



The Effect of Extracurricular Activities During Junior High School on Students' English Achievement (a Case of SMAN 1 Tongkuno)

Anggi Tresya Gane¹, La Ode Nggawu², Kamaluddin³

anggiertresyaagane@gmail.com

^{1,2,3}Halu Oleo University, Indonesia

ABSTRACT

This study investigated whether is or not a significant difference of students' English achievement between students who follow extracurricular activities (English club) and those who don't at the grade one of SMAN 1 Tongkuno. The research questions of this study is " is there any significant difference of students' English achievement between students who follow extracurricular activities and who don't follow extracurricular activities at the grade one of SMAN 1 Tongkuno ?" the hypothesis of this study is " There is a significant difference of students' English achievement between students who follow extracurricular activities and those who do not at the grade one of SMAN 1 Tongkuno. The population of this study was all of the grade one of SMAN 1 Tongkuno both who follow extracurricular activities and those who don't that registered in academic year 2017/2018. The total of populations of the grade one of SMAN 1 Tongkuno were 171 students. The sample of this study were 60 students. There were 30 students for students who follow extracurricular activities and 30 students who do not follow extracurricular activities. In taking sample, the writer used simple random sampling. The sample used for the students who follow extracurricular and who don't follow. The writer used final test or book report of the semester one marks to know the students english achievement and used questionnaire to detect the students who follow extracurricular activities. In analyzing the data, examining the hypothesis, the writer used descriptive statistics and inferential statistics. The result show that there is a significant difference of students' English achievement who follow extracurricular activities and do not follow extracurricular activities in learning English. It is proven by inferential statistics show that the value of t-count= 8,37 was higher than t-table= 1,67. Hence extracurricular activities can be influential in improving students' achievement in Learning English.

Keywords:

Extracurricular Activities, Learning English Achievement.

1. Introduction

Extracurricular activities play an important role in today's secondary education program (Holland, 1987). Extracurricular activities are student experiences and activities that are not included in the educational curriculum. These activities are a significant part of education. It has been proved that extracurricular activities are as necessary as regular classes for development of skills (Tenhouse, 2003 and Eccles, 2003).

Extracurricular activities have an important role in an effort to help, direct and distribute the activities of students to a positive direction. Success in learning certainly can not be separated from the learning process itself. Student learning activities at school are scheduled according to their respective school. The time allocated for each

subject is consistent with the amount of material contained in the syllabus of each subject. Student learning activities at school are in demand with the rules that are made by the school but there are still many students who are less attention to the needs of learning even some students often skip. Therefore, students need extracurricular activities to help the level of development of student knowledge.

In conclusion, extracurricular activities are useful because they help students create positive attitudes to develop skills. Students become productive when they opted in extracurricular activities especially in english club activities at SMAN 1 Tongkuno. As long as students are encouraged to learn, they will have a better chance of achievement. Extracurricular activities can help students to have good English skills at the same time. This activity supports the characteristics of the approach we apply in the learning process of foreign languages. Students involved in extracurricular activities will create a platform to promote language development. Therefore researchers want to see what way that effect the extracurricular activities can improve students achievement, it is done by using the research methods *ex post facto* at the grade one of SMAN 1 Tongkuno.

1.1 Research Question

- a. What is the students' achievement who attend extracurricular activities?
- b. What is the students' achievement who do not attend extracurricular activities?
- c. Is there any significant difference of students English achievement of students who attend extracurricular activities and who do not?

1.2 Literature Review

a. Extracurricular Activity

Extracurricular activities are defined as the activities in which the students participate after the regular school day has ended (Cadwallader, 2002). According to Noor (2012: 75) extracurricular are: Outside educational activities and counseling services to assist the development of learners according to their needs, potentials, talents and interests through activities that are specifically organized by educators and/or educators who are capable and authorized in school.

