

**AN ANALYSIS OF ENGLISH EXTRACURRICULAR
IN SMAN 04 KEPAHANG
(A Descriptive Qualitative Study at SMAN 04 Kepahang)**

THESIS

This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education



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2019**

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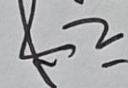
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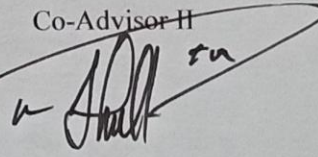
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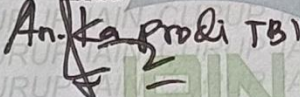
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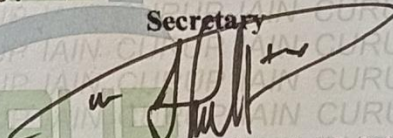
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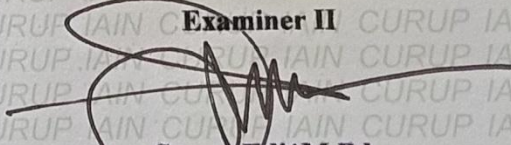
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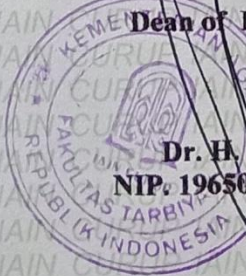
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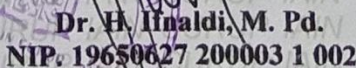
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MOTTO:

- ❖ PATIENT CAN MAKE US UNDERSTAND ALL THE THING.
- ❖ LIFE IS NEVER FLAT
- ❖ ALLAH WON'T CHANGE YOUR CONDITION UNTIL YOU TRY TO CHANGE IT

DEDICATION

I dedicate this thesis to:
Allah SWT

My beloved parents, father Supratman and my lovely mother R. Pujiati has a gift for their endless supports, love, affection, and giving spirit and this thesis could not be finished without their prayer.

my beloved wife and my daughter, Susianah and Vanesa Adara Prasetyo.

My great thanks to my sister Eva Juliana and brother Galih setiawan.

thanks for the colors of my life.

Big thanks go to all people that support me very much, for my best friends, Bambang Soleh Abidin, Noprian Adi Kusuma and my big family. To all my friends in English Department especially for PBI B 2012 academic year. I would like to say thank you for distracting me from all the distressing problems that I faced by being goofy throughout the time. I hope it will always be like this. I do not mean the problem, but your oddly satisfying silliness.

My beloved campus IAIN Curup as a kind of achievement during the study.

ABSTRACT

Akas Prasetyo (2019) : *The Analysis of English Extracurricular in SMAN*

04 Kepahiang Academic Year 2018/2019

Advisor : Desfitranita, M.Pd

Co- Advisor : Heny Septia Utami, M.Pd

This research was about the analysis of English Extracurricular in SMAN 04 Kepahiang Academic Year 2018/2019. There are two research questions of this research. They are; what are the activities of English extracurricular in SMAN 04 Kepahiang, and how is the implementation of English is extracurricular in SMAN 04 Kepahiang. The objective of this research is to find out the English extracurricular activities and how the implementation of English extracurricular in SMAN 04 Kepahiang. This research used descriptive method, which focused on analyzing the English extracurricular activities and the implementation of English extracurricular. The subject of this research was the students who followed the English extracurricular that consists of 30 students. They were chosen based on purposive sampling. This research was conducted from April until June 2019. The result of this research; there are some activities in English extracurricular and the implementation of English extracurricular. They are; first, there were some activities that provided in English extracurricular of SMAN 04 Kepahiang. They were game, discussion, speech, debate, and storytelling. The students have these activities continuously, and these activities really help the students in increasing their ability in English. Second, the implementation of English extracurricular in SMAN 04 Kepahiang are ; the English extracurricular is held once a week. The students divided into two classes, intermediate class and upper intermediate and advanced class. Both classes have different teacher. The intermediate class focused on game, speech, and storytelling that consists of 16 students. Meanwhile, the upper intermediate and advanced class focused on discussion and debate that consists of 14 students. The two classes have different activities considered by the difference level of the students. The students

who joined the English extracurricular could increase student skill in English, help student to improve their English, grow students' interest in English, and familiarize members to speak English has mentioned on the mission of English extracurricular of SMAN 04 Kepahiang.in conclusion, the English extracurricular really help the students to increase their ability in English .

Key words: *Implementation, English Extracurricular*

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the languages in the world which is used by many students in a lot of countries. Same as other languages, English also has some basic skills that must be owned by the language. Language skills that must be mastered in communication in general are four, namely listening, speaking, reading and writing. The four language skills are then used as a measurement of a language comprehension. This is the main factor why English has become one of the languages that must be learned in schools or in institutions.¹ It also makes that English is qualified as a primary requirement to communicate in the global communication.

In regard to this, Bloomfield in Hanunah stated that English takes a very important role as one of the requirements for applying a job.² It is essential for overall, English allows companies to create jobs, develop trade and expand business in foreign lands. It also allows people and companies to communicate each other. English is also used formally or informally by the people all around the world. Increasing English language towards developing

¹Nila Ardila, *Using The Direct Method In Teaching To Improve Students' Speaking Skill At Purikids Language Course*. (A Thesis At Faculty Of Languages And Arts Yogyakarta: Unpublished, 2015) P. 1

²Hanunah, *The Problems Faced By The Second Semester Students' Of English Department At Tarbiyah Faculty Iain Sunan Ampel Surabaya In Learning Speaking*. (Thesis At Faculty Of Tarbiyah Iain Sunan Ampel Surabaya, Unpublished, 2009). P. 3

countries can be predicted that English would be more taken into international exchange. In Indonesia, English subject is the most important because it is one of subjects in the national examination.

The adoption of English in Indonesia has brought about a very changed in the educational policies of the country. Indonesia, as a developing country, has introduced English as a compulsory subject in junior and senior secondary schools, as well as at tertiary levels of education.³ There is very limited chance for the students to practice their English skills. As the result, the students are difficult to increase their English skills. Learning English as a foreign language seems to be on the crossroads due to different curricula implementation. Curriculum changes are mandatory, however the changes should not be contra productive to attainment of expected learning competency. The curriculum designs become different among the 1980 curriculum, the 2006 curriculum and the 2013 curriculum. The changes have influence of pessimism and optimism among educators and learners.

Based on the observation and the interview to the teacher that the researcher did on February Monday 26th in Senior high school in Kepahiang regency, many students could not learn English well. It is also supported by the recent research which was conducted by Mentari that most of students learning English in the classroom were always passively involved in their learning

³Urip Sulistiyo, *Improving English As A Foreign Language Teacher Education In Indonesia: The Case Of Jambi University*, (Thesis Of Faculty Of Teacher Training And Education Of Jambi University, Unpublished, 2015). P.2

process.⁴Some students are not only difficult to speak up in front of many people but also do not have motivation and confident. To motivate the student to be able to speak English, Some English teachers make some programs to increase students` ability in English. One of good programs in growing and developing students` ability in English is English Extracurricular.

Regard to this, from some schools in Kepahiang regency there is just one school that has a program to improve students' English skills. SMAN 04 Kepahiang applies English extracurricular to support English subject. The researcher came to SMAN 04 Kepahiang and was interested to know how the students' interest in learning English Extracurricular. There, the researcher saw that some of partly the students werevery activeto follow the English extracurricular. English extracurricular activities are activities that were carried out outside of time scheduleof school (face to face), they can be done in the school and outside of the school and the goal is to further enrich and expand students' knowledge and ability".⁵English Extracurricular is the place for language learners to use English in a casual setting. English Extracurricular is the program that helps the students to improve their English. There are some activities in English Extracurricular. They consists of teaching, vocabulary building, games, grammar, discussion, debate and

⁴Mentari. "*Speaking Strategies Used In English Club Of Sma N I kepahiang*". Skripsi. (Program StudiBahasaInggris, Unpublished, 2014), P.2

⁵Moh.Uzer Usman, *UpayaOptimalisasiKegiatanBelajarMengajar*, (Bandung:RosdaKarya, 1993), P. 22

others. Through English Extracurricular students can improve their speaking skill through debate and discussion. They can improve their vocabulary through playing games. Then, writing and listening can be improved by storytelling and so on.

Teaching English in extracurricular is an informal teaching. The students are free to do what they want to do. In English extracurricular, the student can improve their abilities in learning English. The students also can get motivation from their teacher and they can improve their confidence in speaking to their friends because there the student are not forced but the teacher just gives motivation in order for students to have willing to speak to their partners. Furthermore, extracurricular activities are usually defined as learners' activities that fall outside the normal curriculum of educational institution. In addition, extracurricular activities are activities that students participate in that do not fall into the real of normal curriculum of schools.⁶ Masoni added that extracurricular activities began in the United States in the 19th century.⁷ Extracurricular activities usually had some practical or vocational interest that was included into the activities.

