

CHAPTER I

INTRODUCTION

A. Background of the Research

Being a global language, English is frequently studied as a second language in many nations. When combined with contemporary advancements, English is seen as a means to unite the country and plays a significant role in daily life, particularly in education. In this global era of communication, English is one of the international languages employed. English has become a required subject in many nations, including Indonesia, from basic to higher education, to equip students to engage in the modern period (Nikmah et al, 2024).

According to Isadaud (2022), English learning is limited to students' reading, listening, writing, and speaking understanding. This means that English in the Indonesian curriculum is still far from successful. The dynamics of curriculum modification for English also play a role in introducing English in Indonesian schools.

To complement the curriculum and teaching, the school offers several extracurricular activities. These extracurricular activities include choir, scouts, English language clubs, and sports. Government Regulation 19/25, which relates to the National Education Standards, states that any school can offer extracurricular activities to help students develop their competencies. According to Yuliandasari and Kusriandi (2018), extracurricular programs are not required for students in their regular courses. The primary aim is providing opportunities for pupils to pursue their interests and abilities outside of the classroom. Since regular classes do not provide extra time, the school's English club program attempts to assist students in developing their English language proficiency. Extracurricular programs are held outside normal school hours to support and improve student competence, Mulyasa (2007).

English extracurricular is a group English language learning exercise in which participants converse with one another in English. English clubs are

places where people get together on a regular basis to practice speaking, listening, reading, and writing in the language, according to Kathleen and Smedley (2016). Additionally, the English Club offers a regular schedule of conferences where members practice speaking the language and assist the network in resolving issues (Malu & Smedley, 2013). Furthermore, the English Club offers its members an environment free from anxiety, fear, or humiliation where they can study, practice, and rehearse English using various resources.

Rusli (2014) cites several justifications for the implementation of English extracurriculars, including it is an engaging and enjoyable approach to pique students' interest in the educational process, tests are given to students to ensure they understand, teachers can quickly identify areas of doubt and ambiguity by circumnavigating the room, an informal formative assessment is provided by this task, the exercise teaches self-control and teamwork. English extracurriculars at school are considered important. This is because extracurricular English supports students' fluency in mastering English language skills, especially speaking skills. Hadley (2001) stated that extracurricular English activities aim to encourage students to join English clubs, maintain the continuity of existing clubs, provide opportunities for students to develop their speaking skills and encourage shared responsibility in activities between students and leaders.

The purpose of extracurricular English is to help pupils enhance their English language proficiency. Members are encouraged to practice their English language skills in their established linguistic environment, and they regularly have enough time to use the target language in real interactions.

It is envisaged that the extracurricular English program would develop into a community where participants can exchange English language skills and utilize the language for group communication. Aside from that, there are several advantages to taking additional English classes. For example, students can participate in different activities according to the class objectives, individuals can practice speaking and listening in both official and casual contexts, and

participants can participate in national and international English language contests.

According to Apriliani (2020), English extracurricular programs have the advantage of giving students a forum for their interests and talent in English and providing a space for students to improve at English. Apart from that, this extracurricular is attended by students who have enthusiasm for English, and this activity also allows students to join English language competitions. Apart from that, the weakness of extracurricular English is that the material provided by teachers in the English Club program is still lacking, students have great difficulty speaking everyday English, and the time allocation at each meeting is still less effective.

Based on my observations during PLP II from October to December, at that time, there were still many students at SMA Negeri 1 Jekulo who were lacking in their English language skills. Several factors cause this phenomenon. First, students' time to practice their English is limited, while they are only given material in class. They do not understand the material well because the class situation is not conducive. Moreover, students do not dare to ask the lecturer if they do not understand the presented material. Students find communicating with English teachers very awkward and scary because some teachers ask students to speak to them in English during lessons. As a result, students take part in formal learning and get standard or low grades without having good English language skills.

To provide more opportunities for students to practice English SMA 1 Jekulo implements English extracurriculars. At SMA 1 Jekulo, the English extracurricular has been running for approximately 2 years. This extracurricular activity is not mandatory because students can take part in extracurricular activities other than English extracurriculars. So, at SMA N 1 Jekulo there are lots of extracurriculars such as dancing, volleyball, basketball, singing, extra English, and many more. Tenth and eleventh-grade students are required to take part in one of the extracurriculars and are free to choose to take extracurriculars according to their talents and interests.

