

English Club: A Medium For Language Learning And Acquisition

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ABSTRACT

Teaching and learning in the 21st century is full of challenges and opportunities, especially when teaching students for whom English is a new language. Teacher teaching strategies are one of the causes of language difficulties. Therefore, English club as extracurricular was formed to overcome the problems. This research aims to explain the way of teacher teaching speaking in English club at SMAN 1 Tanjung Raya. Qualitative method with case study approach was used in this journal. The researcher used observations, interviews and documentation to answer the formulation of research. Observations were made during the implementation of activities in English. Then, interviews have also been conducted to teachers and students involved in the English club. The trustworthiness of the data was obtained by using triangulation technique. The last, was documentation to support statement above. This research found that teachers take optimized approach to be closer and open with students. Students become more comfortable because united by a community of learners who have the same goal of improving English language skills. Overall, the idea highlights the effectiveness of English clubs as a dynamic and engaging medium for language learning and acquisition, emphasizing the practical application of English in real-life contexts among learners.

Keywords — *Extracurricular, Teaching Speaking, English Club*

KLUB BAHASA INGGRIS: MEDIA PEMBELAJARAN DAN PEMEROLEHAN BAHASA

ABSTRAK

Pengajaran dan pembelajaran di abad ke-21 penuh dengan tantangan dan peluang, terutama ketika mengajar siswa yang bahasa Inggrisnya adalah bahasa baru. Strategi pengajaran guru merupakan salah satu penyebab kesulitan berbahasa. Oleh karena itu, klub bahasa Inggris sebagai ekstrakurikuler dibentuk untuk mengatasi masalah tersebut. Penelitian ini bertujuan untuk menjelaskan cara guru mengajar berbicara dalam klub bahasa Inggris di SMAN 1 Tanjung Raya. Metode kualitatif dengan pendekatan studi kasus digunakan dalam jurnal ini. Peneliti menggunakan observasi, wawancara, dan dokumentasi untuk menjawab rumusan masalah. Observasi dilakukan selama pelaksanaan kegiatan dalam bahasa Inggris. Kemudian, wawancara juga dilakukan kepada guru dan siswa yang terlibat dalam klub bahasa Inggris. Kepercayaan data diperoleh dengan menggunakan teknik triangulasi. Terakhir,

dokumentasi untuk mendukung pernyataan di atas. Penelitian ini menemukan bahwa guru melakukan pendekatan yang optimal untuk lebih dekat dan terbuka dengan siswa. Siswa menjadi lebih nyaman karena disatukan oleh komunitas pelajar yang memiliki tujuan yang sama untuk meningkatkan kemampuan bahasa Inggris. Secara keseluruhan, gagasan ini menyoroti efektivitas klub bahasa Inggris sebagai media yang dinamis dan menarik untuk pembelajaran dan pemerolehan bahasa, yang menekankan pada aplikasi praktis bahasa Inggris dalam konteks kehidupan nyata di antara para pelajar.

Kata kunci - Ekstrakurikuler, Pengajaran Berbicara, Klub Bahasa Inggris

I. INTRODUCTION

Teaching and learning in the 21st century is full of challenges and opportunities, especially when teaching students for whom English is a new language. The 21st century learners use the Internet and other technologies in ways that support their learning and language, while promoting social development, self-esteem, and personal empowerment. Today people are required to be able mastering English because the demands of the job market in the modern era. By mastering English, people can easily enter and access world information and technology. The British Council extends that two 2020 bill individuals on the planets will consider English. Learn English is significant as it empowers you to communicate effectively with your kindred worldwide resident. In the 21st century, students are required to be able to master four learning skills (4C), namely: creativity and innovation, critical thinking and problem solving, communication and collaboration. Those are some of the instruments to 'buy' the future itself.

Rabah retrieved from Turco many difficulties of language are caused by teaching strategies, curriculum, and environment. Students faced many difficulties in speaking such as fear of

making mistakes, fear of being mocked or laughed by their friends when students pronounce words wrong and grammatically incorrect when making a sentence (Ulyani & Susanti 2022). Moreover, Formal learning situations also make students reluctant to ask questions English lessons and tend to be boring for some students. The limitations and lack of interest submit be complaints.

The programs of English club are used to promote students practice speaking. English club is encouraging students to practice English authentically in the context of real-life situations, increasing self-confidence, expanding students' communicative competence during the primary socialization process and cultivating a friendly attitude in the social environment (Abousnan & Sanaousi 2020). There are several studies which reveal that speaking community is really helpful for improving the students speaking skill, because through speaking community the students will have more chance to practice their speaking in a enjoyable atmosphere.