English Extracurricular in SMAN 04 Kepahiang started early in 2009. In 2010 the school followed the competition for the first time. The students felt interest when they followed the competition although they could not be

⁶Errin Masoni, *Positive Effects Of Extra Curricular Activities On Students*, (Essai: Vol. 9, ,Article 27. 2011) P.84

⁷*Ibid.*

the winner because they still felt unconfident. Regarding to this, the school always improves the quality and the way to teach students in English extracurricular. Although this school does not have many facilities but the teacher always gives motivation to his / her students in order to their student be more interested again to learn. The purpose is the student can get reward and be the winner when they follow competition and can improve student ability in learning English. English Extracurricular in this school is called English Club. Students of English Club in SMAN 04 Kepahiang often follow competition and they can be the winner. There are many competitions that they often follow such as story telling, poem/poetry, debate, and so on. In addition, the score of the students who join English Club are higher than students who do not join the English Club. The mean score of the members of English Club is more than minimum standard in this school. In this school, minimum score for English subject is 70. The mean score of the members of English Club is 77,5. It means that all of the members have high achievement in learning English and the members of English Club in SMA N 1 Kepahiang are increased. It means that the students in SMAN 04 Kepahiang were interested to join the English Club could be caused by some factors. It can be said that the English extracurricular in SMAN 04 Kepahiang has programs that make the students to be excited to join.

Based on the finding above, the researcher is interested to investigate why mostly of the students follow the English extracurricular in

SMAN 04 Kepahiang. Thus, this research is entitled “**The Analysis of English Extracurricular in SMAN 04 Kepahiang**”.

B. Research Questions

Related to the background of the problem above, the research questions of this research are formulated as follows:

1. What are the programs of English extracurricular activities in SMAN 04 Kepahiang?
2. How is the implementation of English extracurricular activities in SMAN 04 Kepahiang?

C. Objective of the Research

Based on the research questions above, the objectives of this research are to find out:

1. The programs of English extracurricular activities in SMAN 04 Kepahiang
2. The implementation of English extracurricular activities in SMAN 04 Kepahiang

D. Scope of the Research

In doing this research, the capability of the researcher makes his realize to restrict the problem. There are some extracurricular activities such as debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events. However, this research was only

delimited on analyzing the English Extracurricular in SMAN 04 Kepahiang and the implementation of English Extracurricular in SMAN 04 Kepahiang.

E. Significance of the Research

The researcher hopes the result of this research is useful for schools, teachers and other researchers. They are:

1. The schools

This research provides an overview of the English extracurricular that had been done in SMAN 04 Kepahiang. Then this is also raising the awareness for other schools to optimize the potential of community around the schools in determining the programs, especially applying English extracurricular.

2. The teachers

This research provides an overview of implementing English Extracurricular that have been implemented in the classroom. Then, the researcher hopes this research can be increased the flexion in order to improve the quality of English extracurricular.

3. The further researchers

For the other researchers who are interested in conducting the other similar research can use this research as reference to conduct similar research.

F. Definition Of Key Terms

1. Analysis

John W. Creswell states that Data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcript, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion⁸. The analysis in this research refers to the researcher identified and then analyzed some data or documents. In this case, the data that is analyzed is the English extracurricular in SMAN 04 Kepahiang.

2. English Extracurricular

Extracurricular activities are activities outside class hours conducted regular school in the school or outside school aim to broaden students' knowledge, to know the relationship between subjects, talents and interests, as well as complete full human development.

⁸Cresswell, John. W. 2007. *Qualitative Inquiry & Research Design*, p.149

G. Research Organization

This thesis is structured in five chapters. Chapter I is introduction, Chapter II is literature review, Chapter III is methodology, Chapter IV is finding and discussion, Chapter V is conclusion and suggestion.

Each chapter consists of several points; chapter I consists of background, research question, objective of the research, definition of key terms, scope of the research, significant of the research, and research paper organization. Chapter II consists of the review of related theories and review of related finding. Chapter III consists of kind of the research, subject of the research, technique of collecting data, instrument of the research and technique of data analysis. Then Chapter IV consists of findings and discussion. Last was Chapter V that consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Learning in Senior High School

According to Robber in Muhibbin, he divides learning into two definitions. Firstly, learning is the process of acquiring knowledge. Secondly, learning is a relatively permanent change in response potentiality that occurs as a result of reinforced practice¹. Learning is often understood as a complex process for everybody to be mastered or to gain something and occurs during the life of since a certain person was a baby till death. Moreover, W.H. Burton through UzerUsman's book states that learning is a change in the individual due to instruction of that individual and his environment, which fells a need and makes him more capable of dealing adequately with his environment.²

Whereas according to Arief S. Sardiman, learning process is due to individual interaction with their environment.³ It has been clear that learning could be interpreted as behavior change processes in the individual self as the interaction between individual and individual or

¹MuhibbinSyah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Rosda Karya, 1995), p.19

²Moh Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosda, 2004), p.5

³ Arif S. Sardiman, *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*, (Jakarta: PT Raja Grafindo Persada, 2006), p. 1

individuals with their environment (teachers, fellow student and the entire device in the study). While the process of formally organized learning in schools, it is intended only for direct changes on students' self in a planned manner, both in terms of knowledge, skills and attitudes.

The English learning process occurs interrelated interaction between each element. This greatly affects the realization of the goals of learning, it is in accordance with the Oemar Hamalik's opinion:

Learning is combination of elements which continues including human, material, facilities, equipment and procedures that affect each other to achieve goals. Human element that I mean is the things involved in teaching system comprised of students, teachers and other personnel such as laboratory and library staff. Material elements are like book, black board, chalk, photography, slide, film, audio and video tape.⁴

English learning will run and successful if the process of interaction inter-components run optimally. And it is also supported by the ability of teachers presenting lessons optimally, effectively and efficiently. Appropriate to Mr. Sugiatno's opinion, he expresses that "learning that uses teachers' aids as learning media can help to eliminate the constraints that the teachers have, so the learning materials that are given by the teacher can be received by students".⁵

⁴ Oemar Hamalik. *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), p. 17.

⁵ Sugitno, *Peranan Media Pembelajaran Bidang Studi Aqidah Akhlak Di Madrasah*, (Unpublished, Individual Research Report, STAIN Curup, Curup, 2007), p. 2.

From some opinions above, it can be concluded that learning is in the base process of the development of human beings' lives. By learning, people do the changes of individual quality, so that their attitudes also grow. The entire human is activity and human achievement is as the learning result. Learning is a process, it is not as the result, and achievement is as the result that researches the learning process.

2. English Extracurricular

Extracurricular activities are found at all levels of our school system, especially in secondary schools.⁶ The terms *extracurricular activities*, *co-curricular activities*, and *non-classroom activities* have all been used interchangeably to mean experiences and activities, such as debate, athletics, music, drama, school publications, student council, school clubs, contests, and various social events.⁷ Then, Massoni explains that Extracurricular activities are activities that students participate in that do not fall into the realm of normal curriculum of schools.⁸

In the other hand, Holland & Andre argue that Extracurricular is a program performed by student that fall outside realm of normal

⁶ Foster, C. R. *Extracurricular Activities in the High School*, (New York: Read Books, 2008). P.34

⁷Emmer,*School Newspaper*, (New York: Rosen Publishing Group. 2010). P.6

⁸Massoni,*Positive Effects Of Extra Curricular Activities*, (Article 27, Vol.9, Published By DigitalCommons, 2009). P.84

curriculum of school or university.⁹ Based on school curriculum the purposes of extracurricular program are to support the student English skill and to improve student English ability. Moreover, Mulyasa states that an extracurricular is a certain program held outside the school regular time for supporting and improving students' competence.¹⁰

These theories imply that extracurricular is the activity outside the classroom that takes a part of students' time. Extracurricular is a program which is not part of the course that a student is doing at a school. However, since extracurricular is not a compulsory subject, students have right to join it or not.¹¹ As stated by Lunenburg extracurricular activities are voluntary, are approved and sponsored by school officials, and carry no academic credit toward graduation.¹² The main reason of the establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest.

Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, the activities should provide experiences that are not included in the formal courses of study. The activities permit students to apply knowledge acquired in formal courses and to acquire concepts of democratic life. When managed

⁹[Http://Edu/Resources/Extracurricular/Pdf/01.Pdf](http://Edu/Resources/Extracurricular/Pdf/01.Pdf)

¹⁰Mulyasa. *Kurikulum Tingkat Satuan Pendidikan :Sebuah Panduan Praktis*. (Bandung: Remaja Rosdakarya. 2007), P.23

¹¹ Barbieri, *Extracurricular Activities*, (New York: St.Martin's Press. 2009), P.4

¹² Lunenburg, & Ornstein, *Educational Administration: Concepts And Practices*, (Belmont,: Wadsworth/cengage Learning. 2008), p.57

properly, the extracurricular activities program allows for a well-rounded, balanced program by:¹³

- a. reinforcing learning
- b. supplementing the required and elective curriculum (formal courses of study)
- c. integrating knowledge
- d. carrying out the objectives of democratic life.

Lunenburg explains that 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. 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. Thus, such activities as school dances, student council, chess, publications, and sports add opportunities to the total learning experience as well as worthwhile leisure-time activities to the total learning process. These nonsubject -related activities add to and enrich even the most innovative programs of required and elective courses.¹⁴

In the Government Regulation no 19/25 on National Education Standards, it is stated that every school may give an opportunity to

¹³*Op.Cit.*, Barbieri

¹⁴Fred C. Lunenburg , *Extracurricular Activities*, (Sam Houston State University, Schooling Volume 1, Number 1, 2010), P. 3

develop its students' competency by applying an extracurricular program.¹⁵ Bill Lawhorn explains that, there are some extracurricular activities, such academic clubs, academic competitions, athletics, debate, performing art and other organization.¹⁶The number and type of extracurricular activities available is sometimes overwhelming. Students should choose activities that are based on their interests and then weigh the potential conflicts those activities would have with other demands for their time - including academic study.

