

APPENDICES

APPENDIX 1

DOCUMENT ANALYSIS

By referring to PIT model for English extracurricular activities suggested by Pereiraa, Angel. H (2013), the documents from English Club SMK Dinamika Pemabanguna 1&2 Jakarta will be analyzed as follow:

A. Weekly activities			
No	Characteristics	Tick	Note
1.	Time allotment between 140 – 180 minutes.		
2.	Activities should be relevant, educate, and can be implemented.		
3.	Participants are required to interact.		
B. Monthly activities			
No	Characteristics	Tick	Note
1.	Require a period of time to complete.		
2.	Participants consisted of different parts in a single unit..		
3.	They should be scheduled.		
C. Annual activities			
No	Characteristisc	Tick	Note
1.	They are singular in nature.		
2.	They are promoted on a wider scale.		
3.	They may require the presence of an important person.		
D. On-going activities			
No	Characteristics	Tick	Note
1.	They are not a permanent fixture.		
2.	They need to be relevant.		
3.	They need to be challenging.		

DOCUMENT ANALYSIS

By referring to PIT model for English extracurricular activities suggested by Pereira, Angel. H (2013), the documents from English Club (EC) SMK Dinamika Pembangunan (DP) 1&2 Jakarta will be analyzed as follow:

A. Weekly activities			
No	Characteristics	Tick	Note
1.	Time allotment between 140 – 180 minutes.	✓	Actually based on schedule, time allotment for EC DP is about 120 minutes, but often the class spends more than 120 minutes.
2.	Activities should be relevant, educate, and can be implemented.	✓	Activities like making a phone call with a friends, having a discussion about planning in the future until having a trip to interview some foreigner are relevant, educate and can be implemented.
3.	Participants are required to interact.	✓	Every meeting, the students are encouraged to be brave in speaking with English.
B. Monthly activities			
No	Characteristics	Tick	Note
1.	Require a period of time to complete.		There is no monthly event yet. The teacher only focus to activities for each week.
2.	Participants consisted of different parts in a single unit..		-
3.	They should be scheduled.		-
C. Annual activities			
No	Characteristisc	Tick	Note
1.	They are singular in nature.	✓	Once in a year, the school hold a competition for English, such as English speech and story telling.
2.	They are promoted on a wider scale.	✓	The contestants are from junior high schools. The events used as a tool to promote the

			school.
3.	They may require the presence of an important person.		The club hasn't a link to invite native speaker or any important person. They still counting on the alumnus from the club who are already successful in college and have good skill in English.
D. On-going activities			
No	Characteristics	Tick	Note
1.	They are not a permanent fixture.	✓	At a certain moment, the club will make English wall magazine that is hanged on the school wall magazine.
2.	They need to be relevant.	✓	The theme of the wall magazine is based on the moment on that week, such as, hero's day and education's day.
3.	They need to be challenging.	✓	Creating English wall magazine is quite challenging enough, because it needs students' creativity in selecting the appropriate articles that easy reading by other students.

APPENDIX 2
OBSERVATION SHEET

In this observation, what to do is to observe the program of English extracurricular in SMK Dinamika Pembangunan 1&2 Jakarta, it covers:

A. Purpose

The purpose of this observation is to get information about the program of English extracurricular in SMK Dinamika Pembangunan 1&2 Jakarta.

B. Aspect to observed

1. Model of extracurricular program
2. Topics and learning materials used during the meeting
3. Process of learning activities

Form of observation sheet

Name of Teacher / Trainer :

Number of EC members :

Observation Day :

Date :

Observer :

Teaching techniques and selecting of topics and learning materials

NO	TOPICS / THEME	LEARNING MATERIALS	METHODS	
			TECHNIQUES	PROCEDURES

OBSERVATION SHEET

In this observation, what to do is to observe the program of English extracurricular in SMK Dinamika Pembangunan 1&2 Jakarta, it covers:

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B. Aspect to observed

1. Model of extracurricular program
2. Topics and learning materials used during the meeting
3. Process of learning activities

Form of observation sheet

Name of Teacher / coach : Badrut Tamam, S.Pd

Number of EC members : 17 members

Observation Day : Day 1

Date : 16 April 2017

Observer : Gesta Rahayu

Teaching techniques and selecting of topics and learning materials

TOPICS / THEME	LEARNING MATERIALS	METHODS	
		TECHNIQUES	PROCEDURES
Handling telephone	Teacher's book	Role play	In the beginning of the meeting, the teacher gave an explanation about

