



English Club to Develop English Language Skills: A Case Study of An Elementary School in Indonesia

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Keywords:	Abstract
English English Club Language skills Primary school	<p>Background: This study aims to describe: (1) English Club background at SDIT (Islamic Elementary School) Az-Zahra Sragen (2) English Club planning, (3) English Club implementation, (4) English Club implementation constraints, (5) Solutions to overcome English Club implementation constraints, (6) Evaluation of English Club at SDIT Az-Zahra Sragen.</p> <p>Method: Types of research this is qualitative descriptive research with a case study design. The informants of this research are the principal, English Club supervisor, English teacher class 3,4,5, English Club students. Data collection techniques used are interviews, observation, and documentation. The technique of checking the validity of the data is done by triangulation of sources. The data were analyzed through data collection, reduction, display, and conclusion.</p> <p>Results: This shows various information about the English Club at SDIT Az-Zahra Sragen in developing English language skills. The data obtained include The background of the English Club, namely so that students can speak English fluently and communicate correctly using English. In addition, it is also motivated for competition. English Club planning includes socialization, ideas and financing, planning before implementation, and student preparation. Implementation of the English Club includes materials, media, techniques, and activities. Meanwhile, English skills that are more prominent are speaking skills. There are still obstacles to be faced. The obstacles and solutions include: when making materials, designing activities, media, implementation, in developing English skills.</p>



INTRODUCTION

Learning English is one of the subjects studied at school. However, not all students can understand the English material. They need to get guidance to be able to learn English well. Handayani (2016: 103) states that "English is a global language that plays a significant role in global interaction and communication along with the progress and competition of globalization." This means that students must be able to master English. Permendiknas No. 22 of 2006 also states that: "The scope of English subjects in SD/MI includes limited oral communication skills in the school context, including the following aspects: Listening, Speaking, Reading, and Writing.

However, it is different from SDIT Az-Zahra Sragen. Based on interviews with English Club extra teachers, some students are already quite good at English. Many students have talent in English, but they do not channel their talents optimally. At SDIT, Az-Zahra Sragen, one of the schools, has implemented an English Club. According to Herpratiwi & Purnomo (2015:3), "English club is an extracurricular activity that aims to develop students' abilities in the field of English."

Previous research conducted by Herpratiwi & Purnomo (2015) with the title "Evaluation of the English Club Program for Students of SMP NEGERI 9 KOTABUMI" can be concluded that the evaluation of the English Club is: (1) students' perceptions of the English club learning program are less useful for students, (2) students' perceptions about the English fun day learning program containing education, (3) students' perceptions about the English wall magazine learning program making learning English more accessible, 4) the achievement of learning outcomes in English subjects of students who participated in the English club learning program was 22%, (5) the achievement of learning outcomes in English subjects of students who take part in the English fun day learning program is 20%.

Given the importance of the contribution of the English Club in learning English, the authors are interested in research to find out more about the English Club at SDIT Az-Zahra Sragen. So the author took the title "English Club at SDIT Az-Zahra Sragen in Developing English Language Skills for the 2016/2017 Academic Year".

METHOD

The type of research used by the author is qualitative research with a case study design. The location used as a place of research is SDIT Az-Zahra Sragen which is on Jl. Dr. Soetomo, Sumber Asri, Sine, RT. 013/RW. 001 Sragen. This research was conducted from November 2016 to February 2017. The subjects/respondents in this study were English Club extra teachers, English teachers, school principals, and students at SDIT Az-Zahra Sragen. The data collected were: how is the background of the English Club, financing, preparation, planning, implementation, and evaluation of the English Club in developing English language skills, and others. The data sources in this study were English Club extra teachers, English teachers, school principals, and students at SDIT Az-Zahra Sragen.

This study's data collection techniques were interviews, observation, and documentation. Interviews were conducted to obtain data in English Club background, anyone who joins the English Club, preparation, planning, implementation, evaluation of the English Club in developing English language skills, and others. Observations were made to obtain data in the form of the implementation of the English Club. Documentation is used to obtain data in the form of activities, learning outcomes from the implementation of the English Club, the books used in the implementation of the English Club, and the materials used.

In this study, the validity of the data using triangulation techniques. This research uses source triangulation. The data analysis technique used interactive analysis. Data analysis activities include data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

At SDIT Az-Zahra is one of the schools implementing an English Club. The following are the results of research and discussion regarding the English Club at SDIT Az-Zahra Sragen in developing English skills:

English Club Background

English Club at SDIT Az-Zahra Sragen is an extracurricular activity that can facilitate students in developing their English to be more fluent and reasonable, especially in terms of speaking. This is also like Herpratiwi & Purnomo's (2015: 3) opinion, which states that: "English club is an extracurricular activity that aims to develop students' abilities in the field of English." However, the English Club at SDIT Az-Zahra not only facilitates good students' English skills, but the English Club at SDIT Az-Zahra has a target to take part in competitions in English.

English Club Planning

Planning in the English Club at SDIT Az-Zahra Sragen for the first time by holding socialization. The socialization given to students and parents is a form of counseling. Therefore, the data obtained follow Bafadal's theory (2006: 59) that it is necessary to prepare guidance and counseling plans to prepare for learning management.