From the above understanding, the researcher concluded that extracurricular is a learning process that is done outside school hours and is very functional for students in developing talent or achievement. Here researcher would like to see a comparison between those who follow extracurricular activities and who do not follow especially in english club activities will be research in SMAN 1 Tongkuno.

b. Learning achievement

The term of learning achievement is often used to indicate a process of achieving the level of success of the learning effort that has been done. Arifin (1991: 3) reveals that "Achievement is a person's ability, skill, and attitude in accomplishing a task". Meanwhile, according to Gage (1984), "Learning is a process by which an organism changes its behavior as a result increasing experience ". Learning is often associated with activities that bring change to each individual, both in terms of knowledge, skills, and attitudes. If associated with the concept of learning, then understanding of learning achievement will lead to a learning goal. Darmadi (2009: 100) states that "learning achievement is a skill or success obtained by someone after

doing an activity and learning process so that in self someone is experiencing behavioral changes in accordance with the competence of learning ". Meanwhile, according Syah (1995: 43) "Learning achievement is the result that has been achieved by students after a series of learning activities in the form of behavioral changes both in the form of cognitive, psychomotor and affective that can be seen from the achievement of learning in school.

Therefore, learning achievement is the result of measurement from the assessment of learning effort expressed in the form of symbols, numbers, letters and sentences that tell the results achieved by each child in a certain period. Learning achievement is the result of measurement to learners that include cognitive, affective and psychomotor factors after following the learning process measured by using the relevant test instruments.

c. Relationship of Extracurricular Activities with Learning Achievement

Coordinated activities here are activities undertaken in accordance with predetermined programs. In the implementation of extracurricular activities guided by the teacher, so the execution time goes well. In the opinion of Amal (2005: 378) extracurricular activities at school contribute in creating a high level of intelligence. This activity does not include course material that is separate from other subject matter, and can be implemented on the sidelines of the delivery of the subject matter, as it is an important part of the school curriculum.

Result achieved by students after taking extracurricular lesson and impact on the learning outcomes in the classroom that is on certain subject that have to do with extracurricular that gets good grades on the lesson. Usually students who are active in extracurricular activities will be skilled in organizing, managing, solving problems according to the characteristics extracurricular in cultivation.

d. Previous Study

Some studies have been conducted on the application of extracurricular activities in improving student english achievement. Those studies can be seen in this section.

First, a study from Maulydia Nina Rahmanti (2014) has been researching about The Effect Student activity in Extracurricular activities and Study Habits to the students achievement SMKN 2 Pengasih. As much 193 students consists of 126 grade students X and 67 grade students X1 participating in this study. The result showed the student activity in extracurricular activities have a significant effect of the student achievement.

Second, Rahman (2013) has been researching about The Effect Student Participation in the Organization Extracurricular to the Student Motivation in the SMK Karnas Sindangwangi Majelangka, in this study was focussed on the activities english club. Participation in this research was the whole grade students XI was 32 people. The results showed that there is a significant effect on the existence of extracurricular activities in particular english club in the development of student achievement.

Based on some previous study above on extracurricular activities that have been studied most researchers take in general and non-classroom learning activities such as extracurricular activities, scouts, sports, arts and others. That is why

researchers are interested in taking one extracurricular activity held in the class are English club.

2. Methods

The design of this research is ex-post facto. According Sukardi, (2013: 165) ex post facto is a study where the independent variables have occurred when the researcher started with observation of the dependent variable in a study.

This concept/design used to find the effect between extracurricular activities to the students learning achievement at the grade one of SMAN 1 Tongkuno. The population of this study is all students at the grade one of SMAN 1 Tongkuno that follow extracurricular activities. Total of follow extracurricular activities 30 student and 30 students never follow extracurricular activities.

The instrument of this study will used questionnaire. The data resource of this study was students' English achievement at the grade one of SMAN 1 Tongkuno in academic 2017/2018. There were two techniques in analyzing the data in this research. They were descriptive and inferential statistics.

