

Chapter II

LITERATURE REVIEW

This chapter provides a summary about the extracurricular program, the model of English club extracurricular, English language teaching method, English learning materials, vocational high school, and English club extracurricular.

2. 1 The Extracurricular program

Program is a plan of action aimed at accomplishing a clear business objectives, with details on what is to be done, by whom, when, and what means or resources will be used (Glover : 2012). Program which is set by an educational institution has aim to achieve certain goals. The program contains the formulation of plans and arrangements concerning the objectives, content, teaching materials and methods used to guide the implementation of learning activities to achieve specific educational objectives.

According to Percy E. Burrup, cited in Anwar (2015) that extracurricular is variously referred to as extracurricular, co-curricular, or out of school activities they are perhaps best described as extra class or simply student activities. Saleh (cited in Anwar: 2015) also stated that extracurricular is learning activities that held out of school hour and it is adjusted to the need of knowledge, enrichment, guidance and student

habituation in order to get support basic skills. Extracurricular is an activity outside of school hours were conducted both within the school and outside the school environment, in order to deepen and broaden students' knowledge, to know the relationship between the various students, talents and interests as well as complement the development efforts all men (Department of Education, 1994: 6).

The term extracurricular etymologically composed of "extra" and "curricular". Extras additional meaning beyond that should be done. While curricular relating to curriculum, namely the subjects that are taught at a particular institution. However, given the understanding of curriculum undergone many developments, the curriculum is no longer just a number of subjects that must be passed but the program prepared by an educational institution to achieve certain goals.

Extracurricular program refers to any activities that take place outside of the regular (compulsory) school curriculum. The activities are voluntary, and students do not receive grades for academic credit for them (Holloway, 2000 : 87). These activities are offered outside of school hours, but within the school setting. Extracurricular program not associated with school are not included within this definition. Extracurricular program are offered at most schools in Indonesia and can consist of a wide range of activities that do not form a part of the regular school curriculum.

Extracurricular program at the school took part in enhancing the intelligence of learners. The activities in this program include the subject

matter is not separate from the other subject matter, that can be implemented on the sidelines of the subjects, considering that these activities are an important part of the school curriculum (Amal, 2005: 378).

Extracurricular program is a program outside of subjects to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel are capable and in authority in the school / madrasah (Hendri, 2008: 1-2).

Based on some explanations and opinions above about extracurricular program can be concluded that the extracurricular is extra activities organized by educational institutions with the aim to improve the competence of students according to their interests and talents, although its position is beyond the requirement in the program curriculum but as time goes by extracurricular program is quite important because it is a part that can support the increasing competence of learners when in the relation is one of the efforts to improve the quality of both students and an educational institution.

2.1.1 The purpose of extracurricular program

Aspects of interest is the main reason an activity carried out, not necessarily an activity carried out in the absence of goals to be achieved, because the goal is exactly what eventually became the main reference of an activity carried out so that will not ultimately ends in vain.

The purpose of extracurricular program in broad outline has been described by the Ministry of Education and Culture (1995: 2), which includes two aspects and main objectives, namely:

- a. Students can deepen and broaden the skills knowledge about the relationship between different subjects, talents and interests, as well as complement the efforts of the whole human development, who are:
 1. Faithful and devoted to God Almighty;
 2. Noble character;
 3. Having knowledge skills;
 4. Healthy spiritual and physical;
 5. Steady and independent personality;
 6. Having a sense of civic responsibility and nationality;
- b. Students are able to take advantage of the personality education and associate the knowledge gained in the program curriculum to the needs and circumstances.

In his role as program support in improving the competence of learners in the learning process, the purpose of extracurricular in the curriculum system is designed to be in harmony and certainly lead to improvements in important aspects which actually owned by learners both spiritual aspect too physical, but in practice rarely found a learners are able to cover both these aspects along with its diversity simultaneously, in other words, a learner who is influenced by the environment that is too diverse to

be very decisive progress on which aspects of such learners will be more prominent, thus forming interests and talents as well diverse.

The diversity of talent and interests of learners tend to vary, but they can be classified based on the type and purpose, grouping interests and talents among students will lead to the formation of extracurricular different too, with the aim to accommodate diversity talents and interests of each according to its kind.

2.1.2 The Types of Extracurricular program

Musriadi (2016) in his book gave explanation about regulation of the Minister of National Education Number 22 of 2006, regulating the content of the educational unit standards and describes the Basic Education Curriculum Structure Unit to Medium which regulates the number of subjects, local content, as well as self-development. Extracurricular is a form of technical implementation and development of self-facilitated or supervised by counselors, teachers, or educators.

