

Chapter Two

Literature Review

This research investigates the students' perception on joining Student English Activity (SEA) to improve English skills at the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). The chapter discusses some important points of joining the SEA of UMY. Firstly, this chapter explains the definition of English skills. Secondly, it also mentions the definition of Student English Activity. Thirdly, it presents the benefits of joining Student English Activity. Fourth, it discusses some effective programs of Student English Activity that can improve students' English skills. Lastly, the conceptual framework is also presented in this chapter.

English Skills

English skills used the concepts of four basic language skills such as listening, speaking, reading and writing. These four basic skills are sometimes called the macro-skills. This is in contrast to the micro-skills, which are aspects as grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters. The mode of communication is oral or written, and the direction of communication is receiving or producing the message.

Listening comprehension is the receptive skill in the oral mode. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words

(Aydogan & Akbarov, 2014). Speaking is often connected with listening. Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills but often develops along with them. Reading can help build a vocabulary that helps listening comprehension at the later stages, particularly.

Aydogan and Akbarov (2014) also stated that the students need to develop their language skills, and specifically their academic English. The skills are needed to understand and make the most effective use of their study, develop the specialized language and vocabulary relevant to their subject. The skills also help students in interpreting assignment questions and selecting relevant and appropriate material for their response. Therefore, the students will write well-structured and coherently presented assignments, without plagiarism and communicate their needs to the tutors and work productively with other students.

English Organization

An English organization is one of English extracurricular activities that students join outside the regular curriculum in the classroom. It refers to activities that are unrelated to the syllabus, provide the opportunities for students in developing specific skills or knowledge, and takes place outside of school hours (Mestapelto & Lea, 2014). An English organization is part of informal education for the students. The students can find one or more activities outside their school to improve their English skills. Mitchell (2015) argued that English organizations are defined as activities that are not part of an academic curriculum but are offered by an academic institution.

An English organization is one of the English organization activities that students join outside the regular curriculum in the classroom. English organization also has the rule and regulation for its activities in run the programs. Park (2015) stated that an organization carries out its activities by following the rules and regulation of the institution. In English organizations, students can improve their English skills through some activities that students join. English organizations also help students to get better English skills and better grades in English assignments. Fischer and Theis (2014) also defined that with an English organization students can increase adolescents' development by connecting with the other students.

English organization not only help the students in improving students english skills but also help the students in improving non-language skills. English organization activities selectively can be helpful in improving students' knowledge of the second language (Navehebrahim & Ghani, 2011). Park (2015) added that by joining an English organization, students can show appropriate attitudes and activities to develop students' competencies and confidence. Park (2015) also said that English organization can provide students with learning environments which contribute a safe atmosphere and many social learning opportunities. In this point, an English organization may decrease risky activities in student' growth and instead provide a positive influence for students such as discipline, intelligence, confidence, and character for each individual. Therefore, an English organization can be the best chance for students to improve their English skills.

Benefits of Joining an English Organization

Joining an English organization gives some opportunities for students to develop their character. The organization activities enable students to:

Be cooperative. In joining an English organization, students can learn how to be cooperative. They feel that being cooperative is much more important than being competitive. Students will be directed to do an activity together and intend to reach the same target together. They will acquire the reality that many hands make great work (Yildiz, 2016). Eccles (2004) added that in an English organization, students learn how to cooperate and coordinate in different situations related to the organization. An English organization also has promoted pro-social behavior towards the students. It provides practice a cooperative learning English (Park, 2015).

Create good relationship. An English organization provides an occasion for students to have good relationship with others (Yildiz, 2016). From either students' or teachers' perspective, an English organization will be a good interaction. The English organization strengthens relationship between teachers and students. The relationship between teachers and students are important because if the students have a strong relationship with the teachers, they more likely do better at school (Park, 2015). For example, music for English Language Learning (ELL) students can be exposed to a new and creative approach to communicate with the teachers because using a language requires more than just verbal skills. The English organization builds a good relationship between not

only students and teachers but also students and their school. The English organization helps students build good relationships among peers; therefore, when students participate in English organization activities, their classroom engagement increases (Eccless, 2014).

Build confidence. According to Park (2015), an English organization creates opportunities for students to develop their self-confidence. English organization activities will provide students practice environments, and these practice opportunities will enable students to gain the confidence (Eccles, 2004). He also said that students will stand a better chance of displaying their skills and abilities in a confident classroom practice. When students are positively connected to their schools, they will have confidence for a better perception of knowledge that will lead to efficiency in learning. Shostak (2007) added that joining English organization activities can build confidence when practicing English skills.

