



Faculty of Cognitive Sciences and Human Development

**A SURVEY ON THE ACTIVITIES CARRIED OUT BY THE
ENGLISH CLUB IN FIVE SECONDARY SCHOOL IN KUCHING,
SARAWAK**

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by

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ABSTRACT

A SURVEY ON THE ACTIVITIES CARRIED OUT BY THE ENGLISH CLUB IN FIVE SECONDARY SCHOOL IN KUCHING, SARAWAK.

The aim of this study is to survey the activities organized by the English Club in selected school in the Kuching division. English club is one of the co-curriculum activities in school. This study will look into the activities organised by the English Club and how the students' response to the activities organised. There are 5 secondary school selected for the purposed of this study which focusing on the school in Kuching division. The method used for this study is survey by distributing questionnaire to the members of the English club. The findings of the study indicate that there are lots of activities organized by the club but most of the activities organized by the club in the schools that involve in this study are almost similar. This study also reveals how is the members of the club reacted to the activities organized by the club in the year 2008.

Abstrak

TINJAUAN KEATAS AKTIVITI – AKTIVITI YANG DIJALANKAN OLEH KELAB BAHASA INGGERIS DI LIMA BUAH SEKOLAH MENENGAH DI BAHAGIAN KUCHING, SARAWAK.

Kajian ini bertujuan untuk meninjau apakah aktiviti –aktiviti yang dianjurkan oleh Kelab Bahasa Inggeris yang merupakan salah satu daripada aktiviti ko- kurikulum di sekolah. Di samping itu, kajian ini juga meninjau tindak balas ahli-ahli Kelab Bahasa terhadap aktiviti yang dijalankan. Terdapat 5 buah sekolah menengah yang turut terlibat didalam kajian ini. Sekolah-sekolah tersebut merupakan sekolah menengah yang terpilih daripada bahagian Kuching Sarawak. Kaedah kajian ini adalah menggunakan kaedah tinjauan menggunakan borang soal-selidik. Responden bagi kajian ini merupakan ahli-ahli Kelab Bahasa Inggeris di sekolah-sekolah yang terpilih tersebut. Hasil kajian ini mendapati walaupun tidak ada garis panduan mengenai aktiviti yang dijalankan oleh pihak kementerian namun terdapat banyak persamaan aktiviti yang dijalankan diantara Kelab Bahasa Inggeris di sekolah yang terlibat. Hasil kajian ini juga turut meninjau tindak balas ahli kelab terhadap aktiviti yang dijalankan sepanjang tahun 2008.

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Chapter One

Introduction

1.0 Chapter Overview

This chapter will focus on the background, the objectives, research question and also the significant as well as the scope of the study.

1.1 Background

Education is playing a major role in the development of human being. In Malaysia, education students have to start with the formal education since they were 5 years old. In formal education there were two major components which are curriculum and co-curriculum. *Abdul Rashid, Bokkasam Sasidhar (2005)* stated that, the learning of academic, skill and co-curriculum are also part and parcel of the education system that require our students to learn. The co-curriculum activity is considered as an important part of our education system besides the academic which is the main component. A report from the Malaysia government cabinet members 1979 as cited in *Mohammad Jaflus Bahari (2004)* indicates that the students should be encourage to participate actively in the co-curriculum activities. It also specifically stated that the students either it primary or secondary school students should select one uniform body activity, one club activity and one

sport activity as their co – curriculum activities. According to *Azizi Yahya,Sharin Hashim,Yusof Abdul Mutalib and Nordin Hj. Yahya (1999)* co-curriculum activities in the ‘Kurikulum Bersepadu Sekolah Menengah’ (KBSM) and ‘Kurikulum Bersepadu Sekolah Rendah’(KBSR) is divided in three component which are:

- i) Sports and Games
- ii) Uniform bodies
- iii) Club and organisation

It is compulsory for Malaysian school either it primary or secondary school students is to enrol themselves in any co-curricular activity in school. This is made compulsory because marks would be rewarded based on their performance in the club that they joined. The minister of education Malaysia, Datuk Seri Hishammuddin Tun Hussien as cited in *Berita Harian December 2006* indicates that starting from January 2007, marks for the co-curriculum component would rewarded and accumulated for the students overall performance in school. The mark for the co-curriculum component is also important as one of the criteria for the students to be accepted to the local universities.