Extracurricular activities are activities performed by students that fall outside the realm of the normal curriculum of the school. Also known as enrichment programs they are courses offered by educational facilities to help promote skills and high level of thinking for students. The theory of multiple intelligences developed by Gardner in 1993 broadens our view of how humans learn and realize their potential. This theory explains how a variety of skills and talents help to strengthen an individual so it is important for students to be exposed to a variety of different activities to explore their interest and capabilities.

Extracurricular activities such as English, sports, drama music, scouting, dance and various clubs are important parts of the educational experience of many students. Most studies find that children who

¹⁵Arsyad, *Media Pembelajaran*. (Jakarta: Raja Gafido Persada, 2009), P.28

¹⁶ Bill Lawhorn, *The Afterschool Connection*, (Occupational Outlook Quarterly: Winter 2008), p.17

participate in their activities are more successful academically than those who do not, it is not clear whether this is because the brighter more energetic students are also the ones who participate more in extracurricular activities, or whether the activities themselves boost students' academic performance.

Extracurricular activities offer benefits for a child who is not gifted academically, the chance to excel in the arts or in sports, for example can make a huge difference in self esteem. Many extracurricular activities teach real world skills such as journalism, photography or debate which can lead to life long interests' even careers Teens and preteens who devote themselves to service project such as food drives, book drives of neighborhood imperilment projects, learn that they can make a difference and contribute to society. They also learn team work and leadership skills that may be even important in the long run than some of the academic subject they study.

Dyson reveals that extracurricular activities strengthen the integration of students with severe disabilities as well.¹⁷ Many students with disabilities can acquire the skills necessary to participate partially in clubs offering sports, newspaper, English, student council and social events such as dances. These programs give disabled children the

¹⁷Dyson Robert G, *Strategic development and SWOT Analysis at the University of Warwick*, (European Journal of Operational Research, 2002), P. 152

opportunity to work with other children disabled like themselves and non-disabled students in a positive environment where everyone can participate in one way or the other.

Another goal of extracurricular activities is to provide children with opportunities to realize their leadership potential. Leadership is an extremely important quality for people to have in order to succeed. Leadership is learned over time through the involvement with others. Extracurricular activities encourage this by providing for them the chance to begin to understand diverse attitude skills and talents and how to interact effectively with a diversity of people while working toward a common goal.¹⁸

Furthermore, extracurricular with a personal sense of belonging and integration with the school cause feeling of accomplishment, self worth and high self esteem in adolescent, especially from activities that lead to publicity from their participation. By providing a collective outlet where developing adolescent can focus, create a safe and healthy means of spending after school hours. Extracurricular activities also play a role in reducing drug and alcohol use and irresponsible sexual activities in older children would be on their own after school. It is not only a matter of keeping the kids busy, the self esteem and sense of purpose that children

¹⁸Karnes and Bean, 1990, *Developing Leadership in Gifted Youth*, (ReportNo. EDO-EC-90-4), Washington, DC: Office of Educational Research and Improvement. (Eric Document Reproduction Service No. ED 321 490)

can get from serious involvement in extracurricular activities may help raise them a reason to say no to risky behaviors.

a. Types of Teachers' Teaching Style

Every teacher has different style that she / he uses in teaching learning process. There are three types of teachers' teaching styles that are prevalent in classroom. According to Madden there are three types of teachers' teaching styles in teaching, they are: visual, auditory and kinesthetic.¹⁹ First is visual style which is divided in to external and internal visual. External visual is information process through what are seen. Then internal visual is information process through what is seen and remember directly .Furthermore, teacher who has visual style giving the information through seeing the object directly. Second is auditory style. The auditory style is also divided in to external and external auditory. External auditory is information process through hearing and discussing it in a big group. Then internal auditory is information process through hearing and discussing it in a small group. It means the teacher transfers information through hearing. Third is kinesthetic style, the kinesthetic style is also divided in to external and internal kinesthetic. The kinesthetic internal is

¹⁹ Madden, L Thomas, *Fire Up Young Learners*, (Jakarta: PT Gramedia Pustaka Utama, 2002).

information process through move, do or touch the object. While internal kinesthetic is information process through using non verbal action like body language or tone. Teacher who has kinesthetic style likes to move, do or touch the object directly.

Furthermore, Haggart adds teachers' teaching styles have three types, there are a kinesthetic teacher, a visual teacher and an auditory teacher.²⁰ First, kinesthetic teachers have active classrooms. The students are out their seats doing projects, working in groups and making things. It means that the teachers make the students move and create an active classroom. The students work in a group and be free to explore their ideas in learning. The kinesthetic teacher is more active, because she/he moves from one side to the other side in the classroom. Second, the visualteacher, teachers with a visual preference focus on self-esteem, social skills and self-expression. Concerned about feelings, they make sure that the students are comfortable and have fun. From the explanation of the expert, the tactual teachers create a warm and welcoming classroom environment where students work together like an extended family in a supportive atmosphere. Last is the auditory teacher, the teachers with an auditory preference

²⁰ Haggart, William, *Discipline and Learning Styles: An Educators' Guide*, (Cadiz K Y: Performance Learning System Inc, 2003)

often lecture and ask a lot of question. In this case, the teachers like to do a verbal communication with the students in teaching learning process. Teachers encourage the students to be active listeners and articulate speakers.

In addition, De Porter explains the teachers' teaching style may be classified as visual, auditory and kinesthetic.²¹ First is visual style, the teacher presents the lesson through the pictures, sketches, diagrams, graphs or other related illustrations. It means that the teacher who has this type likes to use media in transferring information to students or something that can be seen. Second is auditory style, the teacher gives oral explanations most of the time. It means that the teacher who has an auditory style transfers his/her information by using his/her voice and the students just hear what the teacher explains. Third is kinesthetic style, the teacher engages the students in physical movements as they learn the subject. From the explanation above, the researcher concludes that the types of teachers' teaching style are: visual style, auditory style, kinesthetic style. First, visual style, the teacher takes the students to imagine the material through using picture or using illustrations. It is one of types of teachers' teaching styles that transfers information

²¹ De Porter, Bob, *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*, (Bandung: Mizan Media Utama, 2009).

through seeing the object directly. Second auditory style, the teacher with this style is modality to access all voice that is created or remembered. It is one of types that transfers information through hearing. The last, the kinesthetic style, it is a modality using a gesture and body language in teaching. The kinesthetic style, one of types that transfers information through moving, doing or touching object directly.

b. The Benefits of English Extracurricular

There are some benefits that student get in English Extracurricular or Club, namely:²²

- 1) Create an active and student-centered environment.
- 2) Improve all English skills.
- 3) Encourage members to speak English confidently.
- 4) To create a relaxed environment for the students to practice English.

Based on the benefits of English extracurricular above, the researcher can take conclusion that in SMAN 04 Kepahiang, the English extracurricular must have those four benefits for the students who join the English extracurricular. Hence, it could help the students to create an active and become student-centered environment, improve English skill such listening, speaking,

²²Fauziah. 2007. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta. P. 81

reading, and writing. It also can help to encourage the students to speak English confidently and to practice English in relaxed atmosphere.

c. The Levels of English Extracurricular

In English Extracurricular or Club class, every students has different ability. As the teacher, she/he knows the students' level. There are three levels that are own by University of Khartoum ELIP III *English Language Institute English Club Guide*, namely:²³

1) The Beginner Class

English Clubs for beginners are often the most difficult and require the most planning by the facilitator. This is because students' vocabulary is limited and the concept of discussion class, where the members must actively talk and express their ideas and opinion rather than just passively listen to a lesson. To start in beginner class should start with a simple warm up that focuses on vocabulary skill, such as using vocabulary game. In this section the students feel comfortable to learn and their vocabulary improves there. The purpose of this moment is to give students confidence in order for them to be able to talk by using English.

²³ [Http://Www.English/Club/Guide/ELI/English/Club/Pdf.01.24](http://Www.English/Club/Guide/ELI/English/Club/Pdf.01.24) April 2016

2) The Intermediate Classes

In intermediate class, the students have improvement in their vocabularies. In this class the teacher can start with simple conversation, such as asking the members to talk about what they did yesterday. In this part the students have to use simple past tense. If they have finished, the teacher should give them reward like saying “good, your English has improvement and so on”. It can make students feel confident. The other topic, the teacher can order the members to describe their friend, family, hobby, and etc. Before they talk in front of the class, they write on their book. The other members can respond what their friend talk.

3) Upper Intermediate and Advanced Classes

In the Advance class, the teacher should strive to minimize their interjection and interruption and act as a true facilitator that moderates and clarifies point as the discussion develops. In this class, the teacher is just as a facilitator. The teacher makes two groups. The first group talks about benefit or profit and the other group protests or disagrees.

d. The Principles of English Extracurricular

There are some principles that can make successful English Community and Club. The principles of a successful English Extracurricular or Club are:²⁴

1) A good English club should be participant-centred

Some strategies to achieve this are: (a) Encourage participants to bring in their own content. (b) Ask participants' questions about their lives. (c) Divide participants into small groups to discuss questions or to do activities. (d) 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.

