

THE STUDENT ENGLISH CLUB OF SANTO PETRUS SENIOR HIGH SCHOOL IN PONTIANAK

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Abstract: The aim of this research is to explore an extracurricular activity for English subject in a school which is called with English Club. Besides, the writer also wanted to know the contribution of the English club on the students' English learning. Therefore, the writer used a descriptive method in this research. After conducting the research, the writer found a lot of information about the English club. In the English club, it is not a compulsory for the students to join the English club. In other word, the students are free whether they want to join the English club or not. Then, in the English club, the students do any activities that can promote their English learning. And, the average scores of the students who join the English club is higher than the students who do not join the English club.

Keywords: English Club, Trainer, Students

Abstrak: Tujuan dari penelitian ini adalah untuk mencari tau sebuah kegiatan ekstrakurrikuler untuk mata pelajaran bahasa inggris di sekolah yang di sebut dengan English club. Selain itu, penulis juga ingin mengetahui kontribusi dari English club tersebut pada pembelajaran bahasa Inggris siswa. Oleh karna itu, penulis menggunakan metode deskriptif di dalam penelitian ini. Setelah menyelenggarakan penelitian nya. penulis menemukan banyak informasi tentang English club. Di dalam English club, bukan merupakan kewajiban bagi siswa untuk bergabung dengan nya. Dengan kata lain, para siswa bebas untuk bergabung atau tidak. Kemudian, di dalam English club, para siswa melakukan berbagai kegiatan yang bisa mempromosikan pembelajaran bahasa Inggris mereka. Dan, nilai rata-rata siswa yang bergabung dengan English club lebih tinggi daripada siswa yang tidak bergabung di dalam English club tersebut.

Kata Kunci: English Club, Pelatih, Siswa

English as a language is considered an important language today. It can be found everywhere. We can find English in Articles, Journals, Newspapers, Magazines, Commercials, Books, Movies, Music, and other sources of information. These sources of information are useful for us. They can help us keep up-to-date to the recent discoveries, issues, trends, topics and so forth. However, these sources of information are mostly in English. It means that for those who want to get this information need to be able to understand English.

Knowing that there are many sources of information in English then there is no wonder why English becomes an important language. Hence, people need to learn English in order to be able to obtain a lot of information comes from English. In addition, there are many countries which use English as either the first or the second language such as United States, Canada, Australia, New Zealand, India, South Africa, Malaysia, Singapore, Brunei Darussalam, Philippine, and so on. This can be concluded that English has spread to most parts of the world. In other word, English has been a common language that is used in this planet. Then, there is no wonder why English is considered as an international language because English is used in most parts of the world. It means that English has been used as a communication tool among countries. Each country can communicate each other by using English to help them understand each other. In conclusion, English can simplify people from all around the world to communicate each other.

However, there are some countries which do not use English either as the first or the second language. In these countries, English is considered as a foreign language. One of the examples is our country Indonesia. In Indonesia, English is considered as a foreign language where there are only a few people who can use English well. It is caused by the existence of Indonesian as the national language of Indonesia. It means that English is not used by most Indonesian people in their daily life. Considering the importance of English, then Indonesian government decided to put English as one of the subjects in school.

In a classroom, a teacher has a number of roles. According to Harmer (2005: 57-62) a teacher has some roles in the process of teaching such as 1) Controller 2) Organizer 3) Assessor 4) Prompter 5) Participant 6) Resource 7) Tutor 8) Observer. By looking at the explanation above, a teacher has various roles in the process of teaching. They are controller, organizer, assessor, prompter, participant, resource, tutor and observer. A teacher should be able to switch among these roles. Harmer (2005: 57) added that the teacher's roles may change from one activity to another or from one stage of an activity to another within the classroom. If the teacher is fluent at making these changes then his or her effectiveness as teacher is greatly enhanced.

In the process of English language teaching, There are activities that can be applied by an English teacher to stimuli the students' English learning. Brown (2003: 116-241) suggested the activities as follows. (A) Listening; 1) Recognizing Phonological and Morphological Elements 2) Paraphrase recognition 3) Question-and-answer format 4) Listening Cloze 5) Information Transfer 6) Sentence Repetition 7) Dictation 8) Communicative Stimulus-Response Tasks 9) Authentic Listening Tasks: 9a) Note-taking 9b) Editing 9c) Interpretive tasks 9d) Retelling. (B) Speaking; 1) PhonePass test 2) Directed Response Tasks 3) Read-Aloud Tasks 4) Sentence/Dialogue Completion Tasks and Oral questionnaires 5) Picture-Cued Tasks 6) Translation (of Limited Stretches of Discourse) 7) Question and Answer 8) Giving Instructions and Directions 9) Paraphrasing 10) TEST OF SPOKEN ENGLISH (TSE) 11) Interview 12) Role Play 13) Discussions and Conversations 14) Games 15) ORAL PROFICIENCY INTERVIEW (OPI) 16) Oral Presentations 17) Picture-Cued Story-Telling 18) Retelling a Story, News Event 19) Translation (of Extended Prose). (C) Reading; 1) Reading Aloud 2) Written

