



Influence of out-side class english activities towards the students' achievement in learning english for the eleventh year of SMA NW Mataram, academic year 2021/2022

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ABSTRACT

This study aimed at finding out The Influence of Out-Side Class English Activities Towards The Students' Achievement In Learning English for the Eleventh Year of SMA NW Mataram, Academic Year 2021/2022. The writer took one class of the population (class XI A with 40 students) as the sample of this study. The data of the study were obtained from the observation, questionnaire, English test and interview. Data were analyzed using descriptive qualitative and quantitative method. The t-test used to test the average of the two groups of paired-sample. From the research result it found out that (1) from the data analysis, it was found that the out-side class English activities increase the student's motivation, interest and attitude in learning English with 84,2% (34 students) prefer joining these out-side English activities that increase their motivation, attitude and interest. Event only 15,8% (6 students) dislike joining its. (2) From the students' statements, they (75,8% / 30 students) are prefer joining the out-side class activities since they had more chances to develop their English proficiency. It also given them to use its facility freely. Furthermore, they had so many friends to communicate in kinds of out-side class English activities like in the English speaking zone.(3) The research data proved that out-side class English activities influenced the students' achievement in learning English. This was caused by the fact that calculated t-value (5,92) was higher than table t value (1,960). Furthermore, it was shown that the students' average before joining out-side class English activities was higher than average after joining its activities towards the students achievement in learning English.

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INTRODUCTION

SMA NW Mataram is one of the private schools that is located in Mataram -West Nusa Tenggara. The students come from many places in Mataram and Lombok Barat. the eleventh year students of

SMA NW Mataram in academic year 2021/2022 is emphasizing the teaching of English, because most of the students come for the reason that they will be able to communicate in English besides leaning other subjects.

The eleventh year students of SMA NW Mataram in academic year 2021/2022 tend to have more practice in using English as their out-side class English activities. To maximize the teaching and learning of out side class English activities, the students organization (OSIS) of SMA NW Mataram in academic year 2021/2022 provides some programs especially the out side class English program such as: English vocabulary, public speaking, personal activity and English course which are conducted by the students themselves and controlled by some of the teachers.

The Second Year Students of SMA NW Mataram in academic year 2021/2022 puts English as one of the subjects that must be learnt by all of the students. This relates to the requirement determined by the Indonesian government to include English at any kinds of levels of education to make students to be able to speak English.

The teaching and learning English at the eleventh year students of SMA NW Mataram in academic year 2021/2022 can be divided into: inside class learning and out side class learning activities. Inside class learning activities are teaching and learning English which are directly handled by teachers. In these class-rooms the researchers guide the students to learn in order to be able to communicate actively in the target language. Speaking, writing and reading skills are taught in formal classes. However, listening skill is conducted out side class learning activities. The out side class learning activities consist of English course, personal activity, English vocabulary building and public speaking. The implementation of these out side class language activities seems to have influence in developing student's ability to master English, because the opportunity to learn English in side class is limited. The description of the out side class English language activities such are: 1. English course established in the eleventh year students of SMA NW Mataram in academic year 2021/2022 in order to increase the student's English proficiency. 2. Personal activity: in this activity the students do several activities by themselves in order to improve their language such as reading, writing, memorizing vocabulary, having partner to talk with. 3. English vocabulary building is the activity conducted by the teachers to give the students some vocabularies every morning in order to increase the students' vocabulary. 4. Public speaking is an activity in which the students are given the opportunity to deliver a speech in English once a week, it is on Sunday night.

All of out-side class English language activities provided by the eleventh year students of SMA NW Mataram in academic year 2021/2022. All of the teachers are not only controlled but also will evaluate their activities.

In foreign language teaching there are two factors that may have great influence to the student's achievement, namely: linguistic and non-linguistic factors/ the linguistic factors concern with the language content such as vocabulary, syntax, morphology and so on. Whereas the non linguistic factors are those external to the nature of the language being taught such as a reason to study, motivation, interest, and attitude toward the foreign language materials, method and technique which are applied, the size of the class and . Slameto, (2012), says that the language competency of learners involves two factors, internal and external. The internal factor has close relation with the learner himself or learner's personal factors such as attitude, intelligence, motivation, interest and so forth, while the external factor comes from out of the learner of what correlates with learning and teaching factor, such as a teacher, parent, duration of learning time, school environment, and community, which have influences in mastering English.

As far as the researcher knows, there is almost never did such a research, with sampling to the eleventh year students of SMA NW Mataram in academic year 2021/2022. Due to the topic of knowing the effect of the students' out side class English activities towards their learning motivation, attitude and English achievement. That is why the researcher tries to do this research in order to know the students' preferences of the out-side class English activities. Those consider important to

increase the students' motivation, interest, and attitude in learning English as well as to know the effect of these language activities towards the students' achievement in learning English.

Based on the above problem then elaborated into the following research questions: Do the out-side class English activities increase the student's motivation, interest and attitude in learning English?; What are the students' reasons for choosing the out-side class English activities as their preference in learning English?; Is there any influence of out-side class English activities towards the students' achievement in learning English?