Self-development is not a subject that should be taken care of by the teacher. Self-development aims to provide opportunities for learners to develop and express themselves according to the needs, talents, and interests of each learner in accordance with the conditions of the school. Self development activities or facilitated and guided by a counselor, teacher or education personnel who may be in the form of extracurricular activities. Self development activities conducted through counseling services with

regard to issues of self and social life, learning, and career development of learners.

Although not specifically the types of extracurricular any government official set, but the extra-curricular activities undertaken education units in Indonesia is quite diverse and quite able to accommodate most of the talents and interests owned by most learners in Indonesia. Indonesian Wikipedia (The Free Encyclopedia), register / types of extracurricular held schools in Indonesia as follows:

Table 2.1

Types of extracurricular holding by schools in Indonesia

(Taken from <https://id.wikipedia.org/wiki/Ekstrakurikuler>)

NO	FIELD	BRANCH
1	Sport	Basket ball
		Volley ball
		Futsal
		Soccer
		Badminton
		Swimming
2	Self-defence	Judo
		Karate
		Pencak silat
		Nature lover
		Takraw
		Tarung derajat
		Taekwondo
3	Religion (Deepen knowledge of religion)	Islamic
		Christian
4	Art/Music	Drum band
		Journalist
		Cheerleader
		Choir
		Modern dance
		Traditonal dance
		Theatre
		Vocal grup

5	Science	Science Group
		Social Group
6	Community	Information and Communications Technology Club
		English Study Club
		English Debate Club
		Japanese Club
7	Marching	Paskibra
		Scout
8	Medical	Red Cross

2.1.3 The Implementation of Extracurricular program

Mustolih (2013) in his paper gave explanation about the implementation of extracurricular program. Implementation of extracurricular activities at an institution can be seen from several aspects, among others:

a. The nature of the activities

Extracurricular activities are as supporting activities to achieve program intracurricular activities and to achieve broader educational goals. As support activities, the extracurricular activities are more flexible and less binding. The participation of students in extracurricular activities programmed more dependent on the talents, interests and needs of the students themselves.

b. Execution time

As support activities, extracurricular conducted outside teaching hours required, tend to flexibly and dynamically adjusts the schedule determined by the school. But for a certain period of time the implementation of extracurricular conducted more intensive and tend to

sacrifice a little time learning compulsory in schools, with the aim to confront the match or race.

c. Goals and objectives of the program

Extracurricular activities are programmed to accommodate the talents, interests, personality, and ability to socialize learners. The material in extracurricular activities in general is a material that largely are learning in school learning time. The main target of the holding of extracurricular activities is to deepen and broaden the skills knowledge about the relationship between different subjects, talents and interests, as well as complement the efforts of the whole human development.

d. Technical implementation

The party responsible for implementing extracurricular activities can be carried out by a classroom teacher, teachers of which may be more team work, in accordance with the expertise of those teachers to specific areas. Over time the more attention the importance of extracurricular activities of the school, schools usually hire external professionals who have specialized skills that are programmed in extracurricular activities.

e. Evaluation and success criteria

Evaluation of extracurricular program is intended to collect data or information regarding the level of success achieved by students. Assessment can be done at any time to determine the level of student

success at certain stages and for a certain period of time with respect to the process and the results of extracurricular activities.

Judging from the various aspects of the implementation of extracurricular above, can be a bit we conclude that the extracurricular program that are routine, spontaneous and exemplary carried out directly by the teacher counselors and educators in the school. Meanwhile programmed extracurricular activities carried out in accordance with the target substance, activity type, time, place and implementation as planned.

In essence, extracurricular program is performed to assist the development of learners in accordance with the needs, talents and interests. As well as extracurricular program is good and important because it provides added value for students and can be a barometer of the development / progress of schools that are often observed by parents and communities with their extra activities are expected to be more lively atmosphere of the school.