response 3) Multiple-choice 4) Picture-Cued Items 5) Multiple-Choice (for Form-Focused Criteria) 6) Matching Tasks 7) Editing tasks 8) Picture-Cued Tasks 9) Gap-Filling Tasks 10) Cloze Tasks 11) Impromptu Reading Plus Comprehension Questions 12) Short-Answer Tasks 13) Editing (Longer Texts) 14) Scanning 15) Ordering tasks 16) Information Transfer: Reading Charts, Maps, Graphs, Diagrams 17) Skimming Tasks 18) Summarizing and Responding 19) Note-Taking and Outlining. (D) Writing; 1) Tasks in [Hand] Writing Letters, Words, and Punctuation: 1a) Copying 1b) Listening cloze selection tasks 1c) Picture-cued tasks 1d) Form completion tasks 1e) Converting numbers and abbreviations to words 2) Spelling Tasks and Detecting Phoneme-Grapheme Correspondences: 2a) Spelling tests 2b) Picture-cued tasks 2c) Multiple-choice techniques 2d) Matching phonetic symbols 3) Dictation and Dicto-Comp 4) Grammatical Transformation Tasks 5) Picture-Cued Tasks: 5a) Short sentences 5b) Picture description 5c) Picture sequence description 6) Vocabulary Assessment Tasks 7) Ordering Tasks 8) Short-Answer and Sentence Completion Tasks 9) Paraphrasing 10) Guided Question and Answer 11) Paragraph Construction Tasks 12) Strategic options 13) TEST OF WRITTEN ENGLISH (TWE).

Besides applying various activities in teaching English, an English teacher can also use a number of teaching aids. Harmer (2005: 134-151) said that there are teaching aids that can be used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. They are 1) pictures and images 2) the overhead projector (OHP) 3) the board 4) bits and pieces 5) the language laboratory 6) computer 7) homegrown material production.

However, it is not that easy to learn English. It needs a lot of time. The limited time can make the students still do not completely understand about particular material. Therefore, the students need to have additional time in order they can completely understand the material. By having a lot of time, the students can completely understand English material that is given by the teacher. Moreover, they can practice activities that can promote their English. In conclusion, the limited time can influence the result of students' learning.

Meanwhile, based on the constitution of republic Indonesia number 20 in the year 2003 about national education system section 1 point 1 "Education is an aware and planned effort to create learning atmosphere and learning process in order the student actively develops his self-potency to have religious spiritual power, self-control, personality, smartness, glory behavior and also skill that are needed by himself, society, nation and country." By looking at this national education system constitution, the writer finds one main point which is self-potencies. The writer thinks that the purpose of education is to help students actively develop their self-potencies. To do so, schools as the places of education should support the students' self-potencies. In order to be able to support student's self-potencies then schools create activities which can stimulate them. These activities can support the purpose of education which is to help students actively develop their self-potencies. These activities are called with curricular activities.

Moreover, according to Kamal (2012) there are 3 types of curricular activities that can be found at schools. They are as follows; 1) Intra curricular activities are activities that are conducted by the school that is already regular and clear and scheduled

systematically where it is the main program in the process of educating the students. For instance; at every common schools, there must be educating student activities with any subjects such as Mathematic, Civic education, Religion and so forth that is conducted starting from 7 a.m until 1 p.m with rest time for twice. 2) Co curricular activities are activities that strongly support and help the intra curricular activities. They are usually conducted at the outside of intra curricular schedule in order the students more understand and deepen the materials that exist in the intra curricular. Usually, this program is like assignment, homework or any other acts which is related to intra curricular materials that must be accomplished by the student. 3) Extracurricular activities are activities that are conducted at the outside of common subject hours (at the outside of intra curricular), and most of the materials are at the outside of intra curricular as well. Its main purpose is to facilitate or develop student ability that meets his or her interest and talent, broadening knowledge, learning to socialize, enriching skills, using the free time and etc. It can be conducted either at the school or outside the school. In conclusion, it can be said that extracurricular activity is conducted to give opportunities to students to develop and express their potencies based on their needs, talents and interests.

In addition, the regulation of ministry of education and culture of republic Indonesia number 62 in the year of 2014 about extracurricular activities at basic and intermediate education section 1 provides further explanation about extracurricular activity as follows; a) Extracurricular activities are the activities that are done by the students at the outside of intra curricular and co curricular learning hours, under counseling and observation of educational units. b) Educational units are elementary school, junior high school, senior high school and vocational school.

