

Chapter Four

Finding and Discussion

This chapter presents the findings to answer the research question based on the interview data. The finding of this study reports the data from the interview to reveal this study based on the research questions. This chapter is divided into two parts to answer the two research questions. The first research question is students' perception about how English extracurricular activities were administered at SMA Muhammadiyah 5 Yogyakarta. The second was about the problems found in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

Students' Perception on How the English Extracurricular Activities were administered at SMA Muhammadiyah 5 Yogyakarta.

The English extracurricular activities administered at SMA Muhammadiyah 5 Yogyakarta were dealing with: the activities of the English extracurricular, the implementation of the English extracurricular activities, the setting of the implementation, participation and facilitator. Those will be explained in detail below.

The activities of the English extracurricular activities. The first question that was asked by the researcher in the interview was about the activities that was conducted in the English extracurricular and how they perceived about the activities. Two out of four participants stated that debating was more interesting than the other activities. It was proven by Ika who said, "I was not interested in learning reading poetry, speech and storytelling because it was very boring for me. Reading poetry and

speech only like reading the text, and storytelling was also tell a story. It was not very please for me. I liked debate since in debate I could argue my opinion with other students". She also explained "in my opinion debate can improve students' communication and speaking skills. Hence in debate the students was exercise to speak up and argue our opinion". The other participant named Dina stated, "Debate was very important for me because I could practice speaking in English more, beside that I could interact with my friends by using English language and I could have the opportunities to improve my communication skills". However, Salsa mentioned that she only liked debating and reading poetry. Furthermore, she explained "debating and reading poetry were pleasing for me, it could add more experiences and knowledge". For salsa speech and storytelling was also can improve the student's English skills, for example improve students speaking skills. In addition can also make the students fluency and confident to speak up. As also stated by Putri, "reading poetry is a pleasure for me, I am very happy when I can read the English poetry, I think reading English poetry is good for student, it could make the students train to read sentences in English and make the students encourage to speak in English".

Based on the information above, it could be concluded that there were four activities administered in English extracurricular activities namely debating, speech, storytelling, and reading poetry. The result of the interview which were obtained from the students about the activities administered at the English extracurricular activities

was in accordance with the data obtained from the table of agenda of the English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

According to the participants, debate was more interesting than the other activities. Three participants said, debate was good for them. They liked debate although they did not have same reason in giving their perception. Further, the participants stated that they would have opportunity to improve their communication and speaking skill by joining debate activities. The finding was in line with Bellon (2000) students who participated in debate activity would get the benefit from this activity, such as improved communication skills. It was also supported by Akerman and Naele (2011), who said that, students who participated in debate activities got the benefits such as, academic achievement, critical thinking, communication and argumentation skills, personal and social impacts and benefit.

However, some students also liked reading poetry. The participant clearly stated that, reading poetry could make the students train to read the sentence in English and make the students encouraged to speak in English". It is in line with Stange and Wyant (2008) who stated that poetry is one of methods for improving reading ability. Furthermore, Tompkins (2005) as cited in Stange and Wyant (2008) said that poetry not only supports reading but also could improve the enjoyment of language learning. In addition students perceived that speech and storytelling was also can improve the student's English skills, for example it can improved students speaking skills and make the students fluency and confident to speak up. It is in line

with Scrivener (2005) who said, speech helps students to become more fluent and confident in the speaking. In addition Miller and Pennycuff (2008) stated that, storytelling is one way to help students improve their oral language ability, reading comprehension, and writing ability.

The implementation of English extracurricular activities at SMA

Muhammadiyah 5 Yogyakarta according to the students' perception. The next question, the researcher asked the participants about the implementation of English extracurricular activities. The data showed that there were three participants who said that the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta was good enough since it could improve students' skills. It was evidenced by Putri, "In my point of view, until now, the implementation of English extracurricular activities was good enough because through this activity, I could improve my English language skills such as speaking and listening". She also stated, "from not knowing a debate, until I knew debate; from not knowing a speech, until I understood what speech is; and from not knowing a poetry until I am able to read the poetry". Furthermore, Salsa also highlighted the same idea in her statement by saying "in my opinion, extracurricular activities in our school was good enough but the school should increase the lesson that was given to us to improve our skills". In addition, Dina also stated, "Actually, it was quite good. Unfortunately, we did not have chance to participate in international event yet".

Meanwhile, one participant was against the other three perception, saying that the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta was not effective since the schedule of the extracurricular activities were not regularly and determinately conducted. It was mentioned by Ika “the implementation of English extracurricular activities was not effective because the schedule of the English extracurricular activities was not regularly and determinedly conducted”.