2.1.4 The Model of Extracurricular English Club

Pereiraa, et. al (2013) in his study gave a model that is suggested to be conducted in English Club activities is referred to as the "PIT" model. It can be seen as follow:

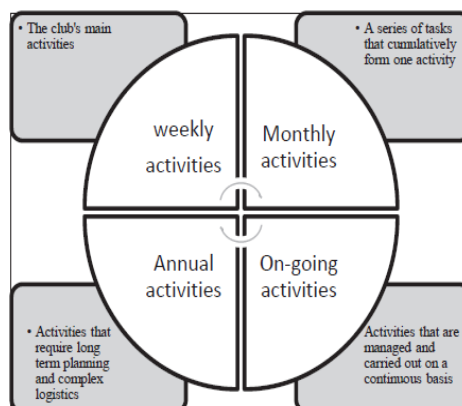


Figure 2.1 The PIT model for English extracurricular activities

From the figure above, it can be explained as follow:

a. Weekly agenda

Done once a week is included in the activities that can be quite routine, the selected activities in activities in the meantime must have the following characteristics: First, the activities should be done in the time allotted, according to the regulations, time allocated for compulsory in secondary schools, between 140-180 minutes. If not met, students will find the time-consuming activity and tend to be boring. Following the time allows students to keep their own schedules because they may have to arrange transportation, learning in their own classrooms or other commitments they may have.

Second characteristics is activities should be relevant, educate, and can be implemented. English Club should allows participants to use English a little wider than when in the classroom. This type of activity can range from a simple language to interactive games or using advanced multimedia. Keep in mind, however, that there is no clear teaching in the English Club.

If students feel that their time is spent on good things, then usually they will come back to learn any more.

Then, participants are required to interact. Language can be easily arrested only when actively used. The active use of language can be improved in a way that is both interactional activities. Interactional activities are not only fun but they provide a realistic opportunity to use the language. Every real-life situations can be simulated in English Club activities, such as community service activities, excursions and game simulation language, the students do not have control over what others would say. In addition, other things happen at the same time. In such circumstances, when students take and use the language, that is when the skills to authentically be generated. English Club activities can provide ample opportunities to use the language of this procedural.

b. Monthly agenda

The activities in this period are very useful when an interrupt / discussion occurs. Most school institutions have meetings every week. weekly meetings are very rare. Be that as it may, the teacher - adviser must deal with many events both scheduled and situational. Sometimes, this teacher - mentor assigned for the course or to be somewhere else. Monthly activity can be used to effectively as possible until the next meeting has been scheduled. These activities can not be done spontaneously, and has the following characteristics: firstly, they require a period of time to complete. Any activity or task that requires some preparation can be

classified under this category. An activity like Public Speaking needs time to prepare. The teacher – advisor can always use the committee members for this undertaking. Asking the students their latest developments will not only show the nurturing side of the teacher – advisor but without proper monitoring and constant checking, the students could easily lose interest or worse still lose sight of the focus.

Secondly, participants consisted of different parts in a single unit. The monthly activities can also be part of the activities within a term or a semester. The monthly activities cannot and should not function as isolated activities. They could be several activities strung together to culminate in one activity or a common goal. An activity like story-telling or poetry recitation could be broken up into manageable parts whereby after their preparation that carries over a few weeks, the students present the activity.

Then, they should be scheduled. Any activity that requires any length of time is difficult to monitor. Therefore, if the teacher – advisor is indisposed or cannot be around to attend the meetings at a particular period of time, it could be entered into the plan so that the students know that there will not be meetings at that time and instead they have to be doing something else.

c. Annual agenda

These activities by their very nature require much time, effort and resources. The sheer magnitude of the undertaking should be an indication that teacher - advisor cannot be expected to carry out such activities

singlehandedly. In fact, the whole English Department should be mobilize to handle the logistics. The annual activities could be in the form of projects or they could culminate in a major event such as a concert, drama, etc. These activities have the following features: first, they are singular in nature. A major event that require much preparation and time needs participation of many teachers and students. Such events cannot be happening too often as the logistics are complicated and the implementation can be exhausting. Thus, only schools or institutions which have a very large students population, a large staff and ample funds can afford more than one such activity a year.

Second characteristics is they are promoted on a wider scale. As the annual events involve much time, effort and resources, they need to be publicized so that many students are attracted to both participate and watch the event. It could also be a way to promote the club to the students who may not be aware of the benefits. Publicity, in itself, could also be a learning experience. Planning a poster is an example whereby students learn many skills apart from the language element. The committee member who makes an announcement during an assembly learns to make an effective presentation. It cannot be denied that more publicity there is the more support the events is likely to gather. The publicity need not be confined to the school but could extend to the parents and community as well.