Furthermore, on section 3, it explains the types of extracurricular activities as follow; a) Extracurricular activities consist of: 1) Compulsory extracurricular activity. 2) Optional extracurricular activity. b) Compulsory Extracurricular activity as refers to sentence (1) letter a is the extracurricular activity that must be carried out by educational units and followed by all students. c) Compulsory extracurricular activity as refers to sentence (1) letter a is in form of Boy Scout education. d) Optional extracurricular activity as refers to sentence (1) letter b is extracurricular activity that is developed and carried out by educational units according to the student's talent and interest. e) Optional extracurricular activity as refers to sentence (1) letter a can be in form of process-talent exercises and process-interest exercises.

Furthermore, based on the regulation of ministry of education and culture of republic Indonesia number 62 in the year 2014 about extracurricular activity at elementary and intermediate education, the scope of extracurricular activities includes; a) Individual is extracurricular activity that is followed by students individually. b) Group is extracurricular activity that is followed by students by: 1) Group in one class (classical). 2) Group in parallel class. 3) Group interclass.

Recognizing the issue that there should be additional time for the students to completely understand English as the subject in schools, then schools create an extracurricular activity. This extracurricular activity is intended to support the students in learning English by providing more time for the students to learn. Here, the students will

have additional time which can help students promote their English learning. There will be a trainer who facilitates the students in learning English. The trainer is usually the English teacher in the school itself.

There is an extracurricular activity that is called with English club in Santo Petrus senior high school which is located on Jl. K.S Tubun, Pontianak. In this research, the writer wanted to know more about the extracurricular activity that is called with English club. The writer wanted to explore the English club. Therefore, the writer observed directly the English club in the school. By observing directly the English club, the writer can get clear information and then can make a description about the English club in the school. The writer also wanted to know how beneficial this extracurricular activity is toward students' English learning. Therefore, the writer also needed to know the students' English score records from the English teachers there.

METHOD

To get a good result, an appropriate method need to be applied. Since the purpose of this research is to make a description about an extracurricular activity called with English club in supporting the student English learning, then descriptive method is the appropriate one. According to Postlethwaite (2005: 3) "Descriptive research provides information about conditions, situations, and events that occur in the present. For example, a survey of the physical condition of school buildings in order to establish a descriptive profile of the facilities that exist in a typical school."

Moreover, Brumfit and Mitchell (1990: 11) said "Descriptive research will aim at providing as accurate an account as possible of what current practice is: how learners do learn, how teachers do teach, what classrooms do look like, at a particular moment in a particular place". Based on the statements above and due to the purpose of this research, then the appropriate method that can be applied in this research is descriptive method.

According to Arikunto (2005: 134-135) in collecting the data there are five methods that can be applied namely Questionnaire, Interview, Observation, Test and Documentation. He further said that method of data collecting is the way that can be applied by a researcher to collect the data. He explained that "way" means something which is abstract, cannot be formed into things that can be seen by eyes, but can only be shown through the usage. It can be concluded that "method" is similar to "technique" in this case technique of data collecting. Concerning to the purposes of this research, then the writer decided to use observation, interview and documentation as the methods in collecting the data.

For observation itself, according to Ary et al. (2010: 216-220) is divided into two types namely direct observation and contrived observation. In this research, the writer used direct observation as the method of data collecting because the writer directly went to the school and observed the occurrence in it.

The next method of data collecting used by the writer is interview. Ary et al. (2010: 379) explained that interviews involve some form of direct contact between the people in the sample group and the interviewer (the researcher or someone trained by the researcher), who presents the questions to each person in the sample group and records their responses. Furthermore, Ary et al. (2010: 380-383) divides interview into four types.

They are personal interviews, focus groups, telephone interviews and computer-assisted telephone interviewing (CATI). For this research, the writer uses personal interviews as the method used in this research because in this research the writer directly went to the school to interview the English teacher as the trainer of the English club face-to-face to know more about it as an extracurricular activity in the school. In addition, the writer interviewed the students one by one as well who join and who do not join the English club to know their opinions about the English club in their school.

In this research, the writer also needs to know the contribution of the English club as the extracurricular activity in the school toward the student English learning. To know the contribution of the English club, the writer can see the students' scores in English subject. Knowing that it is not a compulsory for the students to join the English club then there are students who do not join the English club. Therefore, to know how beneficial the English club is toward student English learning, the writer compared the students' scores who join and who do not join the English club. Therefore, the writer used documentation as the other method of data collecting in this research.

In direct observation, the writer used checklists as the tool of data collecting. Following is the explanation of checklists suggested by Ary et al. (2010: 217) "Checklist presents a list of behaviors that are to be observed. The observer then checks whether each behavior is present or absent. For example, a researcher studying disruptive behavior would prepare a list of disruptive behaviors that might occur in a classroom. An observer would then check items such as "Passes notes to other students" or "Makes disturbing noises" each time the behavior occurs. The behaviors in a checklist should be operationally defined and readily observable."

