

## **Chapter 1**

### **Introduction**

#### **1.1 Background of the Research**

Vocational high school in Indonesia is an educational program that prepares its students to work in a certain job. In contrast with the students of senior high school which prepares its students to continue their study to the universities. Wenrich stated his opinion about technology and vocational education, that both are for people, youth and adults interesting for and progressing in a career in some type of satisfying and productive work (Basuki, 2005). His opinion also underlined on how unique the characteristic of technology and vocational education which are different with other common education. The students are taught to be prepared for the real world with critical thinking skills, social skills and an understanding of the world. Therefore, the demands of worker in the job market can be fulfilled by the graduates from vocational high school who have broader knowledge and skills.

Many majors are offered in vocational education program, such as in business, they are accounting, marketing, office management, etc., in computing, they are computer networking, computer science, etc., in mechanical, technical and also tourism. At the school, the students can choose a vocational program that they are attracted to and at the end of the school they can leave it with a career. To equip the students with the

knowledge, skills and core competencies, good teaching and a high quality learning environments are needed and should be supported.

Based on the National Education Departemet, especially for Vocational High School level, it demands the students to use English as the functional level of communication in both written and spoken modes. They need to be able to use the language appropriately in their daily activities. In contrast, the time allocated for the English subject in Vocational high school only two hours per week. This duration is not enough to finish the materials for one year academic. Some students may prefer join English courses outside the school to improve their skill in English, but how about students who are not afford to join such courses? As we know that the fee for language course is not cheap. Therefore, to accommodate the students' need in improving English language in school area, one effective way to resolve this problem is by providing English extracurricular program. The reason is because it is held by the school and outside the school hours, no tuition for the students as well teachers have more authority to choose the materials. As stated by Yildiz (2015) in his paper, that teachers are expected crucially to be more creative to support learning activities for students in the classroom and they should organize some extracurricular activities after lessons.

English extracurricular program is needed to be held to support the successful English teaching and learning system. The target of this program is to cultivate students' ability of using English, especially the ability of

speaking to communicate with people in social and work interactions later. However, where do comprehensive practical ability, speaking and autonomy ability come from? Two hours classroom teaching per week is far from enough. More efforts should be put into English extracurricular program so that students can have better environment and more chances to use English and improve it. As stated in Ministry of Education and Culture Act number 62 year 2014, extracurricular is a curricular program that is done by the students out of learning hour of intra curricular or co-curricular program, under the guidance and control of the school.

A common question asked regarding to English extracurricular program is, can English extracurricular program help students improve academically? Some evidence toward it does. Refer to Black (2005) found that students who participated in extracurricular activities have higher grades and better attendance. Also Lawhorn (2009) confirmed that students tend to do better academically in school when they participated in after-school activities. Of course, the students who join that extracurricular program can achieve the successful if the program provided in accordance with the proper structure and guidelines on how the English extracurricular program run. An extracurricular program such as English Club can be a boon in any school if it is managed and carried out in a manner that promotes an active use of language in communication.

SMK Dinamika Pembangunan 1 & 2 Jakarta are two vocational high schools in East Jakarta under the control of Al-Wathoniyah Asshodriyah 9

foundation. These school have the greatest number of students in East Jakarta, especially for region East Jakarta 1. It could be seen from the number of students who followed Computer Based National Examination academic year 2016-2017, SMK Dinamika Pembangunan 1 Jakarta with 576 students while SMK Dinamika Pembangunan 2 Jakarta with 392 students (*taken from website [www.smkdki.net](http://www.smkdki.net)*). The schools are divided into two program, engineering and business management. SMK Dinamika Pembangunan 1 Jakarta has five majors in engineering; *Teknik Otomotif Kendaraan Ringan (TKR)*, *Teknik Pemesinan (TP)*, *Teknik Audio Video (TAV)*, *Teknik Instalasi Tenaga Listrik (TITL)* and *Teknik Komputer dan Jaringan (TKJ)*. Meanwhile SMK Dinamika Pembangunan 2 Jakarta has three majors in business and management; *Akuntansi (AK)*, *Administrasi Perkantoran (AP)* and *Pemasaran (PM)*. These majors may have their specific goals for the teaching and learning activities including in English course. Since the schools only have one syllabus as a guidance for the teacher, so it becomes a hard work for the teacher to assist students in understanding and constructing text in their disciplines and to actively engage to the disciplines. The materials given to the students should be suitable for their disciplines or majors.

SMK Dinamika Pembangunan 1 & 2 Jakarta already established English Club as an extracurricular since 2012 and until now the program is still running. The program is held once a week with the time allotment about 120 minutes on each meeting. It is expected to make the students enjoy

speaking and learning English in English club, different with the situation in the regular English class. There are many activities in this club, such as; speech, sing along, debate, scrabble, watch movie, sport, and outing class to some tourism places. Since these schools are under control by the same foundation, the support from the foundation and school is highly fulfilled, but unfortunately, the achievement that is reached by English Club extracurricular there still less from what is expected. In the preliminary research, the writer found about 65% members of English Club could not speak English fluently. This problem makes the writer curious about what happen to the English Club as the English extracurricular program in mastering English skills, especially in speaking.

