

Chapter Five

Conclusion and Recommendation

The result of the research that has been acquired in the previous chapter then it would be concluded in this chapter. Then, the researcher also gives recommendation for the students at SMA Muhammadiyah 5 Yogyakarta, the teacher, the institution and also future researcher.

Conclusion

One of the ways to enhance English skill at school was by joining English Extracurricular activities. English extracurricular activities were important for the students to support their learning. SMA Muhammadiyah 5 Yogyakarta conducted the English extracurricular activities for the students. However, not many students want to join the extracurricular activity. From 230 students only fifteen students who wanted to join the extracurricular activities. Hence, the objective of this research were to find out how the English extracurricular activities were administered at SMA Muhammadiyah 5 Yogyakarta and to discover the problems in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

The research questions of this research have been answered based on the interview. From the first research question, it revealed that there were two main points of findings. The first point was the students' perception on the activities. It revealed that from four activities namely debating, speech, storytelling and reading poetry. Students perceived debating was more interesting compared to other three

activities. Then some students also like reading poetry. The students perceived that through reading poetry students could practice and learned more about reading the English sentences and encourage them to speak in English. The second point of the first research question was the students' perception on 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. Meanwhile, one participant was against the other three perceptions, saying the implementation of English extracurricular was not effective since the schedule of the English extracurricular activities were not regularly and determinedly conducted.

Additionally, implementation was divided into three categories namely setting, facilitator and participation. Hence, the setting was also classified into three parts namely time, day and place. The first was about students' perception on the setting of the implementation which included the time. The participants revealed 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 intracurricular 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 data revealed that the 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.

Then, the second category of setting was the day. The participants revealed 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 last category was about the setting of the implementation which included the place. The participants revealed that English extracurricular activity was implemented in the classroom or in library. The students perceived that all the students like learning in the class. 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 order to get the knowledge and avoid the boringness. However, the activities were ever planned to be done outside of the school. Unfortunately, it was not implemented yet.

The second category was about students' perception on the facilitator. It was about the teacher who taught in the English extracurricular activities. The students revealed that there were two teachers in the English extracurricular activities. The teachers were also taught in the intra-curricular activities. The English teacher had invited the guest teachers to teach English as extracurricular activities in some occasion like in debate activity. The students perceived 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. However, one out of four participants perceived that sometime the teacher taught too fast so it made the students felt hard to understand or comprehend the lesson.

The third was about students' perception on the participation. The data revealed that there were active and non-active students and enthusiastic and less enthusiastic students in participating the English extracurricular activities. Based on the students' answer, the active students were those who often asked the question. However, there were students who were not active in the class, for example, they only joined the activities but they were not interested in joining the lesson. They were only kept silent and they did not want to ask question during the class. In addition, enthusiastic students such as the students who were seriously participating the lesson, and less enthusiastic were the students who were joking while the process of teaching and learning was going on.

Related to the second research question, it revealed that there were three problems found in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta namely problems from students, problems from teacher, and problems from school. The first problem was from students. The students were not interested in learning English. Only the students who were interested in English that wanted to join the English extracurricular activities. The second problem was the facilitator. It was about the teacher who taught in the English extracurricular activities class. The teacher who taught too fast, it will difficult for

students to understand the lesson. Then, the teachers' attendance also influenced the students' interest in learning. Students perceived that sometime the teachers came to the class and sometime they cancelled the class, and this make the students not enthusiastic to join the English extracurricular activities. The last problem was the school. The students perceived that the school did not support the students in order to make them interest in learning. For example the school did not facilities the students in learning such as give comfortable place.

From the first research question, it revealed that there were two main points of findings. The first point was the activities of the English extracurricular activities. The second was the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta according to the students' perception. Additionally, implementation divided into three categories which are setting, facilitator and participation. Hence, setting was also categorized into some parts namely time, day, and place. Related to the second research question, it revealed that there were three problems found in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta, namely problems from students (student's motivation), problems from teacher, and problems from school (facilities).

Recommendation

Based on the result about students' perception on the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta, this research delivered some recommendation for the students, the researcher, the institution, and the other researchers.

Students. Students should be aware that English extracurricular activities was useful for them since extracurricular provide some advantages. Students should pay attention and try to solve the problem that were found in the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta together with the school.

Teachers. The researcher suggests the teacher to be discipline in attending the class. The teacher should make their lessons interesting, so the teacher should have variety of teaching strategy. The teachers should also have good communication with the students. The teacher should control the implementation of English extracurricular activities. Therefore, the teacher should motivate their students to participate in English extracurricular activities.

Institution. The researcher suggested the institution to support the students in their activities. The institution should facilitate the students. The institution should also improve the students' interest in learning English especially by encouraging the students to join the English extracurricular activity. It is also expected that English extracurricular activity can support the enjoyable learning to get the high achievement. The institution should monitor and evaluate the English extracurricular activities to be better to implement for next years.

Other researchers. The researcher suggests other researchers to continue this research to a deeper research. The future researchers also take some points to conduct particular research in a similar theme such as the implementation of the intra-curricular activities. In addition, this research can be used as their references.