

ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS' ENGLISH SPEAKING ABILITY

M Yuseano Kardiansyah, Laila Ulsi Qodriani
Faculty of Arts and Education
Universitas Teknokrat Indonesia
yuseano@teknokrat.ac.id, ani@teknokrat.ac.id

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Abstract

This research investigates both inside and outside of classroom activities to reveal the influence of English extracurricular activity toward students' English speaking (language acquisition) ability in tertiary level. The object of this research is students from conversation class batch 2015 on academic year 2016/2017 at English department of Universitas Teknokrat Indonesia. Some of them are the members of English extracurricular activities in that university. In the implementation, this research applies some methods such as observation and students performance evaluation for gaining the data. Data processing method from observation is done qualitatively in order to understand the phenomena that happen holistically through words description, while students' performance evaluation is done quantitatively because the data are numerical. The objectives of this research are: (a) assisting to solve problem and find out alternative to improve students' ability communicating in English, and (b) providing knowledge about the role of English extracurricular in supporting students to achieve the competence of English speaking ability in conversation class.

Keywords: Extracurricular, Speaking Class, Speaking Ability, Language Acquisition

I. INTRODUCTION

One of the objectives of English Literature study program in Faculty of Arts and Education in Universitas Teknokrat Indonesia is to result high qualified graduates in the field of English language and literature. To achieve that purpose, the curriculum is arranged very tight so that in the process of teaching and learning, targeted competences can be developed and maximized. To develop students competence in English, one of subjects provided is speaking or conversation subject. That subject is taught for sharpening students' skill in English communication. After yearly observation, students' competence in speaking classes is found unequivocal. The limit of time for class activities becomes obstacle in enhancing students speaking ability significantly. Some students also have a very minimum skill in English from the beginning of their study. Although English subject is given since elementary education, it is found that English skill of some students is very low, and that becomes a particular challenging issue for lecturers.

However, some students are somehow seen to have quite significant progress, either their speaking skill or confidence. Moreover, those students are also managed to represent Universitas Teknokrat Indonesia to compete in provincial, national or even international English competition. Based on an observation, those students are involved in a students organization namely *Teknokrat English Club* (UKM TEC). TEC is the only English based students' organization in Universitas Teknokrat Indonesia. Established in 2004, this extracurricular unit becomes a place for students who have interest and talent in English. Nevertheless, not many students are interested in joining this organization, even some who were active are now gradually vacum from TEC. Quite many students are impatient

and unpersistent in facing the learning process and organizational regulation implemented in TEC. However, those who succeed are eventually able to grab achievements till international level.

The writers find that the biggest problem is because they do not understand the use of training and learning processes at such extracurricular activity. Hence, to understand well the use of that activity, scientific explanation about the influence of English extracurricular activity for increasing students' speaking ability is obviously needed. That matter becomes the basis of writers' thought to immediately find solution for overcoming such problem. Therefore, the objectives of this research are:

- A. Assisting to solve problem and find out alternative to improve students' ability communicating in English and,
- B. Providing knowledge about the role of English extracurricular in supporting students to achieve the competence of English speaking ability in conversation class.

There are two main problems in this research to investigate:

1. The positive influence of English extracurricular in enhancing students' speaking skill.
2. How English extracurricular activity enhances students' speaking skill.

A. Literature Review

Based on the previous studies, some studies about correlation between extracurricular activity and students' learning ability in the context of high school are found. They are "*Pengaruh Kegiatan Ekstrakurikuler Bahasa Jepang Terhadap Hasil Belajar Bahasa Jepang Siswa SMAN 4 Magelang*" (2015) by Laila Purnamasari and

"Interaksi Sosial dalam Kelompok English Public Speaking Club (EPS) di SMP-SMA Semesta Bilingual Boarding School Gunungpati Semarang" (2010) by Ria Yuliani. The first research focuses its study on understanding the influence between Japanese extracurricular activity with students' learning achievement on Japanese subject. The population in this research is all eleventh grade students of SMA N 4 Magelang who join the extracurricular activity. The research is done to know how much the influence of extracurricular activity to the result of learning. The result of research shows that Japanese extracurricular influences for about 69 % toward the result of students' learning achievement on Japanese subject. The result of that analysis proves that Japanese extracurricular activity is influential toward the result of learning, because the average score of students is 81,06 in which it has passed over the minimum criteria which is 77,0.

