

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review literature of extracurricular, activities of English extracurricular and previous study.

A. Extracurricular

1. Definition of Extracurricular

In Indonesian Dictionary (2002:291), extracurricular is activity which is out of the program and written in curriculum as leadership exercise and student building. In Indonesia, Extracurricular is not new activities in the school. It has been going on for long time. In elementary school, the extracurricular activity is usually called scout. The students join the scout once a week and sometimes they encamp in Saturday and Sunday. And this activity almost involves all of students of elementary school.

In junior and senior high school, extracurricular develop and grow its kinds. Not only scout, but also other extracurricular such as Red Cross, culture, sport and English club become popular extracurricular in this school. The students commonly join in one extracurricular, but there are students who join in two extracurricular.

Rohinah M. Noor (2012:75) stated that “extracurricular is education activity out of course and counseling service to help student development appropriate with need, potential, talent and interest through

activity that is especially organized by the educator who has authority in school”

From the explanation above, the researcher concludes that extracurricular is the activity that emphasizes to the students’ need to grow insight, attitude, and students’ skill out of the course.

Extracurricular is important for the students to join, as Henry (2001) stated “The individual is educated by the way he spends his time and the situation into which he is put, or into which he accidentally falls”. The sentence interprets that each individual gets education through the way when they spare their time and when they are involved into situation, or the event they experience.

Gilman (2004) discussed the concept of structured extracurricular activities as a strategy for schools to build intelligence, support pro-social behavior, offer opportunities for engagement with school and related activities, and provide constructive academic performance and growth in subjective well-being. The structured extracurricular activities can help develop a sense of identification with the school and the community. Participation in activities can be important for students who are at-risk of dropping out of school, since these students are not likely to identify with their school or the values and norms that it foster.

Students usually choose extracurricular depending on their interests that fit their personal strengths. Extracurricular activity participation provides a place to express personal talents while mastering challenging

skills that are consistent with the larger school. For example, these core values can be applied in the classroom setting, and the challenges that students might face on the field, may lead into problem solving not only in the classroom, but in the student's lives on a day-to-day basis. In a large school setting, this may allow the students' opportunity to express them and not get lost in the mix of a larger school district.

The role of interest in learning process is stronger than the attitude because the interest will have a role as motivating force. It can be the powerful that will encourage the students to join the program and also to study more and more. The students that have interest to the program will be happy when following the program and they will study diligently. By the student's interest, it can develop and direct an effort to master the course and can get the satisfying achievement.

Interest can be the effective experience which is stimulated by the activities its self. In other word, interest can be the cause of appearing activities and motivating participation in the activities. The interest contains of element cognition, emotion, and intention. Cognition means the interest that is preceded knowledge and information about the object directed by interest. Element emotion means certain feeling (usually happy feeling). And intention means the continuance of these elements and it is appeared in will and advice to do the activity.

Brown (1998) stated that some of the signs of a good extracurricular program are that participants feel like they are part of a group or something special, and they have the opportunity to develop relationships with adults and pro-social peers. It has meaning the program should have goals that encourage youth and staff to achieve great things, while encouraging young people to take on leadership roles. The program should be appropriate for the age group. However, the most important point overall of these is that the activity should be fun and attractive for youth.

One study in particular discussed how being involved in physical extracurricular activities that may actually improve self-perceptions. It is important to understand that participation in extracurricular physical activities may influence the mental well-being of young people by reducing stress, keeping fit and feeling overall better about their appearances (Daley & Leahy, 2003). Those who were involved in these activities reported significantly higher self-perceptions compared to those who did not participate. Daley & Leahy did a study involving 126 randomly selected children who were 8 and 9 years old, who participated in physical extracurricular activities. All of these participants were involved in some forms of physical extracurricular activity organized by the school at least once per week either during lunchtime or after school hours. The second group consisted of 63 additional children who did not participate in physical activities. Those who had regular physical activity perceived themselves in a positive manner. What the researchers found was a positive association

between participation in various forms of physical activity and positive self-perception (Daley & Leahy, 2003).

It might also be suggested that participation can give adolescents confidence about their physical and perhaps social selves. Another important parts of an adolescent's identity is social competence, and many reports that socialization and friendships are important in their lives. When adolescents are in extracurricular activities, they often have greater opportunity to interact with others, develop friendships, and to develop social confidence. Also, participation might be interpreted as a sign of maturity and as a self-affirming behavior. The research showed that those who participated seemed to have a developed sense of commitment and obligation. In conclusion, it was shown that those who participated in extracurricular physical activities had a higher self-perception than those who were not participants.