RESEARCH METHODOLOGY

To do this field research, the writer needs to conduct a qualitative descriptive research, which planned for about three months. During this time, he gave a questionnaire and the students' achievement test as the way to get the data of the research. Here the researcher took the research sample from population of the eleventh year students of SMA NW Mataram academic year 2021/2022 were 40 students with the sampling technique procedure suggested by Sugiyono (2019). The data of the research will be collecting with any instruments such are; Questionnaire used to get some information about the students' involvement in the English language activities. In the questionnaires, the writer ask the students about their opinion about the out side class English activities and their reason of choosing this kind activities that were possible to raise their motivation, interest and attitude. Interview, was aimed to know more about the students' opinion as well as their reasons of doing the out-side class English activities. Achievement Test technique was conducted to get the students' result in learning English after joining the out-side class English activities. The test comprised four-language skill: writing, reading, speaking and listening. In analyzing the data the procedure done with three steps: (1) To know the students' preferences of the out side class English activity that may raise their motivation, interest and attitude, the researcher tallied the students' answer and tabulated in percentage. The students' preference of this certain language activities was determined by the highest percentage. (2). After knowing the students' preference of the out side class English activities, the researcher then recorded the students' reasons. The frequency of the students' opinion should appear at least three time to be reported as the student's opinion whereas if the response appears less than three times it was regarded as individual sync raciest. (3).The researcher employed the formula that called paired-sample to find out the effect of the students' out side class English activities towards their achievement in learning English. The researcher compared the score which were taken from the students' English score previously stated in the certificate of study in their first year class before joining the out side class English activities with the score which were taken after giving the out-side class English activities by conducting the achievement test.

The researcher used t-test to test the average of the two groups of paired-sample (Wijaya, 2002). The formula is:

$$t = \frac{d}{sd / \sqrt{n}} \quad (1)$$

t = t-value

d = difference

sd= standard deviation

n = number of respondents

critical area $-t_{\alpha/2(n-1)} > t_{value} > t_{\alpha/2(n-1)}$

RESULTS AND DISCUSSIONS

Data Presentation and Analysis

From the result of the questionnaire, The following data contains the percentage of the students' motivation, interest, and attitude for each out-side class English activities.

Table 1.
English vocabulary building

Variable	English Vocabulary Building			
	Strongly agree	Agree	Disagree	Strongly Disagree
% Interest	23,3	68,3	7,5	0,8
% Motivation	26,6	57,5	15,8	0,0
% Attitude	34,1	54,1	9,1	2,5

Table 1 above shows qualitatively the students' respond the numbers items of questionnaire. It is about their interest, motivation and attitude joint English vocabulary building as one of out-side English activities. This English vocabulary building program attended by 40 respondents. From the data analysis result, it was found that 91,7% (37 students) prefer joining English vocabulary building to increase their interest in learning English whereas only 8,3% (3 students) dislike joining it. Then, it was also found that 84,2% (34 students) prefer joining English vocabulary building to increase their motivation in learning English whereas only 15,8% (6 students) dislike joining it. Finally, the data of the students' attitude had shown that 88,4% (35 students) prefer joining English vocabulary building to increase their positive attitude towards learning English whereas only 11,6% (5 students) dislike joining it.

The following data presentation noted the students interest, motivation and attitude toward the public speaking program of out-side English class activities. It shown on following table 2.

Table 2.
Public Speaking

Variable	Public Speaking			
	Strongly Agree	Agree	Disagree	Strongly Disagree
% Interest	22,5	61,7	15,0	0,8
% Motivation	21,7	57,5	20,8	0,0
% Attitude	29,2	61,7	7,5	1,7

The above table 2 Shown there were 40 respondents who participated in English Public speaking. From the questionnaire filled it was found that 84,2% (34 students) prefer joining public speaking to increase their interest in learning English whereas only 15,8% (6 students) dislike joining it. Then, it was also found that 79,2% (32 students) prefer joining public speaking to increase their motivation in learning English whereas only 20,8% (8 students) dislike joining it. Finally, the data of the students' attitude had shown that 90,8% (36 students) prefer joining public speaking to increase their positive attitude towards learning English whereas only 9,2% (4 students) dislike joining its.

Table 3.
English Course

Variable	Personal Activity			
	Strongly agree	Agree	Disagree	Strongly Disagree
% Interest	11,7	72,5	15,0	0,8
% Motivation	14,2	61,7	24,2	0,0
% Attitude	25,0	60,0	14,2	0,8

The last item of questionnaire is the English Course of personal activity of the out-side English class activities. From 40 respondents of this activity, it was found that 84,2% (34 students) prefer joining personal activity to increase their interest in learning English whereas only 15,8% (6 students) dislike joining it. Then, it was also found that 75,8% (30 students) prefer joining personal

activity to increase their motivation in learning English whereas only 24,2% (10 students) dislike joining it. Finally, the data of the students' attitude had shown that 85% (34 students) prefer joining personal activity to increase their positive attitude towards learning English whereas only 15% (6 students) dislike joining it.

