

Chapter One

Introduction

This chapter presents the background of the study, statement of the problems, limitation of the problem, formulation of the study, and the objective of the study. The significance of the study and the outline of the study are also presented in this chapter.

Background of the Research

Schools nowadays facilitate students not only with intra-curricular activities but also extracurricular activities. Intra curricular is learning activities carried out within the class and should be done by students in the school. Extracurricular is learning activities carried out either inside or outside of the class, which is not part of the formal situation that students do at schools. Students are not required to take the activities. Extracurricular is an important part of education but it is not an obligation for the students. Students who participate in extracurricular activities generally get benefit from these activities. There are four advantages of attending extracurricular. For example, students will get a better score, will achieve higher educational achievement, will join the class activity more regularly, and will have greater self-concept (Niki, 2009).

According to Massoni (2011), extracurricular activities are created at all levels of the schools in many different forms. Based on the Act of the minister of education and culture (*Permendikbud*) Number 62 Year 2014, extracurricular is defined as

activities that are done by students outside of learning intra-curricular activities, under the guidance and supervision of a unit of education. A unit of education is a primary school, junior high school, senior high school, and vocational high school.

SMA Muhammadiyah 5 Yogyakarta is one of the high schools in Yogyakarta that has already conducted several extracurricular activities. One of the activities is English extracurricular called MUMA English Club. However, it seems that the students have low interest to participate in the English extracurricular activity in school. In fact, not many students want to join the extracurricular activities. There are only fifteen students who participate in English extracurricular activities although the total number of students of the schools are 230 students. This fact is also supported by a statement from one of the teachers of SMA Muhammadiyah 5 Yogyakarta, who said that the involvement of students in English extracurricular activities over the years was only minority, the students were less aware of the importance of learning English through the extracurricular activities.

In this research, the researcher highlighted a problem. According to the researcher's experience when doing the internship program at SMA Muhammadiyah 5 Yogyakarta in the 6th semester in 2015. In the internship program, the researcher was teaching the students in intra-curricular activity. The researcher found that most of the students were not interested in learning English. For example, when the researcher taught in the classroom, it was clearly seen that students were not enthusiastic to learn the lesson especially English subject. Some students were not serious in following the lesson, this fact was seen when the researcher asked them to

work in pairs then gave some tasks such as arranging the sentences which had been designed randomly, and they walked around the class to see their friends' answers. This happened because most of them were not able to do the assessment. In addition, when the researcher gave the task such as practice in front of the class the students were not serious to practice. They did not feel enthusiastic trying to speak English and practice with their friends.

Based on the background above, the researcher concluded that extracurricular activities are an important part for the students. Unfortunately, the students were not interested in joining the extracurricular activities. Students' interest, ability and students' willingness in joining English as intra-curricular activity was low. In addition, the students' interest, ability and students' willingness to join the English as extracurricular was also low. Wording this condition, the researcher believed that extracurricular activities are appropriate choice for students to take the chance and extra time in learning English off the classroom. Based on these points, the researcher tried to figure out the students' perception on the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

Statement of the problem

Establishing English extracurricular activity is considered as advantages for the students as they have more times and exposures to learning English. One way to obtain more English practices off-school is by joining an English Extracurricular activity. In SMA Muhammadiyah 5 Yogyakarta, the activity of learning English as

extracurricular is called MUMA English Club. However, only a few students participate in this activity. From all students at SMA Muhammadiyah 5 Yogyakarta, only 15 students participated in English extracurricular activities. This minority of participation is interesting to be discussed seeing the advantages of the extracurricular activities. Specifically, this research is going to reveal the students' perception on the implementation of the English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta and its problems.

Limitation of the Problems

The researcher limits this research in investigating the students' perception of the practice of English extracurricular activity. This research will focus on finding out the students' perception on how English extracurricular activities is administered at SMA Muhammadiyah Yogyakarta. Also, the research will reveal the problem in the implementation of English extracurricular activity at SMA Muhammadiyah 5 Yogyakarta.

Research Questions

Based on the background and the statement of the problems above, the researcher formulates two research questions as mentioned in the following sentences:

1. How is the MUMA English Club administered according to the students' perception?
2. What are the problems in the implementation of the English extracurricular at SMA Muhammadiyah 5 Yogyakarta?

Objectives of the Research

The objectives of this research are:

3. To find out how is the MUMA English Club administered according to the students' perception?
1. To discover the problems in the implementation of English extracurricular activity at SMA Muhammadiyah 5 Yogyakarta.

Significance of the Research

This research also offers some significances for some parties, namely the students, the researcher, the institution, and the other researchers.

Students. The result of this study can promote the understanding of some problems found in the implementation of English extracurricular activities. Therefore, the students can pay attention and try to solve this problem. And the information of this research hoped can give more knowledge for the students.

Teachers. Through this research, the teacher will motivate all their students to join English extracurricular activity. The teacher also can encourage their student to learn English successfully. And through this research, the teacher can evaluate the English extracurricular activities to be better to implement for next years.

Institution. The result of this research can be used as an evaluation for the institution SMA Muhammadiyah 5 Yogyakarta. Therefore, the school supported all

its students to join the English extracurricular activity. Also, the school could improve the students' interest in learning English especially by joining English extracurricular activity. The formation of English extracurricular is expected to become a fun and effective group of study. It is also expected that English extracurricular activity can support the enjoyable learning to get the high achievement.

Other researchers. This research can encourage another researcher to continue this research to a deeper research. Then the future researcher also can take some points to conduct particular research in a similar theme. In addition, this research can be used as their references.

Outline of the research

This research consists of five chapters. Those chapter have sub-chapter. The first chapter is introduction. This chapter consists of the background of the research, statement of the problems, limitation of the problems, formulation of the research, the purposes of the research, significance of the research and the outline of the research. The second chapter is literature review. The researcher puts several theories that related with the content of this chapter. This chapter consists of students' perception, school curriculum, extracurricular, English extracurricular, the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta, the problems in language learning, and language exposure. The third chapter is research methodology. This chapter consists of design of the study, research setting,

participant of the research, data collection method and data analysis. The fourth chapter is finding and discussion. It talks about findings of the research and discussion that relates with the theories in the literature review. The fifth chapter is conclusion and recommendation. It talks about conclusion from the first chapter up to fourth chapter.