

# Students' Perception toward English club as an Extracurricular Activity in Speaking Practice of the Eleventh Grade Students in SMAN 1 Ngaglik

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## ABSTRACT

English has been used as a communication tool among countries. However, there are several countries which do not use English as their first language, such as Thailand, Myanmar, Timor leste, Malaysia, Indonesia and etc. Based on the internship experience, the researcher found students' problems in learning English. The school facilitated an English club, but unfortunately the participants were not as expected. In fact, English club plays an important role in improving English skills. The researcher did the study to find out the students' perceptions toward English club as an extracurricular activity and to find out the factors affecting students' perceptions. The research was conducted at SMAN 1 Ngaglik and it was categorized descriptive qualitative. The data were obtained through a semi structured interview and classroom observation. The researcher chose five students who have participated in English club and five students who have not participated in English club for interview to gain more data related to the objectives of the study. The results represented that most of students gave positive responses toward English club as an extracurricular activity in speaking practice. From ten students, eight students gave a positive perception and two students gave a negative perception. The students perceived that English club plays an important role in supporting students to practice speaking English. The students also think that English club has a great way to encourage students' motivation to practice speaking with friends. The students were also perceived that most of student feel satisfied toward English club. In other words, they will get more experiences and get more knowledge while joining English club in school. The fact that there was a limited number of English club participants is due to their joining an English course outside the school and their feeling uncomfortable with the teacher's teaching methods.

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**Keywords:** *students' perception, English club, speaking*

## 1. INTRODUCTION

English has been used as a communication tool among countries. However, several countries do not use English as their first language, such as Thailand, Myanmar, Timor Leste, Malaysia, Indonesia, etc. Indonesia is one of the countries that use English as a second language or foreign language. There are only a few people who can use English well and practice it in their daily life. It is caused by the existence of Indonesian as the national language. It means that English is not used by most Indonesian people. This research is based on internship experience at SMA 1 Ngaglik for about a month on August 3rd – 31st 2018. The researcher found the students' problem in learning English. The researcher realizes that the students are not satisfied and do not understand the material that they got in the classroom clearly when learning English. The students did not confident to speak English in front of the class. During the class observation on August 4th, 2018, the researcher found that the students were still confused to finish the task because they have not understood the material yet. Some of the students have a limited vocabulary that makes them use certain words repeatedly. In narrative text, the students are asked to create their own stories. They often asked the researcher on a familiar word that they did not know before. It means that the students have limited vocabulary in their brain. They need to be introduced some new words. Besides, the students always use certain words because they did not know other words.

Several studies related to students' perceptions toward English Club activity have been conducted previously. Yulindasari and Kusriandi (2015) researched Students' Perception of English Club Extracurricular in Speaking Practices at Madrasah Aliyah Pembangunan Mandirancan. The research was investigated by Melviza, Bahri, Erdiana (2017) entitled Students' Perception toward English Club Activities at SMAN 3 Banda Aceh. The research was investigated by Yuliasman (2012) entitled Students Perception toward Drama Activity in Improving Student Ability in Speaking of the Second-semester Students of English Department STAIN Batusangkar. The research was conducted by Odeh (2012) entitled Students' Perceptions of English Language Learning in the Facebook Context.

Based on Brown (1994), Burn & Joyce (1997), Speaking is the process of constructing meaning that produces information. Speaking is an English skill concerned with some of the components such as pronunciation, grammar, vocabulary, and fluency. The researcher found students' problems in learning English during internship experience at SMAN 1 Ngaglik. The students felt difficult to speak with English confidently. They need additional time to learn English, especially in speaking practice. Learning English in the regular class takes about two hours in every week. Students realize the lack of practice to speak English when learning English in class. Every school

must be provided extracurricular activities that make students meet with their interests or talent. The extracurricular activity should be followed by all the students. Regarding the importance of English, there is an English club as an extracurricular activity in the school. This activity is intended to support the students in learning English. There are some activities in English club such as debate, story-telling, discussion, presentation, movie reviews, etc. English debate and discussion are the most popular types of English club activities. These kinds of activities force the student to be more active and speak up. The teacher of English club let the students use English more naturally than in a classroom or regular class. However, several students are not interested to join English club whereas they realize that English as the subject is difficult to learn without guidance from the teacher. From 25 students in each class, only 2 until 3 students are interested to join an English club. The researcher considers about students' perception toward English club as an extracurricular activity, especially in speaking practice. Jalaluddin (1999:51) says that perception is the experience of the object, incidents or the relation which comes from the conclusion or information and to interpret the meaning. The perception could be from internal or external factors. According to Rahmat, perception is the process of how people select, interpret, describe sensory stimulations into meaningful information. The researcher needs to know the different perceptions of both parties between students who join an English club and the students who did not join the English club.

