

**THE IMPRTANCE OF ENGLISH CLUB: ONE WAY TO IMPROVE
STUDENTS' ENGLISH SKILL AT STIA-NUSA**

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ABSTRACT

The title of this study is The Importance the importance of English club: one way to improve students' English skill AT STIA-NUSA. the objective of this study was to know the imprtance of English club: one way to improve students' English skill at STIA-NUSA. This research was regarded on a qualitative study. The researcher used interview to collecting the data. The population of this study was a English lecturer as mentor of the English club and the 28 students of public Administration study program at STIA-NUSA Sungai Penuh. The result of this study was dominantly students who chose English club can be useful to improve their English ability, especially in English skills. After joining the English club, the students are able to improve the skills especially speaking and reading skill. And the materials also related to work environment as administration as their study program.

ABSTRAK

Judul penelitian ini adalah Pentingnya Pentingnya Klub Bahasa Inggris: Salah Satu Cara Meningkatkan Kemampuan Bahasa Inggris Mahasiswa STIA-NUSA. Tujuan dari penelitian ini adalah untuk mengetahui pentingnya klub bahasa Inggris: salah satu cara untuk meningkatkan kemampuan bahasa Inggris siswa di STIA-NUSA. Penelitian ini tergolong penelitian kualitatif. Peneliti menggunakan wawancara untuk mengumpulkan data. Populasi dalam penelitian ini adalah dosen Bahasa Inggris sebagai pembimbing klub Bahasa Inggris dan 28 mahasiswa program studi Ilmu Administrasi Publik di STIA-NUSA Sungai Penuh. Hasil dari penelitian ini adalah dominannya siswa yang memilih klub bahasa Inggris dapat bermanfaat untuk meningkatkan kemampuan bahasa Inggris mereka, terutama dalam keterampilan bahasa Inggris. Setelah bergabung dengan klub bahasa Inggris, para siswa dapat meningkatkan keterampilan terutama keterampilan berbicara dan membaca. Dan materinya juga berkaitan dengan lingkungan kerja sebagai administrasi sebagai program studinya.

I. INTRODUCTION

The increasing number of foreign companies in Indonesia, inevitably force job seekers to be able to speak English fluently. This is because most companies today are looking for employees who are able to follow the rhythm and communicate with non-Indonesian clients. It is why the strict selection during the interview is applied by several well-known companies. They certainly do not want to accept prospective employees who are not competent and fluent in mastering foreign languages.

Speaking English fluently can be a "good value" for people who want to apply for jobs. Most of the interviewers did emphasize English from the beginning of the encounter. There is nothing wrong with companies in Indonesia demanding that their employees use English actively. It is also intended to raise the company's image in the eyes of the public and investors as well as their clients.

To achieve all the skills, someone who will and of course look for a job must start mastering all these skills starting from school to university level. At the university level, English is taught according to the majors they take. As in the Nusantara Sakti of administration school, English is focused on administration, where students are able to communicate in English from one person to other people but also in formal and informal situation either in written or spoken language as administrative staff. And the students also can show various expressions and language function. In order to improve the students' skills students besides out classroom, the school also provide extracurricular to help students who have interest in English. Generally, extracurricular activities are student-centered, teacher-supported teaching strategy. This is a small group of students take responsibility for their own learning and for all group members. Student interact with each other in the same group learn and practice elements of object to solve the problem. Accomplish a task or achieve a goal. Extracurricular activities can be done in many ways; it's not only focusing on improving the 4 skill of the English but also in administrative aspect. By doing extracurricular activities, the higher school want students to be able to do this develop your ability to actually speak English function.

The school created an English club to make the students interested in English. Based on the explanation before English club is essential in learning foreign or second language. However limited study on exploring English \ club is found. In this regard most of the research studies focus on exploring extracurricular generally, not to explore english extracurricular specifically (e.g. Fredricks & eccles, 2006, Jamalis & Fauzee, 2007; Wilson, 2009; Metsapelto & Pulkkinen, 2014). They were investigated about the positive impact of joining extracurricular activities. Moreover researcher found some studies explore about English club, such as effect of the English club program toward students' speaking ability (amita et al, 2015; anggraeni, 2015; suparman & widari, 2017). All of the studies about English club that researcher found are conducted in indonesia. Mostly, they link the students' participation in English club to their speaking ability.. Based on preliminary interview with one of the students in Nusantara Sakti of

Administrative School, it was found that most of students are not interested to join in English club. It can be seen from the amount of students` joined in this club.

