

Chapter Two

Literature Review

There are some parts that will be discussed in this chapter. Some theories that are appropriate with the topic will be presented to support the researcher's opinion.

The arguments mostly focus on perception, school curriculum, extracurricular,

English extracurricular activities, and English extracurricular at SMA

Muhammadiyah 5 Yogyakarta.

Perception

People have different opinion towards perception. Therefore, the researcher provides an explanation about perception according to several experts. The researcher also explains the process of perception and factors that influence perception.

Definition of perception. There are several opinions related to the explanation of perception and every individual may has the different statement in describing their perception because it is measured as something that is subjective. Fildman (2012) said that perception is selecting, interpreting, analyzing, and integrating stimulus through the sensory receptor. According to Wang (2007), "perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind" (p. 2).

Additionally, perception is determined very generally on knowledge, derivative from past experience of the people, occasionally even pre-human

experience (Gregory, 1997). Besides that, Segall, Campbel, and Herskovit (1968) said, "Perception is an aspect of human behavior, and as such it is subject to many of the same influences that shape other aspects of behavior" (p.5). In addition, Peterson (2012) mentioned that perception is a frequent and energetic process that influences how people realize their world, themselves, and others in it, and the final formation of meaning.

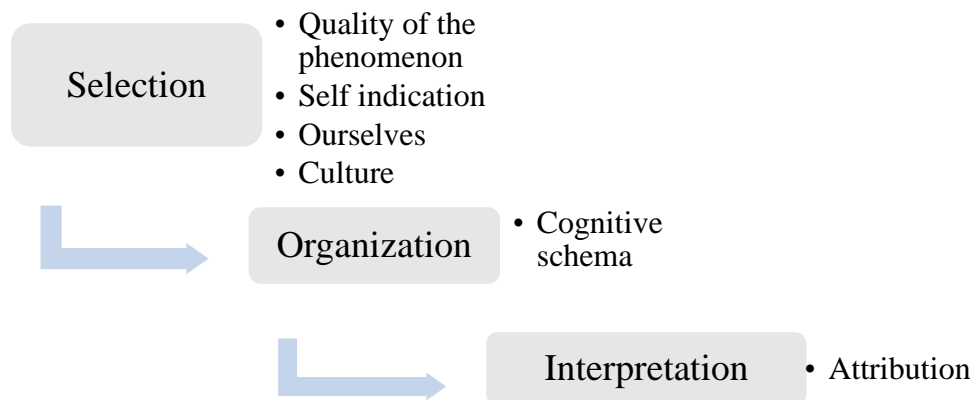
The term perception is often called as a point of view or someone's opinion, description, supposition, and how someone perceived the world around them because in perception there is someone's response about a thing or object. Perception has a lot of senses, one of them is the process or manner by through an individual arranges, organizes, chooses, and interprets their sensory receptors in order to give significance to their backgrounds or to take something which happens in individuals surrounding field and condition. Therefore, a perception which refers to this study is an opinion, description, and assumption about the program of extracurricular activities, which has been implemented at SMA Muhammadiyah 5 Yogyakarta.

Process of perception. Perception is the result of someone's opinion that passed through a process. There are three steps in the process of perception. According to Wood (2013), the process of human perception is namely selection, organization and interpretation.

The selection means that an individual selects the stimuli which she/he will pay attention. What we choose to pay attention is also influenced by ourselves and what occur with ourselves. In addition, motivation and requirement are also

influenced by what we see and we do not see. The second is an organization. When someone has selected the stimuli they need to organize the stimuli into arrangements and principles, which will support them to know the information on what we pay attention. The theory that explains about how to organize the experience is called constructivism. This theory said that the experience arranged and interpreted by applying the cognitive structure that is called schema (Burlison and Rack 2008 in Wood, 2013). The last is interpretation. Interpretation is a subjective process to explain about the perception that happens to us which aimed to give sense towards the information. We arrange several explanations to interpret the sense to various situations. This point can be affected by some factors, for example life experience, perception, expectancy, cultural factors, need and interest and structure of references.

