



THE CORRELATION BETWEEN EXTRACURRICULAR SCORE AND SCORE IN ENGLISH AT KARYA YOSEF ELEMENTARY SCHOOL

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Abstract

Karya Yosef elementary school is one of the schools that include English lesson in their curriculum. This is helpful for students in order to understand English as a foreign language. Karya Yosef elementary school provides English extracurricular program beside English lesson in the formal class to help students develop their abilities and skills in English. The writer would like to find out the correlation between English extracurricular score and students' scores in English class. This research uses a quantitative method to find the correlation between the variables. The population were students who joined the English club with samples were students in grade 1-3 at SD Karya Yosef Pontianak by using purposive sampling method. Data analysis used is Pearson product-moment in SPSS. The result shows no correlation between English extracurricular score and students' score in grade 1 English class. However, there was a positive correlation between English extracurricular score and students' score in grade 2 and 3 English class at Karya Yosef elementary school Pontianak.

Keywords: *English club, Extracurricular, Students' English Score.*

Introduction

English is a language that is taught at school to provide students with language skills. Some schools provide the English language to the students from an early young age for example at Karya Yosef elementary school. English language in early young age is as Basic English and help students to learn more about the English language in listening, speaking, writing and reading. To improve the skills in English, it is necessary for Karya Yosef elementary school to find a teacher who has skills in English to share their knowledge with the students in the English class. A way to develop students' knowledge is by school programs such as extracurricular activities. Extracurricular activity is a program which is no part of the course that a student doing at school, the main reason of the establishment of extracurricular activity program is to accommodate or give spaces for students in developing their talent and

interest (Yuliandasari & Kusriandi, 2015, p. 305).

Extracurricular activities are activities that fall outside the scope of the regular curriculum. Extracurricular activities require a regular time commitment and initiative for passion with the activity. Participating in activities supposed to increase students' brain function, help concentrate and manage time better, all of which contribute to higher grades. High endurance sports, for example, will train students to focus and build stamina in the face of intense difficulty. Therefore, it gives students an advantage when it comes to study and take exams.

Extracurricular activities are a voluntary program that has been approved and sponsored by Karya Yosef primary school, and it is not a term for graduation. Extracurricular activities are a tutorial or non-academic activity that conducted under the auspices of the varsity but occur outside of normal classroom time and do not seem

to be a part of the curriculum. Additionally, some extracurricular activities involve a grade or academic of the student who participates in the extracurricular activities (Bartkus, Nemelka, Nemelka, & Gardner, 2012, p. 698).

English club supposed to give more specific learning about the English language and improve the English language in the aspect of listening, reading, speaking and writing. To make an English club more effective, the teacher needs to make the class fun and interesting so the members did not feel bored when they have entered the English club. People who join the English club have the same purpose to improve their English skills. English club is supposed to be helpful for students in improving English language. The language environment created by the members is to encourage and practice what they have learned about English.

English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. They will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have learned about English (Sabgini, 2017, p. 170). "A group of people meets regularly to practice speaking, listening, reading, and writing in English and a series of regularly scheduled meetings where club members practice English and help the community solve problems" (Malu, 2015, p. 11).

English club is a place for English learners to use English in a casual conversation. In the classroom, the students only focus on one skill for example grammar – present tense and after they learned, the teacher gives the assignment to practice using that skill. But in an English club they get chance to practice many different skills.

English clubs come in many different purposes. What they do all have in common, however, is that they provide an

opportunity for English language learners to practice using English in a relaxed and friendly setting. It can make an excellent contribution to student life at a state school or a private language school. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

English club program held by the students of the extracurricular program from the institution is to give students chance to improve their English skill and have more exposures and time in learning English because they do not get extra time in a regular class and the teacher only focus on the material class, there is no have time to talking the other topic to explore. Since the students were studying English for much importance, they need to add extra knowledge and experiences from outside of the classroom sessions, so that they chose to join the English club (Destrianti, S, & Hati, 2018, p. 1). "English Club is one of English activity or program done by some people who want to improve their speaking ability. English activity itself consists of discussion, debate, role play, problem-solving etc" (Arum, 2017, p. 58).

