



## A STUDY ON ENGLISH CLUB AT INTERNATIONAL LANGUAGE FORUM (ILF) AS EXTRACURRICULAR ACTIVITY IN LANGUAGE LEARNING AT UNIVERSITY OF MUHAMMADIYAH MALANG

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### Abstrak

Saat ini, banyak mahasiswa yang bergabung dalam klub Bahasa Inggris. Hal ini merupakan salah satu cara mereka untuk meningkatkan kemampuan Bahasa Inggris mereka, terutama dalam kemampuan berbicara atau *speaking*. Klub tersebut merupakan wadah mereka dalam mengasah kemampuan Bahasa Inggris yang mereka miliki. Penelitian ini bertujuan untuk mengetahui jenis kegiatan apa saja yang ada di *International Language Forum (ILF)* Universitas Muhammadiyah Malang sebagai kegiatan ekstrakurikuler berbasis Bahasa Inggris, serta untuk mengetahui manfaat apa saja yang mahasiswa peroleh ketika bergabung dalam klub tersebut. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif. Sementara itu, data dikumpulkan dengan menggunakan kuesioner dan interview. Hasil penelitian menunjukkan kegiatan atau program yang diselenggarakan oleh ILF yakni; “NEO” (*Newbie Early Orientation*), “*Debating Class*”, “*Sharing Culture*” atau diskusi terbuka, dan *English Fiesta* atau lomba debat Bahasa Inggris. Temuan ini juga menunjukkan bahwa ada beberapa manfaat yang diperoleh mahasiswa ketika bergabung dengan kegiatan ekstrakurikuler Bahasa Inggris ini yaitu; membantu mereka dalam meningkatkan kemampuan berbicara atau *speaking*, memperkaya kosakata Bahasa Inggris Mahasiswa, memperlancar pengucapan atau *pronunciation* dalam Bahasa Inggris, dan manfaat yang terakhir adalah meningkatkan *critical thinking* Mahasiswa terhadap suatu permasalahan. Dari hasil temuan penelitian, sangat terlihat bahwa dengan bergabung dalam klub Bahasa Inggris, dapat membantu Mahasiswa dalam mengasah kemampuan Bahasa Inggris mereka.

**Kata kunci:** klub bahasa inggris, ekstrakurikuler, pembelajaran bahasa

### Abstract

*Nowadays, students find English club as one of the several ways in improving their English, especially in spoken form. They use English club as their media to improve their English. The aim of this study is to investigate kinds of activities or programs at International Language Forum (ILF) as extracurricular activity in language learning at University of Muhammadiyah Malang and the benefits of joining the club for the students. This study employed both qualitative and quantitative research method. Data were collected using questionnaire and interview. Result of the study reveals that there are four programs organized by ILF; they are “NEO” (Newbie Early Orientation), “Debating Class”, “Sharing Culture” or open discussion, and English Fiesta or debate competition. The main activity on the club focused on debating class. Those activities help students to practice their English often outside the classroom. The finding also showed that there are some benefits for the students by joining English club; they are to improve their speaking ability, enrich students’ vocabulary, improve students’ pronunciation, and the last is improving students’ critical thinking. From the findings, it indicated that joining extracurricular activity or English club helped students improving their language learning.*

**Keywords:** english club, extracurricular, language learning



## INTRODUCTION

English plays an important role and has become a very important language in the world. People are forced to be able to mastering English if they want to interact with people in the world. Besides, English is also used for transferring science, knowledge, and technology of information. In Indonesia, English becomes foreign language which everyone should learn to survive in this era. Almost in all fields of occupations and professions, English takes a very significant role as one of the requirements for applying a job. Therefore, to learn English is a must for the people whose native language is not English, if they want to develop their carriers in this global era. So, they will not be left behind.

Students, especially in the university begin to show their concern on learning English. They want to broaden their knowledge through English. They are eager to learn and to use English in their daily communication. Some of them realize that English is much needed for their future career. Nowadays, students find extracurricular activity or English club as one of the several ways in improving their English, especially in spoken form. They use English club as their media to improve their English. It has been

generally assumed that participation in extracurricular activities has a positive impact for students in progressing their English.

Yildiz (2015) stated that to be more precise to learn English language, students need to join extracurricular activities in language learning, such as English language debate, journalism club or drama club activities to be more fluent in English. The extracurricular activities may offer many skills that are not easily taught in classrooms (Holt, Sehn, Spence, Newton, & Ball; 2012). So, it will be beneficial for students in gaining more knowledge. University students spend a majority of their time outside of the classroom. Students join in extracurricular activities not only for entertainment, social and enjoyment purposes, but most important, to gain and improve their skills in English. According to Klesse & D'Onofrio (2000), the activities of extracurricular are also as a way for students to experience what they are learning in class in a real-world context. They practice what they get in the classroom in daily life. In conclusion, joining English club as extracurricular activities is good opportunities for students to achieve their goals in improving their English skills.

This study will investigate the English club at International Language Forum (ILF) as extracurricular activity in language learning at



University of Muhammadiyah Malang. The aim of this study is to investigate kinds of activities or programs at International Language Forum (ILF) as extracurricular activity in language learning at University of Muhammadiyah Malang and the benefits of joining the English club for the students.

## **LITERATURE REVIEW**

The study done by Yildiz (2015) about the involvement of extracurricular activity on English learning's key success showed that extracurricular activity helped students improve their English. Extracurricular activities can help students to have a good command of English at the same time. These activities support the characteristics of approaches we apply in a foreign language learning process. Another study also done by Saragsyan and Kurghinyan (2016) about the use of English outside the classroom showed that the students used English often, especially with social media, listening to songs, watching movies and clips, traveling, and searching or browsing. The findings indicated that most of the students still used their English when they were outside the class to improve their skill.