The English extracurricular at SMAN 1 Jekulo is held once a week, namely on Tuesdays. Extracurriculars are held when school comes home from half past 4 to 5. Currently, around 25 children are taking part in English extracurriculars. 1 English teacher guides this extracurricular. During the researcher's observations, the extra activities carried out were reading poetry, storytelling, singing, and writing responses about bullying and then exchanging opinions with friends about bullying.

In a previous study, Ali (2019) found that English extracurricular activities in secondary schools can be improved to benefit educators and policymakers. Armita and Yeyen (2019) found that students can use English clubs to practice speaking. Students view the extracurricular speaking practice offered by the English Club as favourable. They said practising speaking could be facilitated by participating in the English Club. Furthermore, research conducted by Siti (2020) found that English clubs offer five types of extracurricular activities: games, short conversations, daily expressions, text translation, and wall magazine activities. Apart from that, there are six problems in organizing English clubs: scheduling, student motivation, facilities, indiscipline, low English language skills, and environmental factors. The researchers found that students responded well to forming after-school English groups.

The current study's researcher aims to ascertain the application of English extracurriculars and determine student perceptions of English extracurriculars. The researcher conducted the research at Senior High School 1 Jekulo. This study aims to determine how English extracurricular activities are implemented at SMAN 1 Jekulo and how students perceive them. The purpose of this study was to determine how the implementation of English extracurricular activities at SMAN 1 Jekulo and how students' views on these activities. This study used a qualitative design. The instruments used in this study were observation, questionnaires, and interviews. Observations were conducted to determine the implementation of English extracurricular activities at SMAN 1 Jekulo, questionnaires were used to determine students' perceptions

of English extracurricular activities, and interviews were used to obtain more in-depth information about the implementation of English extracurricular activities and students' perceptions of English extracurricular activities. Therefore, the data sources for this study were 1 English teacher who taught extracurricular activities and 20 students who took English extracurricular activities at SMAN 1 Jekulo.

The reason researchers conducted research on the implementation of English extracurricular activities is because English extracurricular activities were only implemented in 2021 and until now no one has conducted research on the implementation of English extracurricular activities. So, researchers are interested in conducting research on the implementation of English extracurricular activities which are expected to help teachers to find out students' perceptions of English extracurricular activities which can later also be used as a consideration by extracurricular supervisors to improve English extracurricular activities to be more effective and efficient.

B. Statements of the Problem

The researcher develops the two research questions that are stated in the following words in light of the background information and the problem statement that was provided above:

1. How is the implementation of English extracurriculars at SMAN 1 Jekulo?
2. What are students' perceptions about English extracurriculars?

C. Objectives of the Problem

Based on the problem statement above, this research aims to:

1. To find out the implementation of English extracurriculars at SMAN 1 Jekulo
2. To find out students' perceptions of English extracurriculars.

D. Significance of the Research

This research also offers several benefits for several parties: students, researchers, institutions, and other researchers.

1. Theoretically

In this case, the results of this research are expected to support other research on the implementation of extracurricular English. This development can also help other people, especially in implementing extracurricular English.

2. Practically

- a. For the students

This research will be helpful for students. One of them can increase their knowledge about extracurricular English.

- b. For English teachers

This research is useful for an English teacher. This research analysis can be used as a reference for improving English extracurricular activities to make them more effective and efficient. Apart from that, with this research, teachers can find out what problems students face while they are taking part in English extracurriculars.

- c. For future research

Researchers believe that their work can be useful to other researchers in the future. Other researchers can also benefit from this research by learning more about extracurricular English. Other researchers can gain more new experiences from this research.

E. Scope of The Study

The focus of this study is to determine the implementation of English extracurricular and students' perceptions of English extracurricular at SMA 1 Jekulo. This study focuses on one English extracurricular tutor and 20 students who participate in English extracurricular.

F. Operational Definition

1. Implementation

Implementation is a planned and deliberate action. He tries to realize the "how" and "what" plan. In the context of learning, this implementation is an action that begins with making a learning plan and continues by incorporating the plan into the learning process in class until the final stage, namely providing an assessment.

SMAN 1 Jekulo implements English extracurriculars. Students with an interest and talent in English attend this extracurricular. SMAN 1 Jekulo implements extracurricular English to enable students to channel their interests and talents and improve their English skills.

2. English Extracurricular

English extracurriculars are designated areas for students to learn and enhance their proficiency in the English language. English clubs can help students support English language learning in the classroom outside of school or in the immediate surroundings.