## **2. RESEARCH METHOD**

This study was qualitative research. In this study, the researcher tried to collect, analyze, interpret, and describe the data about the students' perception toward English club activities in speaking by looking at the students' response. The subject of the research was the students of SMAN 1 Ngaglik. The sample of the research were 10 interviewees consisting of 5 students who have participated in the English club and 5 students who have not participated in the English club. The interviewees were the students of the eleventh grade of SMA Negeri 1 Ngaglik. The collecting data aim to conduct scientific research to attain the materials needed by the researcher. In this research, the researcher used a semi-structured interview. The researcher also observed and recorded students' learning activity using a video recorder to obtain data about the English club program contributions on the use of English. The researcher took some notes to complete the information. The instruments were interview guideline, observation guide, voice recorder, and field notes. In descriptive qualitative research, data validity is defined as trustworthiness. Trustworthiness is a method used to measure credibility. Member checking is the confirmation after the researcher analyzes the interview or the first observation. Member checking is used to show the data to the participants involved. Member checking is very useful for the researcher because it could clarify the data and information from the participants on whether or not those data are true. Data analysis in the qualitative research proceeds sequentially with the other parts of developing the qualitative research, namely the data collection and the write-up findings. In the interview, the researcher could analyze an interview collected earlier, write the memo that was ultimately included as a narrative in the final report, and organize the structure of the final report. The process is not the same as quantitative research, in which the investigator collects the data, analyzes the information, and writes the report.

In qualitative research, the impact of the process is to aggregate and organize the data into several themes or groups, something like five to seven themes (Cresswell, 2013). Reading and making some notes in which the researcher repeatedly read the transcription. Describing, classifying, and interpreting the data that have been collected and concluding the data.

## **3. RESULTS AND ANALYSIS**

### **a. Students' perception toward English Club**

The researcher can describe that the perceptions of each student are different, even though they discuss the same context (English club). The researcher asked about students' Perception toward English Club as an extracurricular activity in speaking practice at SMAN 1 Ngaglik. The crucial point is that Rahmat (2005) claims that perception is divided into two forms, namely, positive and negative. The researcher implemented the interview with five students who joined the English Club and five students who do not join the English Club. The researcher found a positive perception from 8 out of 10 students. According to Robbins (2002), he indicated that the cause of the emergence of a person's positive perception is because of the individual satisfaction of the object that is the source perception, the existence of personal knowledge, and the existence of individual experiences towards the perceived objects. The eight-students who have positive perception consist of five students who have participated in the English club and three students who have not participated in the English club. The finding is different with other studies by of Zulvy Melviza, Samsul Bahri Ys, Nira Erdiana (2017), they claimed that 100% of students or 40 out of 40 students responded positively concerning the item through English club the class atmosphere tends to be fun and comfortable. (30% of students or 12 students chose "strongly agree" and 70% of students or 28 students chose "agree") perceived that their class atmosphere tends to be fun and comfortable through the English club. However, none of them gave a negative response to the same issue. In this research, the researcher indicated that two interviewees (F and I) out of 10 gave their negative opinions about the English Club as an extracurricular activity in speaking practice. The interviewees are the students who did not join the English

Club. The explanation by a student (I) was not compatible with the teacher in a regular class. She felt that the teacher only focuses on active students. Results were obtained by McDowell & Newel (1996) who reported that perceptions are influenced by factors from in the individual that is feeling so that it can influence the perception of the individual. The student has an opinion about improving English skill. The student thinks that English Club is not only a place for the student to learn English and to improve English skills, especially in speaking practice. The students suggest that practicing English in Pare village could be more efficient. The other student (F) claims that basically English Club is a positive activity for students to develop or improve their English skills, but most of the students are not compatible with the way the teacher explains the material, it is quite dull. So, it makes them more uninterested in joining the English Club. The parent is not encouraging the student to master and learn English outside the school like an English course. The student has trouble while learning English because of the environment, which is not supporting her to speak English. The eight interviewees consist of five students who join the English Club and three students who do not join the English Club. They have a positive perception toward English Club as an extracurricular activity in speaking practice. The researcher found that the student has a positive perception of English.