Figure 1. Process of perception (Wood, 2013)



School Curriculum

This section consists of four parts to be discussed, namely school curriculum in Indonesia, the history of curriculum in Indonesia, structure of high school curriculum in Indonesia and curriculum in SMA Muhammadiyah 5 Yogyakarta.

School curriculum in Indonesia. Not only in education, the term of a curriculum very familiar in every single aspect of education, but also at the whole world life. Pedagogically, a curriculum is the set of courses, and their contents offered at an educational institution. Indeed, there are several opinions that are related to the explanation of curriculum. An explanation from the Regulation of Education number 20 the year 2003 about National Educational System. Indicates that curriculum is a set of plan and regulation which deals with the goals, contents, materials and ways that are used as a guide of learning activities process to achieve the education goals including national education goals.

In addition, in the Act of the National Education System year's 1989 chapter 1 article 1 also mentions that curriculum is a set of plan and regulation dealing with the contents, lessons and ways that are used as guide of teaching and learning process. Furthermore, Lunenburg (2011) defined, "There are many conceptions and definitions of the curriculum: as content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach" (p.5).

The history of curriculum in Indonesia. The changing of the curriculum in Indonesia has been going for several times in a history, namely in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest is 2006. The change is a

logical consequence of the change the political system, social, cultural, economic, and science. The entire national curriculum is designed based on the same basis which is Pancasila and 1945 Constitution. The difference is the emphasis on basic education goals and implementation approach. There are many curriculum developments in Indonesia. Hidayat (2013) mentioned they are: *Rencana pelajaran* 1947 (lesson plan 1947), curriculum 1952, curriculum 1964, curriculum 1968, curriculum 1975/1976, curriculum 1984, curriculum 1994, and curriculum 2004 (KBK)/ Curriculum Based Competency (CBC) and curriculum 2006 KTSP (School Based Curricular).

Structure of high school curriculum in Indonesia. The structure of high school curriculum covers substance learning taken in one level of education for three years, start from class X (first year) to class XII (final year). The structure of the curriculum is arranged based on the graduate competency standards (Mulyasa, 2008).

He further stated that organizing classes in the high school divided into three groups, namely class X, class XI and XII. Class X is a general program that followed by all the students, consist of sixteen subjects (in intra-curricular), and local content and self-development in extracurricular. In addition, high school curriculum for class XI and XII provide a vocational program which consists of thirteen subjects (in intra-curricular), then local content and self-development in extracurricular activities. High school curriculum consists of four program, namely the science program (IPA), the social science program (IPS), language program, and religious program (specifically for Islamic Based-school/Madrasah Aliyah).

Curriculum in SMA Muhammadiyah 5 Yogyakarta. SMA

Muhammadiyah 5 Yogyakarta has been applying KTSP (School Based Curricular) as the curriculum of the school. The curriculum in the school is developed in accordance with a unit of education, characteristics of the school, social and cultural local community, and characteristics of the students (Mulyasa, 2008). He further stated the content of curriculum KTSP included a number of subjects that must be taken in school. In addition, the Muatan Lokal (local content) and self-development also become the part of the curriculum content. Deeper in these contents, the school will have to conduct intra-curricular and extracurricular activities as the motor of the curriculum.

Intra curricular activities are activities that have been carried out at the time hours (Viningsih, 2013). The activities are in the form of the process of learning and teaching in the classroom. The curriculum covers the subject that had been determined in school curriculum content. Meanwhile, extracurricular activities are the activities that are carried out outside teaching hours. It is outlined in the school program, appropriate to the condition and needs of the school. Based on Minister of Education and Culture Act 2013, extracurricular activities are included in the curriculum content namely self-development which supports the intra-curricular activities.

Extracurricular Activities

This section consists of four parts to be discussed namely the history of extracurricular, definition of extracurricular, the type of extracurricular, and the advantage of extracurricular.