2. Vision and Mission of Extracurricular

Rohinah M. Noor (2012:75) stated that extracurricular has vision and mission as follows:

1. Vision

Vision of extracurricular is to develop the potential, talent, interest optimally and to grow independent and happiness of students that can be useful for their selves, family and society.

2. Mission

- a) Preparing a number of activities that can be elected by the students appropriate with the need, potential, talent, interest of students.
- b) Carrying out the activities that can give the students a chance to express their selves through self activity or group activity.

3. Function and Purpose of Extracurricular

Extracurricular is intended to link knowledge acquired from curriculum with situation and need of environment. Based on this explanation, it means the function of extracurricular is supporting of learning process in school to apply the theory and practice as the result of learning process.

In organizing the program, it should have the purpose. Purpose is the aspiration that wants to be achieved from implementing the program. There is no the program that is held without the purpose. Like extracurricular, as the part of education also have purpose in the implementation. Extracurricular activity is a set of students' experience that has values for figuring of students' attitude.

There are some purposes in extracurricular according to Jones (2011) as follows:

- a) Extracurricular can improve students' ability in cognitive, affective or psychomotor aspects.
- b) Developing students' talent and interest to build personality positively
- c) Knowing and differentiating between one course to others course.

Addition, extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in the formal courses of study. They permit students to apply knowledge acquired in formal courses and to acquire concepts of democratic life. When managed properly, the extracurricular activities program allows for a well-rounded, balanced program by reinforcing learning, supplementing the required and elective curriculum (formal courses of study), integrating knowledge, and carrying out the objectives of democratic life (Jones, 2011).

One function of extracurricular activities is to reinforce the required course of studies. The activity is used to enrich and extend the work in the classroom. Clubs associated with a subject-matter discipline have considerable reinforcement value. During the course, specific linguistic learning is reviewed or extended. Another function of extracurricular activities is to supplement the required and elective courses of study. This function supplements the curriculum with experiences which are not possible in regular classroom settings. These non subject-related activities

add and enrich the innovative programs of required and elective courses.

An important objective of the total learning process is the integration of knowledge. Extracurricular activities are said to be integrative in nature because they tie together many areas of knowledge and experience. They don't provide abstract and isolated pieces of learning, but rather synthesize many aspects of real-life situations. Through the student activities program, the student learns to deal with many important aspects of a problem.

Miller, Mayer, and Patrick as cited by education administration lecturer team Malang University in “Manajemen dan Organisasi Sekolah” showed that extracurricular can give a real contribution to students, curriculum improvement, more effective school administration, and also for community relations such as:

- 1) Contributions to students
 - a) To provide opportunities for the pursuit of established interests and the development of new interest.
 - b) To educate citizenship through experiences and insight that stress leadership, fellowship, cooperation, and independent action.
 - c) To develop school spirit and moral
 - d) To provide opportunities for satisfying the gregarious urge of children and youth.
 - e) To encourage moral and spiritual development.

- f) To strengthen the mental and physical health of student.
 - g) To provide for a well rounded of student.
 - h) To widen student intercourse.
 - i) To provide opportunities for student to exercise their creative capacities more fully.
- 2) Contributions to curriculum improvement
- a) To supplement or enrich classroom experiences.
 - b) To explore new learning experiences this may ultimately be incorporated into the curriculum.
 - c) To provide additional opportunity for individual and group guidance.
 - d) To motivate classroom instructions.
- 3) Contributions to more effective school administration
- a) To foster more effective teamwork between students, faculty, and administrative and supervisory personnel.
 - b) To integrate more closely the several divisions of the school.
 - c) To provide less restricted opportunities designed to assist youth in the worth-while utilization of the spare time.
 - a. To enable teachers better understand the forces that motivate pupils as they react problematic situation with which they are confronted.
- 4) Contributions to community relations

- a) To promote better school and community relations
- b) To encourage greater community interest in and support of the school

There are many advantages by organizing extracurricular. By extracurricular, the school can reach the goal of curriculum. And also for the students, they can develop their interest by joining the program. But, the extracurricular needs the support from the school. The media that is needed in extracurricular must be available such as audio tape, LCD projector, TV, etc.