		<p>expression we use if we want to make a phone call. He mentioned and wrote the expressions on the whiteboard, while asking the students about the meaning of each expressions. After giving explanation, he asks the students to read those expression and he tries to correct the students' pronunciation mistake. For practicing the expression, the teacher divided the students in pairs to do make a phone call, the topics for the dialogue is free. He gave time for about 30 minutes to the students to arrange the dialogue by their own. Then, they had to perform the dialogue in front of the class. One student roles as a caller, and another as a receiver. The teacher gave appreciation to the group who could perform well and gave correction if the students did misspell. In the end of the meeting, the teacher reviewed the materials in order the students always</p>
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			remember it and can implement those expression when they want to make a phone call using English.
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Form of observation sheet

Name of Teacher / coach : Badrul Tamam, S.Pd

Number of EC members : 19 members

Observation Day : Day 2

Date : 23 April 2017

Observer : Gesta Rahayu

Teaching techniques and selecting of topics and learning materials

TOPICS / THEME	LEARNING MATERIALS	METHODS	
		TECHNIQUES	PROCEDURES
How I see my self in 5 years	Article and self experience	Discussion	in this meeting, accidentally there was an alumnus from English Club member in the previous year, who just graduated from university came to visit EC meeting. The coach with pleasure welcomed him and asked him to give motivation to the new member of EC in order they are not to be shy, and can be a successful student when they are in the end of the school time, can pass the national examination with

			<p>good score and can continue study to university or maybe can find a good job. So, the teacher gave his time to the alumnus to be the presenter of the day. Firstly, the alumnus introduced himself to the students and after hearing his experience during he became the EC member in the past time and his experience in college, he delivered 5 questions to the students and they had to write the answer on the paper. Questions are about successful person and its plan for the future. Through him, the students were invited to bring themselves into future and made sure that life should be planned as well as possible, in order we not get to the wrong way. The students looked enjoy the alumnus presentation, since they were in the same age, not far different. After he finished giving the questions, he asked some students for their answers and</p>
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			continued to let the students delivered their planning, short plan about what they are going to do after graduate from school. The students were encouraged to think about themselves, their future, their dreams and expected to be active in using English to improve their skill. Not to be passive, but active. In the end of the meeting, he asked some students to come forward and tell his/her planning in the future.
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Form of observation sheet

Name of Teacher / coach : Badrut Tamam, S.Pd

Number of EC members : 24 members

Observation Day : Day 3

Date : 30 April 2017

Observer : Gesta Rahayu

Teaching techniques and selecting of topics and learning materials

TOPICS / THEME	LEARNING MATERIALS	METHODS	
		TECHNIQUES	PROCEDURES
Basic english skill games	Book and internet	Chain-whisper and write	In this meeting, the teacher gave a game to the students since the students felt so bored with their

			<p>school work. The teacher divided the students into 6 students for each group. Each group creates a horizontal row facing the class. The teacher have prepared short sentences for each group on small papers. The members of the front group in charge of reading the sentences in the paper and whispering it to the member of the group closest to it, and then sequentially whispering each other until it reaches the most members end of the line, then write the sentence in the prepared member column on the board. Next, group members who have succeeded in writing the sentence on the board then take turns in the front row to get the next sentence and whisper to the closest member of the group, continuing like that within five minutes. The more sentences are written are better. The students were asked to collect as many sentences as</p>
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		<p>possible. Each correct sentence corresponds to the spelling and writing would get three points, correct spelling but wrong writing would get two points and vice versa, but if the spelling and writing wrong from the sentence that was actually written on the paper did not match then get one point. In the end, all participants could recapitulate the points.</p> <p>The students were enthusiastic to join this game. However, some of them felt so confused and tired when they couldn't get the word or unclear pronunciation so that they got wrong in writing the sentences.</p> <p>In the end of the game, the class had the winner from group 3 because they could write the most sentences and in good spelling.</p> <p>This activity was aimed to train students' skill in reading, listening, speaking, and writing. In this way, the students are</p>
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			motivated to be concentrate and repeat what have listened.
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Form of observation sheet