Accordingly, another research focuses its study on social interaction that supports the members of *English Public Speaking Club* (EPS) ability at *Semesta Bilingual Boarding School Gunungpati Semarang* in English interaction. Based on research result, it is found that *English Public Speaking Club* (EPS) was started from bilingual system implemented at the school and established because of many students whose English is not fluent at all. Therefore, EPS club was purposed as a problem solving upon that problem. The social interaction inside EPS club is happened through *Wall Magazine*, *Wed Quiz*, *English Competition*, *Hang out with Native* activities, tutorial session and *Zumre* meeting in order to facilitate students communicating in English. Instructions and materials from advisor and also team work becoming main factor of social interaction occurrence. Here, students' English communication ability can be maximized till the fullest extent.

Regardless the significance of those research, the writers see some weaknesses from them. From the first research, the findings are only limited at proving the positive influence of extracurricular activity toward learning result without more study on how the process of development was happened. In opposite, the second research is only limited at the process of activities that encourage communication in English through social interaction without more study on how much an extracurricular activity can increase students ability in English communication. Moreover, those two research are not in the context of tertiary level. Therefore, the writers decide to integrate them by studying on how English extracurricular activity gives positive influence toward speaking ability enhancement, and how the process of enhancement is happened through such activity at higher school context.

In relation to students' speaking skill, the writers find that speaking is an ability to pronounce articulation sounds or words in order to express feelings and state ideas (Tarigan, 2008). That definition clearly shows that speaking has purpose of communicating ideas or feelings. Another definition

is also raised by Brown and Yule in Puji Santosa, et al (Santosa, 2007) as an ability to orally pronounce sounds of certain language to express or deliver ideas, thoughts or feelings. This definition basically has the same meaning with previous one, but it emphasizes specifically to certain language that is produced orally. Furthermore, (Zamzani, 2000) believe that speaking has end purpose to make people understand the conveyed meaning. While St. Y. Slamet and Amir (Amir, 1996) believe that speaking is arranged and developed based on listeners need.

Based on those definitions, it can be concluded that speaking is an ability to pronounce words of certain language in order to deliver or convey intentions, ideas, thoughts and feelings that are arranged and developed based on listeners need so that they can understand the conveyed meaning. In the context of this research, speaking ability is an ability to speak in English. At English literature study program in Faculty of Arts and Education of Universitas Teknokrat Indonesia, this ability is taught through speaking class activity to develop students ability pronouncing words to deliver or convey intentions, ideas, thoughts and feelings that are arranged and developed based on listeners need in English. Beside the regular class schedules, students can also sharpen English ability through extracurricular activity, especially English extracurricular.

Accordingly, Extracurricular activity is a side education activity for students outside of subjects or regular classes in an education institution to support the educational process, that sometimes involves the role of teachers or instructors (Campbell, 1973). Generally, this outside activity is conducted to help the development of students based on their potential, talent and interest needs. Therefore, extracurricular activity emphasizes the students needs of knowledge enrichment, potential development and skill exercising outside of classroom. Based on (Noor, 2012) main target of extracurricular activity is the maximum development of potential, talent and interests, along with that, it envisions the growth of students' independence and happiness that benefit themselves, family and society.

In accordance, extracurricular activity is a place for some activities that can be chosen by students based on their needs, potential, talent and interest. Generally, this sort of activity gives opportunity for students to freely express themselves through independent or group activities under the direction of instructor or teacher. While according to (Suryosubroto, 2004) some main goals of extracurricular activity are to enhance students' skill in cognitive, affective and psychomotor aspects, also develop students' talent and interest in the effort of self management towards positively human resources construction. Therefore, it can significantly support students' skill development in the classroom.

In the context of language learning in Indonesia, English is commonly considered as foreign language. Here, learning English involves

second language acquisition. Second language acquisition refers to the process of acquiring language after first language acquisition or mother language (Ghazali, 2013). In this process, language learners are introduced to new language and its use for certain context or purpose. In accordance, there are some important factors that influences the second language acquisition as follow: motivation, formal presentation, and environment. The first factor is motivation which is an internal (can be temporary) encouragement, emotion or willingness that moves somebody to do something (Brown, Douglas, 1980). Moreover, there is a notion believing that learners with self willingness, encouragement or certain purpose tend to be more successful in learning language (Chaer, 2003), in the context of second language learning, motivation has two functions which are integrative and instrumental functions. It is integratively functioned if the encouragement to learn second language is for communicating with the native speakers of the targeted language. While instrumental function appears if the encouragement to learn the targeted language is for gaining occupation, social mobility and etc.