And the last, they may require the presence of an important person. To get an important person to be present as a guest – of – honor can serve

as a few purposes. Firstly, it gives credence to the cativity. In addition, the guest is made aware of the efforts taken to improve the language proficiency of the students. The students will feel a sense of worth in participating in the cativity and the teacher – advisor feel appreciated in having the privilege of their presence. The guest – of – honour could be a prominent personality, a celebrity or even the principal or even one of the school senior assistants.

d. On-going agenda

A supportive and encouraging learning environment does more than promote language learning. Such an environment beckons the learners very subtly into a realm of self-directed learning. The English Language Clubs can achieve this by providing the support and direction necessary for a successful learning outcome.

Activities such as reading corner, speakers' corner and bulletin board are activities that can be maintained by the English Language Clubs for all to participate in. They have the following characteristics: first, they are not a permanent fixture. On-going activities are a long term commitment. The content on the bulletin board or the reading corner needs to be updated with the latest information. In the same vein, if language items are used, they need to be changed or replaced regularly to attract their curiosity and keep the attention of the students. Displaying the students' work lets them know it is valued. Documenting the process of the student work benefits students and actively engaged them.

Second characteristics is they need to be relevant. Activities that are frivolous and trivial will not attract the attention of the students. On-going activities can serve as enrichment activities for students who need the extra support. Students need to know and feel that when they participate in it, it brings them some benefit.

Then, the characteristic for this activities is they need to be challenging. The attention of the students needs to be captured effectively enough to warrant a response. On-going activities like an interactive notice board can get even the most reserved of students to offer a response in the form of writing. Activities that fail to sustain the students' interest will quickly fizzle out. A case in point is the fact that some schools put up idiomatic expressions or proverbs in common areas of the school like the canteen. Merely displaying them might catch a glance or two but if there is an element of interest in it like, they being part of a puzzle that requires completion, would be a more challenging approach.

2.1.5 The Benefits of the Model Suggested

The model of English extracurricular that designed by Pereira, et. al (2013) provides some advantages, they are: gives the teacher – advisor a format to work with, makes the task of managing the English Language Club manageable, the activities carried out are systematic, the activities can be reported and filed for future reference, there is a systematic implementation of activities, it is a comprehensive plan set for a whole school year, the club

can be accountable for its existence, the level of the club's achievement can be assessed, in case of change, any teacher – advisor can take-over at any stage, and the last is students are informed about the club's activities

2.2 English Language Teaching Method

Teaching methods can be a very crucial part to be applied in the teaching and learning process. It has been decades that the reserachers in history busy in finding out the right method in teaching English. There are bunch of teaching methods that teachers can use in this process of teaching and learning. Refer to Anthony (1963) in Brown (2001) gave his concept of method as the second of three hierarchical elements, namely approach, method and techniques. An approach was a set of assumptions dealing with the nature of language, learning and teaching. Method was defined as an overall plan for systematic presentation of language based on selected approach. Then techniques were specifics classroom activities consistent with a method and therefore in harmony with an approach as well. For most researcher and teachers, a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of contexts and audiences. Brown mentioned methods are Direct Method, Audiolingual Method, Community Language Learning, Communicative approach and the Silent Way or Suggestopedia.

a. Direct method

Direct method is a method that can be summarized as these points based on Brown (2001); 1) Classroom instructions was conducted exclusively in the target language, 2) Only everyday vocabularies and sentences were taught, 3) Oral communication skills were built up in a careful graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes, 4) Grammar was taught inductively, 5) New teaching points were taught through modelling and practice, 6) Concrete vocabulary was taught through demonstration, objects and pictures, abstract vocabulary was taught by association of ideas, 7) Both speech and listening comprehension were taught, 8) Correct pronunciation and grammar were emphasized.

b. Audio-lingual Method

In Audio-lingual method which is included to the psychological tradition based on Nunan (1991), audio-lingual method or audio-lingualism was provided by behaviorism psychology and structural linguistics. Furthermore, Brown (2001) mentioned there are twelve main points to consider in audio-lingual method; 1) New material is presented in dialogue form, 2) There is dependence on mimicry, memorization of set phrases, and over-learning, 3) Structures are sequenced by means of contrastive analysis and taught one at a

time, 4) Structural patterns are taught using repetitive drills, 5) There are little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation, 6) Vocabulary is strictly limited and learned in context, 7) There is much use of tapes, language labs, and visual aids, 8) Great importance is attached to pronunciation, 9) Very little use of the mother tongue by teachers is permitted, 10) Successful responses are immediately reinforced, 11) There is a great effort to get students to produce error-free utterances, 12) There is a tendency to manipulate language and disregard content.

c. Community Language Learning

The usage of community language learning is increasingly by the decade of the 1970's. According to Brown (2001), community language learning is a classic example of an effectively based method. He also emphasized that this method can also be called as "counseling-learning" while the students are seen as a group of people who need a therapy and counseling.