2) A good English club 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 abroad, for example try to arrange the schedule so that there is time for people to stay and talk afterwards.

3) A good English club gives people freedom.

²⁴<https://www.teachingenglish.org.uk/article/english-club>

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

- 4) A good English club is rooted in the community.

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

- 5) A good English club 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, abandon activities that fall flat, and embrace the spontaneous and unplanned.

e. The Activity of English Extracurricular

In English community there are some activities and strategies that are used by the teacher to make students be more active in learning process and make their learning be more fun and meaningful. The activities of English Club or Community itself are

games, discussion, speech, debate, information gaps and storytelling.²⁵

1) Game

According to Huyen, game is good to be played in English Community. Game brings relaxation and fun for students, thus it helps them to learn and to retain words more easily.²⁶ Games are usually used for teaching language for young learners. Game is a good technique that can be applied in teaching English for young learners, because it is fun and motivating, and then game can help the students to stimulate in additional conversation .The purpose of this game is to make the students fun and they get comfortable feeling in learning. Game can help the student to get many vocabularies. One of the games is scrabbles. The rules of the teacher in teaching scrabble are in the following explanations:

- ◆ The teacher divides the students into four groups (some groups).
- ◆ The students play scrabble in each group in the same time as long as 45 minutes.

²⁵Taufanhandika Putra, “*The Role Of English Club To Increase Students’ Speaking Ability.*” Skripsi.(Fak. English Education Program Language And Art Department Faculty Of Teacher Training And Education Mataram University, Mataram, 2015), Hal.10

²⁶Huyen N, Ngak.2003.Learning Vocabulary Through Games. Cambridge: Cambridge University Press

- ◆ The teacher tells the rules of playing scrabble.
- ◆ The students play scrabble in each group.
- ◆ The teacher monitors the process of playing scrabble.
- ◆ After playing scrabble the teacher and the students discuss the words and their meaning that have been played on the scrabble.

2) Discussion

In addition, Barker said that discussion is a good activity for students in English Community. Discussion technique is a technique where three or more people interact face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.²⁷ Discussions give students a real thing to communicate and show them that they can use a foreign language as a means of conveying ideas and information to each other. It is not solely the reserve of foreigners. Students generally have little practice in producing new language, it makes the students more active and the students are free to create conversation in group discussion. In this section, the students discuss about some topics that can improve students'

²⁷Barker, L. G. 2007. *Communication*. Englewood Cliffs Jersey: Prentice Hall Inc.

knowledge. They can change their knowledge with their friends in English Extracurricular or club. Here are the rules of discussion:

- ◆ The students are divided into some groups.
- ◆ The teacher gives a topic to be discussed.
- ◆ The students discuss the topic in each group.
- ◆ The students in each group present what they have got from their discussion about the topic.
- ◆ The students in each group give question to other groups if they do not understand.
- ◆ The students discuss the information about the topic together.
- ◆ The students and the teacher conclude the information of the topic based on the result of discussion.

3) Speech

On the other hand, Yule in Dyah also gives statement if a speech can applied in English Community. The speech is the action performed via utterances.²⁸ One of effective methods in teaching speech is to teach the students how to prepare their speech. The teacher needs to make it clear to students to make

²⁸Dyah D.2009. Speech Act And Communication Strategy In Children Of 3-5 Years Old (A Case Study Of The Children Of 3-5 Years Old In Semarang.). Unpublished Thesis. Mataram University Press: Mataram

their performance to be good. The speech helps them to organize and arrange the body of their message for each speech. In speech, the teacher also reminds the students to write the main idea of what they would deliver to their opponent. The teacher also reminds the students to always keep practicing speech by having conversations with others by using English at school time. The following descriptions are the rules of teaching speech:

- ◆ The teacher explains the rules of delivering speech.
- ◆ The students ask questions if they do not understand.
- ◆ The teacher gives the students a theme of speech that they will deliver.
- ◆ The students prepare their own speech.
- ◆ The teacher checks the student's speech material.
- ◆ The students practice to deliver speech in front of teacher and other students if their speech material has been done to be prepared and the students are ready to perform.
- ◆ The teacher gives feedback to the student's performance in delivering speech.

4) Debate

According to Krieger, he said that debate can improve student speaking skill in English Community. Debate is process of presenting idea or opinion in which two opposing parties try to defend their idea or opinion.²⁹Through debating, students can develop positive attitudes toward the intellectual exchange of ideas, develop an interest in the investigation of issues and problems become more adept at developing and putting forward ideas, learn to think quickly, learn to work as a team, develop leadership skills, develop speaking and listening skills. Debate can help students develop speaking and reasoning skill, can motivate students to read many books, not only lessons book but also other literatures, and debate helps students to control their emotion when their argument was pushed by opposing party.

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually

²⁹Krieger, D. 2007. *Teaching Debate To ESL Students : A Six-Class Unit*. Retrieved From <http://Iteslj.Org/Techniques/Krieger-Debate.Html>. On April 4, 2016 At 10.15 Am

consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established. The debate preparations are as follows:

- ◆ Develop the resolution to be debated
- ◆ Organize the teams
- ◆ Establish the rules of the debate, including timelines
- ◆ Research the topic and prepare logical arguments
- ◆ Gather supporting evidence and examples for position taken
- ◆ Anticipate counter arguments and prepare rebuttals
- ◆ Team members plan order and content of speaking in debate
- ◆ Prepare room for debate
- ◆ Establish expectations, if any, for assessment of debate

Moreover, in conducting the debate, some procedures are conducted orderly. First, debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This

pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds. A typical sequence for debate, with suggested timelines, is as follows:

- ◆ The first speaker on the affirmative team presents arguments in support of the resolution. (5 – 10 minutes)
- ◆ The first speaker on the opposing team presents arguments opposing the resolution. (5 – 10 minutes)
- ◆ The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)
- ◆ The second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 – 10 minutes)
- ◆ The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)

- ◆ The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes)
- ◆ First rebuttal of the affirmative team (3 – 5 minutes)
- ◆ Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each)
- ◆ There cannot be any interruptions. Speakers must wait their turns. The teacher may need to enforce the rules.

The next important point is post-debate discussion and assessment. When the formal debate is finished, it allows time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher. If some form of assessment was part of the debate plan, it would be conducted at this time. Assessment could be conducted by the teacher, the judging team, or the entire class.

Last, additional support materials are also crucial in debating. The following curriculum support materials may be used in preparing a class debate:

- a) The inquiry process (conducting research)
 - b) Persuasive writing
 - c) Articulate perspectives on issues
 - d) Dealing with controversial issues
 - e) Critical thinking in social studies
- 5) Information gaps

Harmer adds information, he says that information gap activities are those where students have different pieces of information about the same subject and have to share this information.³⁰ In this activity, the students share their information to other students. The student can share with teacher and their friend about English subject. If the students have problem, they can solve the problem there. The rules of information gap are in the following points:

- ♦ The teacher asks the students to give questions about English subject that has been learned.

³⁰Harmer.J. 2003.*The Practice OfEnglishAs A Second Language*. New York: Mc. Graw Hill Book Company

- ◆ The students give questions about what they do not understand.
- ◆ The teacher shares information about the subject and involves the other students to share information about what they have got from the subject.
- ◆ The students and the teacher gather the information and make the conclusion.

6) Story telling

Colon-Vila in Isbell, Sobol, Lindauer, and Lowrance say that storytelling can help students in teaching listening, to build oral and written communication skills, and develop an understanding of the story of the scheme.³¹ Story telling fosters students' creative thinking. It also helps students express some ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. In this part, the students can improve their speaking skill and confidence because they speak in front of the other students. In storytelling, the teacher asks the students to keep practicing and adding their vocabularies by discussing the difficult vocabularies with the students in the class. The

³¹Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects Of Storytelling And Story Reading On The Oral Language Complexity And Story Comprehension Of Young Children. *Early Childhood Education Journal*, Vol. 32, No. 3, December 2004

teacher also tells the students to be more confident while performing in front of their friends. The rules of the teacher in teaching storytelling are as follows:

- ◆ If possible ,have the students sit on the floor around the teacher when the teacher reads the story, make sure everyone can see both her/his face and the illustrations in the story.
- ◆ Speak slowly and clearly. Give the pupils time to think, ask questions, look at the pictures, make comments. However do vary the space of her/his voice when the story speeds up.
- ◆ Make comments about the illustrations. When the teachers say a word, point to the illustration at the same time. Involve the pupils actively by asking them also to point to the illustrations.
- ◆ Encourage the pupils to take part in the storytelling by repeating key vocabulary items and phrases. The teacher can invite them to do this by pausing and looking at them with a questioning expression and by putting hand to ear to indicate that the teachers are waiting for them to join in.