English Club planning at SDIT Az-Zahra Sragen needs to analyze the material according to the target to be achieved. After analyzing the material, the facilitator collects various materials obtained from various sources. (Bafadal, 2006: 59). In planning, the facilitator also prepares the media. (Suyanto, 2007: 36-41). Furthermore, the English Club at SDIT Az-Zahra Sragen carried out a plan to arrange learning activities, namely by planning activities in the English Club. (Syaifurrahman & Ujiati, 2013: 66). The cost and funding plan for the English Club at SDIT Az-Zahra Sragen was obtained from BOS funds. (Muhaimin et al., 2010: 365)

Implementation of the English Club

English Club held on Wednesday, after school hours. Around 14.00 - 16.00 WIB. The English Club materials at SDIT Az-Zahra Sragen are Introduction (Introduction/conversation), Simple Poem (Poom), Movie, Short Story, Short drama, Games, Sing a song, Speech, Singing. The material in the English Club at SDIT Az-Zahra Sragen is more prominent in speaking skills. However, for material in movies, it can be used in developing listening skills. In in movie material, student activities are in the form of watching a video. Then the student can listen to the pronunciation in the video.

In addition to movie material, material in the form of singing a song can also develop listening skills. (Interview, on January 16, 2017). Short story material can be used to develop speaking skills. In addition, short story material can be used to develop reading skills. (Interview, on January 16, 2017).

To develop writing skills, the facilitator uses introductory material, with student activities in writing a simple conversation. Introduction material (introduction/conversation) in dialogue is also part of the reading material (speaking). (Suyanto, 2007: 66-68)

In addition to the introduction, simple poetry material (Poom) is included in writing material. (Suyanto, 2007: 73). However, only a few writing activities in the English Club and more speaking and listening activities materials.

The media used in the English Club at SDIT Az-Zahra Sragen are LCD, Laptop, Telephone. The techniques used in the English Club at SDIT Az-Zahra Sragen are Lectures, Games, Guessing words, Guessing pictures, Describing people, Listening and repeating, and Reading. The techniques used in teaching in the English Club are representative enough to



develop each student's English skills. Although, the techniques used have not been fully/not too much able to develop English language skills.

Listen and repeat techniques, guessing pictures, and describing people can be used in listening activities. Describing people techniques can be used in listening activities and can also be used in writing activities. Techniques in guessing pictures and Describing people are included in the Listen and Imitate technique. (Suyanto, 2007: 23-24)

Techniques in the form of games can be used in speaking activities (Suyanto, 2007: 24-25). The reading technique applied at SDIT Az-Zahra Sragen is included in the Reading Aloud activity.

The activities in the English Club are almost the same as the techniques used by the tutor. The learning activities carried out are: (a) Introduction, (b) Retelling story, (c) Listen and repeat, (d) Game, e) Reading.

Obstacles in the English Club

Constraints faced by tutors include (1) Obstacles in making materials, including difficulty finding ideas in making materials, materials not following students' abilities, there are no standards in making materials, and not enough time. (2) Constraints in designing activities are constrained by time. (3) Obstacles in designing media, among others: materials are unavailable and require creativity. (4) Obstacles in implementation, including media, time, methods, no material, and students' lack of self-confidence. (5) Obstacles in developing English skills, among others: in listening skills, students have difficulty in pronunciation if listening activities are in the form of speaking, in speaking skills students experience errors in pronunciation, in reading skills, students' ability to read in English is still lacking/difficult, in writing skills, students' creativity in writing is still lacking. (6) Obstacles in creating exciting learning include constantly changing learning models and creating exciting media.

Solutions to overcome obstacles in the English Club

Some of the solutions proposed by the facilitator include (1) Solutions to overcome obstacles in making materials, including seeing many references, changing the material simultaneously, making standards by discussing with fellow English teachers, and conducting comparative studies. time. (2) Solutions to overcome obstacles in designing activities include planning activities ahead of time and discussing plans to be prepared. (3) Solutions to overcome obstacles in designing media are: asking for help from other clerics who go out and getting help from other teachers. (4) Solutions to overcome obstacles in implementation, namely: providing classes with LCDs, prioritizing some materials, changing varied and exciting methods, looking for material references in turn, and always providing motivation to students who lack confidence. (5) Solutions to overcome obstacles in developing English skills, namely: in listening skills depending on the product, in speaking skills evaluating when students finish speaking in front of the class, in reading skills by adding storybooks, in evaluating students' writing skills. (6) Solutions to overcome obstacles in creating exciting learning, namely: creating learning that is not monotonous, making exciting media, and encouraging students. listening skills depending on the product, speaking skills evaluating when students finish speaking in front of the class, reading skills by adding storybooks, and writing skills evaluating students' writing. (6) Solutions to overcome obstacles in creating exciting learning, namely: creating learning that is not monotonous, making exciting media, and encouraging students. listening skills depending on the product, speaking skills evaluating when students finish speaking in front of the class, reading skills by adding storybooks, and writing skills evaluating students' writing. (6) Solutions to overcome obstacles in creating exciting learning, namely: creating learning that is not monotonous, making exciting media, and encouraging students.

English Club Evaluation

The evaluation of the English Club includes physical evaluation, characteristics of students who have improved their English, forms of assessment, evaluation of implementation, improvement in implementation, and plans for the future in the English Club.

CONCLUSION

The background of the English Club is that students can speak English fluently and can communicate correctly using English. However, the English Club facilitates good English skills and has a background for competitions. Because, the English Club has a target, namely to take part in competitions.

English Club planning includes: holding meetings to implement new extracurricular programs, planning to finance, conducting socialization, making preparations before the implementation of extra English Clubs, and preparing students to join the English Club.

English Club held on Wednesday, after school hours. Around 2.00 - 4.00 pm. There is a break time in its implementation at 3.00 pm for prayer and eating snacks. When the researcher observed the implementation of the English Club, the material presented was conversation/dialogue. The media/props used are telephones.

Constraints and solutions to the implementation of the English Club include: making media, designing activities, designing media during implementation, developing English skills, and creating exciting learning.

The evaluation of the English Club includes physical evaluation, characteristics of students who have improved their English, forms of assessment, evaluation of implementation, improvement in implementation, and plans for the future in the English Club.

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