In the English club extracurricular class, a test will be carried out. The test can be in the form of filling in the blank, reading stories, storytelling, etc. The test was given to determine the ability of each child to understand the materials provided. From this test, a score will be obtained which will be re-evaluated by the teacher supervising the activity later. Similar thought when they are learning in the classroom, the teachers give an evaluation to each student to find out the level of understanding obtained by each student. The teacher expected that the students can speak frequently so they can improve the English language when they learn in English class or extracurricular activities. Based on the rate in the scoring sheet, the writer would like to find out the positive correlation or no correlation between English extracurricular score and students' scores in English class at Karya Yosef elementary school.

It will be a good idea for the students to improve their skills in English. The other side, the students can join a competition and get achievement if they have a sufficient English skill. Students possibly join some competition to improve skills and ability. Some of the students have different skills and ability, so students' achievement depends on the students' situation and the quality of schools and teachers.

Students' achievement is measured through the students' knowledge and understanding of the material from the teacher. The most common indicator of achievement generally refers to a students' performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. Student achievement also depends on a child's circumstances and situations, the quality of schools and teachers, and many other factors (Cunningham, 2012, p. 1). Each student has a different skill when they study at a school. For improving student achievement many schools give an extracurricular activity to look at student skills and interest.

Student achievement is a student doing well academically, obtaining life skills and giving back to their community. It means achievement not only about academic but the outcome of the student attitude also some achievement of the students. The example of the is like becoming a volunteer at a neighbourhood homeless shelter and teen helpline. It is also some achievement of the students.

Students are achieving when they acquire the knowledge, skills, and attitudes that will prepare them for their future life and have successful lives. Basic skills in language arts are critically important especially for elementary students; however, it is still not sufficient. They need to explore more acknowledgement to improve their skills. To help the students improving their skills, they need good quality school because student achievement is the most important element for evaluating school quality.

Method

This research is quantitative. "A quantitative research is one that collects some type of numerical data to answer a given research question" (Christensen, Johnson, & Turner, 2014, p. 26) "Quantitative research is a research method to examine a particular population or sample, data collection using research instruments, statistical data analysis, to test the hypothesis" (Sugiyono, 2017, p. 13).

The research is conducted at Karya Yosef elementary school. It is located on Ir. H. Juanda Street Number 200, Pontianak. Karya Yosef elementary school was built on 24th May 1999. This institution is located on Ir. H. Juanda Street Number 200 for Grade 1 – 3 and Karel Satsuit Tubun Street Number 3 for Grade 4 – 6. Karya Yosef elementary school has 1 English teacher who teaches grade 1 – 3 for 70 minutes. Grade 1 consists of 3 classes with 127 students, grade 2 consists of 4 classes with 164 students, and grade 3 consists of 4 classes with 155 students. This institution used curriculum 2013 for teaching in the class. English teacher in Karya Yosef elementary school used *Let's Go* book from Oxford University Press to teach English in the class. Sometimes, the teacher gives assignments to the students and the teacher will rate the score based from the assignment given. From the total scores obtained, the teacher will make a report and also know the ability of the students.

English teachers at Karya Yosef elementary school have arranged a program to help the students improve their English skills and ability through English extracurricular. English extracurricular consists of 3 teachers and 3 classes of English extracurricular in grade 1 – 3. For grade 1 they have 32 students, grade 2 they have 42 students and grade 3 they have 39 students. The English extracurricular takes time outside class hours. The schedule of English extracurricular for grade 1 is every

Tuesday from 11 until 12 o'clock. As for grade 2 and 3, the schedule is every Wednesday from 11 until 12 o'clock. The material of English extracurricular is based on the topic from the teacher, like introduce about themselves, family tree, daily routine, etc.

The population is an object or subject that has a certain quantity and characteristics that are determined by the researcher to be studied and then conclusions can be obtained" (Sugiyono, 2017, p. 135). "The population is the full set of elements or people from which you are sampling" (Christensen, Johnson, & Turner, 2014, p. 142). "The population is the entire group of subjects the researcher wants information on" (Stockemer, 2019, p. 57). Population in this research is students' who join English extracurricular class of Karya Yosef elementary school.

