

Chapter Four

Findings and Discussion

This chapter explains the findings of the study about students' perception on the impact of joining extracurricular conversation at SMP Negeri 1 Bansari. Data analysis was conducted from data obtained from interviews with four students at SMP Negeri 1 Bansari. The interview was performed by the researcher by giving few questions that should be answered by them. This section is divided into two parts. Firstly, the researcher analyzed the data on the students' perception about the implementation of extracurricular conversation activity at SMP Negeri 1 Bansari. Secondly, the researcher analyzed about students' perception of the impacts of joining the extracurricular conversation activity to their speaking ability

The Student's Perception of Extracurricular Conversation Activity Implemented in SMP Negeri 1 Bansari.

This part is to answer the first research questions in this study to know the student's perception of the extracurricular conversation activity implemented at SMP Negeri 1 Bansari. The interviews obtain some important findings of the participants' perception on the joining extracurricular conversation in their school. The findings cover students' perception that extracurricular conversation is enjoyable, productive and effective, and entertainin.

Extracurricular is Enjoyable. When participants were asked their opinion about extracurricular conversation, all respondents stated that happily join extracurricular conversation. In line with that, four respondents gave their responses as these following statements "I am happy with extracurricular activities because actually I had the willingness to join English extracurricular a long time ago and then I join at my school (Interview respondent 1 2016)". Another participant stated the similar responses. "We feel happy because the learning process is funny (Interview respondent 3, 2016)". Almost in the same way, another participant mentioned, "The activity is not bored because we learn together (Interview respondent 4, 2016)."

From the statement above, four respondents stated that they were happy in joining conversation extracurricular with different reasons. Conversation extracurricular activities made them feel enjoyable, helpful and interesting. It was supported by Winkell (1983) stated that fun will attract attention and will affect the level of participation from students in these activities. This is also in line with Education Minister Regulation No. 22 of 2006 No. 4 which mentioned that extracurricular should fulfill the principles of fun activities. It is because fun atmosphere encourages learner to learn more and make them like the extracurricular. Therefore, extracurricular should be held in a fun and not bored situation. All existing activities in these extracurricular shape activities those are not boring. Having activities that are not boring for the students can attract students to participate in a conversation in the extracurricular and students can enjoy learning so as to facilitate the students to understand the lessons and than

students feel happy and able to enjoy these activities will other words the students will easily understand the lesson.

Extracurricular Activities Employ Entertaining Method. When the participants were asked about favorite activities in conversation extracurricular, they state that music and film are favorite activity in extracurricular. In line with that, respondents gave responses as these following statements “I like when watching film and listening music in extracurricular activity (Interview respondent 1, 2016)” And another participant stated same “My favorite activity when joining speaking extracurricular is listening music (Interview respondent 2, 2016)”.

Based on the results of interviews conducted from the reports of two participants, they explain about their favorite activity in extracurricular conversation. There are lots of extracurricular activities in conversations like listening to music and watching movies that can increase the 'listening and vocabulary, which can improve students' skills in drama, writing, speaking, vocabulary, and public speaking with a mixture of storytelling. Most students like to watch movies and listen to music included in listening exercises and vocabulary. Some of the methods used in extracurricular activities in SMP Negeri 1 Bansari. The activities are to attract students' attention to participate in the extracurricular conversation activity and also to facilitate students in understanding the lessons. According to Kozma (1991) the choice media as a learning method is considered as the method that can improve student learning

outcomes. In extracurricular conversation activity at SMP Negeri 1 Bansari is using media in teaching to draw the attention of students, as well as to facilitate students in understanding the material.

Extracurricular is Productive and Effective. When the participants were asked about the importance of extracurricular, the participants answered extracurricular activities were important because of its useful. All participants stated as shown by following excerpts “I respected the extracurricular activity because it helps to increase my understanding on the lesson and increase my lesson score (Interview respondent 2, 2016)” and other participants said other reason “For me, this activity is good because for killing time (Interview respondent 3 2016)”.

Based on the results of interviews of three participants conducted in this study, they explained that extracurricular could be used to learn more about the students and also was very important for formal lessons for extracurricular materials relating to the subject matters in the formal school curriculum. Gilman (2004) stated that extracurricular activity is a strategy for school to provide opportunities for students to develop academic achievement forming positive attitude and to build students’ mental. Based on these descriptions, it can be concluded that extracurricular activities are very productive and effective for the student academic progress. Students can have an extra hour to find out the knowledge of the intracurricular subject matter. It can be seen that the extracurricular activities as a means or a place for students to add his insight.

The Students' Perception Toward the Impacts of Joining the Extracurricular Conversation Activities to Their Speaking Ability.

The second topic will answer the second research question. It is to know the students' perception on the impacts of joining the extracurricular conversation activity to increase their speaking ability. The interview obtained some important information about the participants' perception on the impact of joining conversation extracurricular activities to their speaking ability.

The finding revealed that according to students' the impact of joining conversation extracurricular is providing language skill practices, improving speaking skills, increasing lesson understanding, and improving self-confident.

Extracurricular Providing Language Skill Practices. When the participants were asked about practice speaking English, all of the participants stated that extracurricular constituted a good place to practice English language skills. All participants stated as shown by the following “At home usually I do not have place to support me to practice English because people at home used Bahasa Indonesia (Interview respondent 1, 2016)” and other participant said “I don't have partners for conversation practices at home because they used Javanese language (Interview respondent 2 2016)”. Other participants said “Yes brother, we should always use English because we used Javanese or Indonesia language at home (Interview respondent 3, 2016)” and the last participant similarly stated “I am

confused to find place for practices except extracurricular (Interview respondent 4, 2016)".