There are four main points in Community Language Learning; students are whole persons, people learn best when they feel secure, students should have the opportunity to generate the language they wish to learn, and the teacher should "understand" what the students are feeling.

d. Communicative Approach

The primary goal of language teaching is enabling students to use the language to communicate. Communication involves using language functions as well as grammar structures, language is used in a social context and should be appropriate to setting, topic, and participants. Students also should be given an opportunity to negotiate meaning, i.e., to try to make themselves understood, students should be able to express their opinions and share their ideas and feelings, i.e., learn to communicate by communicating.

e. The Silent Way

The silent way is a language teaching methodology which was devised by Caleb Gattegno in the 1960s. Gattegno states that a foreign language can only be learnt in schools by artificial methods, employing materials constructed for the purpose (cited in Richards, 2001). As the name already suggests, the method is built upon the hypothesis that inside the classroom the teacher should be as silent as possible, whereas the students/learners should be encouraged to produce as much language as possible, participate actively in class and in this way become autonomous learners. Silence is regarded as the best instrument for learning in the classroom, because “in silence students concentrate on the task to be

accomplished and the potential means for its accomplishment” (Richards, 2001). The techniques of the Silent way made it possible for the teacher to say less and less as the lessons advanced, while the pupils were saying more and more and using their own inner criteria developed in this approach. In general, there are three basic theories on which silent way method is founded: 1. Learning is regarded as a problem-solving, creative, discovering activity, in which the learner rather acts and participates actively than just being passive and doing nothing but listening to the teacher. If the learner is involved directly, he automatically benefits from the so called discovery learning. 2. The use of special physical objects such as colored wooden rods or colour-coded wall charts facilitates learning. These physical objects provide physical foci for student learning and also create memorable images to facilitate student recall. 3. Learning is facilitated by involving the learners and letting them solve problems on their own with the help of the provided materials.

f. Suggestopedia

Suggestopedia is a language teaching method developed by the Bulgarian psychologist, Georgi Lozanov. Like Community Language Learning and the Silent Way Method, Suggestopedia is an innovative method that promises great effective language learning results.

Lozanov claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods. The main features of suggestopedia are: a) The use of music to relax learners, b) The furniture, decoration and the arrangement of the classroom, c) Teacher's authority. The teacher plays a central role and he/she is the source of all information. The use of various techniques including art and music, are used by the trained teachers. There are four phases as lots of experiments were done: introduction, concert session, elaboration, and product.

1. Introduction: The teacher teaches the material in a playful manner instead of analyzing Lexis and grammar of the text in a directive manner.
2. Concert session (active and passive): in the active session, the teacher reads with special intonation as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.
3. Elaboration: The students sing classical songs and play games while the teacher acts more like a consultant.
4. Production: The students spontaneously speak and interact in the target language without interruption or correction.

2.2.1 Language Teaching Techniques

A Technique is an implementation, which takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objectives (Anthony, 1963 cited in Richards, 2001). This study is focused on this research is focused on Brown's taxonomy of language teaching techniques (2001). He asserts that techniques move from a manipulative to a communicative dimension; that is, when it is manipulative, the technique is absolutely controlled by the teacher with a predicted response from students. For instance drilling, dictation and reading aloud are typically controlled. When talking about communicative, learner's answers have an open-ended nature in which the teacher has less control and therefore students interact in a freer and spontaneous form. Story-telling, brainstorming, role-plays, and information gaps, among others, are samples of such a technique. Next, in order to clarify what control means, Brown underscores there is always control in the classroom whether it is overt or covert. As a result, Brown illustrates a taxonomy of techniques adapted from Crookes & Chaudron (1991) as follow:

Table 2.2
Types of language teaching techniques
Crookes & Chaudron (1991)

Controlled	Semi controlled	Free
Teacher – centered	Use of language in a less restrictive way that the controlled, but taking into account linguistic patterns already set up by the teacher.	Student – centered
Manipulative		Communicative
Structured		Open – ended
Predicted student responses		Unpredictable responses
Pre – planned objectives Set curriculum		Negotiated objectives Cooperative curriculum

The taxonomy can be considered as follows: a) An aid to raising the awareness of the variety of techniques, b) An indicator of how techniques differ from controlled to free, c) A resource to apply the different types of techniques for the classroom.