3. Results

Description of students' Mark who do not Attend extracurricular activities

Mark	Frequency	Cumulative percentage
85	4	13,3
84	1	3,3
83	5	16,7
82	3	10,0
81	1	3,3
80	7	23,3
79	2	6,8
77	4	13,3
75	2	6,7
70	1	3,3
-	N = 30	100
Maximum		85,0
Minimum		70,00
Range		15,00
Standard Deviation		3,50
Mean		80,4
Median		80,0

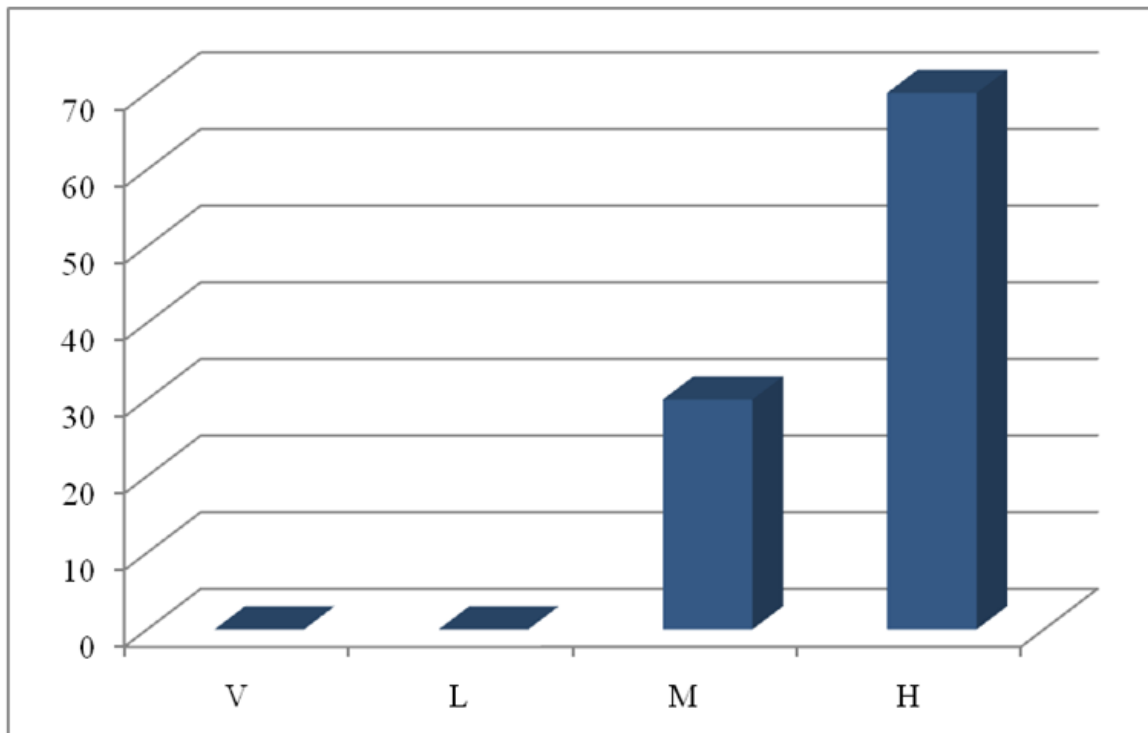
The table illustrates show that four students or 13,3% who got mark 85, there were one students or 3,3% who got mark 84, there were five students or 16,7% who got mark 83, there were three students or 10,0% who got 82, there were one students or 3,3% who got mark 81, there were seven students or 23,3% was got mark 80, there were two students or 6,8% was got mark 79, there were four students or 13,3% was

got mark 77, there were two students or 6,7% was got mark 75, there were one students or 3,3% was got mark 70.

Based on the characteristics marks above, then they consult to criteria of students' achievement on chapter three can be concluded that :

1. There were 21 students (70%) who get 80-85 or high achievement
2. There were 9 students (30%) who get mark 70-79 or moderate achievement
3. No students get mark 90-100 or very high achievement
4. No students get mark 0-69 or low achievement

To make clearly about the description of students' English achievement , the writer describe it on the figure below.