Sample is needed to take the representation of the students in the research. "A sample is a set of elements taken from a larger population. It is a subset of the population and an element is the basic unit of sampling" (Christensen, Johnson, & Turner, 2014, p. 141). A sample is a subset of the population the researcher examines to gather her data" (Stockemer, 2019, p. 58). The writer would like to investigate the correlation between English extracurricular score and students' scores in English class. For the sampling, the writer used non-probability sampling to give different opportunities and not random to represent the population as the sample (Sugiyono, 2017, p. 141). In non-probability sampling have many types, for example, systematic sampling, quota sampling, accidental sampling, purposive sampling and snowball sampling (Sugiyono, 2017, p. 142). The types of this research will use purposive sampling. Purposive sampling is selecting a sample based on the characteristics of the population and the objective of the study. Purposive sampling also is knowing as subjective sampling (Sugiyono, 2017, p. 144). In this research, the writer takes students' grade 1-3 who

joined English extracurricular as the sample.

This research has two variables. The first variable is independent variables (X) it means hypothesized to explain variation in the dependent variable. Because they are thought to explain variation or changes in the dependent variable, independent variables are sometimes also called explanatory variables (as they should explain the dependent variable) (Stockemer, 2019, p. 16). In this research, the independent variable (X) is the English extracurricular score. Dependent variables are influenced by one or more independent variables.

The second variable is dependent variable (Y) it means the variable the researcher is trying to explain. It is the primary variable of interest and depends on other variables (so-called independent variables) (Stockemer, 2019, p. 16). In this research, the dependent variable is students' scores in English class. The writer will assess from scoring sheet student in English class of Karya Yosef Elementary School whether having increased student score in the English classroom when they join English extracurricular.

To collect all the data, the writer has two techniques. The first is primary data. The primary data is obtained from the scoring sheet from the teacher who teaches English club extracurricular and English class. The scoring sheet was taken from an evaluation or test from the teacher. Both of the scoring sheets will be compared to analyses the correlation of the score. The other ways of collecting primary data are using documentation by taking a photo of the extracurricular activity. "Documentation is a history that recorded as a picture or form of writing" (Sugiyono, 2017, p. 240). The second is secondary data. The secondary data is obtained from the internet, e-books, journal and the other references.

To analyse the data, the writer used SPSS program to find out the problem of this research with the Pearson product-

moment correlation. It means the test found out whether there has a positive correlation between the variables of the research. This technique is used to find the correlation and prove the correlation variables hypothesis if the variables have a same ratio or interval and the data source of the two variables or more is same (Sugiyono, 2017, p. 357).

Finding and Discussion

This research used SPSS version 25 program and the technique of data analysis used Pearson product-moment. The writer used this technique to find a positive correlation or no correlation between English extracurricular score and students' scores in English class grade 1 – 3 at Karya Yosef elementary school. The data is based on the class scoring sheet and English extracurricular scores at Karya Yosef elementary school. The writer focused on grade 1 – 3. The table below showed the result of the correlations on both of the variables.

Table 4.1 the correlations of Students' Score Grade 1

Correlations			
		English Extracurricular Score Grade 1	English Class Score Grade 1
English Extracurricular Score Grade 1	Pearson Correlation	1	,295
	Sig. (2-tailed)		,101
	N	32	32
English Class Score Grade 1	Pearson Correlation	,295	1
	Sig. (2-tailed)	,101	
	N	32	32

Table 4.2 the correlations of Students' Score Grade 2

Correlations			
		Extra Grade 2 Score	English Grade 2 Score
Extra Grade 2 Score	Pearson Correlation	1	,520**
	Sig. (2-tailed)		,000
	N	42	42
English Grade 2 Score	Pearson Correlation	,520**	1
	Sig. (2-tailed)	,000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 the correlations of Students' Score Grade 3

Correlations			
		Extra Grade 3 Score	English Grade 3 Score
Extra Grade 3 Score	Pearson Correlation	1	,722**
	Sig. (2-tailed)		,000
	N	39	39
English Grade 3 Score	Pearson Correlation	,722**	1
	Sig. (2-tailed)	,000	
	N	39	39

** . Correlation is significant at the 0.01 level (2-tailed).

From the scoring sheet, the writer analysed the data by using Pearson product-moment technic. This technique was used to prove the hypothesis of the correlation between the variables. Pearson product-

moment has a term for finding the result (Raharjo, 2014):

- a. Based on the signification value (Sig. (2-tailed)). If the Sig (2-tailed) was less than ($<$) 0, 05, the result showed significant relation between the variables, but if the Sig (2-tailed) was more than ($>$) 0, 05, the result showed no significant relation between the variables.
- b. Based on the Pearson correlation value (r). If the "r" in the result was more than ($>$) "r" table, there was a positive correlation between English extracurricular score with students score in English Class at Karya Yosef elementary school, but if the "r" in the result was less than ($<$) "r" table, there was no correlation between English extracurricular score with students score in English class at Karya Yosef elementary school.
- c. Based on the star symbol (* or **) in the table. If the result in the table showed (* or **), it had a positive correlation between the variables, but if the result in the table did not show star symbol (* or **), there was no correlation between the variables.