2.3 English learning materials

In order to achieve the teaching and learning process goal, the teacher might provide the suitable materials for the students' need. The teaching and learning materials can be in the form of book, poster, picture, realia, or any kind of property that can provide the students with the sample of language target. The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 2014), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). It can be in the form of linguistic, visual,

auditory, or kinesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout, so forth), audio or video form, on CD-ROMS, on the internet or through live performance or display. Basically, everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlinson, 1998). Teachers may use the available learning materials like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. However, English teachers are recommended to develop learning materials by themselves in order to meet their learners' needs. To meet learners' needs, Tomlinson (2004) suggests that learning materials should give learners experiences to interact with authentic use of English through spoken and written texts.

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

- 1) Materials should achieve impact Impact is achieved when students are interested, curious, and pay much attention to the material.
- 2) Materials should help learners to feel at ease Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.
- 3) Materials should help learners to develop confidence. When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.
- 4) What is being taught should be perceived by learners as relevant and useful. The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.
- 5) Materials should require and facilitate learner self-investment. The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.
- 6) Learners must be ready to acquire the point being taught. Teacher can use the material that is familiar with students' life. It means that the material should be related to students' interest and students' needs. The writer only choose six principles because those principles are paramount importance to students' condition in SMK Dinamika Pembangunan 1 & 2 Jakarta. Those principles must be considered in developing learning materials.

According to those principles, materials developer must consider some factors. First, before the developer begins to develop learning materials, she or he should identify the learners' and learning needs. Then, she or he analyzes the needs and collects materials suitable with the needs. After that, she or he should determine the possible approaches and techniques which can be used by considering the condition of the learners and the possible situations of language use which the students will encounter.

2.4 Vocational High School (SMK)

Indonesia is one of many countries that put education as key areas in order to build the civilization of the country. Indonesia has a national education system that was formally organized education through two pathways, namely; education track (formal) and the line outside the school (non-formal). Both the educational path has several stages or levels of education based on the respective track. Education track includes several levels, namely basic education / elementary school (SD), secondary education Junior High School (JSS), Senior Secondary School (SLTA), and higher education. While the path of school education includes pre-school education, education in families, study groups (chase) package A is equivalent to the primary school, Packet B equivalent to junior high school, and Packet C is equivalent to a high school, as well as skills courses.

Lodging at secondary school level, formal education, in Indonesia we know the level of school forms including High School (SMU), Madrasah

Aliyah (MA), and vocational schools (SMK). Teaching and learning in SMK held on a regular basis, step by step and continuous. Secondary school education was organized to continue and expand basic education and prepare students to be members of the community who have the ability to hold a reciprocal relationship with the social environment, culture and nature around the vicinity and can develop further capabilities in the world of work or higher education. In accordance with its shape, secondary vocational schools organize educational programs that are tailored to the types of employment (Government Regulation No. 29 of 1990).

Based on Government Regulation No. 17 Year 2010 Chapter I Article 1 Paragraph (15), vocational high schools is one form of formal education unit which organizes vocational education in secondary education as a continuation of the SMP, MTs, or other forms equivalent. Government Regulation No. 29 of 1990 on Secondary Education Chapter 1 Article 1 Paragraph (3), states that vocational education is education at the secondary level that promotes the development of students' ability to carry out certain types of work.

Based on this statement, it is clear that the high school vocational program focusing on one skill or specific educational programs. Program membership level at SMK also adjust to the demands of society and the market. This is done so that graduates are prepared to work in a particular field.

With the existence of SMK, students could choose areas of expertise are in demand. The curriculum is also made so that students are ready for immediate work in the world of work as well as continuing to higher education. Curriculum that is structured in such a way in accordance with the needs of the working world.

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 70 Year 2013 concerning the basic framework and structure of the curriculum SMK / MAK curriculum used now is the curriculum in 2013, where the curriculum in 2013 has the following characteristics:

1. Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
2. Schools are part of a community that provides a planned learning experience where learners apply what is learned at school into the community and take advantage of the community as a learning resource.
3. Develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities.
4. Member of time sufficient flexibility to develop the attitudes, knowledge, and skills.
5. Competence is expressed in the form of class core competencies specified further in basic competencies subjects.

6. Class core competence becomes an element of organizing (organizing elements) basic competence, basic competence and process where all the learning is developed to achieve competence stated in core competencies.
7. Basic competence is developed based on the principle of cumulative, mutually reinforcing (reinforced) and enrichment (enriched) between subjects and educational levels (horizontal and vertical organizations).