Meanwhile, in personal interviews the writer used semi-structured interviews as the tool of data collecting. Following is the explanation of semi-structured interviews by Dawson (2002: 28-29) "Semi-structured interviewing is perhaps the most common type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise."

In documentation method, the writer used documentation record as the tool of data collecting. According to Ary et al. (2010: 442) "Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos." In this case, what the writer means with documentation record is that the record of the students' English scores that are held by the English teacher. In this case, the students' English scores record which is based on the report book. So, the documentation record is the students' English scores record that are held by the English teacher in the school.

So, in this research, there are 3 phases that the writer did in collecting the data. They are observing phase, interviewing phase and documenting phase. For observing phase, the writer used checklist as the tool of data collecting. For interviewing phase, the writer used semi-structured interviewing as the tool of data collecting. And for the documenting phase, the writer used documentation record as the tool of data collecting.

RESULT AND DISCUSSION

Result

In collecting the data, the writer applied three methods. They are direct observation, personal interview and documentation. In direct observation method, the writer used checklists as the tool of data collecting. In personal interview method, the writer used semi-structured interviewing as the tool of data collecting. And in the documentation method, the writer used documentation record as the tool of data collecting.

For the first phase, the writer applied direct observation method. In this method, the writer uses checklist as the tool of data collecting. In this phase, the writer observed directly the behaviors in the English club. The writer wanted to check whether certain behaviors are present or absent. Therefore, the writer uses checklist as the tool of data collecting to enhance the direct observation method.

For the second phase, the writer applied personal interview method in collecting the data. In this second phase, the writer used semi-structured interviewing as the tool of data collecting. The reason the writer applied personal interview method is that there are certain questions that cannot be answered through observation. Therefore, the writer used personal interview method as the method of data collecting and semi-structured interview as the tool of data collecting in this method.

The third phase, the writer applied documentation method and used documentation record as the tool of data collecting. The documentation record is the students' English score record based on the report book held by the teachers. In this phase, the writer compared the students' score records who join and who do not join the English club. By doing so, the writer can know the contribution of the English club toward students' English learning.

Following are the research findings that the writer obtained through direct observation, personal interview and documentation. For the first phase, the writer applied direct observation. The direct observation was applied from January the 26th 2015 until February the 28th 2015. In other word, the writer applied the direct observation for about 1 month. The writer did this in order to get a complete observation data about the English club there. Following are the findings that the writer get from the direct observation, personal interview and documentation;

1. Direct observation

Based on the direct observation where the writer used checklist as the tool of data collecting the writer found that;

- 1) In the English club, the trainer roles as controller, organizer, assessor, prompter, resource, tutor and observer. The trainer does not role as participant.
- 2) For the activities in the English club, there are discussions and conversations, games, oral presentations, retelling a story (speaking) and tasks in [Hand] writing letters, words and punctuation (writing).

- 3) The teaching aids that are used in the English club are the overhead projector (OHPs), the board and computers.

2. Personal interview

After the writer applied direct observation, the writer then applied personal interview in collecting the data. In this phase, the writer used semi-structured interviewing as the tool of data collecting in interviewing the teacher as the trainer and the students who join and who do not join the English club. This phase was conducted on the next month which is on March. This phase was conducted from March the 23rd 2015 until March the 28th 2015. In other word, this phase was conducted for about 1 week. At first, the writer interviewed the teacher as the trainer in the English club. Then, the writer interviewed the students who join and who do not join the English. Following are the scripts;

- 1) The English club is created to support students who are interested in English by providing additional time for them to deepen English.
- 2) English club is absolutely the extracurricular activity in the school. English club is the name of the extracurricular activity for the English subject there.
- 3) The English teacher himself who organizes the English club.
- 4) It is not a compulsory extracurricular activity.
- 5) It is conducted twice a week after school regularly. For the days, it is usually conducted on Tuesday and Thursday.
- 6) The English club is conducted in form of group interclass where there are students come from different classes.
- 7) It is flexible. It means that if one of the classes has a practical examination or any activities that make them unable to enter the English club and as the result they cannot attend the English club then the English club keeps going on without them.

The semi-structured interview script of the teacher who acts as the trainer in the English club

After the writer interviewed the English teacher as the trainer in the English club, the writer then interviewed the students who join and who do not join the English club to know their opinions about the English club in their school. Following are the scripts;

Student 1

Name: Angel Livia

Class: XII.IA.1

The answers:

1. e) Very important
2. The main reason is that because learning English is not a choice, but I think it is a need. With the existence of English club, we can have a place to meet the trainer and friends who have same passion, so the learning process is more effective and

fun, and then the way of the learning is more directed.