- ◆ Use gestures, mime, facial expressions, varied pace and tone. Adapt your voice to the different characters as much as you can help convey meaning and to keep your pupils' attention.
- ◆ When telling a story for the first time try to create a relaxed, informal atmosphere which mirrors storytelling in children's homes. It can be done by gathering pupils around the teachers in a semicircle; this arrangement so makes it easier for them to hear the teacher and to see any visual you wish to use. The pupils will be more comfortable if there is a small carpeted area in a corner of the classroom where they can sit. Some old blankets spread out for story telling time would be a good substitute. Make sure the teacher has rehearsed the story beforehand so that she / he is able to look at the children frequently while teacher reads or tells the story. The teacher should also know where she/he is going to pause or break up the text to ask questions, and so on.
- ◆ When listening to a story in a foreign language children rely heavily on their eyes to help them

understand. The use of visuals and other support for listening is consequently very important to the child's comprehension and enjoyment of the story. The aids the teacher uses when telling stories can take many forms, both visual and aural, and are often referred to as story props. These might include pictures, real objects, models, or pre-recorded or teacher-made cassettes.

3. English Extracurricular in SMAN 04 Kepahiang

The following explanations are the descriptions of English extracurricular in SMAN 04 Kepahiang that the researcher got from the preliminary research into this school. There are the history, the goal, and then vision and mission of English extracurricular in SMAN 04 Kepahiang. They are:

a. History

English Extracurricular in SMAN 04 Kepahiang was established in 2009-2010. This extracurricular was founded by two English teachers. The activities carried out as learning in the classroom, but over time, many changes were made by the teachers who taught in this extracurricular. Students' improvement who join in English Extracurricular is very good, so the English Extracurricular survives until today.

b. Goal of English Extracurricular

The goal of English extracurricular in SMAN 04 Kepahiang is to make student confident. The students are able to develop their creativity to improve their ability in English, the students can practice English more and create a skill for every member.³² It means that the English extracurricular has been designed to help the students who want to improve their ability in English by developing creativity.

c. The Vision and Mission of English Extracurricular

First, the vision of English Extracurricular is directing students of SMAN 04 Kepahiang who love the field of English study to hone their skills further in this English Extracurricular or Club, and increasing the confidence to dare to advance the fore, the crowd, or the general public.

Second, mission of English Extracurricular is increasing students' skill in English. It helps student to improve their English, grows students' interest in English, and familiarizes members to speak English.³³

Many advantages that the members of English Extracurricular got after they joined in English Extracurricular. All

³²Byuty, S.Pd(English Teacher In SMP N 1 Ujan Mas), *Interview, on 21 December 2015*

³³Document Of English Extracurricular

of the members can improve their ability in English subject. They can practice English and increase their confidence to use English. In this case, there are many activities that can help student to build their ability like scrabble, story Telling and so on. The members of English Extracurricular often follow competition and get appreciation from some competitions.

B. Review Of Related Findings

The Related Finding contains the elaboration emphasized on the related finding results of the other researcher which has relation to the independent variable of this research. There are some related researchs before, they are mentioned in the following explanations.

Firstly, the related research comes from Wilson Nikki from The Graduate School University of Wisconsin-Stout. His research entitles *Impact of Extracurricular Activities on Students*. His research conducted to investigate the main effects for participating in extracurricular activities. Then, it also investigated what the activities that students choosing. Wilson designed his research by using qualitative research. The result of his research showed that the students who participate in extracurricular activities generally got benefit from the many opportunities afforded them. The benefits of participating in extracurricular activities included having better grades, having higher

standardized test scores and higher educational attainment, attending school more regularly.

Then, second researcher is Ardita Markhatus Solekhah. Her research entitles *Implementasi Pembelajaran Ekstrakurikuler Bahasa Inggris Di SD Negeri Timuran Kota Yogyakarta*. She graduated from Elementary School Teacher Study Program, Pre-School and Elementary School of Education, Faculty of Education, Universitas Negeri Yogyakarta. Her research conducted to describe the planning of English Extracurricular (EBI) in *SD Negeri Timuran Yogyakarta*. She designed her research by using descriptive qualitative. The subject of her research were the English teachers who taught EBI. The subjects of her research included the head master of that school, the students and also the parents. She used observation to collect her data. After analyzed her research, it showed that the planning of English Extracurricula (EBI) is appropriate to *Permedikbud Number 62 year 2014*. The planning of EBI also included the head master and all of the teachers. That extracurricula is also appropriate to the lesson plan and and syllabus on KTSP.

Finally, both researchers above was different from this research. This research conducted the research under the title "An Analysis of English Extracurricular in SMAN 04 Kepahiang". This research was descriptive study which was described in qualitative way. This research also used observation and interview as the techniques of collecting the data. The subjects of this

research were the students of SMAN 04 Kepahiang who joined the English extracurricular in this school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used to conduct the research. It explains more about kind of research, subject of the research, technique of data collecting, instrument, and technique of data analysis.

A. Kind of the Research

The method in this research is descriptive which is presented in qualitative way. Descriptive is useful for investigating a variety of educational problem and concerned with the assessment of attitudes, opinions, demographic information, condition and procedures¹. According to Kothari, descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening². The design in such studies must be rigid and not flexible and must focus attention on the following:

- a. Formulating the objective of the study
- b. Designing the methods of data
- c. Selecting the sample

¹Gay and Peter Airasian, *Educational Research, Competencies for Analysis and Application*. Third Edition. (NJ: Prentice Hall, 1990), p.120

²Kothari, *Research Methodology: Methods and Techniques*, (India: New Age International.Ltd, 2004), p. 2

- d. Collecting the data
- e. Processing and analyzing the data.
- f. Reporting the findings.

This research does not only collect the data, but also analyzes the data and describes it, and then makes the conclusion from the data. It is designed to do a study about the English extracurricular in SMAN 04 Kepahiang.

B. Subject of the Research

In this research, the subjects were all of the students who joined English Extracurricular at SMAN 04 Kepahiang. It means that the subjects of this research were all members of English extracurricular in SMAN 04 Kepahiang. There were 280 students of SMAN 04 Kepahiang. Not all of the students could join the English extracurricular. The students who take part in English extracurricular are students who are interested in learning English through the selection of talents and interests. After doing the selection, there were 30 students who joined English Extracurricular. Thus, the subjects of this research were 30 members of English extracurricular. This research investigated the English extracurricular in SMAN 04 Kepahiang in increasing students' skill, the researcher chose the English extracurricular to be investigated because based on the survey to the students, they were really excited about English extracurricular.

C. Techniques of Collecting Data

In this research, the researcher used observation and interview as the instrument of this research because these two techniques supported the researcher to get the data needed .

1. Observation

In this research, researcher used non participant observation. Non participant observation means the researcher does not take any participant in learning process. The researcher only watched the process of teaching and learning in English Extracurricular. Like Miles and Huberman states and rewrite in Nastiti's research that activity in observation can be done interactively and continuously until it gets consistent data.³ It means that the observation can be done more than the researcher's plan until all the data collection techniques answer the research questions. In the next observation, the researcher observed the activities of English Extracurricular for six times. The researcher observed the teaching learning activities of the teachers and the students during the English extracurricular was done.

2. Interview

Lindzey Gardner defines interview as "a two-person conversation, initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on the content specified by the

³Nastiti, Debating In SMA N 1, 2012, P.70, Published STAIN Curup, Curup

research objectives of description and explanation”.⁴Interview is a systematic way of talking and listening to people and the other way to collect data from individuals through conversations. Interview reveals several problems from the respondents which are uncovered in questionnaire. In this research, to answer the second research question, the researcher interviewed the students who joined English Extracurricular to find out how the implementation of English extracurricular in SMAN 04 Kepahiang.

D. Instruments of the Research

Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.⁵ Thus, in this research the researcher is the one who collected the data and analyzed the data. Furthermore, the researcher used other instruments for completing the data. For collecting the data and making the researcher easier to analyze the data in this research, some additional instruments are prepared. The instruments were:

⁴Online. Available: <http://mass-communication-tutorials.blogspot.co.id/2010/11/interview-method-of-data-collection.html>

⁵Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), P. 136.

1. Observation Checklist

In observation, the researcher used observation checklist to directly observe the activities of English extracurricular in SMAN 04 Kepahiang. A checklist of observation was list of thing used by the researcher when doing observation in the process of learning in English extracurricular. This list had been prepared by the researcher before coming to the English extracurricular. The checklist observation should be about what the researcher would like to observe. The checklist observation is about the activities of English extracurricular in SMAN 04 Kepahiang.

The researcher just wrote check (√) that balanced in each subject that was observed.