Definition of extracurricular. Extracurricular is learning activities carried out either inside or outside of class. Based on the Act of Minister of Education and Culture (*Permendikbud*) Number 62 Year 2014, extracurricular activities are the curricular activities that are done by students outside of learning intra-curricular activities, under the guidance and supervision of a unit of education. According to Massoni (2011), extracurricular is a learning activity where the student participates in the school which is not part of the formal situation that a student doing at a school. He also mentioned that “extracurricular activities are a part of students’ everyday life. They play important roles in student’s live” (p.86).

In addition, extracurricular activity is student activities related to school and generally have no academic recognition (Nikki, 2009). Bartkus, Nemelka, and Gardner (2012) said that extracurricular activities are defined as academic or non-academic activities that are conducted under the supports of the school but occurred outside of normal classroom time. Schlessner (2004) defined that extracurricular activities are one of the foundations of groups and provide appropriate intelligence for most students. In the other hand, Lunenburg (2010) mentioned that extracurricular activities are supposed to be integrative in the environment because they draw together several parts of knowledge and experience.

In this research, the extracurricular activities held at SMA Muhammadiyah 5 Yogyakarta. It is define as an additional activities to give the students opportunity to improve their English. This activities done by the students outside the regular class activities and it is still under the supervision of the school.

The advantages of extracurricular. Students who participate in extracurricular activities generally get benefits from these activities. There are some advantages of attending extracurricular activities such as: students tend to get better score, higher educational achievement, join the class activity more regularly, and have greater self-concept (Niki, 2009). In the other side, participation in extracurricular activities provides many important outputs for students in today's world. It provides them with challenges, alternative resources, and life-long learning experiences (Schlesser, 2004).

Besides the advantages above, there are another advantages that mentioned by some experts. According to Guest and Schneider (2003), "Adolescents' participation in extracurricular activities is often associated with positive behavioral outcomes such that activities directly shaping adolescents' development" (p.89). Feldman and Matjasko (2005) defined "extracurricular activities offer a means to express and to explore one's identity, generate social and human capital, and offer a challenging setting outside of academics" (p.161). Based on the Act of Minister of Education and Culture Number 62 Year 2014 extracurricular activities can find and develop the students' potential as well as providing positive social in developing communication

skills and collaborates with other people. Besides, extracurricular activities are able to facilitate student's talent, interest, and creativity differently.

Types of extracurricular activity. There are many types in extracurricular activities. According to Massoni (2011) extracurricular activities include academic and non-academic or sports versus non-sports. There sample of academic activities are debate, publication, contest, school club and student council. The example of non-academic activities include athletic, music, drama, contest, and various social event. Those extracurricular activities are selected by school to provide the learner with non-academic activities (Guest and Schneider, 2003).

Additionally Eccles et al (2003) aggregated that the extracurricular activities into five categories namely prosaic activities such as church attendance, performance activities such as school band, drama, and dance, Team sport activities such as one or more school sport team, School involvement, such as students' government and cheerleading, academic club, such as debate, foreign language, math, science fair, or tutoring in academic subject.

English Extracurricular activities.

English extracurricular activities are programs that have been provided by the institution for their students. These activities can be the supplement to classroom teaching (Zhou 1994 in Yang, 2014). In addition, English extracurricular activities are defined as students' extra learning program besides regular English class in the

classroom. Yang (2014) indicated that extracurricular English learning activities are the extension and auxiliary form of English classroom teaching.

Extracurricular program is a supporting program in intra-curricular learning in school. This activity develops students skill based on students' interest and talent. The implementation of the extracurricular activity also supports the achievement of education. Based on the Act of Minister of Education and Culture Number 62 Year 2014 about extracurricular for the educational level, extracurricular activity is done by the students outside the learning intra-curricular activities under the guidance and supervision of a unit of education which aimed at developing student's talent, interest, the ability, personality, cooperation, and independence.

In addition, the point of the English extracurricular activities conduct by the school is to give the students chance to improve the student's English skills and have more exposure and time in learning English. According to Mulyasa (2007), extracurricular activities are certain program held outside the school regular time for supporting and improving students' skills.

The implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

SMA Muhammadiyah 5 Yogyakarta is known as MUMA. Based on the information of the agenda of the English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta, this institution provides English extracurricular activities since 2010 which is commonly called as MEC. MEC stands for Muma

English Club. Muma English Club is the activity that is constructed for students and expected to improve their English skill. This activity is not an obligation for the students. Muma English Club (MEC) aims to create the students to be able to use English language well and properly in daily life, to prepare themselves to face the globalization era, and to prepare students' positive future. Besides that, students can improve their English language ability for the purpose of achievement in learning activities that is related to English.

The English extracurricular activities are held once a week. The day of this activity is not determined because the teachers adjust with the students' other activities. The schedule can be either on Tuesday or Saturday, it depends on the students learning activities schedule. The teachers who are responsible for the English extracurricular are Mr. Novian Faqih, and Mrs. Lina Malahayati. Both of them are the English teachers at SMA Muhammadiyah 5 Yogyakarta.

Creating English extracurricular activities is beneficial for the students as the students could have extra time and experiences to learn English. Therefore, English extracurricular activity can help the students improve their capability in English language. By having more exposures in English from the activities provided at the extracurricular activities program. The following is explained more about the participants and the activities of the English Extracurricular activities.

The participants. From 2010 until 2016 the students who participate in the English extracurricular activities are only 10 up to 25 students per year. In 2016 there are fifteen students who participate in the English extracurricular activities. The target

of the English extracurricular activities are students of grade X and grade XI at SMA Muhammadiyah 5 Yogyakarta. Students grade XII are not suggested to participate because they prepare themselves to sit the National Examination (UN) and most of them are taking the courses outside of the school.

The activities. Semester program is the activities that have been designed by the teachers of SMA Muhammadiyah 5 Yogyakarta for the students who participate English extracurricular activities. These activities are carried out outside the formal class activities. Students implement these activities once in a week in every semester. These activities consist of some activities namely, regular speaking activity, making English wall magazine, monthly writing activity, fun speaking activity with foreigners at Malioboro street, live report of cultural activities and delivering the English material such as simple dialog, daily conversation, games, speech, debate, poetry reading and storytelling. However, from those all extracurricular activities only four activities that applies in SMA Muhammadiyah 5 Yogyakarta. Those activities are speech, debate, storytelling and poetry reading.

Those four activities has the advantages for students in learning. The first is the advantages of debate. Through debate activities students can improve their English skills. This statement is supported by some experts. According to Bellon (2000) students who participated in debate activity would get the benefit from this activity, such as improved communication skills. In addition, Akerman and Naele (2011) stated, students who participated in debate activities get the benefits such as, academic achievement, critical thinking, communication and argumentation skills,

personal and social impacts and benefit. Second, the benefit of reading poetry. Through the reading poetry students can train their reading ability. According to Stange and Wyant (2008) who stated that reading poetry is one of methods for improving reading ability. Furthermore, Tompkins (2005) as cited in Stange and Wyant (2008) said that poetry does not only support reading but also could improve the enjoyment of language learning. The third is advantage of speech. Speech can help students to improve the fluency of student's speaking. Scrivener (2005) said, speech helps students to become more fluent and confident in the speaking. Storytelling has a lot of benefits for the students. The last is benefits of storytelling. According to Miller and Pennycuff (2008), storytelling is one way to help students improve their oral language ability, reading comprehension, and writing ability.

In addition, there is an incidental program which means that the program has not been scheduled yet in the semester agenda, such as English competition and English broadcasting in local radio (Radio Republik Indonesia). SMA Muhammadiyah 5 Yogyakarta has some targets in English extracurricular activities in each semester such as: publishing an English wall magazine, sending their English manuscript to the printing media and choosing competition delegate. The students who participate in these activities will follow the whole designed program as written on the following table.

The problems in learning language

The language learner may face some problems during the teaching and learning process. According to Verghese (2009) as cited in Raja and Selvi (2011) there are eight problems that impact students in learning language, those are attitude, self-confidence, and students' motivation, duration of exposure to the language, classroom condition, environment, family background, and availability of competence teachers. However, motivation is very important for the students in learning English. According to Othman and Shuqair (2013) who said, the motivation of learner greatly affects their willingness to take part in the process of learning. In addition Humaida (2012) stated that, motivation has been extensively recognized by both teacher and students as one of the key factors that influence the frequency and success of second or foreign language learning.