Be tolerant. In joining an English organization, students can build a warm environment and tolerance to their peers (Yildiz, 2016). An English organization makes students understand others' feelings and values from their perception (Eccles, 2004).

Respect others. An English organization also makes students respect the other members. In here, they learn to know one another, and great respect is given mutually.

Build leadership. An English organization can build leadership skills of the organization members. Students can lead the group members in an English organization and improve their leadership skills. They can be given some responsibilities to fulfill so that they can get ahead in their life considering the experiences they have gained in the English organization (Yildiz, 2016).

Share ideas. In joining an English organization, students can share their idea in small or big group discussion. Students can find a lot of opportunities to share their ideas with their friends and teachers in a small group of the English organization (Yildiz, 2016).

Engage in social life. English organization can encourage students to engage in the university and social life. It is supplied possibilities and opportunities for students to show themselves to act based on the situations and they will socialize, self-identify and self-assess during any social, cultural or academic activities by getting in touch with organizers, teachers, and people out of the school (Eccles, 2004). English organization can encourage students while singing, playing, acting, recitation, speaking and narrating any school subjects at school and social life (Taylor & Chiogioji, 1988; Yildiz 2016). Finally, English organization activities can connect the students to their environment, community, society and themselves.

Have prospect of working. An English organization can provide a prospect of working in a group-based atmosphere. It benefits to develop their English Language Learning (ELL) emotional intelligence, social skills, and

performing well academically (Park, 2015). The learning environment may provide a safe atmosphere and many social learning opportunities for groups.

Gain best results. Some students who contribute to English organization activities express less aggression, social struggles, and academic difficulties (Park, 2015). This is also supported by findings of Sulfur (2010) that students in organization activities are not only involved for academic reasons but also for social reasons. Students' interest in participating in English organization activities has better school attendance records, academic results, social relationships, and self-esteem.

Build mentorship. A less obvious benefit of physical organization activities is mentoring. Mentorship deserves special mention because it is powerful. Mentorship within English organization activities reduces negative psychological or social effects because emotional support is given, advice is shared, and a safe space is created or diverse social interaction (Park, 2015).

In addition, English organization will raise aspirations of students and create a positive bond between students and school. When students are positively connected to their activity, they will have confidence for a better perception of knowledge that will lead to efficiency in learning. An English organization will help students build good relationships among peers; therefore, when students participate in these activities, their classroom engagement increases. An English organization will provide students practice environments, and these practice opportunities will enable students to gain confidence. Students will stand a better

chance of displaying their skills and abilities in a confident classroom practice.

Therefore, the students joining an English organization will improve their English ability.

Programs of an English Organization

Many activities are prepared to support the formal education. Some activities of an English organization can improve students' English skills. In this case, some universities have various English organization activities that can be followed by the students. English organizations always have many activities that can improve students' ability. There are some effective programs in English organizations that can help students in improving their English ability.

Debate. The debate is commonly a good activity to help students to improve their speaking ability. It is the most favorite program to the members (Armat & Googol, 2012). Debate is one of the activities in speaking that there are arguments and rebuttals. The members would be divided into two big groups. One group is to support the motion or called as the affirmative. The other is to oppose the motion named as a negative group. Reva (2012) stated that the most popular activity of an English organization is debate.

Discussion. The discussion is one of the activities that the students do regularly. Yanda (2014) founded the activity that can improve listening skills is a discussion. The discussion is conducted once a week. The system of the discussion is almost similar to a seminar or presentation. Each member has his or

her own role, such as a moderator, a speaker, a check person who would check and correct the grammatical errors and mispronunciation and misspelling. First, moderator should control all sessions of discussion and the delivered opinions, from the beginning to the end. The moderator opens the discussion and gives an introductory description of the topic discussed. It is to build the audiences' understanding into the topic. Second, the presenter is the one who delivers and presents the topic in details and more overall. The topics are decided by the members. Sometimes, the organizers would have experts of certain topics or an English native speaker to be the presenter. Third, error checker is responsible for checking and monitoring all errors in grammar or pronunciation done by the members. Sometimes, the role is taken by the moderator. Dictionaries and other material books became the references in correction. Fourth, other members of the club who do not have any position in the discussion would become the audience. They respond the presentation by questions, comments, arguments, or suggestions.

International seminar. The next activity is an international seminar. It is called as an international seminar because the presenters or the speakers of the seminar are usually English native speakers. The presentation and discussion are delivered in English. This event is held once a year, usually in the middle of the semester. It is called as an international seminar because the presenters or the speakers of the seminar are usually English native speakers. The presentation and discussion are also delivered in English (Yanda, 2014).