The finding showed that, three participants mentioned that the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta was good. Through this extracurricular activity, the students could improve their English skills such as speaking and listening. The finding was in line with Mulyasa (2007) who said that extracurricular activities were activities which were held outside the regular class. It was used for supporting and improving students’ English skills. However, one participant said the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta was not effective.

Setting of the implementation. Four of the participants revealed that English extracurricular activity was conducted once a week. If the school held a competition, then the schedule of the implementation of English extracurricular activities could be added into three times in a week. It was mentioned by Putri, “in a week we conducted once, but if we would like to participate in competition, we usually hold three times in a week”. Furthermore, she mentioned in other statement that “to learn English once in a week in English extracurricular activities was not enough for me. In a short time

it was not enough to make the students master in English. However, this activities were good for me, I am pleased with the holding of this activity, and this activity was actually good because this activities can lead the students to have a better skill in English. Then students actually could get the additional science besides learning activities. Dina also agreed with Putri, she said “learning English once in a week was not enough for me because in a short time, I did not get a lot of lesson. In Dina’s opinion, this activity was good but she think that once a week was not enough since to make the students master in English, they should learn regularly. The students would be master in English if they often learn the lesson. He continues by saying “I am not very interested in activities performed once a week, because I wanted this activities were implemented regularly. I expected this activity implemented twice in a week.

Differently, there were two out of four participants said that once in a week was enough for them to learn English in extracurricular activities because they also learned English in intra-curricular activities. As Salsa said” I think it was enough because the students also learned English in the intra-curricular class”. Salsa gave her opinion by saying “I like this activity, if it was conducted once a week. I was also interested. I think if this activity was conducted twice in a week it was to frequent, so it can be bored for the students in learning. Additionally, Ika stated “learning English in extracurricular activity was only additional lesson, the students were not obligated to attend the activity and it was okay if it was conducted once in a week”. In my opinion it was good, although it was implemented only once a week at least the

students can get the science and knowledge, and get the additional lesson outside the classroom. I was also interested, because I think it was very useful for me. It can add the knowledge.

From the data, it can conclude that English extracurricular activity was conducted once a week. Two out of four participants perceived that once in a week was enough for them to learn English in extracurricular activities because the students also have learned English in the intra-curricular activities. Contrary, there were two out of four participants perceived that it was not enough because in a short time they did not get a lot of lesson, and it was not make the students master in English.

However all the students perceived that once a week were actually good to implement the activities because this activities can lead the students to have a better skill in English. The students pleased with the holding of this activity, then students could get the additional science besides learning activities. Three out of participants were also interested in activities that performed once a week, However one out of four participants said she was not very interested in activities that performed once a week, because she wanted this activities were implemented regularly. She expected this activity implemented twice in a week.

The participants also revealed that the implementation of English extracurricular activities were conducted around 90 minutes in each meeting and it was done after school. Putri stated, “the implementation of English activities were around 90 minutes after the school ends”. Putri said “the English extracurricular activities actually only as additional time for learning English, therefore 90 minutes

was enough to learn the English”. In my opinion it was good. I was interested, for me 90 minutes was appropriate time during the class and I think it was not too long, so the students were not boring in the class. Salsa also added, “the implementation of English extracurricular activities was usually conducted until 90 minutes, but it depended on our English teacher”. Salsa also stated that “90 minutes was enough for me because I would learn the English outside the extracurricular activities”. I think it was good. 90 minutes was not very long so that I did not feel bored when I learn in the classroom.

Then, Ika stated “the implementation of English extracurricular activities was done 90 minutes for each meeting”. It was also supported by Ika “extracurricular was only the activities that students did in outside the class, so within 90 minutes was enough because the students also learned the English in class”. Ika perceived that 90 minutes was good. It was only little different with learning activity in the classroom. Learning activities was usually around 90 minutes. In addition extracurricular activities were implemented in afternoon. If it was too long, the students will be bored in joining this activity. Dina mentioned, “Usually, it was around one hour up to 90 minutes per each meeting. The other participant named Dina stated “learning English during 90 minutes was enough for the students, because some students learned the English inside the class and also in their house. Dina perceived that “90 minutes was good. In my opinion 90 minutes was effective in learning. During 90 minutes, we can get some points from the lesson”.

From the data it can be conclude that English extracurricular activities that were implemented was around 90 minutes in each meeting. The students said that 90 minutes was enough for them because they was also learned the English outside the extracurricular activities. Students perceived that the activities that conducted around 90 minutes were good. It was appropriate time during the class and it was not too long, so the students were not boring in the class. The students also said that 90 minutes was effective in learning. During 90 minutes, they can get some points from the lesson.