The second factor is formal presentation factor. Language learning presentation in a formal way has significant influence toward progress and successfulness of language acquisition because it is consciously conducted and well planned. Commonly, formal presentation of learning is supported by proper learning location and atmosphere. Besides, in this context the role of teachers or instructors is very crucial, because their good qualification and proper teaching method can support teaching and learning process. Moreover, formal presentation of language learning can manage to control and monitor learners' performance, it tends to lead learners to be disciplined and motivated. While the third factor is language environment that is really influential in second language learning. Language environment is everything heard and seen by the learners related to targeted language (Chaer, 2003). In this case, environment gives empirical experience to learners through seeing, listening, imitating, applying, and also evaluating the language learning process. Good environment will certainly give good learning experience. Through a conducive formal presentation of learning, this environment factor can be so much important to enhance learners' learning motivation. In this context of research, the existence of English extracurricular activity can be very significant, because its characteristic is inherent with those factors.

II. METHOD

This research integrates inside and outside of classroom activities to investigate the influence of English extracurricular activity in enhancing students speaking ability. The object of this research is all speaking class students (approximately 100 students) from batch 2015 of English Literature Study Program at Faculty of Arts and Education, Universitas Teknokrat Indonesia in which some of them are the member of *Teknokrat English Club*

(UKM TEC). There are 22 students belong to English extracurricular activity out of 100 students in which they are listed in 4 different speaking classes in odd semester and 3 different speaking classes in even semester of academic year 2016/2017. The population consists of 3rd semester students of S1 English Literature major. Contextually, those students have been joining TEC for about one year long.

In the implementation, this research applies some methods such as observation and student performance evaluation for gaining the data. Data processing method from observation is done qualitatively in order to understand the phenomena that happen holistically through words description (Moleong, 2013). This method enables to comprehensively understand every data gained from field investigation such as result of interview and activity or program observation. Those data are important to reveal how relevant and significant the existence of TEC for students language learning or acquisition. While students' performance evaluation is done quantitatively because the data are numerical (Sugiyono, 2013). It enables the researchers to process numerical data gotten from students evaluation scores to see how influential to role of TEC to students performance in the classroom. Therefore, the significance of english extracurricular activity to students performance in the classroom can be correlated. To achieve the intended purpose, this research is done in two semesters through three periods in each semester, they are: the beginning, the mid and final semester. Each periods in one semester is used to conduct observation toward research object. In the end of each period, an evaluation is conducted to know the progress and every problem happened.

III. DISCUSSIONS

Based on the observation, English extracurricular activity is oriented to public speaking skills such as *debate, speech, news casting, storytelling*, and etc. especially in Universitas Teknokrat Indonesia, *Teknokrat English Club* (TEC) is advised by lecturers and instructors who are senior members of TEC and alumni. Based on the annual work program of this students organization, it is stated that the basic purpose of TEC is to help students building their confidence and enhancing their skill in English. Therefore, it is understood that the end goal or orientation of all activity in this organization is English proliferation. The support from all instructors is attempted to guide them to be confident people and able to communicate better in English for every context through regular training or even intensive training conducted by the club.

This activity is also a place for those who are interested to join many English competitions and those who are interested to just sharpen their English proficiency. This club provides many varieties of activity to its members in order to enhance their English skill. With this activity, it is possible for students to find an interesting way to acquire English language skill and exercise their English,

especially spoken and written English. As explained previously, there are some important factors that influence the second language acquisition. In accordance, to deal with how English extracurricular activity especially TEC enhances students' speaking skill and facilitates students for second language acquisition, there are some factors that appear and support language acquisition process for TEC members during observation, they are: motivation, formal presentation, and environment.