Learning system is designed such that the students have no difficulty mingle with the people and when entering the world of work. With the study period of about three or four years, graduates of vocational expected to be able to work in accordance with the expertise that has been occupied.

Vocational high schools is a form of education in vocational secondary education. Thus the vocational high school is a school that prepares its graduates to be able to work in a particular field. This is an attempt to prepare middle-level skilled manpower to meet the needs of industry and business world. Implementation of secondary vocational schools based provisions contained in the Law of the Republic of Indonesia number 2 of 1989 on National Education System (USPN) Chapter IV, Article 11 paragraph (1) and (3) that says is: "the type of general education, vocational education , exceptional education, service education, religious education, academic education and professional education ". "Vocational education is education preparing students to be able to work in a particular

field". It can be concluded that vocational education priority to prepare the students to enter the workforce and develop a professional attitude in students.

This study also contains a message of work, that each institution organizes vocational education must be committed to making its graduates are able to work in a particular field. In this case the term "capable" means as well as being able to choose a career according to their talents, interests, and capabilities of the existing work, is able to enter the workforce, able to compete and be able to develop themselves in jobs rapidly changing and evolving.

According to Law No. 20 of 2003, vocational education as a sub system of national education has a purpose that is divided into general purpose and special purpose.

1. The general objective of vocational secondary education:
 - a. Improve learners faith and piety to God Almighty.
 - b. Develop the potential of students to become citizens of a noble, healthy, knowledgeable, skilled, creative, independent, democratic and accountable.
 - c. Develop students' potentials to have a national awareness, understanding and respect for cultural diversity of Indonesia.
 - d. Develop students' potentials to have concern for the environment by actively contribute to maintaining and preserving the

environment, and use natural resources effectively and efficiently..

2. The specific objectives of vocational secondary education:

- a. Preparing students to become productive human beings, able to work independently, to fill vacancies that exist as a middle-level manpower in accordance with competence in the skills program chosen.
- b. Preparing students to be able to choose a career, tenacious and persistent in competent, adapting the work environment and develop a professional attitude in the field of expertise that interested.
- c. Equip learners with science, technology and art to be able to develop themselves in the future either independently or through higher levels of education; and
- d. Equip students with the competencies that correspond to the selected program expertise.

From the various descriptions above, it can be concluded that the vocational high school (SMK) is an institution in the field of medium level of education engaged exclusively or heading towards a certain skill and continou to pursue higher education in accordance with the wishes of students. It is expected the students are not only able to become productive human beings, work independently, and fill existing vacancies in accordance with competence in the chosen program expertise but also be

able to continue from the education to a higher level before entering the world of work in accordance with their expertise.

In SMK Dinamika Pembangunan 1 & 2 Jakarta, under the foundation of Al-Wathoniyah Asshodriyah 9 Jakarta, the majors offered are eight majors, in SMK DP 1; they are *Tehnik Kendaraan Ringan*, *Tehnik Permesinan*, *Tehnik Audio Video*, *Tehnik Instalasi Listrik* and *Tehnik Komputer Jaringan*, meanwhile in SMK DP 2; they are *Akuntamsi*, *Administrasi perkantoran* and *Pemasaran*.

2.5 Extracurricular English Club

English club is one of extracurricular program at SMK Dinamika Pembangunan 1&2 Jakarta. As Mobin explained in Pereiraa (2013), that English club is defined as a society of students, which has a structure, a constitution, rules and regulations and a student leadership. It has members who share the same aptitude, interests, and inclination to work and help to implement activities that will help them realize the aspirations and aims that have been set and agreed upon in order to develop each other's talent, hopes and capabilities. Then, it can be said that English club is the same with other organization which has program to formulate the plans, the objectives, the content, the teaching materials and method used as a guideline for its implementation.

In English club, the Headmaster of the school choose one or two teachers who are responsible to maintain the program. They must realize

that the best strategy to motivate communication in a classroom is to remove the classroom. Therefore, it becomes their job to formulate the program start from the plan of activities they will hold, determine the objectives they will achieve, decide what topic and material they will deliver to the students and also teaching techniques they will implement. It means that the learning process of English club happen in natural setting. By creating learning situations that interest and engage the students, the force in the classroom is weakened and thus this drives the development of communicative language use. Such place to make it happen can be the English club as extracurricular language program at school.