The English extracurricular activities were usually conducted on Tuesday. All the participants agreed to learn on this day. Putri stated, “Tuesday was fine for the students to perform the English extracurricular activities”. I like on Tuesday. For me it is fine. For me myself I have a lot time so I can join this activity in all days. In other statement she said “I like this activity which was conducted on Tuesday because we also have free time in Tuesday. There was no any other activities except English extracurricular activities. I was interested because there was no other activities on Tuesday. So I think it was very effective if it was implemented on Tuesday. Then, when the students wanted to conduct a competition, the implementation day of English extracurricular activities would be determined by the English teacher of SMA Muhammadiyah 5 Yogyakarta. As Putri stated, “it depended on the situation, for example is the competition. It depended on the English teachers’ availability”. In addition Salsa said “extracurricular was conducted once a week on Tuesday after

leaving the school. He said in other statement she was happy if this activity was conducted on Tuesday because the students did not have any activities. All students can join this activities on Tuesday. The other participant named Ika stated that “extracurricular activities were conducted once a week on Tuesday. I like Tuesday because the schedule was not very busy. I also agreed with other days. If this activity was implemented on Tuesday so in the weekend was not too busy. So it would be better if it was done on Tuesday, Monday, Wednesday and Thursday. Dina also stated “this activity was conducted on Tuesday. I think it was good because on Tuesday the students did not have any other activities. The students can join this activity. There was no same activities with the schedule of Extracurricular on Tuesday. So I think Tuesday was appropriate day to implement this activity.

It can be conclude that English extracurricular activity was usually conducted on Tuesday. The students like this activity which was conducted on Tuesday because they have free time in Tuesday. There was no any other activities except English extracurricular activities. The students perceived that Tuesday was fine for the students to perform the English extracurricular activities, because the students have a lot time on Tuesday so they can join this activity on that day. The students said that it was very effective and appropriate day to implement the activity.

The English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta were implemented in the classroom or in the library. All participants said that English extracurricular activities were done in the classroom or in a library. However, the activities were ever planned to be done outside of the school. Unfortunately, until

now it was only done in the school. All participants in this research exposed that English extracurricular activities were only done in the classroom or in library. This evidence was supported by Salsa who stated, “so far the implementation was in the classroom, but we also planned to implement outside the school such as: at Malioboro street”. I like learning in the class, but sometime I wanted to learn outside the class. I was not so interested learning in the class, sometime I felt bored learning in the class. Putri said “extracurricular was done in the classroom and in library. I thought it was pleasure if the students learned in the classroom. When the students learned in the classroom they can focus without any annoyances. Therefore I was interested and happy if we learned in the classroom.

Ika said “extracurricular activity was done after leaving the school, it was implemented in the classroom. I think learning in the classroom was fine. I like learning in the classroom, but I will be more interested if the students can learn outside the class. So students can explore and directly practice. Dina stated “so far extracurricular activities were still done in the class. There was good and bad thing, I said it was good because students can learn without any disturbances. I said it was bad because students will be bored if they only learned in the classroom. However, I was not so interested if this activity was only done in the classroom. I wanted to practice outside the classroom in other to get the knowledge and avoided the boringness. It can be conclude that the students like learning in the classroom. They thought it was pleasure if the students learned in the classroom. When the students learned in the classroom they can focus without any annoyances. However, the

students also perceived that they will be more interested if the students can learn outside the class. Sometime they felt bored learning in the class. So students can explore and directly practice outside the classroom in other to get the knowledge.

From the data which was gotten from finding, the researcher classified the setting of the implementation into some points which are: time, day and place of the implementation of English extracurricular activities. As revealed in finding, English extracurricular activities were done after school. Based on the Act of Minister of Education and Culture (*Permendikbud*) Number 62 Year 2014, extracurricular activities are the activities that are done by students outside of learning intra-curricular activities, under the guidance and supervision of a unit of education

Facilitator. The data that have been analyzed showed that the teacher of English extracurricular activities were Mr. Helmi and Mrs. Maira. They were also teaching in intra-curricular activities. Sometimes, the English teacher invited the guest teachers to teach the English extracurricular activities. It was mentioned by four participants. As Putri said, “the teachers were Mr. Helmi and Mrs. Maira. In other statement, Putri also mentioned that “Mr. Helmi and Mrs. Maira taught English in intra-curricular activities”. She also stated the teacher were good in teaching, they could make the students relax and enjoyed the situation. I like both my teacher because they were very pleasant. Putri also stated that the guest teacher once taught in English extracurricular class. Here was her statement, “for debate activity, they invited Mr. Razak to train us”.