A. Motivation Factor

The first factor found is motivation which is an internal encouragement that motivates TEC members to passionately be involved in this activity. They tend to have self willingness, encouragement or at least certain purpose in following every activity provided by the club. As explained before, in the context of second language learning, motivation has two functions which are integrative and instrumental functions. Based on interview conducted to 22 members of TEC from English Literature major batch 2015, it is found that the motivation factor is integratively functioned because all of them claim that one of their encouragements to learn English through this activity is for communicating with English native speakers. That is also correlated to instrumental function that they claim along with their integrative function, because it is also found that there are three encouragements that are instrumentally functioned based on information given by interviewees, which are joining English competition (achievement oriented), having social mobility and supporting future career. According to this finding, it shows that in pursuing their language learning process, learners tend to have certain motivation that can encourage them to succeed their learning process.

B. Formal and Presentation Factor

The second factor found is formal presentation in which TEC facilitates language learning presentation in a formal way. Based on the observation, it has significant influence toward progress and successfulness of its members in language acquisition because all programs and activities are properly conducted and well planned. In this case, formal presentation of learning provided by the club is supported by proper learning location and atmosphere. The club attempts to cooperate with faculty members so that they can use classroom with all teaching media to conduct regular training (once a week) or even intensive training (everyday when competition is coming soon). Besides, the role of lecturers and instructors is very important, because of their supports, experiences and trainings, the process of teaching and learning in TEC can be well managed, so that they can also provide syllabus for training program, one year working program, etc. Such formal presentation of language learning can also help to control and monitor learners' performance, it tends to lead learners to be disciplined and motivated.



Picture 1
TEC's newscasting regular training program



Picture 2
TEC's debate regular training program

C. Environment Factor

While the third factor found in this research is language learning environment that is really influential in second language learning. In this case, language learning environment provided by TEC gives empirical experience to its members through seeing, listening, imitating, applying, and also evaluating the language learning process. Here, all members are well guided by well experience instructors, either senior members or alumni even lecturers and most of the instructors ever became national and international champion of English competition. Therefore, all instructors can be very good role model for the members. Good environment is realized by accommodating role model to ease the members to see, listen and imitate. Besides, they are also given opportunity to practice and direct evaluation by instructors. Through a conducive formal presentation of learning, this environment factor is actualized to enhance learners' learning motivation and English speaking skill. Moreover, TEC also attempts to provide a fun learning environment by conducting outbond, family gathering and etc. At the end, those who are very competitive can represent the university, even become national and international champions.



Picture 3
TEC outbond activity



Picture 4
TEC evaluation & discussion session



Picture 5
Champions of Asian English Olympics in novice debate category



Picture 6
Champion ALSA National English Competition in paper presentation

D. English Extracurricular Activity and Speaking Ability

In order to prove the positive influence of English extracurricular in enhancing students' speaking skill, students' performance evaluation is done quantitatively because the data are numerical. As explained in methodology part, this research is done in two semesters through three periods in each semester, they are: the beginning, the mid and final semester. Each period in one semester is used to conduct observation toward research object and in the end of each period, an evaluation is conducted to know the progress or problem in students' performance.

E. Odd Semester Evaluation Period: The Beginning, Middle and Final Phase

Table 1. odd semester 2016/2017
The beginning period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
1			Jefry Sitorus Pane	95
			Qarina Zuliyusnan	90
			Movan Bagaskara	95
			M. Handi Hardian	92
			Fai Berki Sihotang	92
			Widya Evayani	95
			Kenan Satria Purnawan	95
			M. Keanu Adepati	94
2	S1 3B	87,41	Angga Apresa Nuryasin	92
			Evi Florida	92
			Alifiadita Nindyarini W	100
			Alleta Rosa Ernita	88

3	S1 3C	85,19	Vanbel Tiopan Manik	90
			Penti Yulianti	92
			Eva Kristianita	90
			Astin Manjelika Wajisa	92
			Indah Yessicha Bella	90
			Daraquthni Tsarwan T	90
4	S1 3Ext	83,2	Uning Nurmalasari	(does not have evaluation score)
			Tri Lestari	88
			Mita Septiani Putri	95
			Diah Ayu Wulandari	90

Table 1 describes the result of evaluation in the beginning phase of odd semester. It shows how most of TEC members are able to exceed the average score of their speaking class. From 22 students belong to TEC from batch 2015, 19 students are able to reach 90-100 score, 2 students get 88 score and 1 student does not have score because she did not

attend evaluation session. From this beginning phase, it is clearly seen that students, who belong to TEC for about 1 year (because at the moment they are 3rd semester students), can manage to have above average score. It implies that the role of TEC is very influential for its members' speaking ability.