B. Activities of English Extracurricular

1. Activities

Poerwadarminto (2002:26) stated that activity is bustle, being active. So, the activity is signed if there is a bustle or noisy like students' activity in the class with the teacher by answering question. Professionals stated "activity" as follows:

1. M. Sardiman (2008:79), activity is everything that is done physically or spiritually.
2. Darajat (2001:137), activity can be grouped into physic and spirit. Being active of physic is the students energetic with the part of body, making something, playing or working.
3. Nasution (2004:89), activity is not only about physic, but also spirit. Both of them must be linked. According to Piaget, like

nasution cited that children will think during they will do, they have to give in order to stand.

Here, many activities can be applied during extracurricular. The activities can be categorized into individual or group. It is suggested when we have an activity in extracurricular, we use group activities in order to make students get involved during the program. According to Foster (2008), the activities may be implemented such as:

1) Bulletin Board

- a. Ask your supervisor or head of department if you can start a bulletin board.
- b. This gives students a place to write down ideas, read about current events and look at their peers' work.
- c. Put it in a prominent place or on part of every grade's notice board.
- d. Here you and the club can put reports on school activities, stores, new words, cartoons, guides to your country/town, festival guides, etc.
- e. Post current newspaper or magazine articles about global issues.
- f. Have a space where students can stick their answer.
- g. Include a map of the world that is printed in English. Students can mark on it places they have been. It is also good

for general knowledge and for students to learn the names of countries in English.

- h. Post the names and/or lyrics of cool English songs. Have students translate them into Indonesian and post both sets of lyrics on the board.
- i. Include a group picture of the English club.

2) Movies

- a. Show movies in English and have oral or written quizzes about the film with a small prize for the winner.
- b. Another option is to watch a movie and then compare it with excerpts from the book.

3) Cooking

- a. Swap recipes with the students.
- b. Make a recipe book. Get the students to translate Indonesian recipes into English
- c. Get the students to teach you how to make Indonesian food
- d. It is good for students to learn English cooking vocabulary and the names of different food items.
- e. If you don't have a large English club budget, get the students to bring some ingredients from home.
- f. Afterwards make a poster detailing what you did. The poster can be hung in the hall so others can see it.

4) Scavenger Hunts/Treasure Hunts

- a. Give pairs or groups of students' questions to answer about things in their school and a list of things to collect.
- b. If possible, make students ask other teachers questions in English.
- c. Give prizes to the overall winners and a booby prize to the losers.

5) Show and Tell

- a. Ask students to bring something from home to tell the English club about.
- b. You can ask them to answer specific questions like: What did you bring? Why is it important to you? Where or when did you get it?
- c. It works well if you first tell the students what makes a good presentation and then give them some time to think about what they will bring, as well as start writing what they will say.
- d. They should present their items in the next English club.
- e. It also gives you the opportunity to see what they are interested in.

6) Story Telling

- a. Divide the students into pairs.

- b. Have one partner and tell a story to one group, and tell a story to the other group.
- c. Pairs get back together, tell each other the story, and try to write it down.
- d. Then, each person reads out his or her version of the story.

7) Country Research

- a. Have students collect information from travel agents, magazines, the library, the Internet, etc.
- b. Then have them make an oral and visual presentation about a country to which they want to go.
- c. Have them cover: people, food, flag, and places to visit.

8) Creative Writing

- a. Collect a selection of interesting pictures.
- b. Have the students pick one about which to write a short story.
- c. For example, have them explain who a person is, what the person is doing, and why the person looks happy/sad, etc.

9) Out and About

- a) Take your students to print club, movies, the bowling alley, the supermarket, the bank, the local cafe, etc.
- b) Ask students to mention the thing around them.
- c) Outside the classroom they may be more willing to try and speak English.

10) Music

- a. Most students love music, so bring in some of your music and encourage them to bring in a CD of their favorite singer.
- b. Listen and tell each other about the band/singer. For example: where are they from? How old are they?
- c. Play music while doing other activities or base a lesson around it.
- d. It makes the shy students feel more relaxed.

11) Puppet Shows

- a. Get the students to do puppet shows based on folklore.
- b. The students make their own puppets.
- c. This is a good type of presentation to do as it does not require eye contact and the focus is on the puppet, not the presenter.

12) Culture Presentations

- a. Students can work in groups or pairs depending on the English club size.
- b. Give them a list of topics on Indonesia culture.
- c. They should choose a topic and make a presentation based on it.
- d. Make them use props, pictures, and try to get the audience involved.
- e. Emphasize creativity as a way to keep people interested.