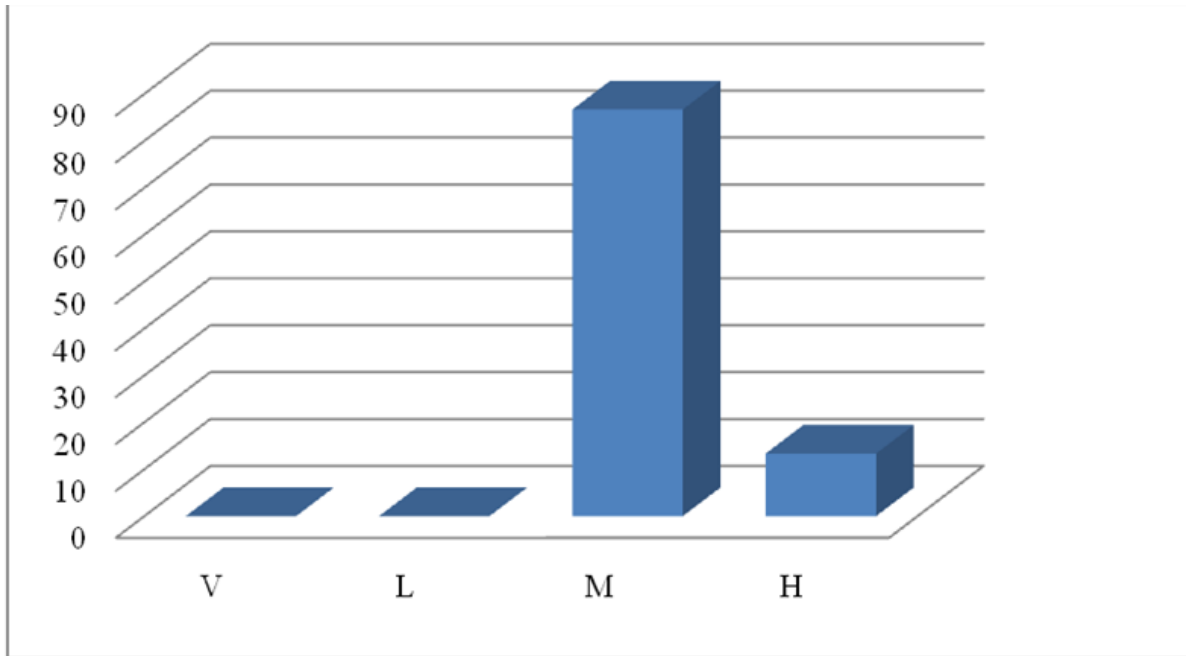
V= Very High, L=Low, M=Moderate, H=High

Description of students' Mark who do not Attend extracurricular activities

Mark	Frequency	Cumulative Presentage
80	4	13,3
79	3	10,0
78	3	10,0
77	6	20,0
76	2	6,7
75	4	13,3
74	5	16,7
73	1	3,3
72	2	6,7
-	N= 30	100
Max. Mark	80	
Min. Mark	72	

Range	8,00
Standar Deviation	2,41
Mean	77,0
Median	

The table illustrates show that four students or 13,3% who got mark 80 or high achievement and there was 26 students who got mark between 79-72 or moderate achievement.



V= Very High, L=Low, M=Moderate, H=High

The Difference English Achievement between Students who follow and who do not follow extracurricular activities

The Difference English Achievement between Students who follow and who do not follow extracurricular activities

Descriptive Statistics	Those who follow extracurricular activities	Those who do not follow extracurricular activities
Mean	80,4	76,4
Median	80,0	77,0
Maximum	85,0	80
Minimum	70,0	72
Range	15,0	8,0
Standard Deviation	3,50	2,41

Table show indicates that there is a difference between students' English achievement between those who follow extracurricular activities and those who do not. The students' English achievement of students who follow extracurricular activities was on average 80,4 it means that the level of students' English achievement who follow extracurricular activities is high level category, while those who don't follow extracurricular activities was on average 76,4.

