

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the descriptive and interpretative elaboration about the findings of the research from the document and observation.

#### **4.1 Findings**

This part presents the findings of the study on English extracurricular program in SMK Dinamika Pembangunan 1&2 Jakarta. The findings were got through observation and document analysis of English extracurricular program. The writer described the findings based on the focus of the research which stated in research questions. The descriptions are as follow:

##### **1. The activities of English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**

Data from the document analysis showed that the activities in English extracurricular program divided by three kinds activities: weekly, activities, annual activities and on-going activities. These activities allotment referred to the model of English extracurricular suggested by Pereiraa (2013) named PIT Model.

On weekly activities, the characteristics were appropriate with the the suggested model, such as: (a) 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. (b) 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. (c) Participants are required to interact; every meeting, the students are encouraged to be brave in speaking with English.

In annual activities, the characteristics were also appropriate with the suggested model, such as: (a) they are singular in nature; once in a year, the school hold a competition for English, such as English speech and story telling. (b) They are promoted on a wider scale; the contestants are from junior high schools. The events used as a tool to promote the school. However, in the point of (C) 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.

For on-going activities, English Club in SMK Dinamika Pembangunan 1&2 Jakarta also was appropriate with the suggested model, such as: (a) 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. (b) 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. (c) They need to be challenging, the writer thought that the on-going activities in the schools were quite challenging enough, because creating

an English wall magazine needs students' creativity in selecting the appropriate articles that easy reading by other students.

## **2. The topics and learning materials used in English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**

Based on the observation conducted during five meetings of English Club extracurricular, the writer found that the teacher didn't use any English course book. He said that the course book was not needed in English Club, because basically the learning process in the club is different with learning process in the classroom. The students were encouraged to be able and brave in speaking English, not to be afraid in making mistake and just say what is on their minds.

On the first day of observation, the teacher gave a topic about handling telephone. He chose the topic because it was easy to be implemented by the students.

On the second day of observation, the topic was about How I see myself in 5 years. In this meeting, the teacher also didn't use any English book source. Because it applied discussion techniques, so the students at the first had to pay attention to the presenter and tried to give respond related to the presenter's statement and questions. They also had to prepare a paper to write down the questions and a little note about their planning in the future.

However, in the third meeting, when the teacher gave a game of chain whisper and write, he used a book game in English as a guideline to conduct the game.

In the fourth meeting, there was also no book. The learning materials used songs, so the teacher prepared a laptop and mini speakers to play the song loudly. The songs were downloaded from internet.

In the last meeting, the learning materials were in reality context. The teacher arranged a set of task for the students and they had to finished it in one day during a trip to Kota Tua. The students got task to observe a place, that was museums located in Kota Tua Jakarta. Then, while doing museum observation, they were also assigned to interview three foreigner tourists and took a picture with them as an evidence that they were done the mission.

### **3. The teaching techniques implemented in English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**

Topics and learning material in English Club class were delivered in some ways. The data were taken by the writer during the observation process. It can be seen during the observation that the teacher applied direct method, audio-lingual and communicative approach were used in the English extracurricular class. The implementation of direct method and communicative approach were characterized by several activities noted by the writer which described below:

On the first day of observation, the implementation of direct method showed by the teacher when he explained the material about handling telephone. He mentioned and wrote down some expression used when doing a phone call. Then he asked the students to repeat all the sentences orally, and corrected if students made mistake in pronouncing the words. The teacher also asked the students to arrange the dialogue in pairs, as if they made a phone call to his/her friend, talking about some topics.

In the beginning of the meeting, the teacher gave an explanation about 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 asked the students to read those expression and he tried to correct the students' pronounce 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 students roled 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 mispell. In the end of the meeting, the teacher reviewed the materials in order the students always remember it and can implement those expression when they want to make a phone call using English.

On the second day of observation, communicative approach was implemented in the meeting. The students were involved in a discussion

about how they will see themselves in the future. 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 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 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.

On the third day of observation, the teacher implemented game, the writer could classify this game in audio-lingual method, since the game played in the form of whispering some sentences to one student then another wrote it on the board.

In this meeting, the teacher gave a game to the students since the students felt so bored with their 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 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,

the all participants could recapitulate the points. The students were enthusiastic 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. In the end of the game, the class had the winner from group 3 because they could wrote the most sentences and in good spelling. The teacher gave a prize for the winner as reward. This activity was aimed to train students' skill in reading, listening, speaking, and writing. In this way, the students are motivated to be concentrate and repeat what have listened.

On the fourth day of observation, the teacher implemented an audio-lingual method. He gave students four songs to be listened and rewrote the lyrics, then sang it along.