Table 4.1 showed the correlations of Grade 1 Students' Score. The result of Sig (2-tailed) was 0,101. It meant the Sig (2-tailed) was more than ($>$) 0,05, so there was no significant correlation between English extracurricular score grade 1 and students' score in English class at Karya Yosef elementary school. The other result based from the Pearson correlation value (r) in the result was 0,295 and in the r table was 0,349. So, the r in the result was less than ($<$) r table. It meant there was no correlation between English extracurricular score and students' score in English class at Karya Yosef elementary school. The table's result did not show a star symbol, meaning there was no correlation in the variables. Based on the SPSS version 25 program, there was no correlation between English

extracurricular score and students' score in grade 1 English Class.

Table 4.2 showed the correlation of Students' Score Grade 2. The result of Sig (2-tailed) was 0. It meant the Sig (2-tailed) was less than ($<$) 0, 05, so there was a significant correlation between English extracurricular score grade 2 and students' score in English class grade 2. Result based on the Pearson correlation value (r) shows the "r" is 0,520 and the r table is 0,304. It means the r in the result was more than ($>$) r table, so there was a positive correlation between English extracurricular score and students' score in English class in grade 2. The result also showed a star symbol (**). It meant there was a positive correlation between the variables.

The result of table 4.3 of Sig (2-tailed) was 0. It meant the Sig (2-tailed) was less than ($<$) 0, 05, so there was a significant correlation between English extracurricular score grade 3 and students' score in English class grade 3. Result based on the Pearson correlation value (r) showed that the r was 0,722 and the r table was 0,316. It meant the r in the result was more than ($>$) r table, so there was a positive correlation between English extracurricular score and students' score in grade 3 English class. The result also showed a star symbol (**). It meant there was a positive correlation between the variables.

Conclusions

Based on the result of the data, the writer found that the correlation of grade 1 is 0.295, and after comparing to r table with 95% confidence level with the number of the samples 32, it becomes 0.349. The H1 hypothesis is accepted, so there is no correlation between English extracurricular score and students' score in grade 1 English class at Karya Yosef elementary school Pontianak.

A different result shows in grade 2 and 3, that the correlation in the research is 0,520 and 0,722, after comparing to r table with 95% confidence level and the number of the samples are 42 and 39, it becomes

0,304 and 0,316. The H1 hypothesis is not accepted, so there is a positive correlation between English extracurricular score and students' score in grade 2 and 3 English class at Karya Yosef elementary school Pontianak.

Although the result for grade 1 doesn't correlate it's not mean English extracurricular doesn't affect. They are still young and need to adapt to a school program in their first-year school so it does not have a big impact on their skills and ability.

English extracurricular has helped students study English as the lessons are related to English class, causing the students to learn more about English. It will help the students to improve their language if they joined English extracurricular because English extracurricular offers learning while having fun, such as sing a song or complete song lyrics. By singing a song, it will help them to improve their listening and speaking skills and other ways to improve the English component (listening, speaking, writing, and reading).

As long as they keep practicing and learning, their English will improve and they could get better and better in the future. Speaking English fluently with teacher or friends for example, join competition such as debate, storytelling, etc. Therefore, this will be considered to help Karya Yosef elementary school to develop a better English extracurricular program.

From the conclusions above, the writer would like to give suggestions as follow:

- a. Before starting the activity, the teacher can invite the students to sing a song together before learning the main material, so they can practice speaking and listening English language.
- b. The writer suggests the teacher to improve the material of English extracurricular for grade 1 to be more specific but still related to English class material such as introduction using English language collaborated with fun games. For example, play a bingo

game, and the winner have the privilege to be the first to introduce themselves.

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