

## CHAPTER IV

### FINDINGS

This chapter presents the result of data analysis which the procedures has been reported in the previous chapter.

#### A. Activities Implemented in English Extracurricular

The data in this study were collected by using observation, interview and making questionnaire. The researcher investigated the students who joining in English extracurricular activities at MTsN Aryojeding. The data presented are related to the statement of research problem.

The result of questionnaire divided to 56 students showed that from the question of number 1 about students' motivation was gotten 48 Yes (86%) and 8 No (14%), number 2 about students' attendance was gotten 37 Yes (66%) and 19 No (34%), number 3 about benefit of extracurricular was gotten 39 Yes (70%) and 17 No (30%), number 4 about goal of extracurricular was gotten 42 Yes (75%) and 16 No (25%), number 5 about the impact of extracurricular was gotten data 45 Yes (80%) and 11 No (20%).

Furthermore, from the question of number 6 about students' interest was gotten 49 Yes (88%) and 7 No (12%), number 7 about students'

participation was gotten 38 Yes (68%) and 18 No (32%), number 8 about extracurricular activities was gotten 36 Yes (64%) and 20 No (36%), number 9 about students' suggestion was gotten 38 Yes (68%) and 18 No (32%), number 10 about students' motivation was gotten 40 Yes (72%) and 28 No (28%).

English extracurricular was handled on Saturday at 02.00 pm. There were 56 students who join this program. It had many activities implemented during making research there. This English extracurricular had two teachers who are Mr. Dalih Roziki and Miss. Alexandria Tritten. Handled with two teachers, English extracurricular was more obedient for the students when the class going on. English extracurricular of MTsN Aryojeding had Motto” *English Club: don't be shy, don't be afraid of English because English is easy and interesting. So we must say WOW like that*”. There were many activities implemented in English extracurricular at MTsN Aryojeding. It could be concluded from the result of observation as followings:

a. Games

This activity was fun for students. There were many games in this activity such as guessing a word, guessing a picture and others. This game was handled by Miss Ally on March 15<sup>th</sup> 2014. Usually the teacher make a group when doing this activity.

b. Describing the thing

Describing the thing could be a picture or the students were asked to describe the thing around them. In doing this activity, the students were divided into groups. Each group had 2 to 3 students. So, they could cooperate with their friends in order to describe clearly. When the researcher did the observation, many students were interested because this activity could enrich their vocabulary when the students explored their ideas. This activity was done on April 26<sup>th</sup> 2014.

c. Story telling

Before doing this, the teacher read a short story and the students asked to listen carefully. The students wrote the urgent words to remember the sequence of story. After done, the students retold the story by using their own words. In this activity, there are topics about vacation, holiday and camping. The researcher did observation for this storytelling on April 19<sup>th</sup> 2014.

d. English camp

English camp was the agenda which the students make a camp in the school. It was usually handled once a semester. The events of English camp were about English. English camp helped the students to practice their skill, express their ideas using English, and also do the leadership.

e. Question answer

The teacher divided the students into some groups. The students were asked to make a question suited with the topics. The question that made must be general knowledge so that the students have possibility to answer. From my observation on April 12<sup>th</sup> 2014, most of students asked to their friends about topics taught by teacher in formal class.

f. Role play

Role play was the activity that need cooperation each other. In this activity, the students were given the time to practice about the script. Here, the teacher gave the script to the chief that had been chosen. Selecting the characters was done by the chief of the group. When the researcher did observation, the story that they played in role play about folklore. When English extracurricular had come, they showed the role play in front of the class by being watched other group. Sometimes, the teacher gave an evaluation to the students when they had a mistake practicing role play.

The teacher gave different activities to the students in each meeting. It was done by the teacher because the extracurricular handled after formal class finished. If the activity was similar to before, it made the students felt bored to join this English extracurricular. (See appendix I for detail)

## **B. Students' Motivations Towards English Extracurricular**

The students who participated in English extracurricular were really interested in English. The students followed English extracurricular because they wanted to develop their English. Hence, the students intended in joining English extracurricular. Student had been motivated by the benefits that they had gotten during joining English extracurricular. (See appendix III for more detail)

By organizing English extracurricular, it had useful for the students to develop their skill like speaking and listening. Besides, the students wanted to join English because this program was taught by a native speaker. So, the students had curious feeling in joining this program. In fact, the way of native speaker teaching English extracurricular really made the students fun. It was balanced by getting more the number of students who joining this extracurricular. (See appendix II)

From English extracurricular, students got the materials related with formal class such as vocabulary and grammar. By having a related material with formal class, it also profited the students in learning process. Indirectly, the students gained the positive effect by joining English extracurricular.

The class of English extracurricular was more enjoyable because the teacher used the media. Having completed media, it could make students easier to catch the material that has discussed by teacher. The media that

was used such laptop, LCD Projector, and speaker. So, teacher could explain clearly to the students. The researcher also found the students of English extracurricular wanted extracurricular to be enhanced more. It meant that the quantity and quality of extracurricular that the students got must be better than before and it can be the motivation for students.

### **C. Students' Contributions in English Extracurricular**

According to the subject, the students were very enthusiastic when joining English extracurricular. It was proved by students where they followed English extracurricular actively. Almost all of the students was never absent in English extracurricular class. The data related to this result were taken from questionnaire and observation. (See appendix I and III)

Besides, the students also contributed when the activity was done. For example, the teacher gave question to students and there is a response from them. So, there were many answers from students when expressing their opinion. When the researcher observed English extracurricular, the students felt free to express their opinion. Here, the teacher also influenced about students' contribution because the teacher could understand the students' need.

In other time, teacher gave the duty to students. But, the students also expressed their ideas to the teacher about the activity that they would do. It was done when the students were confused and difficult about the rule. It meant the activity that was not interesting for students, they would

be unenthusiastic. During conducting research, the researcher ever saw that there was only little respect from students when applying game. It happened because that game was not suitable for this level, so they felt complicated to apply the game. (To more detail, see appendix I and II)

English extracurricular at MTsN Aryojeding also had organizations that consist of the students who join in this program. Its structure was like chief, secretary, and treasure. Indirectly, in English extracurricular students was educated about leadership. The function of this organization is to cover when the school had agenda for example English camp. So, the school that represented by teacher only guided and supervised them.