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.

On the fifth day of observation, the activity was not held in the school, but out of school. The club had a trip to Kota Tua Jakarta. This program was called as "Outing Class". In this activity, the teacher implemented direct method and communicative approach. There were task to be done by the



students; observing museum they visited, interviewing foreigner tourists and presenting their findings.

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 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 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 beneficial 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 raport.

Therefore, the teaching techniques that the teacher used in the program included into free technique. Role play, song, games and discussion were such techniques which characterized by student centered, communicative, unpredicted responses and open-ended.

## **4.2 Discussion**

In discussion part, it discusses about the analysis of the result from observation and document analysis in relation to the research questions addressed in the first chapter. The questions were about what activities of English Extracurricular Program are implemented, what are topics and learning materials used and how teaching techniques are conducted in English Extracurricular Program at SMK Dinamika Pembangunan 1&2 Jakarta. The discussion of the findings are as follow:

### **1. The activites of English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**

In previous chapter, this study defines the model that is suggested to be conducted in English Club activities. It was design by Pereira, et.al in 2013. He offered several factors to consider in structuring English Club, such as: (a) context of English Club needs to be considered. When choosing activities, the ability of learners and learning styles that they want to be taken into account. (b) The purpose of the English Club needs to be defined. The aim should be for the students to learn, not only by way of common sense, but in an organized manner, progressively and systematically according to some generally accepted principles. English Club activities can make a huge impact on the students' language learning efforts. (c) Comprehensive plan needs to be designed. A comprehensive plan view into all aspects of the implementation of the activities.

He also figured out the model for the program, which is called as "PIT" model (Figure 1, see page 39). From this model, he divided the activities into categories: (1) weekly activities, which is done once a week and it is quite routine. (2) monthly activities, which is done when the school has scheduled some events and to make it run smoothly. These activities can not be done spontaneously. (3) Annual activities, which will require much time, effort and resources. The teacher can not be expected to carry out such activities alone. All aspects like school and students should be active in handling the logistics. The annual activities could be in the form of competitions, drama, concert, etc. (4) On-going activities, which are not a permanent fixture. On-going activities can serve as enrichment activities for

students who need the extra support. Such activity like an interactive notice board can get even the most reserved of students to offer a response in the form of writing. Especially learning activities in schools is very limited, it is only about two hours a week, while much material to be submitted by teachers, Therefore, at least the school should be more supportive for the extracurricular English club as an alternative to overcome the problem of limitations in delivering English learning materials, both in the aspects of learning time and learning methods that in fact more flexible when in the scope of extracurricular

As showed in findings of this study, from the document that the writer got from the teacher as the coach of English Club in SMK Dinamika Pembangunan 1&2 Jakarta, this club wasn't completely implement the PIT model, since there was no monthly activities. The club just administered weekly, monthly and annual activities.

English extracurricular program in SMK Dinamika Pembangunan 1&2 Jakarta was held regularly every Sunday Morning. But for some conditions, the program could be off, for example in the beginning of academic year, after the school did students' orientation program, all of extracurricular activities would be closed. Moreover, if the schools would set up for testing period, in order to make students focused to prepare for their test, the extracurricular program also would be off.

As the writer observed from the program, English club in these schools had enough time and proportion to set up the activities by

implementing the PIT model. On their weekly activities, annual activities and on – going activities, they could develop it to better and more interesting for the students to participate in it.

However, implement the PIT model in organizing English club extracurricular will give some beneficials for the teacher, such as: (a) the teacher has its format to work with, (b) enable the task managed by the English club, (c) the activities are carried out systematically, (d) the activities done can be reported and filled for future references, (e) there is a systematic implementation of activities, (f) the model is a comprehensive set of plan for a whole school year, (g) the club can be accountable for its existence, (h) the club's achievement can be assessed, (i) if there is any change in teacher or coach, he / she can take over at any stage, last (j) all students are having known about the activities of the club during the academic year.

## **2. The topics and learning materials used in English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**

The topic and learning materials can be in the form of book, magazine, picture, video, or any kind of property that can provide students with the sample of target language. As stated by Tomlinson (2007), materials can be anything that can be used to facilitate the learning of a language. They can be in the form of linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through performance or

display, or on cassette, CD-Rom, DVD or internet. Students can get the information about the language and get experience in using the language. By those materials, students are stimulated to use the language and help them to make discoveries about the language for themselves.