Besides, there are some factors that demotivated the implementation of English extracurricular activities is the teacher, As Harmer (1998) stated the teacher attendance plays a large part in his or her management of the classroom environment. In addition, he explained about the kind of language teacher use with students. It should at all time be understandable, especially when giving lessons, it should be clear and well stage. Therefore, Dornyei (2001) as cited in Othman and Shuqair (2013) said, teacher skills in encouraging the students should be realized as central to teaching effectiveness.

The other factor that demotivated the students in learning is facilities of the school. According to Mushtaq and Khan (2012), there are some factors that affect the student academic performance, and these factors are: students' communication skills, learning facilities, proper guidance and family stress. In addition Karemera (2003) as cited in Mushtaq and Khan (2012) stated, students' performance is significantly correlated with satisfaction with academic environment and the facilities in the institution.

It can be concluded that there were some problems in learning language as stated by the theorist. The problems might be encountered or faced by the students who are learning language through English extracurricular activities.

Language Exposure

In many ASEAN countries including Indonesia, English is not used as daily language. It is learned as a foreign language. According to Kirkpatrick (2012) English is taught as the first foreign language and many countries only used an English as English foreign language. They only get the English in the formal school. However, English is very important to know because today's, English used as variety activities such as, used as lingua franca between the countries to communicate with other people. To enable the students to communicate with foreign people more easily, they should learn the English since now.

In Indonesia, English is taught as a required subject for the students from secondary school level up to the university level. Although, English is required

subject for secondary school, unfortunately, the time for the students to practice English language in the formal school is very limited. It was not enough for the students to learn the English effectively. Moreover the effective time in teaching English toward developing student's English proficiency take 3 up to 5 years, and educational English proficiency can take 4 to 7 years (Kenji, 2000). While the students' learning time in English class for senior high school is only one meetings in a week which consists of 90 minutes for each meeting. Therefore, it is better if the teacher gives additional activities such as English day to increase the students' proficiency.

Language exposure is very important to improve the students' proficiency. While in Indonesia, the students are get less language exposure outside the classroom. However, one of the good things that SMA Muhammadiyah 5 Yogyakarta has conducted is English extracurricular activities. Additional lesson time outside the classroom such as extracurricular is very good to implement, because it is can give the students opportunity to increase their English outside the formal class. Students with extra exposure to the language are expected to get better understanding with the target language. Specifically, with the language exposure expected can give the students opportunity to do more exposure and extra time in learning English and improve their English.

Conceptual Framework

SMA Muhammadiyah 5 Yogyakarta has been applying KTSP as the curriculum of the school. The content of curriculum KTSP includes a number of subject that must be taken in school. Deeper in these contents, the school will have to conduct intra curricular and extracurricular activities as the mechanical of curriculum. Intra curricular activities are activities that have been carried out at the time hours. The activities are in the form of the process of learning and teaching in the classroom. Curriculum covers the subject that had been determined in school curriculum content. Meanwhile, school's curriculum provides an extracurricular activity for the students. Extracurricular activities is a part of the regular school curriculum, the term of extracurricular are school activities conducted by students beyond their study hours. It is important to provide in every school. There are many kinds of extracurricular activities and SMA

Muhammadiyah 5 Yogyakarta is one of high schools that have already conducted several extracurricular activities. One of them is English extracurricular activities which are commonly called as Muma English Club (MEC). Considering the times spent for formal classes is very limited, the teachers are not sure that English teaching is enough to make the students understand well. So the teacher gives the students more time and exposures to learn English through English extracurricular activities. This research will investigate the students' perception on students' perception on how the English extracurricular (MEC) administered at SMA

Muhammadiyah 5 Yogyakarta and students' perception on the problems faced in implementing the English extracurricular at SMA Muhammadiyah 5 Yogyakarta.

The implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta can be seen at Figure 1 below.

Figure 2. Conceptual Framework