1. To Whom It May Concern: answer research question number one, the researcher concluded the result of the data collected. The English language activities, which were regarded important to increase the students' motivation, interest, and attitude in learning English, are as follows:
 - a. Interest. From the data presented it was found that 15,8 % students were strongly agree with 75,8% were agree with the English course. It means that 91,7% students preferring joining English course to make them interested in learning English (see table 3).
 - b. Motivation. From the option of the four English language activities, it was found that 26,6% students were strongly agree and 57,5 % students agree with English vocabulary building. It means that 84,2 % students prefer joining English vocabulary building to increase their motivation in learning English (see table 1).
 - c. Attitude. From the data it was found that 27,5% students were strongly agree and 64,2% students were agree with English course. It means that 91,6% students prefer joining English course to increase their positive attitude towards learning English (see table 3)
2. After knowing the students' preferences of the English language activities, the researcher conclude the students' reasons for choosing the language activates as their preference.
 - a. English course
 1. The students had many chances to develop their English ability including four skills, speaking, reading, listening and writing.
 2. The students were also permitted to use the facility in the language laboratory freely. They tend to enjoy learning English and did not feel bored to learn it where they could practice their English with their friends in the English speaking zone.
 3. The students given extra words to increase their knowledge.
 - b. English vocabulary building
 1. Vocabulary building was one of the students' out side class English activities that could make the students easy to learn English, this was caused that this activity provided a lot of vocabularies and the students always got new vocabularies every day as well as they were taught how to pronounce and spell each of the words.
 2. Some other students also feel more enjoyable to learn English since they could bring their notebook containing many other vocabularies wherever and whenever they found some difficulties in speaking with their friends.
 - c. Public speaking
 1. The students liked joining public speaking since they had chance to deliver their speech in front of their friends to train their language proficiency as well as their mental to talk in front of the public.

The result of achievement test before and after joining out-side class English activities as follows:

Table 4.

The Students' English score before and after joining out- side class English activities		
	Score Before Activity	Score After Activity
Average	4,72	5,79

The data above shown the students' English achievement score before and after they joint out-side class activities. Data result on computerized processed through a certain Statistical Program for Social Science (SPSS16). The following data table 0.5 shown that the result of research question number three that employed to know the influence of the students' out-side English activities towards their achievement in learning English.

Tabel 5.
t-tests for paired samples

Variable	Number of pairs	Corr	Sig	Mean	SD	SE or Mean
A	40	.792	5.7875	1.053	.167	
B			4.7325			

Paired Differences

Mean	SD	SE of Mean/	t- value	df	2 - tail Sig
1.0550	1.1261	.178	5.92	39	.000

95 % CI (.695,1.415) I

A = Score before treatment

B = Score after treatment

$$\text{Calculated t - value} = \frac{d}{sd / \sqrt{N}}$$

$$t = 5,92$$

table t value : $t_{0,05/2(40-1)} = 1.960$

calculated t- value > $t_{0,05/2(40-1)}$

From the analysis above it found that out-side class English activities influenced the students' achievement in learning English. This was caused by the fact that calculated t-value (5,92) was higher than table t value (1,960). Furthermore, it was shown that the students' average scores after joining out-side class English activities (5.79) was higher than average before joining its activities (4.72) towards the students achievement in learning English. It means that students English learning achievement after attended English activities of out-side class has a positive impact with the average score 5.79. There was 1.01 of achievement rate average after the students joint those activities.

CONCLUSION

From the data analysis, it was found that most of the students prefer joining the out-side class English activities such are; English course and English vocabulary building. Those out-side English activities increase their interests, attitude and motivation. The data calculation result that 84,2% (34 students) prefer joining those out-side English activities they said that it increased their motivation, attitude and interest. Event only 15,8% (6 students) dislike joining its.

From the students' statements, it was known that most of them prefer joining one of the out-side class activities as English course since they had more chances to develop their English proficiency. They learn four language skills given extra words to increase the students' knowledge. They permitted to come to language laboratory whenever they want to and use its facility freely. Furthermore, they had so many friends to communicate in kinds of out-side class English activities like in the English speaking zone.

From theory we learnt that the motivation, interest and attitude were suspected to be related to the students' achievement. The result of this study had proven that what the theory had already described match with the result of this study. It had been shown clearly that the first score of had significant difference from their last score. This could also mean that the out-side class English activities effect on the students' achievement in learning English. In other words all the out-side class English activities that they were undertaken were effective enough to improve the students' achievement in learning English. It means that out-side class English activities influenced the students' achievement in learning English. It was indicated with the result of t-value (5,92) was higher than table t value (1,960).

Furthermore, it was shown that the students' average before joining out-side class English activities was higher than average after joining its activities towards the students achievement in learning English.

Based on this research result shown that out-side English activities give some advantages to achieve the students of SMA in mastering English. This kind of language learning activity give the noble contribution is not only to the students' interest, attitude, motivation but also to their English language achievement. This activities enrolled by the students themselves proved some multiple effect toward the students English language mastery. This data of research findings may supporting a future research in English language teaching learning strategy. The future researcher may also use this provide data to continue the do the research a same subject with a wide area of research. Last but not least, this research finding can be came a school achievement policy by SMA NW Mataram in the future academic priority.

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