Name of Teacher / coach : Badrut Tamam, S.Pd

Number of EC members : 14 members

Observation Day : Day 4

Date : 14 Mei 2017

Observer : Gesta Rahayu

Teaching techniques and selecting of topics and learning materials

TOPICS / THEME	LEARNING MATERIALS	METHODS	
		TECHNIQUES	PROCEDURES
Song	Songs from mp3	Missing lyrics	In the beginning of the meeting, the teacher told about songs that can be used as a tool to learn English. So, for that meeting, he would give and play four songs to the students and they had to rewrite the lyrics. While the songs were playing, the students tried to write what they listened. After all four song were played, the students work were corrected by the teacher and they had to sing the song before the meeting

			ended. Finally, all students sang the songs together.
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Form of observation sheet

Name of Teacher / coach : Badrul Tamam, S.Pd

Number of EC members : 35 members

Observation Day : Day 5

Date : 21 Mei 2017

Observer : Gesta Rahayu

Teaching techniques and selecting of topics and learning materials

TOPICS / THEME	LEARNING MATERIALS	METHODS	
		TECHNIQUES	PROCEDURES
Outing class to Planetarium and Kota Tua Jakarta	Internet, museum.	Observing Introducing Presenting	Outing class was the annual program of EC SMK DP to create new and fresh atmosphere in learning English. There were three activities in outing class: observing museum visited, interviewing three foreign tourists and presenting the findings during trip to museum and Kota Tua. Before going to the destination places, the teacher and students were gathered in school yard to arrange the rundown of the trip. Besides, the teacher

		<p>divided the students into six groups, consisted of 5 to 6 to each persons. Then, he gave a task paper to each group, contained about the rules and the things that should be observed in the museum and also list of questions they can apply to interview tourist. Firstly, the former place to visit was Planetarium Jakarta, but actually it is still under construction, so the group directly headed to Kota Tua. Arrived in Kota Tua, the teacher gave instruction that each group can spread out and separate from another group the hunt foreign tourist and take a note while observing the museum in Kota Tua. Each group could visit two museums and interviewed three tourists. When they finished all the task, the students were gathered in a yard and the teacher arrange them in a circle position. Each group had to present their findings, tell what they see in the</p>
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			<p>museum, describe it and of course retell about the tourists they had interviewed. They did it in turn, group per group. Then the teacher gave some comments to every presentation and appreciated the students' work. The teachers then asked the students to collect the documentation, recording and note they made during the trip. It was expected that all of students could learn and take some benefit from this program. This activity motivated them to be active in speaking English, moreover if they want to know about foreigners who come to Indonesia. They can know each other and share experiences. The teacher also took score for the students for their presentation result. The score would be used as score in students' semester report.</p>
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APPENDIX 3

INTERVIEW PROTOCOL

Interview is conducted to get a deep information about English extracurricular program in SMK Dinamika Pembangunan 1&2 Jakarta. It is intended to the teacher or the coach of English Club Dinamika Pembangunan. The guidelines of interview are formulated as follow:

Interview for the teacher / coach of English Club Extracurricular.

1. Sudah berapa lama ekstrakurikuler English Club didirikan?
2. Apa latar belakang terbentuknya ekskul English club di sekolah ini?
3. Apa tujuan yang diharapkan dari terbentuknya ekskul English club?
4. Seperti apakah profil anggota ekstrakurikuler English Club di SMK Dinamika Pembangunan 1-2 Jakarta pada proses pelaksaaan kegiatan ekskul ini?
5. Dari jurusan apa sajakah peserta ekskul English Club?
6. Berapa jumlah anggota ekskul English Club laki-laki dan perempuan berdasarkan jurusannya masing-masing?
7. Berapa usia anggota ekskul English Club?
8. Apa aja kira-kira alasan mereka ingin bergabung dengan ekskul English Club?
9. Apakah mereka sudah mempunyai kemampuan dasar Bahasa Inggris yang baik?
10. Seperti apakah kemampuan berbahasa Inggris anggota ekskul English club dicermati pada empat keterampilan berbahasa? Bagaimana dengan kemampuan berbicaranya?
11. Apakah mereka mengikuti kursus/les bahasa Inggris diluar jam pelajaran di sekolah/ ditempat lain?
12. Seperti apakah proses pembelajaran di kelas English Club?
13. Apakah ada program atau rencana pembelajaran yang dibuat sebelum masuk ke kelas English club?
14. Bagaimana anda merancang program tersebut? Dan apakah setiap rencana kegiatan terlaksana sesuai jadwal?
15. Dapatkah anda mendeskripsikan kepada saya mengenai kegiatan yang dilakukan disetiap pertemuan English Club?
16. Apakah ada perbedaan kegiatan yang diberikan kepada anggota dicermati dari latar belakang jurusan mereka masing-masing?
17. Dapatkan anda mendeskripsikan bagaimana kegiatan yang diberikan kepada anggota yang berasal dari jurusan bisnis manajemen dengan anggota yang berasal dari jurusan tehnik?