A number of researchers have already conducted the study on this field. Hong (2010) conducted a research with the title *A Study of Extracurricular Activities in Secondary Vocational School English Teaching*. Here the researcher made two classes, an experimental and a control class. In experimental class, a colorful classroom activities are carried out, while in control class, just like a regular class, he conducted self-study learning English. It is found that extracurricular activities in a relaxed atmosphere helps to increase student interest and confidence in learning English, the natural environment is also very necessary in the classroom activities. The researcher concluded to improve the English proficiency of students, teacher should be creative through the creation of a good class activities,

such as games, discussion, debate, film appreciation, and drama performances.

Zhou, H. Y. (1994) in his journal with the title *Language Labs and After-class Teaching*, suggested that setting up language lab, freely open to students, should be the base for designing extracurricular activities and this lab are the ideal place for students' after-class learning. The activities could take in all kinds of forms. The other researcher is Yildiz (2015) with the paper entitled *The Key Success in English Learning Can be Involvement in Extracurricular*. This study aims to put forward how extracurricular activities facilitate English language learning process. He stated that extracurricular activities will help students to get confidence and enable students to display their skills and abilities with ease in a classroom practice. These activities also will provide students a language learning environment, and encourage students to improve their level of English.

Other researchers are Pereira, Angel. H., Kemboja Ismail & Zarina Othman (2013) in their paper with the title *A Model for the Malaysian English Language Club Activities*. It was discovered that while teachers diligently carried out the English Language Club activities, a lack of structure and guidelines impeded their proper implementation, development and influence thereby muting any desirable impact on the language learning efforts of the students. This paper proposes a framework based on their perceptions and experiences. The model suggests four categories of activities that could be part of the ELC model for its year-long activities.

Those several studies show that by conducting an English extracurricular at school will help students to get enough time to practice the language. With a proper language learning environment and guidelines to carry out this program, students' achievement will be easy to reach. The reality that the writer found in the schools is there are some different activities in each school in implementing English Extracurricular and its impact towards their students. The impacts may be different for every school, some schools have a great job with it; they always win some English competitions and have many students who are fluent in communicating in English. And some have nothing; there is no improvement to the students, no achievement they get in any English competition.

Not every school in Indonesia has English club extracurricular, because it is school's policy whether the headmaster want to hold it or not. Then the questions come up to the writer's mind, what makes these results different in each school which provides English Extracurricular as a media to improve their English skills? Does it triggered by the activities held in the club or good management in holding the club? It makes the writer wants to conduct the study at SMK Dinamika Pembangunan 1 & 2 Jakarta by capturing on how the program of English extracurricular runs and finding out the exact problems encountered by the teacher and students in the class. The title of this study is "English Extracurricular Program at SMK Dinamika Pembangunan 1 & 2 Jakarta ( A Case Study)".

The learning method applied by teacher in English club is very critical to be studied. The writer chose these schools because they already run an English Club for variety majors of students; engineering and bussiness management. All students from different majors gather in the same class with various activities. What make this program needed to be observed is on the activities held, whether it can be a bridge for the students to accommodate their competences to be fully achieved since in their regular class they only got 2 hours in a week for studying English. Therefore, it is expected that findings of this research would give beneficial for students, teachers and the schools to be succeed in holding the English extracurricular program.

## **1.2 Research Questions**

Based on the explanation above, the following questions are carried out to guide this research: How is the English Extracurricular Program in SMK Dinamika Pembangunan 1&2 Jakarta? With three sub questions as follow:

- a. What activities of English Extracurricular Program are implemented at SMK Dinamika Pembangunan 1&2 Jakarta?
- b. What the topics and learning materials are used in English Extracurricular Program at SMK Dinamika Pembangunan 1&2 Jakarta?



- c. How are teaching techniques conducted in English Extracurricular Program at SMK Dinamika Pembangunan 1&2 Jakarta?

### **1.3 Purposes of the Research**

Based on the research questions above, the writer stated the purposes of this research as follow:

- a. to find out the activities of English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta.
- b. to investigate the topics and learning materials are used for English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta.
- c. to describe the teaching techniques are conducted in English extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta.

### **1.4 Scope of the Research**

The writer limited the study of English extracurricular program on aspects of kinds of activities, the topics and learning materials, as well teaching techniques in English Extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta. This research was conducted in English Club class with its members and teacher (coaches). English club has once a week meeting for every Sunday and 120 minutes time for each meeting.

### **1.5 Significance of the Research**

This study is expected to contribute to the development of teaching and learning English in the form of English extracurricular program and to bridge the students to achieve their competences as they are from vocational schools. Theoretically the result of this study can be used as input for the development of science in the field of education, especially with regard to English extracurricular program. Moreover, it could be the consideration for further researcher who want to conduct a similar study.

Further, practically the result of this study could provide information to teacher who is responsible to hold an English extracurricular program at school. In addition, the benefits for the writer herself are able to increase the knowledge about the program of English extracurricular in English language learning.