13) Criss Cross

- a. Select a row of students horizontally and have them stand.
- b. Ask a question and the first student to raise his or her hand and answer correctly may sit.
- c. Ask questions until there is only one student left standing.
- d. The last student remains standing and the students seated in the vertical direction then stand.
- e. A new round of questions begins.
- f. This is a great activity for reviewing vocabulary.

14) Animal Consequences

- a. Each person writes a sentence describing an animal.
- b. Give them categories like size, color ears, eyes, legs, and tail.
- c. Then each student reads out his or her description.
- d. They must then draw the animal and name it.

15) Taboo

- a. Make a list of various vocabulary words.
- b. You can choose random words, or words based on a topic that has been studying.
- c. Ask students to work in pairs.
- d. Give each student a word.
- e. They must describe that word to their partner without actually saying the word.

- f. The partner has to guess what the word is.
- g. You can increase the difficulty by listing other words the person cannot use in their description or by imposing a time limit.

2. English Extracurricular

English extracurricular or we sometimes call English club is the program that has purpose to deepen students' English skill like reading, speaking, listening, and writing. English extracurricular come in many different guises. What they do all have in common, however, is that they provide an opportunity for English language learners to practice using English in a relaxed and friendly setting.

They can make an excellent contribution to student life at a university language centre, a state school or at a private language school. English extracurricular gives students a chance to practice English in a relaxed, informal environment, and to meet new people.

The organizing of extracurricular is supported by some factors, as follows:

1. It has good tool and infrastructures
2. It has good management activity
3. There is a spirit and encouraged from the students
4. There is a commitment from the principal, teacher and students their self.

5. There is a responsibility.

To make English extracurricular successful, there are some principles by organizing that program as follows:

a) A good English extracurricular should be participant-centered.

Some strategies to achieve this are:

- Encourage participants to bring in their own content.
- Ask participants questions about their lives.
- Divide participants into small groups to discuss questions or to do activities.
- Give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

b) A good English extracurricular plays an important social role.

An English club can be a chance to meet new people and make new friends (both for moderators and participants). This can be incredibly important for students studying English out of school. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

c) A good English extracurricular gives people freedom.

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this too.

d) A good English extracurricular is rooted in the community.

Organize visits to local places or interest, or invite people from the local community in to talk to your participants.

e) A good English extracurricular is fun.

Fun and enjoyment are elusive qualities. They happen when people are not looking for them. With regard to English clubs, it is almost impossible to predict in advance whether the activities planned will ‘click’ or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneity and unplanned.

C. Previous Study

1. Research conducted by Muhammad Harizkarahmanto (2011) entitled “The Effect of Students’ Activity in Extracurricular Program towards Students’ Achievement at SMKN 2 Yogyakarta”. The result of this research are:

a) Students’ activity in extracurricular program has positive effect towards students’ achievement.

- b) Students' motivation has significant effect towards students' achievement.
 - c) Students' activity in extracurricular program and Students' motivation has positive effect towards students' achievement.
2. Research conducted by Novianti Djavry (2008) entitled "The Effect of Extracurricular towards Students' Achievement at Al Khaerat Islamic School Gorontalo". the result are:
- a) Extracurricular is a sequence of learning program out of course and structured, that is aimed to increase students' insight , growing talent and interest, and also spirit of subservience to society.
 - b) Extracurricular doesn't disturb students learning in the class.
 - c) Extracurricular adds insight and students' motivation.
3. Research conducted by Resti Yulianingsih (2009) entitled "The Role of The Extracurricular Activity in English Vocabulary Mastery of Students in MTs Raden Paku Trenggalek". The result of the study are:
- a) Extracurricular activity in English vocabulary is shoot program education and coming from the need of value and its function is to support education.
 - b) Extracurricular activity English vocabulary at MTs Raden Paku Trenggalek needs preparation in learning qualification and curriculum used.
 - c) Extracurricular activity in English vocabulary develops method or technique and media evaluation used.

The focus on the studies above are emphasize about the effect towards students who joining in extracurricular. But, this study is so far different. The researcher try to reveal what the activity implement by students in English extracurricular program especially. The researcher wants to know deeply the activities that can make students interested in carrying extracurricular. So, the researcher elaborates the activity that is done by students during observing English extracurricular at MTsN Aryojeding.