

CHAPTER V

DISCUSSION

This chapter presents discussion based on the findings of the study.

A. **Activities Implemented in 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. As the result of study, there are various activities applied in English extracurricular at MTsN Aryojeding. Those activities such as games, storytelling, role play, describing, English camp, and question answer really made the students interested in joining English extracurricular. As stated Rohinah M. Noor (2012:75), by applying various activities, the students can enhance their interest. Storytelling is the activities that also give advantages for the students. By using this activity, educational subject can be taught, transferred, and developed. Storytelling provides the students with a sense of history, experience of listening, the ability to imagine, understanding of characters and giving a sense of writing technique.

Role play is the way of mastering the course through developing imagination and student inspiration (Ahmadi, 2011: 54). Developing imagination and student inspiration is done by playing a character. Role

play can shape the students in collecting and organizing the social issue and appear the empathy to people.

Describing can practice students in combining sequence of words. And also the students can extend their vocabulary and speaking skill. Meanwhile, game and question answer are the activity where the students can learn English enjoyably. If there is no burden, the students can feel free to express their ideas.

English camp was also the activity that was liked by students. English camp was set as camping. The activity of English camp made the students independent. Here, the students also competed with their friends in many competitions. The English camp was handled for two days.

B. Students' Motivation Towards English Extracurricular

Students' motivation can be seen in students' activities. According to Sardiman (2009: 101), the participation can be known from physic, means the students are active with their part of body, making something, playing, or working, they are not only sitting, listening, or seeing. English extracurricular had an important role for students. Roni Nasrudin (2010:18) also stated that the characteristic of students who joining in extracurricular when they know the purpose and feel the benefit.

At MTsN Aryojeding, students' motivations are really need to make extracurricular running fully. By motivation, students always have spirit to increase their ability. It is in line with the research conducted by

Harizkarahmanto (2011) in their thesis that one of their result stated that Students' motivation had significant effect towards students' achievement.

Again, according to Jones (2011) some purposes that can be reached in extracurricular program including improving students' ability in cognitive, affective or psychomotor aspects, developing students' talent and interest to build personality positively, Knowing and differentiating between one course to others course. Extracurricular activities also 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. 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.

Students usually choose extracurricular depending on their interests that fit their personal strengths. 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. 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.

C. Students' Contribution in English Extracurricular

Students of English extracurricular at MTsN Aryojeding got involved in the activity. Students' contribution can be mentioned as the students are active in learning process as participant. Dimjati and Mujiono (1994:60) stated that being active can be encouraged from the role of teacher. The teacher tries to give occasion to students to be active; active for questing, active for giving opinion, and active for processing the learning. The teacher also can do it by engaging the students individually or group. 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.

The students' needs are desiderated completed through extracurricular activities. Talent and interest towards the activity planned in extracurricular are meant accessed, so that student' potential be developed maximally. The planned extracurricular can give positive value for students in using spare time. And this statement is appropriate with 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 accidently falls". The sentence interpreted 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. Properly, extracurricular is planned to the activity that suited with students' needs.

Like Miller as cited by education administration lecturer team Malang University showed that extracurricular can give a real contribution to students, curriculum improvement, more effective school administration, and also for community relations. The contributions that could get by students such as providing opportunities for the pursuit of established interests and the development of new interest, developing school spirit and moral, providing opportunities for satisfying the gregarious urge of children and youth, encouraging moral and spiritual development, strengthening the mental and physical of student, exercising their creative capacities more fully.

To make English extracurricular successful, there are some principles suggested to be applied in running this program such as, a) English extracurricular should be participant-centered b) English extracurricular plays and important social role, c) English extracurricular has to gives people freedom, d) English extracurricular is rooted in the community e) English extracurricular is fun.

The organizing of English extracurricular at MTsN Aryojeding 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.

Activities applied school in extracurricular are coordinated and aimed activity. Coordinated activity is the activity which is done suited with the program established. In handling extracurricular, it is guided by the teacher so the extracurricular could run well. According to Amal (2005:378), extracurricular activity gives real contribution to the students' intelligence.

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.