Besides that, Salsa had the same perception with Putri. As Salsa confirmed, the English teachers who taught in English extracurricular were Mr. Helmi and Mrs. Maira. She stated Mr. Helmi and Mrs. Maira were a nice teacher, their style in teaching were different than the other teachers in this school. She stated in other statement "I myself was very pleasure to them. I was interested when they gave a lesson. It was also evidenced by Ika, "the teachers who taught in English extracurricular were Mr. Helmi and Mrs. Maira. She explained that both of teachers made the students interested in learning English when they taught in the classroom. I thought both of them were good and pleasure. The other participant named Dina stated, "the teachers who taught in English extracurricular were Mr. Helmi and Mrs. Maira. She also mentioned, I think Mr. Helmi and Mrs. Maira made the students interested in learning, sometime Mr. Helmi taught too fast so it made me hard to get the lesson. In other statement she said I like both of them.

It can be conclude that the teachers were good in teaching, they could make the students interested in learning, and their style in teaching were different than the other teacher in that school. The students said that they like both their teacher because they were very pleasant. Then they were also a nice teacher, both of teachers made the students interested in learning English when they taught in the classroom. It is line with Harmer (1998) who said, one of quality which good teacher in possess are an ability to give interesting classes.

Participation. This research revealed that there were active and non-active students and enthusiastic and less enthusiastic students in participating the English

extracurricular activities. It was supported by Salsa, “there were students who were active such as often asking questions. Also students who were not active for example, they only join the activities but actually they were not interested in joining the lesson”. In addition, there were students who were serious to follow the lesson but sometimes they made jokes in the class”. Dina stated, “some students were enthusiastic in joining the activities, and some students were not serious”. She also mentioned that the students were very serious in participating the lesson but sometimes they were joking in the class. It was evidenced by Putri who said “there were enthusiastic and less enthusiastic students, because there were a few students who were active in the class. Some students who were not active in the class only keep silent and they did not want to ask questions in the class whether they understand the lesson or not”. In addition Ika mentioned that “the students participated less, because of lack of coordination from the teacher so that the students were not active in the class.

Based on the data above, most of the students gave the same answer that there were only few students participated in the activities. It could be concluded that in joining the English extracurricular activities there were active and non-active students to participate. There were students who were enthusiastic and less enthusiastic. Students perceived that active students are wanted to ask the question in the class. it was supported by Harmer (1998) who stated that, good learners are willing to listen, to experiment, willing to ask questions, to think about how to learn and willing to accept correction.

Students' Perception on the Problems Faced in the Implementation of the English Extracurricular Activities at SMA Muhammadiyah 5 Yogyakarta

To answer the second research question, the researcher asked about the problems found in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta. Based on what participants reported, the researcher found some problems faced by the students in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta, and they were divided into three categories, namely: problems from students, problems from of facilitator and problems of school.

Problems about students. The first problem faced in the implementation of English extracurricular activities was found on the students. The students were not interested in participating in the English extracurricular activities. Here are the participant's statements. Putri stated, "the students were not interested in joining the English extracurricular activities. Students who join this activity were students who were interested in learning English. The other student should be forced so that they would join the English extracurricular activities". In addition, when the competition was approaching, the student was very hard to be controlled. Dina stated, "some students often sneaked out from English extracurricular activities".

Based on the data above, it could be seen that the first problem in the implementation of English extracurricular activities was students' motivation. From the finding, the students were not interested in learning English. Only students who were interested in English wanted join in English extracurricular activities. It was

supported by 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.

Problems of facilitator. The second problem found in the implementation of English extracurricular activities was from the facilitator. The absence of the teacher made the students lazy to participate in English extracurricular activities. In addition, there was lack coordination between the students and the teacher when they wanted to conduct the English extracurricular activities.

Salsa also said, “in my opinion, the problem in the English extracurricular activities was that the students feel hard to understand the lesson if the teacher teaches too fast. Sometimes in English extracurricular activities the teacher were absent and cancel the class because they were busy”. Putri also said, “There was no coordination between the teacher and the students”. In addition, Dina said that teacher substitution made the students confused in learning. Dina continued in her statement, “sometimes the teachers were substituted. This made the students confused”.

Based on the information above, the facilitator was one of the problems in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta. The teacher style such as teaching too fast made the students hard to understand the lesson. The teacher attendance also influenced the students’ interest in learning. This finding was in line with Harmer (1998) 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 (not speaking too fast). 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.

Problems of school. The last problem found in the implementation of English extracurricular activities were from the school. The participants mentioned that there was lack of support from the school as well as lack of facilities. Ika said, “lack of the facilities”. Salsa also stated, “in my opinion the problem was the lack of the facilities, so we felt hard to learn”. Putri, “it was lack support from the school”.

Based on the information above, it could be concluded that the school was one of the problems in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta. The school did not support the students to make them interested in learning. The lack of facilities such as place also could become a problem for the students in learning. It is in line with the result of research that written by 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.