Tabel 3.1
Checklist of Observation
The Program of Activities of English Extracurricular

No	Activities	The program of activities	Meetings					
			1	2	3	4	5	6
1	Game	1. The teacher divides the students into four groups. 2. The students play scrabble in each group in the same time as long as 45 minutes. 3. The teacher tells the rules of playing scrabble. 4. The students play scrabble in each groups. 5. The teacher monitors the process of playing scrabble 6. After playing scrabble the teacher and the students discuss the words and the						

		meanings that have been played on the scrabble.					
2	Discussion	<ol style="list-style-type: none"> 1. The students are divided into some groups. 2. The teacher gives a topic to be discussed. 3. The students discuss the topic in each group. 4. The students in each group present what they have got from their discussion about the topic. 5. The students in each group give question to other groups if the students do not understand. 6. The students discuss the information about the topic together. 7. The students and the teacher concludes the information of the topic based on the result of discussion. 					
3	Speech	<ol style="list-style-type: none"> 1. The teacher explains the rules of delivering speech. 2. The students ask questions if they do not understand. 3. The teacher gives the students a theme of speech that they will deliver. 4. The students prepare their own speech. 5. The teacher checks the student's speech material. 6. The students practice to deliver speech in front of teacher and other students if their speech material has been done to be prepared and the students are ready to perform 7. The teacher gives feedback to the student's performance in 					

		delivering speech.						
4	Debate	<ol style="list-style-type: none"> 1. The first speaker on the affirmative team presents arguments in support of the resolution. (5 – 10 minutes) 2. The first speaker on the opposing team presents arguments opposing the resolution. (5 – 10 minutes) 3. The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes) 4. The second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 – 10 minutes) 5. The rules may include a short recess for teams to prepare their rebuttals. (5 minutes) 6. The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes) 						

		<ol style="list-style-type: none"> 7. First rebuttal of the affirmative team is delivered. (3 – 5 minutes) 8. Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each). There cannot be any interruptions. Speakers must wait their turns. 9. The teacher may need to enforce the rules. 						
5	Information Gaps	<ol style="list-style-type: none"> 1. The teacher asks the students to give questions about English subject that has been learned. 2. The students give questions about what they do not understand. 3. The teacher shares information about the subject and involves the other students to share information about what they have got from the subject. 4. The students and the teacher gather the information and make the conclusion. 						
6	Story telling	<ol style="list-style-type: none"> 1. If possible, the teacher has the students sit on the floor around the teacher when the teacher read the story, makes sure everyone can see both her/his face and the illustrations in the story. 2. The teacher speaks slowly and clearly, gives the pupils time to think, ask questions, look at the pictures, and then make comments. However the teacher does vary the pace of 						

		<p>her/his voice when the story speeds up.</p> <p>3. The teacher makes comments about the illustrations. When the teachers say a word, point to the illustration at the same time. The teacher involves his/her pupils actively by asking them also to point to the illustrations.</p> <p>4. The teacher encourages the pupils to take part in the story telling by repeating key vocabulary items and phrases. The teacher can invite them to do this by pausing and looking at them with a questioning expression and by putting hand to ear to indicate that the teachers are waiting for them to join in.</p> <p>5. The teacher uses gestures, mime, facial expressions, varied pace and tone. She/he adapts the voice to the different characters as much as she/he can help to convey meaning and to keep the pupils' attention.</p>						
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2. Interview Guidance

An interview guide, or interview schedule is a list of topics and questions that the researcher writes before an interview. It helps the researcher prepare for the interview, ensuring that all of the important areas of interest are being considered, and it can also guide that interview

itself. ⁶It would be used when the researcher interviews the student. It was useful for making easier to collect data of the implementation of English Extracurricular, the researcher prepared the indicators of Huyen, Barker, Dyah, Krieger, and Isbell to find out the implementation of English Extracurricular in SMAN 04 Kepahiang. It was used as guidance when the researcher did interview the students. The interview is the support to answer research question number 2.

Tabel 3.1
Interview Guidance

No	Activities	The Implementation of English Extracurricular activities	Answer
1	Game	a. Have you ever played game related to the topic in the English extracurricular? b. If yes, what games are they? And how?	
2	Discussion	a. Do you interact face to face in English extracurricular? If yes, about what? And How? b. Do you communicate in English conveying ideas and information to each other? If yes, what ideas and information do you convey? How? c. Do you discuss about a topic or some topics in a group? If yes, what topic do you discuss? And how?	

⁶Juanita Heighman and Robert A., *Qualitative research in Applied linguistic : A practical Introduction*, Palgrave Macmillan, (New York : Crocker, 2009), P.315

		d. Do you change knowledge with your friends in English extracurricular? How?	
3	Speech	<p>a. Do you deliver a speech in front of friends and teacher in your English extracurricular? If yes, what speech have you ever delivered? How?</p> <p>b. Do you practice to deliver the ideas to your opponent in your speech in English extracurricular? If yes, How?</p>	
4	Debate	<p>a. Have you ever presented idea or opinion in which two opposing parties? If yes, How?</p> <p>b. Do you give different arguments to defend your idea or opinion? If yes, how?</p>	
5	Information gaps	a. Have you ever shared your information to other students as information gaps in English extracurricular? If yes, How?	
6	Story telling	<p>a. Do you practice to tell a story in front of friends and teacher in English extracurricular? If yes, what story have you ever told? And how?</p> <p>b. Do you express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have? If yes, how?</p>	

E. Technique for Analysing Data

According to Kellinger, “analysis means the categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions”⁷. The technique of data analysis was used to find out activities of English extracurricular in SMAN 04 Kepahiang and the implementation of the English extracurricular. According to Hancock, so the researcher analyzed the data by the following procedure:

1. Collecting the data from the students by using observation and interview.
First, the researcher observed the activities of English extracurricular in SMAN 04 Kepahiang that done by the students and the teacher. Then, the researcher interviewed the students to know the implementation.
2. Especially for interview, the researcher made the transcription into his notebook, while listening again to the tape.
3. Classifying the data into some activities of English extracurricular from the table of observation checklist.
4. Identifying the activities that used by the students in English extracurricular.
5. After that the data were then analyzed.
6. Describing the analysis.
7. Taking some conclusions.

⁷Kasiram, M.2008. *Metodologi Penelitian*. Malang: UIN-Malang Press. p.128

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher discusses the findings of the analysis of English Extracurricular in SMAN 04 Kepahiang.

A. Findings

After the researcher did the observation and the interview to the teachers and the students who followed English Extracurricular in SMAN 04 Kepahiang, the researcher found the activities of English extracurricular in SMAN 04 Kepahiang and the implementation of English extracurricular in SMAN 04 Kepahiang.

1. The Programs of English Extracurricular Activities

The researcher observed the students and the teacher in English extracurricular activities which were related to the implementation of extracurricular in learning English. From the observation, the researcher put the data in the table below:

Table 4.1

The English Extracurricular Activities at SMAN 04 Kepahiang based on Observation

No.	Activities	The programs of English extracurricular activities
1.	Game	a) The teacher divided the students into four groups. b) The students played scrabble in each group in the same time as long as 45 minutes. c) The teacher told the rules of playing scrabble. d) The students played scrabble in each groups. e) The teacher monitored the process of playing scrabble. f) After playing scrabble the teacher and the students discussed the words and the meanings that had been played on the scrabble.

2.	Discussion	<ul style="list-style-type: none"> a) The students were divided into some groups. b) The teacher gave a topic to be discussed. c) The students discussed the topic in each group. d) The students in each group presented what they had got from their discussion about the topic. e) The students in each group gave question to other groups if the students did not understand. f) The students discussed the information about the topic together. g) The students and the teacher concluded the information of the topic based on the result of discussion.
3.	Speech	<ul style="list-style-type: none"> a) The teacher explained the rules of delivering speech. b) The students asked questions if they do not understand. c) The teacher gave the students a theme of speech that they would deliver. d) The students prepared their own speech. e) The teacher checked the student's speech material. f) The students practiced to deliver speech in front of teacher and other students if their speech material had been done to be prepared and the students were ready to perform. g) The teacher gave feedback to the student's performance in delivering speech.
4.	Debate	<ul style="list-style-type: none"> a) The first speaker on the affirmative team presented arguments in support of the resolution. (5 – 10 minutes) b) The first speaker on the opposing team presented arguments opposing the resolution. (5 – 10 minutes) c) The second speaker on the affirmative team presented further arguments in support of the resolution, identified areas of conflict, and answered questions that might have been raised by the opposition speaker. (5 – 10 minutes) d) The second speaker on the opposing team presented further arguments against the resolution, identified further areas of conflict, and answered questions that had been raised by the previous affirmative speaker. (5 – 10 minutes) e) The rules included a short recess for teams to prepare their rebuttals. (5 minutes) f) The opposing team began with the rebuttal, attempting to defend the opposing arguments and to defeat the

		<p>supporting arguments without adding any new information. (3 – 5 minutes)</p> <p>g) First rebuttal of the affirmative team was delivered. (3 – 5 minutes)</p> <p>h) Each team got a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each). There couldnot be any interruptions. Speakers must wait their turns.</p> <p>i) The teacher needed to enforce the rules.</p>
5.	Story telling	<p>a) The teacher had the students sat on the floor around the teacher when the teacher read the story, made sure everyone could see both her/his face and the illustrations in the story.</p> <p>b) The teacher spoke slowly and clearly, gave the students time to think, to ask questions, to look at the pictures, and to make comments. However the teacher did vary the pace of her/his voice when the story speeded up.</p> <p>c) The teacher made comments about the illustrations. When the teachers said a word, pointed to the illustration at the sametime. The teacher involved the students actively by asking them also to point to the illustrations.</p> <p>d) The teacher encouraged the students take part in the story telling by repeating key vocabulary it emsand phrases. The teacher could invite them to do this by pausing and looking at them with a questioning expression and by putting hand to ear to indicate that the teachers were waiting for them to join in.</p> <p>e) The teacher used gestures, mime, facial expressions, varied pace and tone. She/he adapted the voice to the different characters as much as she/he can help to convey meaning and to keep the students' attention.</p>

The table 3 shows the programs of English extracurricular activities in SMAN 04 Kepahiang. During the extracurricular, there occurred some activities that were related to the implementation in learning English. The researcher concludes that there are five activities of the students in the English extracurricular. They are game, discussion, speech, debate, and storytelling.

