitative research in form of pre-experimental design. It aims to find out the incorporation of English classroom activity and English extracurricular activity promoted students' speaking skills. The data will be collected by presenting the speaking test. The researcher gave the students speaking test. Each student answered a question based on the instrument test. While students did the speaking test, the researcher will record them by using a phone. After recording, the researcher transcribed the students' speaking in order to study their experience. The data will be collected by using the following procedures:

1. Pre-test

Before doing treatment, the researcher did a speaking test to the students by asking a topic. Each student has a chance to answer the question in 3 minutes.

2. Treatment

The students learned to apply speaking fluency

- a. Students were divided into 5 groups, and each group consists of five students
- b. Selected discussion topic based on curriculum material. The topics are:
 - 1) Holiday
 - 2) Family
 - 3) Experience
 - 4) Dream
 - 5) Achievement
- c. The researcher gave explanation to the students about the rules in the speaking fluency.
- d. Ensured that the students had time to prepare the material and collect supported data to present during the discussion (2 minutes)

- e. Gave and divide the time to the students in each group to
 1. Introduction their group (1 minute)
 2. Presented the material (7 minutes)
 3. Questions section (10 minutes)
 4. Make a conclusion (2 minutes)

3. Post-test

After doing the entire six meetings, the last step was be the posttest. in this studied, the posttest was asking a topic which same as the pretest. Each student had a chance to describe in 3 minutes. The mean score of pre-test and post test were compared in order to find out whether they are different significantly or not.

DISCUSSION

English Classroom Activity

Accorded by Robert Dickey with his research “learner – centered Classroom English “Despite the fact that they may have minimal proficiency in English themselves, Korean teachers are expected to become models of English for their students. Merely running a video or audio player is not enough, and using native-speakers of English as models of English is no longer an option. A re-thinking of the teacher-learner relationship is required to enable students to fully realize their individual learning capabilities. The Learner-centered classroom aims to do so. This paper presents one option for teachers to present authentic in-context English to students, who will not only learn the language more rapidly, but also be further, convinced of the usefulness of English and the English abilities of their instructors. Various terms used in the topic area are examined to promoted clarity in the discussion: Classroom English is defined as a subfield of teacher talk, and distinguished from dialogues loosely centered in the classroom. The Learner-centered approach is summarized, and the merits and concerns of teacher talking time and a bi-lingual approach to teaching are discussed. Specific guidance for developing personalized Classroom English language is offered.

According by Tesol (2017) stated that these are English classroom activity:

Traditional Scavenger Hunt – pass out a list of things to do or find, first individual (or team) to complete the list wins (use vocab that the student is learning in the class room, or conversational interactions) EXAMPLE: Give someone a compliment / Ask a stranger a question / Find something hard and green.

Role-play – give students a scenario, and a specific character or 21 play (optional), students act out the scenario together using realistic speech and gestures, EXAMPLE: Cashier at a Fast Food Restaurant / Customer Ordering Food.

Toss The Ball games – get in a circle, toss a ball or other fun object around the circle, when a student gets the ball they have to say a word or phrase as prompted by the teacher, or act out a vocab word, (great for beginners, after playing a few minutes start to encourage full sentences, if possible, even short and simple ones, write a few example sentences on the board in case they need help) EXAMPLE: “When you get the ball, say the name of one of the animals we talked about last week...” / “...Now can you use that in a sentence?” / “I would like to pet an elephant.”

We’re going on a trip...What will you bring? – bring in a bag or suitcase and open it up, show the students what you have inside (it could be old vocab, or new vocab, or items you’d need for traveling), propose the idea of taking a trip together as a class, ask students what they’d like to bring and have them work in pairs to create a packing list. When finished, have groups share their lists with the class.

English Extracurricular Activity

Accorded by Asfarinah (2009) This study examined the implementation of English extracurricular activities at SMPN 2 Pandaan in the aspects of (1) the purposes of conducting English extracurricular activities, (2) the facilities, media, and materials provided and/or used in English extracurricular activities, (3) the teaching techniques used in English extracurricular activities, and (4) the students’ opinions toward the English extracurricular activities. To obtain the data, this study utilizes a descriptive qualitative research design with the field notes as the main instrument. The result shows that the English extracurricular activities are divided

into two activities, the English Club and 'founding' program, which are held in different days with different groups of students.

English extracurricular at SMK 1 Takalar is a meeting club. In addition, in general, activities in high schools and vocational school are much different. One of them is that in high school only learning materials and the practice is mostly only in schools, while vocational schools besides learning materials they also have field practice activities outside of school according to their chosen majors.