Based background is stated above; the formulation of the problem in this study is how is the English club can improve the students` ability in English skill? What are their difficulties faced in this English club? Meanwhile, this study aims to investigate the English club activities and the students` English skill and what the problems faced in this English club.

English club is one forms of extracurricular who can be defined as activities on the outside of the normal curriculum and usually carrying no academic credit of a school or university. It is performing by the students of the school or university and providing opportunities for participants to develop specific skill or knowledge and also take place outside of school hours but within the school setting (Wilson, 2009; Metsapelto & Pulkkinen, 2014). The major goals of English clubs are communicating and practicing English. English club activities could incorporate reading, writing, listening, speaking, and thinking critically; while, the focus area of community-based English clubs is on practicing speaking and listening to English. The interactions between members are also collaborative and cooperative, practicing English by discussing real-life problems and expressing themselves in the club environment.

The activities in English club based on Malu & Smedley (2016) are skit, debate, role play, and social change and games to enrich their vocabulary. 1) Skit, is a brief conversation or dialogue between two or more people. It usually tells a story or part of a story. 2) role plays, role plays are similar to skits; the primary differences are that many members can take part in role plays, and role plays do not use a script. Each role play is different because the role play depends on the interpretation of each person who plays the assigned role. Role play is most effective when issues selected are related to the lives of club members. 3) Debate, according to Akerman & Neale (2011), debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue. 4) Social change, social change begins when club members discuss critical issues in their communities. Once members take actions to alter their society, they are invested in and committed on improving lives, particularly those in their communities. While the activities of social-change can be paired with other activities such as debates, skits, or role plays, they should follow a basic three-step format. The first club meeting should identify the problem or issue that members want to address. One way to do this is to brainstorm. After brainstorming playfully and creatively, members are ready to generate a list of problems they have in their community. Next, Members need to learn as much as possible about the problem. During a follow-up meeting, an expert would possibly address the club, providing information about ways they might go to solve the problem. 5). Games, like board race is a fun game that is used for revising vocabulary, whether it be words from the lesson you`ve just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you`re about

to teach. Then, word jumble race This is a great game to encourage team work and bring a sense of competition to the classroom. It is perfect for practicing tenses, word order, reading & writing skills and grammar. Last, Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

II. RESEARCH METHODS.

This research used a qualitative approach. The purpose of this study is to describe the English club activities and the problems faced by the English club member. There were a English teacher and 28 students as research subjects. They are the English Club members. Data collection is done through interviews, observations and documentation. Through the interviews, researchers interviewed students with limited questions and the students will answer based on their opinions. In qualitative research, the main consideration in data collection is the determination of informants. Informants in this study are divided into two, namely key informants and informants. The key informant is the English lecture at Nusantara Sakti of administration school. Data analysis was carried out using the analysis model of Miles & Huberman (1994) which consisted of three stages, namely data reduction, data display, and conclusion drawing and verification.

III. RESULT AND DISCUSSION

The questions asked during interviews were, “what do you think about English club? Is it improving your English skill? Which skill that most improve from others??” The Results of first question, the interviews showed that 24 students admit if they improve their English skill, while 4 students said they could understand enough to understand. And for the English skill, 20 students admit. These results can be seen from the table below:

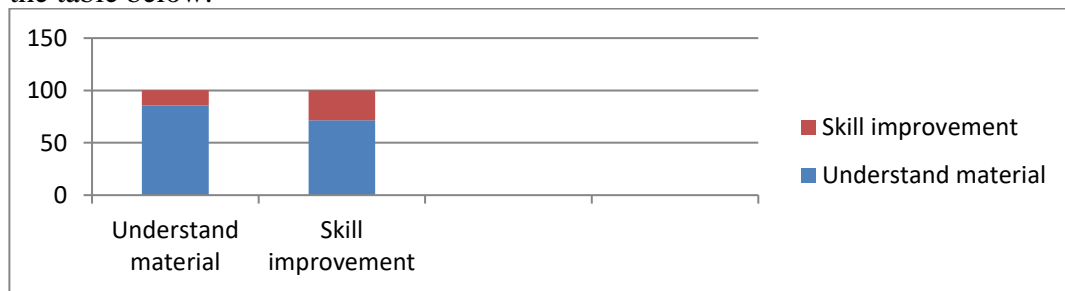


Figure 1. Percentage of Students' English Improvement

Moreover, the 20 students stated that they understand the material because the students do not only master the material taught in the classroom, but they can also discover new things and increase your scientific knowledge about English and its culture. During language club activities the students will automatically be forced to