Emphasizing the place of learning, it will automatically make the learning time is experiencing a shift in the sense of time and place of learning in the classroom is set up in such a way by the school institution and must be followed by the students and the teachers. To give a different perspective in the teaching of English in this form of packaging, then formed a special extracurricular accommodate the talents and interests of learners in English and major efforts to improve their English itself.

Black (2005) states that, "students who participate in extracurricular activities have higher value and better participation amount". In line with Lawhorn (2009) also confirms that students tend to do better academically in school when they participate in activities after school. In a study by Grafford (2004), found that there is a positive correlation between extracurricular activities with the results achieved individually. Zhou Ping

(1999) drew the conclusion that the extracurricular activities of English can be a supplement to classroom teaching. It is designed to improve learning English. Li Yan and Wang Guimin (2005) posit that English extracurricular activities can improve students' competence in listening and speaking abilities through pilot activities. Cao Xuehua and Wei Na (2008) showed that extracurricular activities are an extension of learning English and additional forms of teaching in English class. However, only a few studies that explores the design of material or extracurricular activities conducted in English. Mustolih & Hermayawati (2013) recommended extracurricular English into syllabus design consisting of 21 units for two semesters the high school level. That's according to the 2013 curriculum is based on an expert assessment, discussion of teachers and principals, and from the pre-test and post- test.

In other words, the nature of academic community is extracurricular English Club to do outside of teaching hours required of students in school. English Club provides an opportunity for learners to participate in learning activities in English outside the classroom. During these activities, students can participate in a game or participate in activities that are not generally occur in the classroom. Here, the students also learn to work in groups. It can work as a form of preparation for students for the real world. During group work, they learn to communicate with other learners from various races and characters. This is a real form to be learners face when they go to college or when nominally began entering the workforce. Must cooperate

with others may not be easy for some students, but on the other hand it is a skill that will learners can through Ekstrakurikuler English Club, in the end when it has been entered in the college environment, work and role in a group, prepare presentations groups and presented the group's work will be a daily routine (Payne & Whittaker, 2000).

2.5.1 Learning English in Extracurricular English Club

The role of environmental conditions in learning English has been explored by many researchers. Chang and Shu (2008) asserts that there is a positive relationship between the learning environment and student motivation. Those who assert the basic principles for defining the learning environment very well. They say that a good learning environment will help to improve learning outcomes; Participants treated with care and full support; inspire and enhance the spirit of learning and foster responsibility in students. Loi and Dillon (2006) says that all learning begins with making meaning. This is something that can give the English Club for all its activities aim to attract learners to be active in the community / club.

Wen-chi and Pin-hsiang (2008) describe Smith, Neisworth and Greer (1978) describes that the learning environment has several specific dimensions, including:

- a. Physical environment - which refers to the space or the place where the activity takes place.

- b. Application of the rules - which refers to the content and approach including materials and media used.
- c. Social conditions - which refers to the teacher - mentor - participants, the interaction between the participants and the group dynamics.
- d. Support services - would include the assistance of the school and external parties such as parents of learners and the Ministry of Education.

However, to create a good learning environment, especially for the sustainability of extracurricular English Club will require a lot of preparation and of course tenacity, if external parties such as school institutions as the parent organization and the parents of students willing to participate endorse the sustainability of extracurricular English Club will lasts and can provide expected results and in the end the result will also be felt either by the English Club community themselves nor the institutions and parents of students.

2.5.2 Extracurricular Activities in English Club

In his paper, Yang (2014), he noted some extracurricular activities of English in the College. For example, Experience Culture Week organized by the faculty of foreign languages and literature, Appearance drama in English, "Cup CCTV" speech contest, race calligraphy English, IQ tests in English, NECCS (National English Contest for College Students), lectures in English and learning English in the form of a network in Higher Education.

In the High School Division of the Founder (2010), to mention extracurricular activities for the English language, such as speaking and debate, writing and seminars, English Day, storytelling, puzzles and scrabble. Meanwhile, Pereira (2013), in his paper, describes a model for English Club activities for the people of Malaysia. 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. In addition to the element of fun and excitement, questions guide should be: Why do students have to carry out these activities? What can they learn from this activity?
- c. Comprehensive plan needs to be designed. A comprehensive plan view into all aspects of the implementation of the activities. The current status quo English clubs is that schools do about eight to ten events a year regardless of whether there is a major event or a regular club activities. Several other ongoing efforts such as maintaining a notice board which are not recorded or given due recognition. A comprehensive plan

considers all activities regarding the school and the potential disruption that may occur, Do scheduled. Therefore, the planned activities per year had a tentative date and responsibilities imposed on each member.