Based on researcher's preliminary study at the school, interviewing the English teacher Mrs. Desma Putri, the researcher found some phenomenon: Some of the students were not interested to speak in classroom but they were more active when they were in the English club. Some of the students have

already had idea that they want to deliver, but they do not know how to express it. In the English club they get many opportunities to speak freely. Some of student more curios when learning in English club more than in classroom. Many students have talent in English, but they don't know how to channel their talents optimally.

Based of phenomena above, the researcher interest to do research more deeply focus on Speaking skill. It makes the researcher want to to explore the English Club as a Medium of Learning and Language Acquisition.

II. RESEARCH METHOD

In this study the researcher uses descriptive-qualitative with a case study approach. This research held at SMAN 1 Tanjung Raya which is located at Telaga Biru street, Maninjau, Tanjung Raya district, regency of Agam, West Sumatera. At SMAN 1 Tanjung Raya. Descriptive research is a type of research design which focuses on describing certain object characteristics. Researchers will report and describe everything answers from students and teacher about English club.

This research was conducted at senior high school 1 Tanjung Raya in May 02-05-2023 researcher only took class tenth who had joined English club. This research was aimed to describe the way of teacher teach speaking in English club activities. The data in this study research finding from three method. They were observation, interview and documentation.

III. FINDING AND DISCUSSION

1. English Club: A Medium for Language Learning and Acquisition

English club serving as a valuable platform for individuals to learn and acquire the English language. These clubs typically provide a structured and supportive environment where participants can practice, improve, and become proficient in English. Beyond conversation, English clubs may focus on other language skills, such as writing, reading, and listening, depending on their goals and activities. The atmosphere of English club was very different from classroom where the teacher took more optimal approach to be closer and more open at first step in teaching English.

This approach direct students to be free to express their opinions and enthusiastic in the learning process. In addition, the teacher forces students to speak more in front of the class or friends next to them using English. Based experience of researchers in the field, the teaching methods above be effective in making students learn English.

a. Informal Language Learning

English clubs often offer an informal setting where students engage in conversations, discussions, and activities entirely in English. The researcher has seen that students have the freedom to express their ideas, they are allowed to express their own opinions. When students get stuck on a part do not understand the teacher help them. The teacher gives them choices and encourages their independence so students have ownership of what they are learning.

Some students said that learning in the English club does not depend on the curriculum so they can be free and enjoy learning. This is also related to the *Extracurricular Proposal* in SMAN 1 Tanjung Raya where students are able to express their own ideas or opinions. A word of free can be a meaning of gave sense of joyful and fun which student become more comfortable with the language.

b. The Varieties Activities of English Club

Researcher found the activities which boosted speaking, a deeper explanation would be elaborated below:

1. Games (scrabble)

The game (scrabble) is one of the board games used to create more excitement and motivation for students. When preparing, the teacher begins by reciting prayers and checking attendance. Teachers use this board as a learning aid.

The implementation process involves the teacher explaining the rules of the game and then students performing individually. To consolidate, after finishing the game, students are invited to repeat the newly found vocabulary and its meaning. Students can use a dictionary or translate over the phone. The goal of this student game is to be able to memorize vocabulary and competence with others. This board game also makes students excited and happy. To test students' vocabulary abilities, teachers also use this word games.



Picture 1. Students played scrabble games

2. Oral presentation

In the presentation, the teacher start with introduced each of members. In preparation, teachers begin by reciting prayers and checking on the students' condition. The document used is the book chapter 1 of the "self-introduction"

class. Students step up to the front of the class to introduce themselves. They told their name, class, address, family and reason for joining the English club. Teachers want students to have confidence in expressing themselves in front of the class. Teachers use introductions to have students stand in front of the class to get acquainted. Introductions such as conversation and discussion will help students get acquainted with the people around them and make good friendships.

Picture 2. Students introduce themselves in



front of class

3. Storytelling

Storytelling is part of the English club, to help students pass the competition, storytelling is mandatory. The teacher prepares for the lesson by praying together and then checks attendance. The material used by the teacher is a story taken from a grade 2 book. The teacher allows students to use smartphones and computers. During the exercise, the teacher asks students to identify the name of the regional story. The students then chose "Bujang Sembilan", one of the legends about Lake Maninjau. Then the teacher guides, intonation, imitation and correct pronunciation. Teachers ask students to be creative in preparing personalized products or any other products they need in their performance. Students then take on the role of one of the characters and must memorize the script and then perform on stage. At the end of

the exercise, the teacher points out that the captions are meaningful and will help students speak and write more.