In one vocational schools, there are several stages of student's involvement in vocational extracurricular activities. Accorded by Kolchenko (2012) that these following stages of students' involvement into vocational extracurricular activity:

- a. English Speaking Club – meetings with native speakers, discussions, language contests and quizzes, watching films in their original language.
- b. Trainings of communication competence, teamwork, time-management.
- c. Written translations ordered by the university, their further revision and editing with tutor explaining rules and peculiarities of translation.
- d. City tours and escort of foreign guests of the University, oral translation during scientific conferences, lectures, master-classes from foreign professors.
- e. Employment support in Career Development Centre.

Meeting club is one of the extracurricular activities at SMK 1 Tak²³ nich is a place for students to learn more English in addition to the lessons they get in class, this activity is very helpful for their main students in speaking English because in this meeting club students are trained to confidence speaking in public and practicing their fluency in English.

The Benefits of Extracurricular Activities

Jakson (2017) stated that extracurricular activity has some benefits as follows:

- a) Improved academic performance

Studies have shown that students who participate in co-curricular activities have a marked improvement in the grades. This can be attributed to skills they learn such as better time management to accommodate their hobbies and class activities, better organizational skills and a boost in their self-esteem

b) Better time management skills

A student has to learn how to balance their academic life with their hobbies. They needed to know how to incorporate their club and sports activities into their school life and allocate enough time for each.

c) Learn new and useful skills

Students learn new skills that are useful in their school life and day-to-day activities. Students learn skills such as teamwork, better social skills, and critical thinking.

d) Sense of commitment

Students who participate in co-curricular activities have a sense of commitment to whatever they are involved in. This is because as they take part in whatever sports or club activity they are a member of, they have to commit to it and give their all, and this commitment extends to all other areas of their lives.

e) Sense of responsibility

A student who is given a task such as leading a scouts group, or First Aid, will with time be very efficient in that task. This will foster a sense of accountability and responsibility in them.

f) New friends

Students should be encouraged to pursue extracurricular activities as they meet and spend time with new people, hence forming new friendships. This is important as they interact with those of different or similar interests, and learn a thing or two from them.

g) Introduction to new activities

Students who engage in extracurricular activities are exposed to a wide range of new activities such as sports, painting, drama, scouts and singing.

h) More opportunities

For secondary school students, engaging in extracurricular activities boosts their chances of gaining admission into universities. Most universities nowadays check what the student offers apart from their academics, and that is where co-curricular activities come in.

RESULTS

The results of this research deal with the students' score. They were the students' score classification, the mean scores and standard deviation of pre-test and post-test, and the t-test value. The findings described as follows:

The Students' Speaking Skill

The students' score of pre-test and post-test were observed based components of speaking. The data can be seen in the following table:

Table. frequency and rate percentage of the students' speaking skill on fluency (smoothness).

No	Score	Classifying	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	9.6-10	Excellent	-	-	2	6.45 %
2	8.6-9.5	Very Good	-	-	-	-
3	7.6-8.5	Good	-	-	1	2.86%
4	6.6-7.5	Fairly good	4	12.90%	6	19.35%
5	5.6-6.5	Fairly	-	-	-	-
6	3.6-5.5	poor	6	19.35%	14	45.16%
7	0.0-3.5	Very poor	21	67.74%	2	6.45%
	Total		31	100%	31	100%

The table above showed that the English Classroom Activity and English Extracurricular Activity improved the speaking fluency of the students from pre-test and posttest in which posttest was greater than pretest. In pre-test, there were 21 students or 67.74% categorized as *very poor*, while in the post test, there were 2 students or 6.45%. It indicated that there were 19 students improved their speaking fluency. In the pre-test, 6 students or 19.35% categorized as *poor*, while in the post test there were 14 students or 45.16%. There were 4 students or 12.90% categorized

as *fairly good*, while in the post test, there were 6 students or 19.35%. It indicated that 2 students improve their speaking fluency. In the pre-test none of them as *good* while in posttest, there were 1 students or 2.86%. It indicated that 1 students improve their speaking fluency. In the pretest and posttest category *fairly and very good*. In pre-test none of them as excellent, while in the posttest, there were 2 students or 6.45%. it indicated that there were 2 students improved their speaking fluency.

CONCLUSION

Based on discussion proposed in previous chapter, the researcher concluded that incorporating English Classroom Activity and English Extracurricular Activity for students' speaking skill of SMKN 1 Takalar was *good*. This statement was proved by the finding data 67.74% in fluency students got score categorized as *very poor* before applied the treatment. The students speaking skill of SMKN 1 Takalar after giving the treatment had improved. This statement was proved by the mean score of students on pre-test in fluency (smoothness) was 3.5. This was categorized as very poor were 6.2 become fair. English Classroom Activity and English Extracurricular Activity had a significant effect on the students' speaking skill. It could be seen from the result of t-test that there was significant difference between the t-test value was higher than t-table. It proved by the data of smoothness was greater than t-table ($14.88 > 1.697$).

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