Student 2

Name: Marcelina

Class: XI.IA.1

The answers:

1. e) Very important
2. Honestly, I think English that is taught in daily learning activity is too less to prepare students when they go to college later, moreover if the student wants to continue to study abroad. Besides, learning in class is more tends to be at theoretical learning like grammar. By the existence of English club, besides as the extracurricular activity, students can also practice using English on daily conversation because the speaking skill is very needed. Skilled in grammar does not guarantee someone is skilled in speaking spontaneously without preparing making the text first. By practicing speaking a lot, we can learn more for words that we rarely find in text books. Besides, in the English club, we also practice arranging good essays. The ability to make essays is very important especially for students who want to pursue free college programs.

Student 3

Name: Aileen Aurelia

Class: X.IA.1

The answers:

1. e) Very important
2. Because as we know that the English is very important in life, and it is an international language that is used in every countries, so it will help us so much if we want to work or study abroad. Besides, in the English club, we are also trained speaking skill in front of public (public speaking) which can be useful to increase confident when performing in front of public. Besides, the English club can also practice the students' critical thinking because a quick and responsive problem solving needs to do (in debate). And this can help the increase of thinking power in daily life. I myself, after entering the English club in Santo Petrus, become more and more confident in front of public (because frequently participated in speech competition) which makes me no more nervous/afraid when seen by many people. In dealing daily problems, I am also frequently faster in dealing it because the helps of knowledge that I have got from the English club. Therefore, I think the English club is very important.

The semi-structured interview script of the students who join the English club

Student 1

Name: Alexander

Class: XII.IA.1

The answers:

1. d) Important
2. Because in this age, the English has been a daily language for people around, and also at certain job English is very needed and also as we go abroad, English has been a common language there. I myself do not join the English club because I do not have free time because the full of activity and learning schedule.

Student 2

Name: Albert Ramli Tandrawijaya

Class: XI.IA.1

The answers:

1. e) Very important
2. Because in today's age the technology is more sophisticated, on the other hand, language development also becomes the main trigger of human progress. And English is one of them. English is recognized as international language by the world and because of that the importance to understand English. It does not mean that English becomes the main priority but because English is an international language therefore we have to know it. And one of the ways to learn English in school environment is by creating "English club". With the existence of English club then children in every schools can learn English. The benefit of English club is to give children about English that will be useful later on if they work in a place where required the use of English. I do not join the English club because I myself have schedule and my schedule is full so that I do not have time to join it.

Student 3

Name: Hellen Chintya Devi

Class: X.IA.1

The answers:

1. e) Very important
2. Because the English club is needed to provide a right place for students who are clever in English both inside the school environment and outside the school. The English club can also add knowledge in English, socializing one another, can extend friendship not only with people around but also outside people and can learn English with interesting ways without learning in a formal condition like usual. The reason do not join the English club is because joining other activity so that cannot join the English club.

The semi-structured interview script of the students who do not join the English club

3. Documentation

In this phase, the writer used documentation record as the tool of data collecting. The documentation record is the students' English score record based on the report book held by the teacher. The purpose of the writer used documentation record as the tool of data collecting is to compare the average score of the students who join and who do not join the English club. The writer wanted to know whether

the average score of the students who join the English club is higher, similar or lower than the students who do not join the English club. By doing so, the writer can know how beneficial the English club is toward the students' English learning. This phase was applied from June the 8th 2015 until June the 27th 2015. In other word, it was applied for about 3 weeks.

Based on the report book, there are three kinds of scoring for the class X and XI but for the class XII there are two kinds of scoring. For the class X and XI, the scorings are knowledge, skill and attitude. On the other hand, for the class XII, the scorings are knowledge and attitude. It means that there are similarity and difference for the scorings between the class X, XI and the class XII. The similarity is all the classes use knowledge and attitude as the scorings but the difference is only the class XII which do not use skill as one of the scorings. The teacher in the school said to the writer that it is caused by the curriculum which is different. For the class X and XI, they use the recent curriculum which is the 2013 curriculum. However, for the class XII, they use the previous curriculum which is the KTSP curriculum.

So, to find out the average score of the students, the writer made a little modification. The writer made tables for knowledge scoring and skill scoring. The writer only took the classes in which there are students who join the English club. In other word, the writer did not take the whole classes. For the classes in which there are no students who join the English club, the writer does not take it as the sample.

For the table of knowledge, the writer gathered the class X, XI and XII since the three classes use knowledge as one of the scorings. Meanwhile, for the table of skill, the writer only took the class X and XI since the class XII does not use skill as one of its scorings. In other word, for the table of skill, the writer only took the class X and XI.