Based on the result of observation, from the first day until the fifth day of the writer followed the program, the teacher did not appear to provide a certain material for the students. Teacher only came to the class and giving explanation then had discussion with the students. Except, on the fourth meeting, he brought laptop and mini speakers to play songs. And on the last meeting when holding an outing class to Kota tua, before going to the destination place, the teacher spreaded a set of task to the students. All the studets had to prepare their notebook and pen to write down their findings on observing museum and write down the result of their interview with foreigner tourists. Moreover, the students had to bring digital camera or handphone to record their interwiev activities with the foreigner tourists, as the evidenvce that they did the job.

There was a meeting, on the second day, where the material was from someone's experience. A lifestory of someone could also become a material to be discussed by the students. At that time, the teacher had a guest from the alumnus and was also the member of English Club in previous years. He was graduated from university and had many experienced that he believed his juniors could be motivated in order to be brave and confident in practicing English daily with their friends. Most of the

students in the club felt that they were shy and afraid of making mistake in speaking English. The alumnus became the presenter on that day. He used such a discussion method and in the end he asked some students to come in front of class to deliver their planning after graduate from school orally using English.

In others meeting, the teacher used game in order not to make students feel bored. He used some paper and facilitated with boardmarker and whiteboard. On the paper prepared by the teacher, he already wrote some sentences to be read by students, and continued by students to be whispered to others in chain, and for the last students who was whispered had to write the sentence on the whiteboard. The teacher took the sentences from internet, searching for tongue twister. And others were simple sentences.

From the working program that the English Club has arranged from the first academic year (see appendic), the teacher also used movie, picture and video for their learning material. These were used to facilitate the students in learning the target language and help them to develop confidence. Referring to Tomlinson (1998) that learning materials should contain its basic principles, such as: materials should give impact to the students, when students are attracted, curious and pay much attention, mean that the materials are appropriate, materials should make the students feel at ease, help them to build their confidence, should be relevant

and useful, should require and facilitate learner self-investment and the last of course learners must be ready to obtain the point being taught.

The topics and learning materials used in English club extracurricular in SMK Dinamika Pembangunan 1&2 Jakarta were adapted with the condition of the learners and possible situation of language use which the students will encounter. It means that the teacher not only focus on course book that they use in regular class, but he considered with the situation the learners face in daily life. This thing made the students feel no burden in learning the language.

Furthermore, the adjustment of the material to the characteristics of the participants is also seen from the aspect of choice of majors they choose in school, each department has different characteristics and goals for each other, especially their need for English material for the purpose of their work later. It can be said that the program extracurricular still not enough to help students achieve their progress in learning material in regular class, because most of the material given in the extracurricular tend to more flexible. Frankly saying, the students were more active and happier to explore their English but not in regular class. For the next, it is expected that the club can associate the learning material in the regular class into learning material in extracurricular program.

### **3. The teaching techniques in English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta**



Another problem in this study that need to be described is about the teaching techniques implemented in English club extracurricular. It related with the metdod used. There are many methods in teaching and learning English, but in this study, the writer found that in English club extracurricular, the teacher used various method, such as direct method, audio-lingual method and communicative approach.

Direct method was implemented on the first and the fifth meeting. Here, the teacher gave instruction in the target language, everyday vocabulary and sentences were given and taught, and he corrected the students mistake in pronunciation and grammar they used.

In other meetings, Communicative approach was implemented, it was on second day of observation and fifth day. The teacher gave students opportunity to express their opinion, ideas and feeling. On the second day, there was a part when the students should share about their planning after graduate. In this point, the students tried to make their friends understand about the opinion he/she delivered.

Another method implemented in English Club was audio-lingual method, on the third and fourth day. The teacher gave four songs to the students to be listened and after played twice, the students had to rewrite the lyrics. Here, they had to concentrate, because if they didn't, they would fail in writing the lyrics.

Overall, the activities in English club were in the form of discussion. In the previous meeting, usually the teacher gave topic to be discussed, for

example “My Idol”. In the beginning of the meeting, the leader of the club prepared the class, led to pray and greeted the teacher. Then the teacher would give the explanation about idol, gave example in presenting who is his idol by showing the picture of the person, described his idol in a simple way, next continued by the students to do the same. While the students were presenting their idol, the teacher would help them in correcting the wrong vocabulary, grammar and pronunciation. And in the end of the meeting, the teacher would reviewed the materials and appreciated the students’ presentation. This activity included to direct method and communicative approach and assumed as appropriate way in delivering topics and learning materials in English club extracurricular.

The problem of this study was how is English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta, and it aimed to find out how the program can be a bridge for the students the schools in achieving their competences since the students’ background from different majors and difference needs in English language skills. From the activities held by the club, it was able to improve the students’ communication skills. they are expected to be ready enter the job world and use the target language based on their needs.