English club is considered as one of the co-curricular activities in school. It is under the third category of co-curriculum activities which is club and organisation. The club offered the students extra opportunity to learn English language outside of the formal education system or during the English subject in class. The activities carried out should be beneficial for the students towards the learning of the English language as the second language.

The English club should also give the students the opportunity to learn the language in the fun and interesting way. The activity that was planned by the

club should be interesting to attract the students' interest in joining the club. The strongest believe about the second language learning that the whole process of teaching and learning should be fun (*Dorry G.N 1996*). When the activities conducted and organised by the English club is fun and interesting it would make the students learn more effectively.

1.2 Research Problem

The important of the co-curriculum activity is always been doubt. The survey done by *Zulkafli (1997)* as cited in *Mohammad Jaflus Bahari (2004)* found out that the exam oriented system in Malaysian education was one of the factors that contributed to the doubtfulness of the important of co-curriculum activity compared to curriculum. *Mohammad Jaflus Bahari (2004)* indicates that many students consider the co-curricular activity as the leisure activity only and as the result, they are not taking this activity seriously. He also added that the students also look at the co-curriculum activities as wasting time and unbeneficial to them. The number of students who join this club is quite low due to the lack of information about the club and how it beneficial to them. The students did not realise what are the benefits that they might gain when they enrol themselves in the English club.

The teacher involvement in the co-curriculum activity also influenced the students' participation in this activity. The teacher itself did not very encouraging to motivate the students to join the co-curriculum activity. The study done by *Abu Bakar (1995)* as cited in *Mohammad Jaflus Bahari (2004)* stated that among the reason the teacher did not involve actively because they felt that co-curriculum activity is a waste of time students' time, teacher staying far from school and have too many other responsibility.

Abdul Rashid, Bokkasam Sasidhar (2005) in his study indicates that parents, teachers and students thought that curriculum is the most important for them and the co-curriculum activities such as English club is not really important even though the ministry has stress that co-curriculum is also important as curriculum. He also mention that this type of perception has made the students did not really active co-curricular activities. The wrong perception about the co-curriculum activities also made their parents did not allow or encourage their children join the co-curriculum activities in school.

1.3 Research Objectives

The objectives of this research are to;

1. Find out what are the common activities organised by the English club in the schools.
2. Find out how the involvement of students would be beneficial for them in learning the second language.

1.4 Research Questions

The study will be guided by the following research questions;

1. What are the activities organized by the English club in school?
2. What type of activities that the students would prefer to be included as the English Club activities?
3. How the students respond to the activities organised by the club?

1.5 Significant of the study

This study would be shows the types of activity that commonly organised by English club in the participated schools. This would help us to understand what are the common activities conducted and how this activity could enhance the students learning of English language. This study will also what are the benefits that the students will gain if they join the English club. The students do really clear about what are the benefits that they could gain if they join the English club.

The finding of this study would also beneficial for the club advisor because to plan what types of activity that the students preferred and how it could be beneficial for the students learning based on the students point of view. The teacher should also consider the students' preferences while designing the activity such as avoiding activities that too stressful for the students.

Therefore, this study will give the club advisor some ideas on what the students would expect when they join the club. Besides that it will help to promote the club and attracting the students' interest to join the club.

The perception about the co-curriculum activities is not important and such as waste if time is not true. The study done by *Abu Bakar (1995)* as cited in *Mohammad Jaflus Bahari (2004)* stated that among the reason the teacher did not involve actively because they felt that co-curriculum activity is a waste of time students' time, teacher staying far from school and have to many other responsibility. This wrong perception surely will leads to the inactive members of the club and lower the percentage of students involving in the club activities. Through this study, the students and their parents could understand the importance and advantages that the students will gain when they enrol themselves in this club.