### **English Club**

English club is a student-run organization which runs exciting social and

cultural events, such as language forum, writing essay, creative writing, or poetry readings (Afia, 2006). The emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills (Afia, 2006). English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. The existence of English club is very helpful for the foreign language learners. It is because they will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have learned about English.

### **Extracurricular Activity**

Extracurricular activities are usually described as activities that are not belong to academic curriculum, but are offered by an academic institution. According to Yildiz (2015) extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Meanwhile, according to Simoncini and Caltabiono (2012), extracurricular activities are unique from unorganized and unsupervised public activities such as interacting or enjoying activities with friends. Instead, they are



structured structurally and contain supervision by teachers and under careful supervision, extracurricular activities could focus on group, interaction, management, and other public skill-building and beneficial growth for the members.

The supervision of extra-curricular activities enforces positive development for adolescents because it provides guidance for the students (Leung, 2003; Holt, Sehn, Spence, Newton & Ball, 2012). Additionally, according to Holt, Sehn, Spence, Newton & Ball (2012), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being challenged to help develop competencies and confidence. Human beings learn many things by doing or experiencing. Students who excel in extracurricular activities may improve themselves for real situations. Students sometimes cannot find opportunity to be open with teachers at college. And, language teachers know that participation of lessons is the key factor for better learning. Thus, students get disciplined and act well in real situations by joining extracurricular activities Yildiz (2016). There are different opinions of what is considered an extra-curricular activity. A few examples of activities outside the school day may include pro-social activities such as dances, team

sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs.

Different levels of activity involvement and participation may positively impact future success for those who participate. Research also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development.

### **Extracurricular Activity toward Language Learning**

The role of extracurricular activity very strongly depended on the method employed in language teaching. In the last hundred years, hundreds of language teaching methods and approaches sprung to life (Reva, 2012). It is describe below some methods that are conducive of extracurricular activity. For example, in the Direct Method, language learners are exposed to ungraded foreign speech and are supposed to pick it up naturally (Pattison in Reva, 2012). This method therefore favorably views many types of extracurricular activity including meeting



native speakers or language retreats, where students have to speak foreign language at all times. According to Bahdi (2014) the materials were specifically chosen for the lessons and the language items were first presented orally, and later in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to present and practice the lesson. Extracurricular activity fits well with this approach.

## **RESEARCH METHOD**

This study implemented qualitative and quantitative method. It is intended to investigate kinds of activities or programs at the English club, also to find out the benefits of joining the club for the students.

Location of the research is at University of Muhammadiyah Malang (UMM). The most active English club in this University is International Language Forum or ILF. This club has various English activities to enhance students' ability.

The research participants of this study were all active members at ILF UMM. The data collection techniques of this study are interview and questionnaire and the data analyzed both quantitatively and qualitatively.

## **FINDINGS AND DISCUSSION**

### **The Programs Organized by ILF**

There are some programs organized by ILF. The first is NEO. It stands for "Newbie Early Orientation". NEO is the orientation for new members of ILF where during NEO; the seniors give them basic knowledge about ILF and its organizational structure, and also about debate. The newbie were informed about a brief description what debate looks like. The second is debating class. This activity is the core activity in the club. The members would have debating practice with the coach or with the seniors. The practice session dig the skills of the members, for example their speaking skill, pronunciation, vocabularies, and critical thinking. The next program is sharing culture. It is an open discussion in which there will be audiences and speakers, then they will be given a topic of current issue to be discussed. Finally, the last program is English Fiesta. It is the annual program conducted by the club. ILF UMM will host the annual debate competition, and the participants are varsities debaters all over Indonesia.

### **The Benefits of Joining ILF as Extracurricular Activity in Language Learning**

After collecting the questionnaire from the members of the club, the result showed that 75% students strongly agree and



25% students agree that by joining the extracurricular activity or English club helped them to improve their speaking skill. The good result is also shown on the second benefit. There are 60% students strongly agree, 35% students agree, and 5% students somewhat agree that English club helped them enriching their vocabularies.

The next benefit is about the pronunciation ability, the findings indicated that 65% students strongly agree, 22% agree, and 13% somewhat agree that their pronunciation improved or get better after joining the club. The improvement of the students' critical thinking is also one of the benefits they can get from joining the activity in the club. The data showed around 56% students strongly agree, 32% agree, and 12% somewhat agree about that benefit statement. The last benefit of joining extracurricular activity in language learning is increasing knowledge in many fields of study whereas 60% students strongly agree, 28% agree, and 12% students somewhat agree with the statement.

From the findings, it indicated that joining extracurricular activity or English club helped students improving their language learning. They improved their language field, such as speaking ability, pronunciation, and vocabulary. Beside the language

improvement, students also improved in non-language field, they are critical thinking and knowledge in many fields of study, such as economics, social movement, law, politics, etc. It is in line with the statement by Holt, Sehn, Spence, Newton & Ball (2012) that students who excel in extracurricular activities may improve themselves for real situations. The members of ILF also improved themselves in many things.

## **CONCLUSION AND SUGGESTION**

English club or extracurricular activities in language learning is very beneficial for students to improve both their language and non-language ability. The students become more helpful when they involved in extracurricular activities. They will sharpen their knowledge and skill when they are there. Moreover, as long as they keep on practicing and learning, their English will get much improvement and they could get better achievement in the future.

It is suggested for all students who have poor English to join English club as one of the ways to improve their English ability. It is proven that getting involve in extracurricular activity or English club will improve students' English ability.



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