The reason why the student is interested in English since a young age was because the student has learned English since elementary school and the parents are supporting her to take an English course. The student also has experience in participating in English competitions such as speech and story-telling. Similar results were found by other studies Aida Yuliasari and Wendi Kusriandi (2015), They found that students in the IPA class or Science's class have perception positively to the English club activities with the highest percentage reached 84,61%. This finding supports the point and idea of Slameto, (2010: 102-105), he claims that one of the basic principles of perception is that perception has an arrangement. It means that the perception of the student is an arrangement about an object. It is influenced by her support or motivation from her parents and her experience to follow several English competitions. She got a chance to learn English outside the school since she was a child. Meanwhile, the researcher also interviews a student who does not join an English club. It is used to compare the positive perception between the student who joins the English Club and the student who does not join the English Club. The researcher realizes that perception appeared based on the experience in learning English. The student said that an English teacher at junior high school was compatible with the student. The teacher can attract students' attention. Therefore it makes them enjoy the English lesson. The student also took an English course from elementary school, and he got a chance to study in the Pare village for two weeks. The finding was similar to that observed by Robbins (2002) about the existence of individual experiences toward perceived objects.

#### b. Factors of affecting perception

Based on the research done by the researcher after doing the interview and observation, there are two factors affecting perception. It is in line with the findings of Walgito (1989:75) who divides factors that affect one's perception into two. It consists of an internal factor and an external factor. The first factor comes from the internal factor which comes from the individual, mainly depending on a psychological factor. This finding is consistent with the assertion made by Walgito (2004), he claims that one of the factors affecting perceptions is from the internal factor. The internal factor consists of thoughts, feelings, willingness, needs, motivation, sex, attention, etc. Internal factors in this research are: a) motivation; b) thought, and; c) willingness. Wetherby (2011) points out that the English Club is a media which are used not only to improve the speaking ability but also to improve the students' motivation, excitement, and build up their confidence. To support the idea from Wetherby (2011), the researcher found an explanation from the students during the interview. The student said that by joining the English Club, it could improve English skill, especially in speaking skill. Besides, it is not only useful to improve speaking skill, but they managed to improve students' motivation and feel more confident. Meanwhile, an external factor that can be founded from the process of stimulus will use the sense of organ or receptor such as sight, sounds, hearing, etc. It can be proved that the researcher finds an external factor during the observation and interview. The process of stimulus will use the sense of organ or receptor such as sight when the student saw his friend directly wearing a unique property while preparing to perform a story-telling. He thinks that it was such an exciting activity which makes the student train the confidence to speak in English. For the sense of receptor-like hearing, the researcher found that the student has said that he receives the information about English club activity from his friend. The information that he had heard was about the teacher who handles the English Club carrying out activities that trigger students to speak actively, such as debate, discussion, review short movies, presentation, etc. Based on the explanation above, the student has a positive perception of the English Club. The student considers that English Club is an extracurricular activity that teaches students about communicating using English as well.

#### c. Process of perception

According to Belch (2007) as cited in Walgito (1997), there are four stages in the process of perception. The researcher has found four stages in the process of perception, and there are exposure, attention, comprehension, and retention. Exposure is the first process of perception where the students start to receive and obtain the data or information from a particular thing. The information or the data could be received from the teacher, seniors or friends, social media, and many others. For example, the students searching for information about the English Club in specific sources or blogs will find out about new things that make them start to build a perception about the English Club. The second process is attention. Attention is the process where the students put the information from a particular thing in their mind. However, the information that the students receive is not approved directly by the receiver. The receiver interprets the information obtained, whether it is true or not. The receiver assures again whether or not it is appropriate. The third process is comprehension, where the students start to interpret the information into a specific meaning. The perception is different between each other. The researcher has already told about the other students' opinions before doing an interview, then let the student think about the opinion before answering the question. In this case, the student does not directly believe and agree with the statement. He explains about his thinking or opinion related to the question. The last stage is retention, where the student does not need to remember all of the information or things that they got from several sources. The sources could be from the teacher, friends, social media, the internet, mass media, or other sources. In this stage, the students have already learned and explored the things.