It means that the level of students' English achievement who don't follow extracurricular activities is moderate level category. Median score of students who follow extracurricular activities was 80,0, while median score of students who don't follow extracurricular activities was 77,0. It means that the median score of students who follow extracurricular activities is higher than those who don't follow extracurricular. Maximum score of students who follow extracurricular activities was 85,0, while maximum score of students who don't follow extracurricular activities was 80. It means that maximum score of students who follow extracurricular activities is higher than those who don't. Minimum score of students who follow extracurricular activities was 70,0, while minimum score of students who don't follow extracurricular activities was 72. It means minimum score of students follow extracurricular activities is lower than those who don't. The range score of students who follow extracurricular activities was 15,0, while range score of students who don't follow extracurricular activities is 8,0. It means that students follow extracurricular activities have high ability or competency in learning English between those who don't follow extracurricular activities.

Hypothesis Testing

From the computation of the t-test = 8,37. It consulted to the t-table at the level of 0,05 with standard 1- (1-0,95) and degree of freedom 30+30-2= 58 found that t-table = 1,67. It can be said that t-count is higher than t-table. So, the hypothesis is accepted. It means that there is a significant difference of students' English achievement between those who follow extracurricular activities in junior high school and those who do not follow extracurricular activities at the grade one of SMAN 1 Tongkuno. To be clear, it can be seen on the following table :

Table 4.1.3 Summary of Hypothesis Testing

Df	t-count	Symbol	t-table	Result
58	8,37	>	1,67	Ho : Rejected H1 : Accepted

Table 4.1.3 shows that the value of t-count = 8,37 was higher than t-table = 1,67. It means that the students' English Achievement who follow extracurricular activities was higher than the students' who do not follow extracurricular activities. It may be caused by the students who join extracurricular activities have much time in studying English than the students who don't follow extracurricular activities. It also may be caused by the students who follow extracurricular activities course more motivated in learning than the students who do not follow. The student who follows English club besides they get material from their teacher in school but also they get material from their instructor or teacher at the English club.

Questionnaires Finding

The Frequency of Meeting the Students who follow extracurricular and their achievement (Q.1)

No.	Students' Statement	Percentage	Achievement
1	Once time a week	33,34% (n= 10)	80
2	Two times a week	43,33% (n= 13)	80

3	Three times a week	23,33% (n= 7)	81
-	Total	100/30	241
-	Average	-	80,4

The Time used at the Extracurricular activities and Their Achievement

No.	Students' Statement	Percentage	Achievement
1	Fifty-five minutes in every meeting	16,67% (n=5)	78
2	Ninety minutes	50% (n=15)	81
3	One hundreds and twenty minutes	33,33% (=10)	81
-	Total	100/30	240
-	Average	-	80,4

The Teaching Material that taught in Eextracurricular Activities and Their Achievement

No.	Students' Statements	Percentage	Achievement
1	School Material	10%(n=3)	80
2	Created by private course	10%(n=3)	76
3	Combination school material and private course material	80%(n=24)	81
	Total	100/30	237
	Average	-	80,4

The Teaching Method that Used at Extracurricular Activities and Their Achievement

No.	Students' Statement	Percentage	Achievement
1	Teacher - Led	33,33% (n=10)	81
2	Question and answer method	16,67% (n=5)	77
3	Group work	16,67 (n=5)	82
4	Role play	20% (n= 6)	78
5	All of the above methods	13,33% (n=4)	85
	Total	100/30	403
-	Average	-	80,4

The Level of Students' who follow extracurricular activities and Their Achievement

No.	Students' Statement	Percentage	Achievement
1	At the elementary level	33,33% (n=10)	80
2	At intermediate level	46,67% (n=14)	86
3	At the advanced level	20% (n=6)	81
-	Total	100/30	247
-	Average	-	80,4