2. The implementation of English extracurricular

In interview, the researcher asked some questions that were related to the implementation of English extracurricular in SMAN 04 Kepahiang to the students who followed the extracurricular; the following table is the result of the interview:

Table 4.2

The Interview Data of the Students

No.	The implementation of English extracurricular
1.	The students played game related to the topic in English extracurricular. Playing game was done to make the students relax and fun.
2.	The students did discussion, such as interacting face to face, communicating in English conveying ideas and information to each other, and discussing about a topic.
3.	The students delivered a speech in front of friends and teacher in English extracurricular and practiced to deliver the ideas to their opponent in their speech in English extracurricular.
4.	The students did debating, such as presenting idea or opinion in which two opposing parties and giving different arguments to defend their idea or opinion.
5.	The students practiced to tell a story in English extracurricular and expressed the ideas in the format of beginning, development, and ending including the characters and setting a story has to have.

From the table above, it can be concluded that the implementation of English extracurricular in SMAN 04 Kepahiang in learning covered playing game to bring relaxation and fun for the students, and helped the students to learn and to retain words more easily. Then the students did discussion in English extracurricular, discussions gave students a real thing to communicate and showed them that they could use a foreign language as a means of conveying ideas and information to each other. The students also practiced to deliver a speech which helped them to organize and arrange the body of their message for each speech. Then sometimes they also had debating, process of presenting idea or opinion in which two opposing parties try to defend their idea or opinion. The last, the students practiced to tell a story in English which the story had been chosen by the students.

B. Discussions

After the researcher did the observation and interview, the researcher found the activities of English extracurricular and the implementation of the extracurricular. The students who were observed and interviewed were the students who followed the English extracurricular in SMAN 04 Kepahiang.

1. The Program of English Extracurricular Activities

The result of the observation showed the activities of English extracurricular. The activities of English extracurricular in SMAN 04 Kepahiang are:

a. Game

Based on the researcher's observation, the students played game in each class to motivate the students in learning English. The games that the students had are simple and fun. The game was not used in every meeting of the English extracurricular. According to Huyen, game is good to played in English Community. Game brings relaxation and fun for students, thus help them learn and retain words more easily.¹The purpose of this game to make the students were fun and they got comfortable feeling in learning. Game could help the student to get many vocabularies. One of the game is Scrabbles.

b. Discussion

The discussion was done to discuss about the result of the student's activity or leaning in the extracurricular that they had done. For examples, after the students played scrabble, the students discussed what they had to do to increase their vocabularies. The students also discussed their weaknesses in delivering speech, and what they had to do to solve it. They tried to give

¹Huyen N, Ngak.2003.Learning Vocabulary Through Games. Cambridge: Cambridge University Press

opinion and communicate to share each other. In addition Barker said that discussion is good activity for student in English Community. Discussion technique is three or more people interact face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group.² It means that discussions give students a real thing to communicate and show them that they can use a foreign language as a means of conveying ideas and information to each other. Students generally have little practice in producing new language, it makes the students more active and the students free conversation in group discussion. In this section, the student discussed about some topics that could improve students' knowledge. They could change their knowledge with their friends in English Extracurricular or club.

c. Speech

One of the activities of the students in English extracurricular is speech. The students who had been scheduled to deliver a speech, they had to practice to deliver their speech in front of friends and teacher. As Yule in Dyah also gives statement if speech can be applied in English Community. Speech is the action performed via utterances.³ It means that speech can help the students in practice the student's speaking skill.

²Barker, L. G. 2007. *Communication*. Englewood Cliffs Jersey: Prentice Hall Inc.

³Dyah D.2009. *Speech Act And Communication Strategy In Children Of 3-5 Years Old (A Case Study Of The Children Of 3-5 Years Old In Semarang)*. Unpublished Thesis. Mataram University Press: Mataram

d. Debate

Debate is one of activities that was used in English extracurricular in SMAN 4 Kepahiang. The students were given a theme or a motion. Then the students were divided into two groups. Then the students presented idea or opinion in which two opposing parties and the students gave different arguments to defend their idea or opinion. According to Krieger, he states that debate can improve students' speaking skill in English Community. Debate is process of presenting idea or opinion in which two opposing parties try to defend their idea or opinion.⁴ It can be concluded that debate could be as one of good activities in English extracurricular to improve student's skill in speaking.

e. Storytelling

The students also did story telling activities, not all the students performed the storytelling, but the students who were interested in storytelling were asked to retell a story. The story was chosen by the students or the teacher. This storytelling helped the students in increasing speaking skill too. Colon-Vila in Isbell, Sobol, Lindauer, and Lowrance claims that storytelling can help students in teaching listening, to build oral and written communication skills, and develop an understanding of the story of the

⁴Krieger, D. 2007. *Teaching Debate To ESL Students : A Six-Class Unit*. Retrieved From <http://Iteslj.Org/Techniques/Krieger-Debate.Html>. On April 4, 2016 At 10.15 Am

scheme.⁵ It means that storytelling was one of activities that could be used in English extracurricular to develop understanding, to teach listening, and to build oral and written communication.

2. The Implementation of English Extracurricular Activities

Data of interview shows that there are some implementations of English extracurricular activities in SMAN 04 Kepahiang. From the questions which were given to each student, the researcher found that the implementations of English extracurricular are as follows:

English Extracurricular in SMAN 04 Kepahiang was established in 2009-2010. This extracurricular was founded by two English teachers. The activities carried out as learning in the classroom, but over time, many changes were made by the teachers who taught in this extracurricular. Students' improvement who joined in English Extracurricular was very good, so the English Extracurricular survives until today. The students who followed the English extracurricular were interviewed here. There are some implementations of English extracurricular in SMAN 04 Kepahiang. First, the English extracurricular was held twice a week, every Wednesday and every Saturday at three o'clock in the afternoon. The students who followed the English extracurricular had different levels. They were intermediate class and upper

⁵Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). The Effects Of Storytelling And Story Reading On The Oral Language Complexity And Story Comprehension Of Young Children. *Early Childhood Education Journal*, Vol. 32, No. 3, December 2004

intermediate and advanced classes. Thus, the students were divided into two classes. The first class was intermediate class, they had English extracurricular every Wednesday. The second class was upper intermediate and advanced classes, they had English extracurricular every Saturday. The two classes had different activities in the English extracurricular based on the level of the students.

In intermediate class, the student had improvement in their vocabularies. In this class the teacher could start with simple conversation, such as asked the members to talk about what they did yesterday. In this part the student had to use simple past tense. If they had finished, the teacher should give them reward like say “good, your English has improvement and so on”. It could make student feel confident. The other topic, the teacher could order the members to describe their friend, family, hobby, and etc. Before they talked in front of class, they wrote on their book. The other members could respond what their friend talked. In this class, the students who followed English extracurricular had activities such playing game, speech, and storytelling. In English extracurricular, the activities always changed every week. The students had been distributed into some different activities. The students in intermediate class consisted of 16 students. Each student had their own task based on their interest. Based on the researcher’s interview to the students, there were seven students like delivering speech, and nine students like storytelling. Each student had own speech and

own story which had been prepared by themselves and checked by the teacher. Meanwhile, playing game was always done by the students to help them to learn and to retain words more easily. The game was always applied after the students had practiced their storytelling and delivering their speech. The other game that was routinely done by the students is was scrabble. This game was done twice in a month. This game really helped the students to add their vocabularies. The purpose of this game was to make the students were fun and they got comfortable feeling in learning. Game could help the student to get many vocabularies too.

In the Advance class, the teacher should strive to minimize their interjection and interruption and acted as a true facilitator that moderated and clarified point as the discussion develops. In this class, the teacher was just as a facilitator. The teacher made two groups. The first group talked about benefit or profit and the other group protested or disagreed. In this second class of English extracurricular in SMAN 04 Kepahiang, the students studied every Saturday, there were 14 students in this class. The students focused on two activities, they were discussion and debate. The teacher divided them into four groups, and they had been given instruction by the teacher to have discussion or debate every meeting based on the schedule.

Discussion technique is three or more people interact face to face, with or without an assigned leader in such a way that each person influences, and

is influenced by another person in the group.⁶ Discussions give students a real thing to communicate and show them that they can use a foreign language as a means of conveying ideas and information to each other. It is not solely the reserve of foreigners. Students generally have little practice in producing new language, it makes the students more active and the students free conversation in group discussion. In this research, the students discussed about some topics that could improve students' knowledge. They could change their knowledge with their friends in English Extracurricular or club. Specifically, in the English extracurricular in SMAN 04 Kepahiang namely in upper intermediate and advanced class, the students did discussion to discuss a topic twice a month. The topic was given by the teacher based on their need. The students were free to explore their idea and to give information each other. And the teacher was as the facilitator monitoring the students and helping them to support the discussion run well. Then the teacher gave feedback to the students such as suggestion and critic.

The second, debate was one of activities in the upper intermediate and advance class in English extracurricular in SMAN 04 Kepahiang. The debate activities were done twice a month, in the second week of the month and in the fourth week of the month. According to Krieger, he argues that debate can improve student speaking skill in English Community. Debate is process of

⁶Barker, L. G. 2007. *Op. Cit*

presenting idea or opinion in which two opposing parties try to defend their idea or opinion.⁷ Through debating, students can develop positive attitudes toward the intellectual exchange of ideas, develop an interest in the investigation of issues and problems become more adept at developing and putting forward ideas, learn to think quickly, learn to work as a team, develop leadership skills, develop speaking and listening skills. Debate can help students develop speaking and reasoning skill, can motivate students to read many books, not only the lessons book but also the other literatures, and debate helps students to control their emotion when their argument pushed by opposing party. In SMAN 04 Kepahiang, to do debate the teacher had given the students a theme or a motion to the students, then the students had prepared all things about the theme or motion that they had to be debated. Besides the debaters, the other students were practiced to be moderator, timer, and audience.

