

Chapter Two

Literature Review

This chapter shows some literature related to the research variables. It discusses Students' Organization, the Involvement of EED of UMY students' in joining EDSA, EED Students' achievement, and the Correlation between the students' involvement in EDSA and EED UMY students' achievement. This chapter also includes review of related studies and conceptual framework.

Students Organization

There are some of theories which define about students' organization. Posner, (2009) stated that students' organization is a group of students that is typically registered with the university as an extracurricular activity. In addition Ciota, Dunn, Neufeld, Shelley, Weeden, & Valle (2007) define students' organization as a group of students sharing a common interest and have their own policy. Therefore, it can be assumed that a students' organization is as a provider for activities that will lead its member to achieve the goals that have been set.

Advantages of Joining Students Organization. Some researchers have showed many advantages that the students can get by joining organization. Austin (2011) stated that students' involvement in extracurricular activities like organization is generally considered advantageous to their overall educational experience. Moreover, Kayatin (2005) also stated that students' involvement in organization is indeed essential to educational life. From those two statements, it shows that organization provides some good advantages that will be gained by member of the organization for future endeavors. In addition, Nadler and

Tushman (1997) provide a specific list of the advantages that students might experience through involvement in a student organization. Some of the advantages are the development of social and leadership skills, working in group, educational aspirations, academic achievement, decision making skills regarding career and life planning, self-confidence, strengthening relationships with the faculty, the ability to see course curriculum to be more relevant, and further success after college. From those explanations, the researcher assumes that organization gives many advantages in developing students' skills and academic achievement.

Disadvantages of Joining Students Organization. Despite having so many advantages, having involvement in organization also has several risks. Huang and Chang (2004) believed that student organizations require too much time from the member that can disturb students' studying time. In line with this, Baker (2008) also showed that involvement in organization has a significant negative effect on GPA for African American males and females, and Latinos. Joining organization takes students' time. It has also become like a challenge to them to manage their time between studying and managing the organization.

English Department Students Association (EDSA) of UMY. EDSA is one of students' organizations at EED of UMY. According to EDSA s' website, EDSA is an official organization under the English Education Department of Universitas Muhammadiyah Yogyakarta. It is an organization for the students to show and enhance knowledge and skills in several programs. There are five division allotments in EDSA. The first division is DEAS (Development English Academic Sector). This sector focuses to hold academic activities to develop

students' English skills such as grammar, speaking, and debating skills. There are also events held by EDSA involving outsiders to compete with such as NEED (National English Education Debate) and NESCO (National English Speech Competition). The second division is MMS (Mass Media Sector). This sector focuses on EDSA's publication activities such as EDSA's magazine and bulletin. The third division is SEPDES (Self Potential Development Sector). This sector accommodates students' physical needs or hobby such as music, soccer, basketball, and volley. The fifth division is RSS (Religion and Social Awareness Sector). In line with the vision and mission of the EED UMY, EDSA also has a sector, which focuses on teaching kids around the campus through *Taman Pendidikan al Qur'an* (TPQ) and conducts charity program like visiting the orphanage. In short, those are five divisions in EDSA with its fields to help students enhance their skills.

Students' Academic Achievement

There are many aspects that can show how good students in their learning process in university. One of them is by seeing how high students' grade point average (GPA) is. Nelson, Misra, Gail, & Mackie (2016) highlighted that one of the major measurements of students' performance is student's grade point average (GPA). This is the primary outcome measurement for this study. Furthermore, Hade (2016) stated that a high GPA will give a higher chance of success, especially for students who want to pursue a professional career.

Hade (2016) has five reasons why GPA is important for fresh graduate students, among others are the first, GPA is the only truly quantitative measure that has a standardized scale almost in every country in the world (0.0-4.0). Then,

the second reason is GPA is an employment and scholarship requirement that can be seen on almost any job and scholarship opportunities. Next, GPA is not only a reflection of academic capabilities, but also commitment, perseverance, and time management skills. Then, Students will be 'judged' socially by their GPA. The last reason is GPA is crucial for Master or Postgraduate Studies.

Involvement in EDSA and Students' Academic Achievement

As a students' organization that exists in English Education Department of Universitas Muhammadiyah Yogyakarta, EDSA provides many activities such as teaching practice, speaking club, writing club, sports club and art club that involve its members' participation. The first three activities above are closely related to the EED students' activity inside the class. It is expected that the students' activities outside the class especially the students' involvement in EDSA will support the students' activities inside the class.

In English Education of Universitas Muhammadiyah Yogyakarta, there are two skills that student needs to acquire in learning process. They are hard skills and soft skills. To achieve a good GPA, students should have good ability both in hard skills and soft skills. The students can get the hard skill in teaching and learning processes inside the class. But, student also can improve their hard skill outside the class. Claire, Coranto, and David (2015) said that doing activity outside the classroom can enhance and contribute to students' learning.