1.6 Operational definition of term

The following will be used regularly in this study and it is based on these definitions:

1.6.1 English club

English club is refers to the club that is form in almost every school in Malaysia either it secondary or primary school. The establishment of this club is based on the subject that where taught in school as stated in the *Peraturan-Peraturan Pendidikan (Kurikulum Kebangsaan) 1987* as cited in *Surat Pekeliling Ikhtisas Bil.20/2000*. English club is considered as one of the co-curriculum activities which fall into the club and organisations category. This club activity is conducted outside the formal school hour. The concept of the club is learning English language in a fun way and different from the English learning style in the normal classroom language learning.

1.6.2 Co-curricular activity

Co-curricular activity is one of the major components in the KBSR and KBSM syllabus beside the curriculum. It is carried out outside of formal school our as a supplementary activity to churn out better and successful students, as leaders and responsible citizens of tomorrow (*Abdul Rashid, Bokkasam Sasidhar, 2005*).

Co-curriculum is compulsory for all students and also part of the Malaysian education system. In the *Surat Pekeliling Ikhtisas Bil.1/1989*, it is clearly stated that every student is compulsory to join the co-curriculum activities and school where asked to enforced it and remind the students about this matter.

1.7 Scope of the study

This study covered students who enrol themselves in the English club as the co-curricular activity in their respective school. The subject of this study will be the secondary school students from the selected secondary schools which primarily based on the number of the club members, club activeness and the location of the secondary schools which is around the Kuching division. The students that are going to involve in this study are those who become the member of the English club in school regardless of their age and also their learning background.

This study will focus on how the students feel about the English club activities organized, suggestion of activities and also the benefits that they gain when they enrolled themselves in the club.

1.8 Summary

The exam oriented system in Malaysian educational system has become one of the factors that contributing to the less involvement of the students in the co-curriculum activity. English club is not just a normal club but it's offered the students' opportunity to learn English outside the classroom. The existent of English club in school should be beneficial for the students and the most important is the activities are planned by considering the students preferences and also their needs. How the club activities could help the students in the learning English language should also be explain to the students and parents so that they could understand and encourage their children to join the club. More further on the significant of English club will be discussed in the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Preview

This chapter begin with the co – curriculum activity in school and the definition of English club as a co-curriculum in school and also the related studies on the topic.

2.1 Co – curriculum activities in schools

Co-curriculum activity is synonym with our educational system. It is consider as one of the important component besides of the academic component which the core subject. Co – curriculum is made compulsory to all the Malaysian students. This is clearly stated in the *Surat Pekeliling Ikhtisas 1/1985* dated 2nd January 1985. In the letter, the ministry of education has stress up the importance of the co- curriculum activity for the

students. It also clearly stated the rationale behind the move to make co – curriculum activities become compulsory to all the Malaysian students.

The parents' perception about the co-curriculum activities will bring the bad effect towards the performance of the students in academic limiting the students' involvement. *Azali Rahmat, Hamran Abdul Halim, Shaharudin Abd. Aziz (2003)* stated that many parents worried about their children involvement in the co-curriculum activities would bring bad effect to their performance in academic. They did not encourage their children to spend so much time in co-curriculum because they felt that it is less important as the academic.

The exam oriented system in the Malaysian education system has become the major factor that limiting the number of students to join and actively involve themselves in the co-curriculum activity. In the study done by *Zulkafli (1997)* as cited in *Mohammad Jaflus Bahari (2004)* shows that the students are more concern about their academic performance compared to the co-curriculum component. They understand that their result in academic component would become the bench mark for them to go further in their study.