This is also in line with creative thinking skills in the 21st century of learning where students were directed to be able think creatively to develop their imagination and intelligence. According to (Young & Balli, 2015) creative thinking can be defined as a whole series of cognitive activities that individuals use in dealing with problems from a condition so that they try to use imagination, intelligence, insight and ideas when they face a situation or problem.



Picture 3. Students joined storytelling competition

4. Speech

English clubs emphasize students in spoken English, allowing members to practice conversational skills, pronunciation, and fluency. For example, Speech was also the activity to competitions. In the practice session, the teacher starts the lesson by reading basmallah and checking the students' attendance. The material is obtained from the internet. The title of the speech is about the "*Young Generation Who Loves Their Own Culture*". Students were given several ways to determine the content of their speech. The teacher teaches how to make good intonation, gestures to convey the message. Students are instructed to

imitate it. At the end of the lesson, the teacher reinforces that speech can train their speaking and confidence.



Picture 5. Students practicing speech

5. Debate

Debate was a fun activity, teacher start with Basmallah and asking news. teacher made 2 groups, students choose one topic they want to debate. Students can use computer or handphone to know what topic. Each a group must defend their argument. Teacher also gave rules to stay in debate area. In debating, creativity in logical and clear argumentation must be maintained. As an activity that is used as a competition, the teacher makes a simulation of debating in the English club.

This activity was related to skill of 21st century learning where students have critical thinking and logical argumentation in academic subject of decision making. Critical thinking does not naturally develop in students; rather, teachers must play a proactive role in encouraging and facilitating critical thinking. Critical thinking can be utilized as a tool in language classes and is especially relevant given the depth of the subject matter and the participatory teaching methods. In order to continuously apply English language to circumstances in real life and to

improve it, critical thinking is also very important (Butler, 2012).



Picture 6. Students discuss material of debate

6. Sing a song

Students who participate in the English club also enjoy singing. In sing a song time, the teacher referred to the 2013 curriculum. The teacher starts the lesson by reciting basmallah and checking attendance. The teacher uses the 3rd grade book material about sing a song and OHP media. The teacher teaches students about singing in English. Students learn the correct rhythm and pronunciation. At the end of the session the teacher reinforces that learning using singing can be practiced at home to improve speaking. In the art performance, the English club sent one or two people. They were trained several times using YouTube media by looking at the lyrics so that they can imitate the original speakers. English club had sing song to improve their pronunciation and when school had art performance this school will delivery one of their members. The difference between song in English club and common class were teacher care about rhythm. How they put feeling on their song and how to relaxed when singing in front of audience.



Picture 7. Students joined art performance with sing a song

These kinds of activities separate the English club from the general class. The learning activities described above support their speaking performance using English. And teachers use this to encourage them to speak as much as possible. It also makes them more active and creative. Not only that, the use of technology is an interesting thing for students. As everyone knows, technology is a very interesting and highly recommended tool when learning takes place and this is also to develop students' ability to use today's gadgets. Besides, it is also to overcome students' boredom in learning English. At the same time, students can be more creative and up-to-date with current issues. This makes language teaching easier and more affective.

c. Supportive Community

English club has supportive community where students can share the common goal of improving English language. Students can raise hand to ask and answer questions. Teacher treats the same who they were, provide them with same opportunity to attend class and learned

same content without comparing each other's abilities.

Teachers always treat students fairly regardless of ability. Teachers also give students an understanding that English influence their future career or continue to college. This is also one way to break the assumption that English is very difficult. The teachers hope that with fair interaction in the English club, they can be more fluent, confident, and have better abilities in mastering English.

IV. CONCLUSION

Based on the background, topic, and problems in this article. It can be concluded that: English clubs offer an informal setting where students engage in conversations, discussions, and activities entirely in English. English club emphasize spoken English. This informal community help learners become more comfortable and enthusiastic in learning. English clubs may organize a range of activities, including sing a song, drama, debates, storytelling sessions, book clubs, and language games, providing a well-rounded language learning experience. This Supportive Community have big impact of learners who share the common goal of improving their English. This sense of community can boost motivation and engagement. Overall, the idea highlights the effectiveness of English clubs as a dynamic and engaging medium for language learning and acquisition, emphasizing the practical application of English in real-life contexts while fostering a sense of community among learner.

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