In addition, the writer did not make a table of attitude since all the students who join and who do not join the English club have very good scores in the attitude scoring. In other word, the students who join and who do not join the English club have similar score which is very good. So, it will be meaningless to find out the average score of the students for the attitude scoring.

Once again, the writer only took the classes in which there are students who join the English club. The classes where there are students who join the English club are;

- a) Class X.IA.1 = 3 students
 - b) Class XI.IA.1 = 1 student
 - c) Class XI.IA.2 = 1 student
 - d) Class XII.IA.1 = 2 students
 - e) Class XII.IA.3 = 2 students +
- The total = 9 students

So, the total of students who join the English club are 9 students who are from the classes X.IA.1, XI.IA.1, XI.IA.2, XII.IA.1, XII.IA.3.

The writer started with the table of knowledge scores. Following is a table showing the student scores for knowledge scoring;

Table 1
The mean scores of the students who join and who do not join the English club
in term of knowledge scoring

Students	Number of the students	The total scores	The mean scores
Who join the English club	9	869.9	96.655556
Who do not join the English club	186	16140.1	86.774731

The next one is the table of skill scoring. In this table, the writer only took the class X and XI since the class XII does not use skill as one of its scoring. Following is a table showing the student scores for the skill scoring;

Table 2
The mean scores of the students who join and who do not join the English club
in term of skill scoring

Students	Number of the students	The total scores	The mean scores
Who join the English club	5	494.25	98.85
Who do not join the English club	120	10498.75	87.489583

Discussion

This research was held from January the 26th 2015 until September the 8th 2015. It means that there are about 8 months where the writer did the research. The method of this research is descriptive because the writer wanted to make a description about an extracurricular activity called with English club in a school. This research has 3 purposes, they are 1) To know what the English club is 2) To know the students' opinions about the English club in their school 3) To know the English club's contribution towards the students' English learning. Therefore, the writer needed to apply appropriate methods of data collecting to get the answers for each purpose. The writer thinks that there are 3 methods of data collecting that the writer could apply to get the answers for each research purpose. They are direct observation, personal interview and documentation.

In other word, there are 3 phases where the writer collect the data. For the first phase, the writer applied direct observation method. For the second phase, the writer applied personal interview method. For the third phase, the writer applied documentation method. For the first phase where the writer applied direct observation method, the writer used observational checklist as the tool of data collecting. For the second phase where the writer applied personal interview method, the writer used semi-structured interviewing as the tool of data collecting. For the third phase where the writer applied documentation method, the writer used documentation record as the tool of data collecting.

For the documentation method where the writer used documentation record as the tool of data collecting, what the writer means with documentation record is the students'

English score record that can be found in the report book. So, what the writer calls with documentation record is the students' report book.

For the first phase, the writer applied direct observation. The writer did this in order to get a complete observation data about the English club there. What the writer observed are 1) The roles of the teacher in the English club 2) The activities in the English club and 3) The teaching aids that are used in the English club. Based on the direct observation where the writer used observational checklist as the tool of data collecting, the writer found that the roles of the teacher in the English club are as controller, organizer, assessor, prompter, resource, tutor and observer. The activities in the English club are discussions and conversations(speaking), games(speaking), oral presentations(speaking), retelling a story or news event(speaking) and Tasks in [Hand] Writing Letters, Words, and Punctuation(writing). The teaching aids that are used in the English club are overhead projector(OHP), Board(whiteboard) and Computers.

Besides applying direct observation, the writer also needed to interview the English teacher who acts as the trainer of the English club in the school. The writer thinks that there are some questions that cannot be answered through direct observation. That is why the writer needed to interview the English teacher. The kind of interview that is applied by the writer is personal interview. The questions that the writer asked to the English teacher as the trainer in the English club are 1) What is the purpose of the English club. 2) Is the English club an extracurricular activity in this school. 3) Who organizes this English club. 4) Is it a compulsory for the students to join the English club. 5) When is the English club conducted. 6) Is the English club conducted regularly and 7) How is the English club conducted? I mean is it conducted in form of individual, group; group in one class, group in parallel class, or group interclass. In addition, the personal interview that was applied here is still to answer the research problem number 1 which is to know what the English club is. It is because to answer this research problem, it is not enough to just observe the English club. The writer also needs to know directly the English club by doing an interview with the English teacher who acts as the trainer in the English club.

After the writer interviewed the English teacher who acts as the trainer in the English club the writer found that 1) The purpose of this English club is to provide more times for the students who have interest and want to deepen English. In the school, there are some students who have interest in English. These students want to deepen English but they do not have enough time. Therefore, this English club is created. Through this English club, the students can have more times in order they can deepen English. 2) The English club is really an extracurricular activity in this school. 3) The one who organizes the English club is the English teacher himself who acts as the trainer as well in it. 4) The students are free to decide whether they want to join the English club or not. 5) The English club is conducted after school. 6) The English club is conducted regularly. The English club is conducted twice a week. For the days, it is usually conducted on Tuesday and Thursday and 7) The English club is conducted in form of group in this case group interclass. It means that the students come from different classes. They are from the classes X, XI and XII. All these students gather in one classroom after school. So, in one classroom there are the first, second and third year students. They practice English together. However, if one of the classes has a practical examination or any activities that

make them unable to enter the English club and as the result they cannot attend the English club then the English keeps going on without them. It means that it is flexible.