18. Kapan kah anda memberikan kesempatan kepada anggota untuk berbicara pada saat proses pembelajaran di English club?
19. Apa topik dan materi yang digunakan selama pembelajaran bahasa Inggris di kelas English club?
20. Apakah anda menggunakan buku tertentu atau sumber lain (internet, majalah, koran,dll) dalam pembelajaran bahasa inggris di kelas English Club?
21. Media apa yang sering anda gunakan di kelas English club?
22. Apakah anda mengintegrasikan keterampilan berbahasa (membaca, mendengar, menulis, berbicara)? Atau memisahkan antara keempatnya?
23. Apa metode yang anda gunakan dalam pengajaran berbicara di kelas English club?
24. Apa kendala yang dihadapi selama proses pembelajaran di kelas English club?
25. Apakah pernah mengikuti lomba/kompetisi berbahasa Inggris? Bisa sebutkan jenis lombanya apa saja? Dan bagaimana hasilnya?
26. Bagaimana strategi yang dilakukan dalam menghadapi lomba yang akan diikuti? Dalam hal pemilihan peserta serta latihan dan sarana prasarana lain yang mendukung terlaksanya lomba tersebut?
27. Bagaimana dukungan yang diberikan sekolah terhadap kegiatan English club?
28. Apakah ada penilaian bagi anggota yang mengikuti ekskul English club?
29. Seperti apa bentuk penilaiannya?
30. Apakah anda melakukan evaluasi terhadap kegiatan yang telah dilaksanakan?

PEDOMAN WAWANCARA

Interview is conducted to get a deep information about English extracurricular program in SMK Dinamika Pembangunan 1&2 Jakarta. It is intended to the teacher or the coach of English Club Dinamika Pembangunan. The guidelines of interview are formulated as follow:

Interview for the teacher / coach of English Club Extracurricular.

Name of teacher : Badrut Taman, S.Pd

Date of interview : 6 Juni 2017

No.	Pertanyaan	Jawaban
1.	Sudah berapa lama ekstrakurikuler English Club didirikan?	<i>hmmm, sekitar 6 tahun kalau saya tidak salah. Dari tahun 2011 ya.</i>
2.	Apa latar belakang terbentuknya ekskul English club di sekolah ini?	<i>Waktu itu terbentuk dari sekelompok anak yang memang punya skill bahasa Inggris yang baik dan sering mempraktekkannya diluar jam pelajaran, terutama pada saat berkumpul di kantin sekolah.</i>
3.	Apa tujuan yang diharapkan dari terbentuknya ekskul English club?	<i>Sebenarnya ini sebagai wadah untuk pengembangan potensi minat siswa yang senang dengan bahasa inggris dan mau sama-sama meningkatkan kemampuannya.</i>
4.	Seperti apakah profil anggota ekstrakurikuler English Club di SMK Dinamika Pembangunan 1-2 Jakarta pada proses pelaksaaan kegiatan eksul ini?	<i>Profilnya maksudnya bagaimana nih, mmmm. Anggotanya beragam ya. Ada yg dari DP 1 atau STM dan banyaknya sih siswa DP 2 atau SMK.</i>
5.	Dari jurusan apa sajakah peserta ekskul English Club?	<i>Ada yang dari Akuntansi, Administrasi Perkantoran, Pemasaran, Tehnik Komputer Jaringan, Tehnik Instalasi Listrik, dan Tehnik Audio Video.</i>
6.	Berapa jumlah anggota ekskul English Club laki-laki dan perempuan berdasarkan jurusannya masing-masing?	<i>Aduh,,ga tentu ya Bu, soalnya awalnya aja yang kelihatan banyak, tapi lama lama menyusut. Ya, kalau di hitung per jurusan susah, kira kira siswa laki-laki ada</i>