All participants said they never spoke English in class, but every participant had a different time to speak English in front of the class. Practice speaking English will add vocabulary knowledge to maximize the students to speak English. Each participant had a different topic to practice speaking English in front of the class. This is supported by Gilman (2004) saying that extracurricular activities provide a place to express the interests and talents of students. If the students often practice their skills, the practices will add positive value for them. So extracurricular conversation activities at SMP Negeri 1 Bansari are a great opportunity for students to practice and improve English language skills. Their ability will be continued to be trained and they are encouraged to practice what they want.

Extracurricular Improving Speaking Skills. When the participants were asked about all activities of extracurricular conversation whether the activities could support speaking ability, all participants stated that all of the activities in extracurricular supported students to master speaking skills, as shown in this statement "Yes brother, because all activities in extracurricular are connected, When we want to be expert in speaking, we should memorize vocabulary and always practice. When we have memorized vocabulary, we can improve our speaking skills." (Interview respondent 1, 2016)" and other participant stated "Yes brother, because memorize vocabulary and others support my speaking ability,

and those we obtain from extracurricular activities (Interview respondent 2, 2016) Other participant stated “Yes brother, because when we speak well we need to master all activity (Interview respondent 3, 2016) The last participant stated “Yes brother, because every activity in extracurricular is needed for speaking (Interview respondent 4, 2016)”.

From the opinion above, all respondents agreed that all activities in extracurricular conversation supported to increase of speaking ability because all of the factors during the extracurricular conversation activity could support to improve students’ speaking ability. According to Oller (1979) stated accent, grammar, vocabulary, fluency, and comprehension are components in the mastery of speaking. Many activities are used in this extracurricular conversation such as memorizing vocabulary, speaking in front of the class, conversations with friends and sometimes implementation of the theater. Implementation of conversation extracurricular activities in SMP Negeri 1 Bansari only provided a modicum of grammar and overall activity directed to the practice and the courage to speak. So in extracurricular conversation participants at SMP Negeri 1 Bansari agreed extracurricular conversation was important to support the ability to speak. Components of instructional strategies used in extracurricular conversation are related to strategies to improve speaking ability.

Extracurricular Increasing Lesson Understanding. When the participants were asked whether extracurricular conversation increased lesson understanding, all participants stated that extracurricular conversation helped

students to increase lesson understanding, as shown in the following excerpts “Yes brother, because I understand more the lesson during extracurricular activities”. (Interview respondent 3, 2016) and other participant stated “Extracurricular activities can help us understand formal lesson” (Interview respondent 4, 2016).

From opinion above, two participants agree that extracurricular activities helped student understand more the lessons in formal class. In extracurricular activities, students can increase knowledge about subjects that are closely related to the lessons in the classroom. Fredricks and Eccles (2006) stated that students who take extracurricular activities will have better academic results. Extracurricular conversation activities give additional hours for students to learn the lessons. Extracurricular activities have something to do with intracurricular lesson. This makes extracurricular conversation activities become very important for students because the extracurricular conversation activity greatly assist students to facilitate the understanding of the intracurricular lessons. If the student can understand the lesson, the students will get good academic results. Therefore one of the goals of the extracurricular conversation activity is related to the results of students' academic achievement.

Extracurricular Increasing Self Confidence. When the participants were asked the impact of extracurricular for speaking ability, all respondents had confidence to use English, as shown the comment of one participant “I have bravery to speak English with foreigners after joining extracurricular

conversation” (Interview respondent 1, 2016) Another participant stated “I feel confident used English for conversation. (Interview respondent 2, 2016) and other participant stated “after joined this extracurricular, I feel brave for speaking English and can make good preparation and sometimes use hand phone when I forgot the vocabulary” (Interview respondent 3, 2016). The last participant stated “I have confidence for speak English even I am not expert because my friends are not really better than me” (Interview respondent 4, 2016).

From the statement above, all of participants felt confident and brave for speaking English after joining extracurricular conversation. Extracurricular conversation activities had many benefits for the students. For examples, the students can found much new knowledge that they do not know before so that the students’ knowledge improves. Besides, the students’ have more confidence to practice speaking. According to Eccles (2003) extracurricular activities can affect the development of the individual. The students can feel confident as they join the extracurricular conversation activities. If students can foster their self-confidence, they will be easier to explore their ability to speak when they practice to speak. When students feel confident, students have been successful or can perform their duties, which mean that extracurricular conversation at SMP Negeri 1 Bansari has positive results for students. The extracurricular conversation is required for students to be a place to improve skills for speaking and this extracurricular is also needed to give more training for students to attain improved ability in their study.

Chapter Five

Conclusion and Suggestion

This chapter describes a conclusion of the general findings in order to answer the research question and give suggestions to teachers, students, future researchers and also readers.

Conclusion

Language is one of the important things in human life. Language used to communicate and interact with others. Speaking skills is also very important to enhance the ability to speak if someone is able to speak and express what he wanted to convey to the listener that he can master the language.

In this section the researcher provides a summary of the answers to the research questions. In this study there are two research questions. The first research question is "what are the perceptions of students in extracurricular conversation activities held at SMP Negeri 1 Bansari Temanggung? While the second research question is" what are the students' perceptions on the impact of joining the extracurricular conversation activities to their speaking skills?

The answers from the first research question are that the perception of students in extracurricular conversation activities held at SMP Negeri 1 Bansari Temanggung shows that these extracurricular activities make students happy so that the extracurricular can attract students to actively participate in this