Orientation. Orientation is an activity that introduces the organization to the new members of the organization. Yanda (2014) also mentioned activities in soft skills such as organization orientation, media and literature, and art and culture. It is an annual event to introduce the organization and its activities to the new members of the organization. It is the favorite program for the members because they are taught the basic skills in the organization. The benefit of this activity is to build emotional relationship among the members.

Journalism club. The activities in writing skills are journalism club, writing club and quiz team (Armat and Googol, 2012). In this activity, the students are taught how to write. They are taught the basic skills in writing. They learn how to write articles, newsletters, essays etc.

Reading. The activities in English organization can appear in various forms such as reading books, newsletters, novels, short stories and academic materials (Alghamdi, 2016). The students are given many contexts of reading. Then, they will analyze what that they read.

Drama. One of the activities to improve English skills is drama. In the drama, students can learn and improve four basics skills in English. Reva (2012) and Armat and Googol (2012) had the same opinion that drama is one of the programs in an English organization that can help students who want to improve their English skills.

Student English Activity (SEA) of Universitas Muhammadiyah Yogyakarta (UMY)

Student English Activity (SEA) is an organization that uses English language as the main component in every agenda. It is also one of the students' activity units of Universitas Muhammadiyah Yogyakarta (UMY). Based on the interview to the president of SEA 2016/2017 as the resource person, the SEA of UMY is a student activity unit of UMY which actively conducts student activities in English and the activities are divided into five specializations, namely Speaking, Public Relations, Art and Culture, Media and Literature and English Career. It was mentioned that SEA of UMY was established on August 17th, 1998.

The SEA of UMY consists of a group of people who wants to improve their English capability by practicing English all the time. With great efforts, this English organization became one of the student activity units of UMY. The vision of SEA was "Forming students of broad-minded with good character and personality, responsible, integrity, and sense of belonging within devotion upon Allah SWT to establish global-minded students in English and Organizational skills". While, the missions of SEA were 1) to shape the personality of SEA members based on the value of UMY, namely Excellence and Islamic; 2) to create the sense of belonging of each other along members of SEA; 3) to develop the global-minded thinking through education of members in SEA; 4) to encourage members to express their aspirations with agendas for betterment of SEA; 5) to habituate the intensity of English language usage in SEA; 6) to attain reputation

and achievements through myriad competitions and relations; 7) to develop intra-organizational skill in campus.

Based on the newest data at the SEA secretariat, now SEA has approximately 222 members to run this organization. The members are trained to hold an event that they learn how conceptualize the event, how to organize it, and how to solve the problems. The members are expected to be active students who have good ability and organizational ability in order to be able to compete not only in the university but also in national level. Therefore, the SEA members are accustomed to being open-minded to get any positive thing from their environments as mentioned on the SEA's motto "it is only for globally minded students".

The organizational structure of the SEA on the articles of association (*AD/ART*), the programs of SEA consists of main board members and several departments such as Media and Literature, Art and Culture, English Career, Public Relations, and Speaking skills. Every ministry also has activities such as Discussion, Got Talent, Movie Screening, Seminar, The Power of Speaking, Teaching English, Debate, Speech, Conference, English Camp, Dance, Olympiad, The Power of Relation, *Seakaten*, Creasy Dance, Promoting SEA and English Career.

Some regular activities of the English organization are General Assembly and Inauguration, Recruitment for New Members, Out-Bond Activity, Inter Faculty English Debate, Yogyakarta Inter Varsity Speech Competition, Media

publishing, Workshops, and Training. All of the activities above give many benefits for students to improve their English skills.

Review of Related Study

The first study is about improving communication skills through English extracurricular activities. Yoedo (2011) investigated the improvement young learners' communication skills through English extracurricular activities on fifth grade students of elementary school. The students used printed material and did several activities. The printed materials are used here because the English tests center on the reading comprehension such as using brochures, recipes, folk tales, story books, comics, letters, posters, song lyrics communication games, children's books, anecdotes, and magazines. The activities include predicting, previewing, role playing, practicing oral reading, giving a presentation, retelling, active listening, acting, singing and poster making. The activities were individual, small group, pair work or all class activities. Teachers chose the materials and activities which were suitable for their students' English proficiency levels. Ideally, one class consisted of students with the same English proficiency level in order to get the maximum result. Theoretically, after discussing all the materials and doing all the activities, at least, students got two benefits. They did not only improve their communication skills but they also enjoyed reading.