		<i>sekitar 9 orang, yang siswa perempuannya ada sekitar 25 orang. Itu untuk anggota yang aktif sampai saat ini ya.</i>
7.	Berapa usia anggota ekskul English Club?	<i>Untuk usia sekitar 15 – 17 tahun.</i>
8.	Apa aja kira-kira alasan mereka ingin bergabung dengan ekskul English Club?	<i>Beragam, Bu. Ada yang karena ingin bisa lancar ngomong bahasa Inggrisnya, ada yang karena baru belajar, ada juga yang ikut-ikutan temannya.</i>
9.	Apakah mereka sudah mempunyai kemampuan dasar Bahasa Inggris yang baik?	<i>Beberapa sih iya ada yg sudah punya basic, tp sebagian besar tidak ya. karena niat mereka mau belajar.</i>
10.	Seperti apakah kemampuan berbahasa Inggris anggota ekskul English club dicermati pada empat keterampilan berbahasa? Bagaimana dengan kemampuan berbicaranya?	<i>Rata rata kemampuannya lebih cenderung di speaking sama listening ya, agak lumayan untuk kedua hal ini. mungkin karena senang dengan lagu berbahasa Inggris. Namun untuk writing masih kurang, karena less of vocabulary. Untuk readingnya juga masih banyak yang mispelling. Speaking yang standar dan sederhana konteksnya.</i>
11.	Apakah mereka mengikuti kursus/les bahasa Inggris diluar jam pelajaran di sekolah/ditempat lain?	<i>Sebagian besar jarang yang ikut les gitu ya. karena sekolahnya aja sampe sore, ga sempat buat les.</i>
12.	Seperti apakah proses pembelajaran di kelas English Club?	<i>Kami berusaha menciptakan suasana yang fun, ga ada istilah PR dan ga banyak menulis teori. Langsung prakteknya aja speaking.</i>
13.	Apakah ada program atau rencana pembelajaran yang dibuat sebelum masuk ke kelas English club?	<i>Rencana pembelajaran iya ada. Namun, terkadang kami lewati beberapa rencana untuk lompat ke rencana lain. jadi bisa dibilang disesuaikan dengan situasi saja.</i>
14.	Bagaimana anda merancang program tersebut? Dan	<i>Sejauh ini, program yang kami buat mengikuti angkatan tahun</i>

	apakah setiap rencana kegiatan terlaksana sesuai jadwal?	<i>sebelumnya. Kebetulan saya juga baru tahun ini menjadi pembina di EC, jadi saya masih mengikuti program yang tahun lalu. Untuk pelaksanaannya, beberapa kegiatan terlaksana namun ada juga yang tidak.</i>
15.	Dapatkah anda mendeskripsikan kepada saya mengenai kegiatan yang dilakukan disetiap pertemuan English Club?	<i>In short, sebabian besar kegiatan kita seperti diskusi mengenai satu topic, saya akan memberikan pembukaan dahulu, lalu secara bergantian saya akan meminta setiap siswa untuk mengutarakan ide atau pendapatnya. Jika dirasa suasana nampak membosankan, anak-anak menunjukkan raut wajah bete nya, kami akan memberikan games-games yang bisa bikin anak-anak semangat lagi. Oh iya, kadang anak-jg ada yg pernah tiba-tiba mengajak kami untuk jogging bareng di taman Olahraga. Dsana sambil diadakan permainan juga. Selain itu, ada juga kegiatan bernyayi bersama, sambil melengkapi lirik yang belum full. Kita sebut missing lyrics. Lumayan banyak deh kegiatannya, tapi biasanya kalo lagi ada lomba kaya pidato, debat atau story telling gitu, pertemuan Ec ya diisi dengan persiapan latihan memperlancar buat lomba nanti.</i>
16.	Apakah ada perbedaan kegiatan yang diberikan kepada anggota dicermati dari latar belakang jurusan mereka masing-masing?	<i>Mmm, belum terlaksana dengan jelas ya, walaupun pernah kami coba namun karena jumlah siswa nya yang semakin menyusut jadi kegiatan itu belum terlaksana dengan baik. Tp kami dari pembina berencana untuk mengadakan itu. Karena hal ini kami pertimbangkan melihat kebutuhan dari si anak yang berbeda-beda.</i>