Table 2.
odd semester 2016/2017:
The mid period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
1	S1 3A	84,24	Jefry Sitorus Pane	88
			Qarina Zuliyusnan	92
			Movan Bagaskara	90
			M. Handi Hardian	92
			Fai Berki Sihotang	84
			Widya Evayani	95
			Kenan Satria Purnawan	95
2	S1 3B	87,75	M. Keanu Adepati	92
			Angga Apresa Nuryasin	92
			Evi Florida	94
			Alifiadita Nindyarini W	95
3	S1 3C	75,96	Vanbel Tiopan Manik	90
			Penti Yulianti	90
			Eva Kristianita	90
			Astin Manjelika Wajisa	90
			Indah Yessicha Bella	75
			Daraquthni Tsarwan T	90
4	S1 3Ext	86,44	Uning Nurmalasari	86
			Tri Lestari	90
			Mita Septiani Putri	95
			Diah Ayu Wulandari	93

In comparison, table 2 describes the result of middle phase evaluation in odd semester. As like as

table 1, It also shows how most of TEC members are also able to exceed the average score of their

speaking class. Here, 18 students are able to reach 90-95 score, 3 students get 84-88 score and 1 student gets 75 score. There are only 2 students whose score is less than their average class score. From this

middle phase, it is clearly seen that most of students who belong to TEC can manage to have above average score.

Table 3.
odd semester 2016/2017:
The final period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
1	S1 3A	82,64	Jefry Sitorus Pane	88
			Qarina Zuliyusnan	81
			Movan Bagaskara	78
			M. Handi Hardian	89
			Fai Berki Sihotang	83
			Widya Evayani	89
			Kenan Satria Purnawan	89
2	S1 3B	87,91	M. Keanu Adepati	93
			Angga Apresa Nuryasin	90
			Evi Florida	92
			Alifiadita Nindyarini W	93
			Alleta Rosa Ernita	91
			Vanbel Tiopan Manik	92
			Penti Yulianti	91
3	S1 3C	82,44	Eva Kristianita	87
			Astin Manjelika Wajisa	90
			Indah Yessicha Bella	87
			Daraquthni Tsarwan T	91
			Uning Nurmalasari	90
			Tri Lestari	93
			Mita Septiani Putri	92
4	S1 3Ext	89,28	Diah Ayu Wulandari	94

As the last evaluation session of odd semester, table 3 shows how most of TEC members are also able to exceed the average score of their speaking class. 13 students are able to reach 90-94 score, 8 students get 81-89 score and 1 student gets 78 score. There is only 1 student whose score is less than her average class score. Therefore, from this the beginning until the final evaluation phase in odd semester, it relatively proves that majority of TEC members can reach above average score of their

classes. Though sometimes each of individual score is fluctuative, those result of learning can indicate that external factors gained from English extracurricular activity support the students a lot in proliferating their English.

Even Semester Evaluation Period: The Beginning, Middle and Final Phase

Table 4. even semester 2016/2017:
The beginning period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
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1	S1 4A	90,12	Vanbel Tiopan Manik	90
			Jefry Sitorus Pane	90
			M. Keanu Adepati	92
			Angga Apresa Nuryasin	92
			Penti Yulianti	90
			M. Handi Hardian	90
			Evi Florida	90
			Alifiadita Nindyarini W	95
			Alleta Rosa Ernita	90
			Astin Manjelika Wajisa	90
			Widya Evayani	90
			Daraquthni Tsarwan T	90
			Kenan Satria Purnawan	90
2	S1 4B	78,24	Qarina Zuliyusnan	90
			Movan Bagaskara	90
			Eva Kristianita	90
			Fai Berki Sihotang	82
3	S1 4Ext	-	Indah Yessicha Bella	88
			Uning Nurmalasari	(does not have evaluation score)
			Tri Lestari	(does not have evaluation score)
			Mita Septiani Putri	(does not have evaluation score)
			Diah Ayu Wulandari	(does not have evaluation score)

During observation on the even semester, it is found that total number of students are divided into 3 different speaking classes. There are 13 TEC members in A class, 5 members in B class and 4 members in C class. Table 4 shows how some of TEC members are able to exceed the average score of their speaking class, especially in S1 4B. However, even though some TEC members in S1 4A cannot exceed their average class score, but all of them can reach minimally 90 score. In total, 16 TEC members are able to reach 90-95 score and 2

students get 82 and 88 score, while class S1 4Ext did not conduct evaluation session for this phase. From this beginning phase, the researchers find that A class has a relatively high average score (most of students in that class get minimally 90 score), in which all students who belong to TEC get 90-95 score (A score). There is a huge probability that the existence of more TEC members can also influence the average score of a class. As compare to B class that has less average score, it has less number of TEC members.