speak English languages in front of their friends as well as a mentor or tutor. Then, the methods also using the learning methods provided are more varied and fun. Language learning is not always delivered in theory but through various fun activities such as games, role play, debates and free and simple conversation. The environment of the club activities also outside the classroom or informal situation, it make the student feel more comfortable and easier to understand the materials. On the other hand, the 2 students who does not enough understand because their still lack at vocabularies, it made them have time to processing the material even though they will be understand et the end of meeting.

A follow-up question that asked is, “Which skill that most improve from others?” From 28 students, 20 students state that the speaking English skill improves than others, meanwhile 8 students chose reading as the English skill. One of the reasons why the student chose speaking is more improve because all the club activities is done in speaking such as debate, role play, free talk and even in game they will explained it in English. And some of them chose reading skill is because in the first section of club activities, the tutor will asked them to read the material first and make them more understand.

Another follow-up question that asked is “please give your opinions, do you think this English club be able introduce you to the work environment that you will do in the future, such as being a staff in a company?” From 28 students, 25 students stated agreement about this question meanwhile 3 of them stated disagreement.

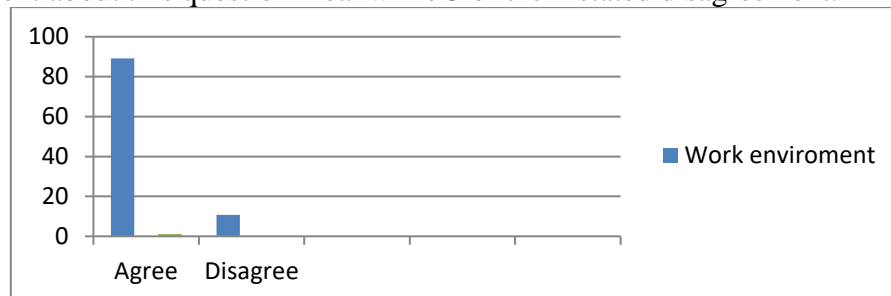


Figure 2. Percentage of students' Opinion about Related of Work Enviroment.

From the table above, it can be seen that of the 28 interviewed students, 25 student agree with the question at a percentage of 85.2%. Furthermore, 3 students chose disagreement at a percentage of 10.8%. Then an interview was conducted to ask the reason why, of all 85.2% of students who agree because the many of materials expressed how to express their opinion as a administrative staff, like role play an customer service, how to present a material, debate and playing games in formal administration words. The club activities was very helpful for them to know and behave like work environment. In other hand, 3 students stated disagreement because the material the role play is often monotonous and not in accordance with the fact to be faced.

A question was given to the mentor of English club is, “why do you make this English club? Do you think the students need more explanation about English out the

formal teaching learning process?”. The mentor stated that the reason this club was created because to provide a place for students to express and practice their English, another purpose is of establishing the club is so that they can interact with others and spend more time in English. Having partners in learning English is one self-learning. Then , as mentor will know whether the students had successful output process or not. Next question regarding to whether the student need further feedback, the mentor stated agreement because the a feedback from a mentor can improve their abilities, using various types of activity methods is used, a relaxed and open environment makes them feel comfortable to learn. The materials taught are also simpler but still related to administration.

V. CONCLUSION

Based on the results and discussions of this research, English Club at STIA-Nusa can be one of solutions of the lecturer or mentor to increase the students’ English skill. The English club as another media to the students to practice their English with comfort environment, simple and meaningful material and many varied of activities.

VI. ACKNOWLEDGEMENT

On this occasion, the author would like to thank the leadership of STIA NUSA Sungai Penuh who has supported the author in the implementation of this research, both morally and materially. We would also like to express our gratitude to the English lecturer and 28 English club members of Nusanatara Sakti of administration school who give the researcher opportunity to write this article.

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