The next phase, the writer applied personal interview method again but it is not for the teacher as the trainer in the English club. It is for the students who join and who do not join the English club. The writer wanted to know their opinions about the English club in their school. The writer took the classes in which there are students who join the English club. The classes in which there are students who join the English club are class XII.IA.1, class XI.IA.1 and class X.IA.1. From these classes, the writer took 6 students where 2 students from the class XII.IA.1, 2 students from the class XI.IA.1 and 2 students from the class X.IA.1. Each class consists of 1 student who joins the English club and 1 student who does not join the English club. The questions are 1) Is the English club important? a) Not very important b) Not important c) Just usual d) Important e) Very important and 2) Why?

After the writer interviewed the students which consists of 6 students where 3 of them are students who join the English club and the rest 3 students are from the group of the students who do not join the English club, the writer found an interesting information. Among those 6 students, 5 of them think that the English club is very important and there is only 1 student who thinks that the English club is important. In addition, 3 students from the group of the students who join the English club think the English club is very important. 2 students from the group of the students who do not join the English club think the English club is very important as well. Meanwhile, there is only 1 student from the group of the students who do not join the English club thinks the English club is important. Then, it can be said that both groups of the students think that the English club is very important for them.

For the reasons, there are similarities and differences in opinions among the 6 students. From the group of the students who join the English club, 1 student from class XII.IA.1 said that learning English is not a choice but a need. With the existence of English club, we can have a place to meet the trainer and friends who have same passion, so the learning process is more effective and fun, and then the way of the learning is more directed. 1 student from class XI.IA.1 said that the English that is taught in daily learning activity is too less to prepare students when they go to college later, moreover if the student wants to continue to study abroad. Besides, learning in class is more tends to be at theoretical learning like grammar. By the existence of English club, students can also practice using English on daily conversation because the speaking skill is very needed. Skilled in grammar does not guarantee someone is skilled in speaking spontaneously without preparing making the text first. By practicing speaking a lot, we can learn more for words that we rarely find in text books. Besides, in the English club, we also practice arranging good essays. The ability to make essays is very important especially for students who want to pursue free college programs. 1 student from class X.IA.1 said that as we know that the English is very important in life, and it is an international language that is used in every countries, so it will help us so much if we want to work or study abroad. Besides, in the English club, we are also trained speaking skill in front of public (public speaking) which can be useful to increase confident when performing in front of public. Besides, the English club can also practice the students' critical thinking because

a quick and responsive problem solving needs to do (in debate). And this can help the increase of thinking power in daily life. I myself, after entering the English club in Santo Petrus, become more and more confident in front of public (because frequently participated in speech competition) which makes me no more nervous/afraid when seen by many people. In dealing daily problems, I am also frequently faster in dealing it because the helps of knowledge that I have got from the English club. Therefore, I think the English club is very important.

From the group of the students who do not join the English club, 1 student from class XII.IA.1 said that in this age, the English has been a daily language for people around, and also at certain job English is very needed and also as we go abroad, English has been a common language there. I myself do not join the English club because I do not have free time because the full of activity and learning schedule. 1 student from class XI.IA.1 said that in today's age the technology is more sophisticated, on the other hand, language development also becomes the main trigger of human progress. And English is one of them. English is recognized as international language by the world and because of that the importance to understand English. It does not mean that English becomes the main priority but because English is an international language therefore we have to know it. And one of the ways to learn English in school environment is by creating "English club". With the existence of English club then children in every schools can learn English. The benefit of English club is to give children about English that will be useful later on if they work in a place where required the use of English. I do not join the English club because I myself have schedule and my schedule is full so that I do not have time to join it. 1 student from class X.IA.1 said that the English club is needed to provide a right place for students who are clever in English both inside the school environment and outside the school. The English club can also add knowledge in English, socializing one another, can extend friendship not only with people around but also outside people and can learn English with interesting ways without learning in a formal condition like usual. The reason I do not join the English club is because I have joined other activity so that I cannot join the English club.

The last phase, the writer applied documentation method. In this documentation method, the writer used documentation record as the tool of data collecting. In this case, the documentation record is the students' English score record based on the report book. The purpose of the writer used documentation record as the tool of data collecting is to compare the average score of the students who join and who do not join the English club. The writer wanted to know whether the average score of the students who join the English club is higher, similar or lower than the students who do not join the English club. By doing so, the writer can know how beneficial is the English club toward the students' English learning.