Table 5.
even semester 2016/2017:
The mid period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
1	S1 4A	88,58	Vanbel Tiopan Manik	88
			Jefry Sitorus Pane	92
			M. Keanu Adepati	90
			Angga Apresa Nuryasin	90
			Penti Yulianti	88
			M. Handi Hardian	88
			Evi Florida	88
			Alifiadita Nindyarini W	95
			Alleta Rosa Ernita	90
			Astin Manjelika Wajisa	90
			Widya Evayani	90
			Daraquthni Tsarwan T	88
			Kenan Satria Purnawan	90

2	S1 4B	78,96	Qarina Zuliyusnan	90
			Movan Bagaskara	90
			Eva Kristianita	85
			Fai Berki Sihotang	80
			Indah Yessicha Bella	86
3	S1 4Ext	80,14	Uning Nurmalasari	87
			Tri Lestari	87
			Mita Septiani Putri	89
			Diah Ayu Wulandari	82

Based on middle phase of even semester, table 5 indicates that some of TEC members are able to exceed the average score of their speaking class, especially in S1 4B and S1 4Ext. 5 TEC members in S1 4A cannot exceed their average class score because all of them can only reach 88 score while their average class score is 88,58 (the highest among 3 classes). 10 TEC members are able to reach 90-95 score and 12 students get 80 and 89 score. From this

middle phase, the researchers find that there is a fluctuation in the students score especially in A class. Though some of TEC members get less than 90 score in this phase, but their scores are higher than B class average score (78,96) that is the lowest among all speaking classes. It implies that their speaking ability is better than other students who do not belong to English extracurricular activity.

Table 6.
even semester 2016/2017:
The final period evaluation

No.	Class Name	Average Class Score	TEC Member Name	Score
1	S1 4A	74,87	Vanbel Tiopan Manik	83
			Jefry Sitorus Pane	90
			M. Keanu Adepati	91
			Angga Apresa Nuryasin	96
			Penti Yulianti	87
			M. Handi Hardian	91
			Evi Florida	88
			Alifiadita Nindyarini W	92
			Alleta Rosa Ernita	(Does not have evaluation score)
			Astin Manjelika Wajisa	90
			Widya Evayani	90
			Daraquthni Tsarwan T	92
			Kenan Satria Purnawan	86
2	S1 4B	78,96	Qarina Zuliyusnan	90
			Movan Bagaskara	90
			Eva Kristianita	85
			Fai Berki Sihotang	85
			Indah Yessicha Bella	86
3	S1 4Ext	55,19	Uning Nurmalasari	92
			Tri Lestari	87
			Mita Septiani Putri	93
			Diah Ayu Wulandari	90

As the last evaluation session during the whole academic year, table 6 shows how most of TEC

members are able to exceed the average score of their speaking class, only one student from S1 4A

who does not have score because she did not follow evaluation session. 13 students are able to reach 90-96 score and 8 students get 83-88 score. There is a relatively progress in students performance compared to previous phase. From this final phase, it is clearly seen that most students who belong to TEC can show good performance in speaking classes that indirectly reflects their good ability in English speaking skill. It strongly corresponds to their English learning experience in the club, in which factors of language acquisition gained in that activity indirectly support students in the classroom. It proves that TEC as English extracurricular activity has a very significant role to maintain or even improve its members English speaking ability.

IV. CONCLUSION

In conclusion, it could be seen how TEC has significant role to support students in proliferating their English ability. It has some supporting factors that influence second language acquisition of its member. Therefore, it can help the members to enhance their English speaking skill even until they become national and international champions. Besides, it proves that English extracurricular activity has also significant role in its members academic performance. It is proven by their speaking class scores that mostly can exceed their average class score from the beginning of odd semester until the end of even semester for academic year 2016/2017. It is seen as a potential alternative to improve students ability communicating in English. Thus, English extracurricular activity is proven to have a very significant role in improving students' English speaking ability.

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