A study done by *Abdul Rashid, Bokkasam Sasidhar (2005)*, shows that who actively involve themselves in the co-curricular activities is more success compared to those who are not. These students are good in communication skill, cognitive, managing themselves and academic competency. This statement is also proven by other researchers. This claim also supported by the research done by *Mohd. Salleh Amin (1996)* cited *Azali Rahmat, Hamran Abdul Halim, Shaharudin Abd. Aziz (2003)* indicates that the correlation between academic achievement and sport performance is related. The study done shows that those student who success in sport would also excel in their

academic performance also. This happened because their level of motivation will increase and help them to think positive and lead to the better performance in academic.

2.2 English club as co-curriculum in school

English club is offered as one of the co-curriculum activity in school which fall under the club and organisations. This club is giving the students opportunity to learn English outside the formal classroom session. The ministry of education did not come with specific guideline on the activity and how the management of the club could be like. The activity and the management of the club are decided by the club advisor with the discussion among the club members. The activity conducted by English club in each school is not the same and it is not standardizes.

The school management usually sign in a few teachers to become the advisor of the club and the membership of the club is open to all the students in the school. English club not solely an activity that is for leisure only because it offers the students to enjoy and learn English language outside the classroom.

The activity conducted by the English club is mostly based on the decision by club members. The member would suggest any activity that is doable and in line with the club objective.

2.3 Learning English language outside the classroom.

Learning English for the Malaysian students is very limited during the English language subject in school. The students did not really have enough opportunities to learn the language outside the classroom. The students are

also not motivated to use the language outside the classroom. According to *Dr. Jorge A. Medina and Alfredo Sanchez (1998)*, the main reason why the students did not use English because they seldom find the motive to do so. They did not really understand why they should use the language outside the classroom. Moreover the usage of English language as a medium of instruction in this country is very limited.

In Malaysia, the English language is considered as the second language but normally it is become the third or fourth language for certain individuals. There is other language that is more prominent to them compared to the English language. *Pauline Gibbons (1991)* in her study on the Australian students reveals that ninety percent of the students speaks or in contact with the language other than English. It is the same scenario with the Malaysian students where English is hardly used in daily lives.

Learning outside the classroom should be more fun and less formal compared to the formal classroom learning. The students should be given more opportunity to participate and select the activity that they prefer. This could be done by verifying the activities organise by the club. The example of the activities that could be carried out is language games. *Andrew Wright, David Betteridge, Micheal Buckby (1983)*, indicates that learning language is a hard work and one must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. The hard work of learning the language could bring bad impression of the learner in learning the language. Games help the teacher to create context in which the language is useful and meaningful *Andrew Wright, David Betteridge, Micheal Buckby (1983)*.

Language games could be considered as one of the activity that could organised by the English club in school. The advantages of language gave is a learning language in a meaningful way and yet it also fun to learn (*Andrew Wright, David Betterigde, Micheal Buckby 1983*). The students could enjoy themselves playing the games and at the meantime they could also learning the language. Certain games for example ‘Chinese whisper’ encourage the students to speak the language. This would help them improved their English language.

2.4 Theoretical and Pedagogical perspectives.

Every student has different preferences in learning language. Some of the students might learn differently from the others. Individual differences fascinate and challenge the instructional skills of every teacher (*John F.Travers, Stephen N. Elliot, Thomas R. Kratocwill, 1993*). The different among individuals become a great challenge in planning and conducting any activities for the English club. The club advisor together with the club members should be aware of this when they planning the activities for the club as it are important to cater the individual needs as a whole. *Snow, 1986* as cited in (*John F.Travers, Stephen N. Elliot, Thomas R. Kratocwill, 1993*) stated that instruction in any subject must be adapted to the students’ ability which is differ in many aspect such as intellectual, motor and behaviour.

In learning a English as a second language, every students have different approach in leaning. The psychology theories have help us in designing the language activities either it for the purpose of classroom activities or learning the language outside the classroom such as English club. The psychology theories are behaviourist and cognitivism. Behaviourist theory was started by psychologist like Pavlov, Watson and Thorndike. They believed that it is possible to the way people learn by studying the behaviour