In addition, Skogerboe (2015) has five reasons why students should join student organization in a university. They are improving student soft skills, improving student grades, improving student time management, broaden student networking, and the last one increase student experience. Therefore, it can be

stated that joining organization has relation with the students' soft skill improvement.

Review of Related Study

There have been studies discussing the correlation between the involvement in students' organization and students' achievement. In this part, the researcher discusses three related studies. The first study was done by Hawkins (2010). The second was done by Foubert and Grainger (2006), and the last was done by Azurdee (2010). The further discussion is presented below.

First, there is study of Hawkins (2010) entitled 'Relationship between Undergraduate Student Activity and Academic Achievements'. This study mentioned the importance of organizational environment for students. This study had 30 students as sample. This study used quantitative method. The result of this study showed that there is a positive correlation between students' activity in undergraduate education process and students' academic performances.

Secondly, there is a study from Foubert and Grainger (2006) entitled 'Effects of Involvement in Clubs and Organizations on the Psychosocial Development of First-Year and Senior College Students'. This study took 600 first year students of NASFA University that were randomly selected. The result of this research showed that the variables have a positive correlation.

Thirdly, there is a study from Azurdee (2010) entitled "Assessing the Relationship between Student Involvement and Academic Performance in Higher Education". This study had 335 respondents that were randomly selected by

researcher. The result of this research showed that this research had a negative correlation between joining organization and students' academic performance.

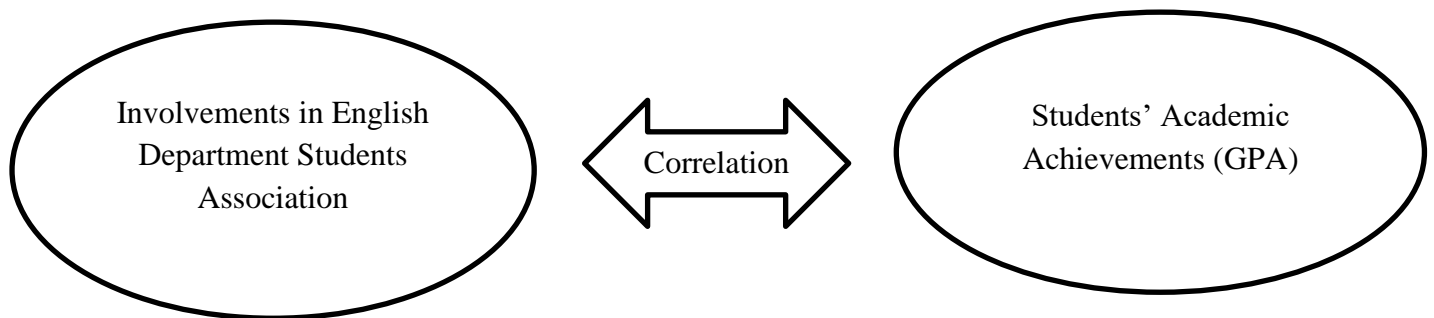
These three researches above have similarities and differences with this current study. Aguirre, Hawkins' study (2010) has similarity with this current research about the academic achievements. However, the difference between Hawkins' study (2010) with this current research is in the main focus. Hawkins' (2010) study focused on all activity of students outside the classroom. In this current research, the researcher focused only in the student activity at students' organization. Meanwhile, Foubert's and Grainger's (2006) student have similarity with this current research in investigating the involvement of students in clubs or organizations. Moreover, the research done by Foubert and Grainger (2006) was intended to see the psychosocial development of students. Instead of seeing the psychosocial development of students who joins clubs or organizations, this current research aims to investigate whether there is any correlation between joining organization and students' academic achievement or not. Furthermore, Azurdee's (2010) student has similarity with this current research in student involvement at organization. However the difference between Azurdee's study (2010) and this current research are the respondents. In Azurdee's study (2010) there are 335 respondents, but this current research only have 28 respondents.

Conceptual Framework

The previous studies show the positive and the negative correlation between students' involvement in organization and students' academic achievements. Therefore, correlation between the students' involvement in EDSA Board and the students' academic achievement can be investigated to support

whether or not the correlation between these two variables confirms the previous result. In this research, the researcher wants to investigate the students' involvements in EDSA Board and students' academic achievements and how they correlate each other. The conceptual framework of this research is shown in figure 1 as follows:

Figure 1 Conceptual Framework



Hypotheses

There are two hypotheses in this research. They are:

Null hypothesis (H_0): There is no significant positive correlation between the students' involvements in EDSA and students' achievement at English Education Department of Universitas Muhammadiyah Yogyakarta.

Alternate hypothesis (H_1): There is a significant positive correlation between the students' involvements in EDSA and students' achievement at English Education Department of Universitas Muhammadiyah Yogyakarta.