17.	Dapatkan anda mendeskripsikan bagaimana kegiatan yang diberikan kepada anggota yang berasal dari jurusan bisnis manajemen dengan anggota yang berasal dari jurusan teknik?	<i>Untuk hal ini, masih dalam proses perencanaan ya, saya belum tahu persis bagaimana nya, karena perlu pendapat dari rekan guru bahasa Inggris yang lain juga, biar relevant dengan pelajaran di kelas.</i>
18.	Kapan kah anda memberikan kesempatan kepada anggota untuk berbicara pada saat proses pembelajaran di English club?	<i>Kapan pun kami selalu memberikan kesempatan kepada mereka untuk praktik bicara bahasa Inggris, baik itu ketika di dalam kelas maupun diluar kelas.</i>
19.	Apa topik dan materi yang digunakan selama pembelajaran bahasa Inggris di kelas English club?	<i>Macam-macam, mulai dari self introduction, family, hobby, idol, songs, handling telephone sampai story telling.</i>
20.	Apakah anda menggunakan buku tertentu atau sumber lain (internet, majalah, koran,dll) dalam pembelajaran bahasa inggris di kelas English Club?	<i>Tidak ada buku khusus, kami mencari dari berbagai sumber yang menarik, seperti buku games, majalah Bahasa Inggris, koran bahasa Inggris, dan juga searching di internet. Pokonya semua dipake deh selama materi itu menarik dan sesuai dengan tingkatan siswa disini.</i>
21.	Media apa yang sering anda gunakan di kelas English club?	<i>Laptop, infocus,tape, flash cards.</i>
22.	Apakah anda mengintegrasikan keterampilan berbahasa (membaca, mendengar, menulis, berbicara)? Atau memisahkan antara keempatnya?	<i>Ya, kami mencoba untuk mengintegrasikan keempat skill dalam berbahasa Inggris. Reading, listening, speaking dan writing.</i>
23.	Apa metode yang anda gunakan dalam pengajaran berbicara di kelas English club?	<i>Sebagian besar discussion, ada juga role play dan story telling.</i>
24.	Apa kendala yang dihadapi selama proses pembelajaran	<i>Kurangnya vocabulary yang dimiliki anak-anak.</i>

	di kelas English club?	
25,	Apakah pernah mengikuti lomba/kompetisi berbahasa Inggris? Bisa sebutkan jenis lombanya apa saja? Dan bagaimana hasilnya?	<i>Ya, pernah. Lomba pidato, debat dan story telling. Hasilnya alhamdulillah kami pernah menjuarai juara 2 dan 3 untuk pidato dan story telling tingkat Jabodetabek.</i>
26.	Bagaimana strategi yang dilakukan dalam menghadapi lomba yang akan diikuti? Dalam hal pemilihan peserta serta latihan dan sarana prasarana lain yang mendukung terlaksanya lomba tersebut?	<i>Kami berlatih selama seminggu sebelum hari H pelaksanaan. Anak anak yang terpilih menjadi peserta kami beri dispensasi di kelas nya namun berada di lab atau perpus untuk fokus latihan.</i>
27.	Bagaimana dukungan yang diberikan sekolah terhadap kegiatan English club?	<i>Sekolah sangat mendukung sekali atas kegiatan-kegiatan yang kami lakukan.</i>
28.	Apakah ada penilaian bagi anggota yang mengikuti ekskul English club?	<i>Iya ada. Karena memang di raport harus dicantumkan.</i>
29.	Seperti apa bentuk penilaiannya?	<i>Kami beri predikat saja, A/B/C, diilhat dari kehadiran serta partisipasinya selama kegiatan.</i>
30.	Apakah anda melakukan evaluasi terhadap kegiatan yang telah dilaksanakan?	<i>Ya,tentu saja ada evaluasi yang kami lakukan setiap kali melaksanakan suatu kegiatan.</i>

APPENDIX 4

The annual program of English Club Extracurricular
SMK Dinamika Pembangunan 1 & 2 Jakarta