The second study was conducted by Yanda (2014) examining an English extracurricular activity for students' speaking improvement. Yanda explored the roles of an English student club as an organization program to improve the

English speaking skill of the students of the English Education Department of the Faculty of Tarbiyah (Islamic Education) State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya. The participants were 21 students of the English Education Department who were joining the club. Furthermore, an interview was conducted to gain more detail information from the club. The findings suggested three areas of concerns. First, students of the English Department were suggested to join the English student club as an alternative to improve their English speaking skills. Second, the programs of the club were related to English speaking improvement. Last, the club helped students improve their organizational management.

Similar to this study, the two previous studies discuss the benefits of joining English organization. However, these studies discussed the benefits of joining English organization in different aspect. The first study investigated the benefits of joining English organization in improving communication skills. The result showed that the students not only get communication skill improvement but also enjoyed the reading the material. The second study examined the benefits of joining English organization activity for students' speaking skill improvement. The result showed that by joining English organization the students can improve speaking skill and improve organizational management. As the findings in the two previous studies were related to the communication and speaking improvement, the researcher used those findings as reference for the study to address the benefits in term of English and non-English aspects.

Conceptual Framework

The process of learning English only in the classroom is not enough for students to enhance their English skills. Therefore, the purpose of this study is to reveal the benefits of joining the SEA of UMY. In this study, the researcher focuses on finding out the benefits of joining the SEA of UMY and investigates which SEA programs are effective to improve students' English skills.

The researcher finds out some benefits of joining an English organization from a number of studies. It can help students develop self-confidence and improve mental health (Battersby & Bolton, 2013; Dimech & Seiler, 2010; Shulruf, 2010; Leung, 2003), develop ELL students' emotional intelligence, social skills and well academic performance (Simoncini & Caltabiono, 2012), create strong relationship among students, teachers, and university (Yildiz, 2016; Park, 2015; Eccles, 2004), do new things and expand their interests (Pung & Hung, 2012; Leung, 20013), and have long-term memory (Higgins, 2002).

The researcher also investigates the effective programs that can help students improve their English skills. One of the activities of English organization is a debate. Based on Armat and Googol (2012), the debate is the commonly good issue and interpretation of helping the students to improve their speaking ability, writing ability, literary criticism ability, and reading ability. The debate can make the students develop their self-confidence and improve mental health. Then, the programs also develop English language students' emotional intelligence, social

skills, and academic performance. Additionally, many activities of the English organization give benefits for students to increase the students' English skills.

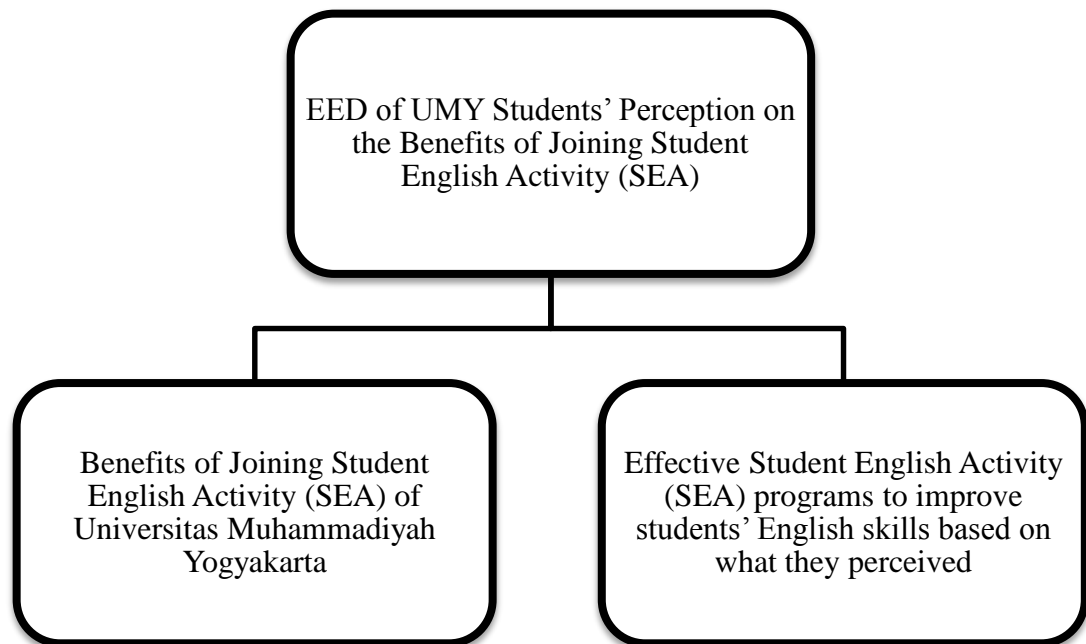


Figure 1. Conceptual Framework