Based on the explanation above, related to the goal of English extracurricular in SMAN 04 Kepahiang, it was to make student confident, the students were able to develop their creativity to improve their ability in English, the student could practice English more and create a skill for every member.⁸ It means that the English extracurricular had been designed to help the students who wanted to improve their ability in English by developing creativity. It can be concluded that the English extracurricular directed the students of SMAN 04

⁷Krieger, D. 2007. *Op.Cit*

⁸Byuty, S.Pd(English Teacher In SMP N 1 Ujan Mas), *Interview, on 21 December 2015*

Kepahiang who loved the field of English study to hone their skills further in this English Extracurricular or Club, and to increase the confidence to dare advancing the fore, the crowd, or the general public. In addition, the English extracurricular hopefully could increase students' skill in English, help student to improve their English, grow students' interest in English, and familiarize members to speak English as mentioned on the mission of English extracurricular of SMAN 04 Kepahiang. There were also many advantages that the members of English Extracurricular got after they joined in English Extracurricular. All the members could improve their ability in English subject. They could practice English and increased their confidence to use English. In this case, there were many activities that could help student to build their ability like scrabble, storytelling and so on. The members of English Extracurricular often followed competition and got appreciation from some competitions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that:

There are some activities that provided in English extracurricular of SMAN 04 Kepahiang. They are game, discussion, speech, debate, and storytelling. The students have these activities continuously, and these activities really help the students in increasing their ability in English. Second, the implementation of English extracurricular in SMAN 04 Kepahiang are; the English extracurricular is held once a week. The students divided into two classes, intermediate class and upper intermediate and advanced class. Both classes have different teacher. The intermediate class focused on game, speech, and storytelling that consists of 16 students. Meanwhile, the upper intermediate and advanced class focused on discussion and debate that consists of 14 students. The two classes have different activities considered by the difference level of the students. The students who joined the English extracurricular could increase student skill in English, help student to improve their English, grow students' interest in English, and familiarize members to speak English as mentioned on the mission of English extracurricular of SMAN 04 Kepahiang.

B. SUGGESTION

1. Students

The students are suggested to join the English because there are many advantages that they can get. By following the English extracurricular, all the members can improve their ability in English subject. They can practice English and increase their confidence to use English. In here there are many activities that can help student to build their ability.

2. Teachers

The teachers have to motivate the students more and more, because the students who follow the English extracurricular need more practice to increase their skill in English subject such listening, speaking, reading, and writing.

3. The other researcher

However, the research about the English extracurricular is not limited in this scope only. Hopefully, it also discovers any specific ways to improve the learning effectively by joining the English extracurricular. The next researcher may conduct another research with the other implementation of English extracurricular in the other area.

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APPENDICES

Checklist of Observation

The Activities of English Extracurricular

No	Activities	Indicator	Meetings					
			1	2	3	4	5	6
1	Game	a. The students learn English by playing game. b. The students are motivated by playing games to stimulus in additional conversation.						
2	Discussion	a. The students interact face to face. b. The students communicate in English conveying ideas and information to each other. c. The students discuss about a topic or some topics. d. The students change knowledge with their friends						
3	Speech	a. The students deliver speech in front of friends. b. The students practiced to deliver the ideas to their opponent.						
4	Debate	a. The students present idea or opinion in which two opposing parties. b. The students give different arguments to defend their idea or opinion.						
5	Information Gaps	a. The students share their information to other students.						
6	Story telling	a. The students practice to tell a story in front of friends and teacher b. The students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have						

Interview Guidance

No	Activities	The Implementation of English Extracurricular	Answer
1	Game	a. Have you ever played game related to the topic in the English extracurricular? b. If yes, what games are they? And how?	
2	Discussion	a. Do you interact face to face in English extracurricular? If yes, about what? And How? b. Do you communicate in English conveying ideas and information to each other? If yes, what ideas and information do you convey? How? c. Do you discuss about a topic or some topics in a group? If yes, what topic do you discuss? And how? d. Do you change knowledge with your friends in English extracurricular? How?	
3	Speech	a. Do you deliver a speech in front of friends and teacher in your English extracurricular? If yes, what speech have you ever delivered? How? b. Do you practice to deliver the ideas to your opponent in your speech in English extracurricular? If yes, How?	
4	Debate	a. Have you ever presented idea or opinion in which two opposing parties? If yes, How? b. Do you give different arguments to defend your idea or opinion? If yes, how?	
5	Information gaps	a. Have you ever shared your information to other students as information gaps in English extracurricular? If yes, How?	
6	Story telling	a. Do you practice to tell a story in front of friends and	

		<p>teacher in English extracurricular? If yes, what story have you ever told? And how?</p> <p>b. Do you express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have? If yes, how?</p>	
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APPENDIX

1. OBSERVATION

No	Activities	Indicator	Meetings						
			1	2	3	4	5	6	
1	Game	a. The students learn English by playing game. b. The students are motivated by playing games to stimulus in additional conversation.		√	√				√
2	Discussion	a. The students interact face to face. b. The students communicate in English conveying ideas and information to each other. c. The students discuss about a topic or some topics. d. The students change knowledge with their friends	√		√		√		
3	Speech	a. The students deliver speech in front of friends. b. The students practiced to deliver the ideas to their opponent.		√		√			
4	Debate	a. The students present idea or opinion in which two opposing parties. b. The students give different arguments to defend their idea or opinion.	√					√	
5	Information Gaps	a. The students share their information to other students.							
6	Story telling	a. The students practice to tell a story in front of friends and teacher b. The students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have				√			√

2. INTERVIEW

No	Activities	The Implementation of English Extracurricular	Answer
1	Game	a. Have you ever played game related to the topic in the English extracurricular? b. If yes, what games are they? And how?	Yes, we have. To practice our vocabulary, we play scrabble and sometimes we also play another game to make us relax and fun.
2	Discussion	a. Do you interact face to face in English extracurricular? If yes, about what? And How? b. Do you communicate in English conveying ideas and information to each other? If yes, what ideas and information do you convey? How? c. Do you discuss about a topic or some topics in a group? If yes, what topic do you discuss? And how? d. Do you change knowledge with your friends in English extracurricular? How?	Yes, in English extracurricular we interact face to face to discuss about our performance in presenting a story telling, speech, or debate. Yes, we also communicate in English to give our ideas and information to each other about a topic given by the teacher in a group. In order we can be easily to add our knowledge. Yes, the teacher gives us a topic. Then we discuss about the topic given after communicate the topic in our own group. Of course, we change knowledge with our friends during the discussion.
3	Speech	a. Do you deliver a speech in front of friends and teacher in your English extracurricular? If yes, what speech have you ever delivered? How?	Yes, we deliver a speech in front of friends one by one. The speech about the particular thing based on the teacher's

		<p>b. Do you practice to deliver the ideas to your opponent in your speech in English extracurricular? If yes, How?</p>	<p>instruction.</p> <p>Yes, we practice to deliver the ideas to our opponent in our speech in English extracurricular by preparing the material of the speech.</p>
4	Debate	<p>a. Have you ever presented idea or opinion in which two opposing parties? If yes, How?</p> <p>b. Do you give different arguments to defend your idea or opinion? If yes, how?</p>	<p>Yes, we present idea or opinion in debating activity. We have to develop the ideas in order we have been ready to do debate with our partner as government or opposition.</p> <p>Of course, we give different arguments to defend ideas or opinion. Because we have to develop our argument to win the debating based on the motion given at that time.</p>
5	Information gaps	<p>a. Have you ever shared your information to other students as information gaps in English extracurricular? If yes, How?</p>	-
6	Story telling	<p>a. Do you practice to tell a story in front of friends and teacher in English extracurricular? If yes, what story have you ever told? And how?</p> <p>b. Do you express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have? If yes, how?</p>	<p>Yes, we practice to tell a story in front of friends and teacher in English extracurricular, such as about Malin Kundang, tangkuban Perahu, Roro Jonggrang and many others. We choose the story which we like to tell in front of friends and teacher.</p> <p>Yes, we express ideas</p>

			in the format of beginning, development, and ending, including the characters and setting a story has to have. We also have to have expression, mime, and gesture when tell a story based on the characters on the story provided.
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KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 186 /Sti.02/I/PP.03.9/01 / 2017

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan
Pertama : Saudara :
1. Desfitranita, M.Pd 19791225 200912 2 002
2. Henny Septia Utami, M.Pd

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Akas Prasetyo

N I M : 12551053

JUDUL SKRIPSI : *A Survey Study Toward Students Internet in Participating English Extracurricular*

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 26 Januari 2017

Ketua STAIN Curup

Wakil Ketua I, *[Signature]*



[Signature]
Hendra Harmi, M.Pd.

NIP. 19751108 200312 1 0014

Tembusan :

- 1 Pembimbing I dan II;
- 2 Bendahara STAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan STAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Jurusan Tarbiyah