Based on the report book, there are three kinds of scoring for the class X and XI but for the class XII there are two kinds of scoring. For the class X and XI, the scorings are knowledge, skill and attitude. On the other hand, for the class XII, the scorings are knowledge and attitude. It means that there are similarity and difference for the scorings between the class X, XI and the class XII. The similarity is all the classes use knowledge and attitude as the scorings but the difference is only the class XII which do not use skill

as one of the scorings. The teacher in the school said to the writer that it is caused by the curriculum which is different. For the class X and XI, they use the recent curriculum which is 2013 curriculum. However, for the class XII, they use the previous curriculum which is KTSP curriculum.

So, to find out the average score of the students, the writer made a little modification. The writer made tables for knowledge scoring and skill scoring. The writer only took the classes in which there are students who join the English club. In other word, the writer did not take the whole classes. For the classes in which there are no students who join the English club, the writer did not take it.

For the table of knowledge, the writer gathered the class X, XI and XII since the three classes use knowledge as one of the scorings. Meanwhile, for the table of skill, the writer only took the class X and XI since the class XII does not use skill as one of its scorings. In other word, for the table of skill, the writer only took the class X and XI.

However, the writer did not make a table of attitude since all the students from the class X, XI and XII who join and who do not join the English club have very good scores in the attitude scoring. In other word, the students who join and who do not join the English club have similar score which is very good. So, it will be meaningless to find out the average score of the students for the attitude scoring.

Based on the results above, the average score of the students for the knowledge scoring from the classes X.IA.1, XI.IA.1, XI.IA.2, XII.IA.1, XII.IA.3 who join the English club is higher than the average score of the students who do not join the English club. The average score of the students who join the English club is 96.655556. Meanwhile the average score of the students who do not join the English club is 86.774731. The average score of the students for the skill scoring from the classes X.IA.1, XI.IA.1, XI.IA.2 who join the English club is higher than the average score of the students who do not join the English club. The average score of the students who join the English club is 98.85. Meanwhile the average score of the students who do not join the English club is 87.489583.

In conclusion, the average score for both knowledge and skill scoring of the students who join the English club is higher than the students who do not join the English club. The average score of the students who join the English club for knowledge scoring is 96.655556 while the average score of the students who do not join the English club for knowledge scoring is 86.774731. Then, the average score of the students who join the English club for skill scoring is 98.85 while the average score of the students who do not join the English club for skill scoring is 87.489583. Hence, based on these results the writer concludes that the English club is beneficial for the students' English learning.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings above, the writer concludes that in the English club;
1) The trainer is the English teacher himself who organizes the English club
2) Most of the activities in the English club are more related to speaking skill.
3) The purpose of the

English club is to provide additional time for students who have interest in English and want to deepen it. The time allocation provided in the curricular activity (main subject hours) by the school is not enough for the students who want to deepen English. Then, the school creates the English club as an extracurricular activity to help the students to be able to have more time to deepen English. 4) The English club is registered in the school as an optional extracurricular activity where the students have freedom to join it or not. It means that there is no penalty for the students who do not join the English club. 5) The English club is conducted regularly twice a week after school. For the days, it is usually conducted on Tuesdays and Thursdays. It means that for the days, it is not only on those days but also on the other days but one that is sure is that it is conducted twice a week. 6) The students in the English club come from different classes. It means that all levels of students are there. The first, second and third year students gather in it. They practice English together in it. 7) The English club is flexible. It means that if there are some students who are unable or impossible for them to practice together in the English club which is caused by some reasons for example they have practical examination at that time, then English club keeps going on without the existence of those students. 8) Both the students who join and who do not join the English club think that the English club is very important toward the students' English learning. Most of the students think that English is already a need. English is not just a subject at schools. Therefore, schools should create an extracurricular activity like English club for example to help the students develop their English. 9) The average score of the students who join the English club is higher than the average score of the students who do not join the English club. It indicates that the English club is beneficial for the students' English learning in the school.

Suggestion

Based on the conclusion above, the writer suggests; 1) Students who are interested in English will need more time in order they can deepen and practice more for their English. Therefore, schools should facilitate those students by creating an extracurricular activity like English club. All schools should create an extracurricular activity like English club in order the students can deepen English. 2) For the activities, it should not be more on speaking. It should also be more on the other skills like listening, reading and writing. 3) For the students who cannot enter the English club due to some reasons, the English club just keeps going on to practice the English without the existence of those students. 4) English club as an extracurricular activity is really beneficial for the students to deepen English. In it, the students can have more friends and can meet people who have similar passion in learning English. So, schools need to create an extracurricular activity like English club in order the students can have a place and more time to practice and develop their English.

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