#### d. Basic principles of perception

The crucial point is that Slameto, (2010: 102-105) claims that four basic principles should be known. While the researcher implemented the observation and interview, the researcher found that some of the basic principles of perception are as follows: 1) perception is relative, 2) perception is selective 3) perception has an arrangement, and 4) perception is influenced by hope and readiness. Perception is relative, which means that in this principle, the perception that appears is different from each other, although they discuss and talk about the same topic or things. During the interview, the researcher asks about students' opinions or arguments which concerns the activities that can improve speaking ability. Then, the answer and explanation from each student are different. The explanation from students who claim that debate is one complete activity is because in debate students do many activities such as exposing opinions/ideas that must be reasonable, looking for facts/evidence to strengthen their opinion, and thinking about reasonable and robust reasons. Meanwhile, other students said that Tonguetwister, story-telling, and activities of outbound events are the activities for the students to improve their speaking skill. The second basic principle of perception is that perception is selective. It supports the previous research by Steven Lucas (2009). He said that selective perception explains how people categorize and interpret sensory information in a way that favors one category or interpretation over another. In other words, a selective perception is a form of bias because people interpret information in a way that is congruent with our existing values and beliefs. During an interview with students, the researcher found that students' perceptions appeared based on their motivation or interest in their mind. In other words, the perception has a process which perceives what people feel or think is right, it means they are ignoring the opposing viewpoint. The students believe that by joining the English Club they can improve their speaking skill and other English skills. Perception has an arrangement. It means that the perception has appeared based on the experience. The researcher found a fact when interviewing students, they said they had learned English early and their parents introduced the language to them early on. It is one of the reasons why students like English and make them encourage students to explore English. Some of them have participated in several English competitions at school. Students said that it was such a good experience which makes them increasingly want to explore their skills in English. Perception of hope and readiness from the recipient of the message. The message of hope and readiness will determine which message to choose, then the message chosen will be organized and interpreted. Perception has a setting in a person's brain in which the perception will be formed based on the experiences they have felt and passed. For example, there is a student who has an interest in being able to participate in an English-language competition. The competition is in the form of story-telling. This student has watched several story-tellers on youtube and tried to take some tips and tricks to become good story-tellers. In this case, the student has made some preparations to be a good story-teller and hopes to be able to participate in the story-telling competition.

#### 4. CONCLUSION

This chapter discusses the conclusion based on the research findings in the previous chapter. The findings of the research study showed important points connected to the students' perception toward English club as an extracurricular activity in speaking practice. A perception appeared because of many things, such as the environment, experiences, feelings, attention, and interest. This influences whether the perception will be positive or negative. Based on the data gathered and analyzed from the interview, it can be concluded that most of the students gave positive responses toward English club as an extracurricular activity in speaking practice. From ten students, eight students gave a positive perception and two students gave a negative perception. Based on the

interview, the researcher found two factors of affecting perception, there are internal factor and external factor. Most of the students perceived that they prefer to practice speaking in the English club rather than the regular class. It is because the students have additional time to learn English and they can practice English without feeling afraid, as this motivates them and enables them to exchange their opinion. English club gives the students a place to fully practice English. Furthermore, English club also has a great power to encourage students' motivation to often practice speaking English with friends. Furthermore, English club plays an important role and a proper place in supporting students to practice speaking. They were more interested in practicing English in the English club, because of the learning activities which are more attractive, variant and interesting. The students also perceived that most of the students felt satisfied with English club. In other words, they will get more experiences and get more knowledge while joining English club in school. Learning English in the regular class is one of the factors that influence students' perceptions on the English club activity. If learning English in the regular class is considered too monotonous, boring and uninteresting, students will have a negative perception of English and will be reluctant to join the English club. On the other hand, if learning English in the regular class is interesting, with a variety of activities, and the teacher's explanation is appropriate, students will like English and they have a positive perception of English. This will make students have an interest in joining the English club. The researchers found other findings on the external factor, namely the teaching method of the teacher which greatly affects the perceptions formed by students towards the English club and the environment which did not support the students.

Based on the research findings, the researcher would like to give some suggestions for the students, English teachers, and the next researchers, as follows: Students must really understand the capabilities they have, if they feel that they do not understand and need additional time to learn English, they must immediately join the English club. However, there is no coercion from the school that students must join the English club. Moreover, the students have to realize that mastering English is not easy. The students highly need to practice speaking more and always keep trying with their friends, teachers or somebody else. Actually, the English club is an appropriate place for students to learn English deeply, especially in speaking practice. In addition, the English club can be one of the media that is believed to be an interesting place to practice English. The teacher who handles the English club can create creative and fun activities to attract the attention of students who have not joined the English club. Therefore, the teacher should find a solution to overcome students' problems. Furthermore, one thing to be considered is that every student has their capacity and learning style, so the teacher has to understand their students before going on in the teaching and learning process. For other researchers, It is recommended that other researchers conduct further analysis considering this topic with a larger scope of respondents, to look at students' perception toward English club activities in speaking in whole schools in Yogyakarta. It is also hoped that this study can be used as an additional reference by other researchers or other schools that do not have an English club yet.

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