The Facility that Used at the extracurricular activities and Their Achievement

No.	Students' Statement	Percentage	Achievement
1	Use language laboratory	43,34% (n=13)	81
2	Use radio tape	13,33% (n=4)	81
3	Use English reading books	23,33 (n=7)	78
4	All of above facility	20% (n=6)	82
	Total	100/30	322
-			
-	Average	-	80,4

The Time when follow extracurricular activities and Their Achievement

No.	Stusents' Statement	Percentage	Achievement
1	1-3 months	60% (n=18)	80
2	4-6 months	30% (n=9)	80
3	7-9 months	10% (n=3)	85
-	Total	100/30	245
-	Average	-	80,4

4. Discussion

This study identified several significant as follow :

Students' Achievement who attend Extracurricular activities

Extracurricular activities play an important role in today's secondary education program (Holland, 1987). So, extracurricular activities have good opportunities for students to achievement their curricular. Extracurricular activities will lead to higher educational success and they will help students to get better grades in the examinations (Marsh, 1992).

The finding of this research showed that mean mark was 80,4, maximum mark was 85,0, minimum mark was 70,0, range mark was 15,0, and standard deviation mark was 3,50. This finding is accordance what Krashen (1982:31) points out that the students who learn english at scholl and join english club have more achievement than the students who learn english at school but do not attend english club. This statement indicates that the students who attend extracurricular activities like english club becomes good achievement in english because they have additional material and also thye have high motivation in learning english.

The above findings are supported by Philip's opinion as cited by Idris (1986:57). He points out that the students who attend extracurricular activities have higher motivation in learning than who don't follow. This motivation can rise because the difference of learning mode between the course program an the regular program. In the program the learning process is more effective because every student participates actively in a small class teaching, so the students' english proficiency can be hospitalized well.

Students' Achievement who do not attend Extracurricular Activities

The finding of this research showed that students' mean mark was 76,4, maximum mark was 80, minimum mark was 72, range mark was 8,00, and standard deviation mark was 2,41.

The significant Difference of Students' English Achievement who attend extracurricular activities and who do not attend

From the hypothesis testing, it was found that there is a significant difference of students' english achievement between who follow extracurricular activities and those who do not follow extracurricular activities. It can be proved that $t\text{-count} = 8,37$ was higher than $t\text{-table} = 1,67$ at the significant level $0,05$ with standard $1-\alpha (0,05) = t-0,95$ and the degree of freedom $30+30-1=58$. So, the value of $t\text{-table}$ was $1,67$. This difference of between $t\text{-table}$ and $t\text{-count}$ show that there is a significant difference of students' english achievement between the students who follow extracurricular activities and who do not follow extracurricular activities at the grade one of SMAN 1 Tongkuno.

The findings of this study are still in accordance with Jusmiati (1995:48). In her study found out that there is a significant difference of students who follow extracurricular activities and who don't follow toward their english achievement at the first students of SMAN 1 Tongkuno.

Based on the calculation results for each questionnaire starting from tables 4.4, 4.5, 4.6, ... 4.10. On pages 38-44, the average student achievement score is 80-89, and the average score on report cards is 80.4. So the value of student achievement from the results of questionnaires and achievement scores from report cards is categorized in high achievement. The average score from the results of the questionnaire was obtained from the number of student report cards that selected answers for many students who chose answers. Based on explanation above, the researcher conclude that if the students who has high extracurricular activities (English club) actually did high English achievement to

5. Conclusion

Based on the finding of this study the writer can be concluded that the students' who follow extracurricular activities have higher achievement than the students' english achievement who do not follow extracurricular activities. The writer thinks that the students' who follow extracurricular activities have high motivation in learning english. They also have additional english lesson in their english course place. These condition make the students' english achievement become better than the students' who do not follow extracurricular activities. So that, the writer can judge that if the teacher or the students' parents can ask their students' or their children to follow extracurricular activities will help the students to increase their english proficiency in whole components of english language. The writer assumes that the students who follow extracurricular activities have higher motivation in learning english than the students who don't follow extracurricular activities. It means that the students who have high motivation in learning will get high achievement.

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