

English Club Usage by *Santri* of Baitul Hidayah Islamic Boarding School as an Act to Prevent Disruption Era

(A Case Study of Pesantren Baitul Hidayah, Cimenyan, Bandung)

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Abstract—This recent paper tries to examine how *santri* take benefit from the existence of an English Club at their school in terms of increasing their understanding of having ability in mastering a foreign language. This research is performed at an Islamic boarding school Baitul Hidayah, Cimenyan, Bandung Regency. The research is conducted through a descriptive-quantitative method. The research result generally shows that *santri* at the Islamic boarding school are aware of the necessity of having an ability to use English as a tool to face the global world. This can be seen from their understanding through the four-basic English daily activities such as English conversation, storytelling, speech, and debates as parts of their English Club activities.

Keywords—*english club usage; santri; Baitul Hidayah; disruption era*

I. INTRODUCTION

One academic activity performed by students on the implementation of using a foreign language at school is English Club program. This is a platform facilitated by schools, both state and private, for students to improve their language skill aspect. Pereira [1] mentioned that the existence of English Clubs in most schools is to keep up and go with academic content taught in classrooms. She also added that its existence is believed as a successful way to improve the standard of students' English as it can get students interested in the language through its out-of-class learning (co-curricular activities) method. As the students with same interest then gather and practice speaking English to share ideas as well as information at English Clubs, their English are hoped to be better. This is in accordance to the description of English Club elaborated by Pereira [1]. Her study mentioned that English Club is a place which can create learning situations attracting students' attention without any similarities with classroom's constraints.

There has been some research questioning whether students taking part in English club as a co-curricular activity can also show progress academically. Surprisingly the answer is it can. An early study by Eccels [2] provided a proof that students' participation in extracurricular activities gives not only a

protective context but also a promotive context both in terms of both in involvement in risky behaviors as well as in academic performance. In accordance with Eccels, Grafford [3] also agreed that there is a positive connection between extracurricular, G.P.A., and self-esteem. In addition, the emergence of the 'Web 2.0' era has triggered the open and collaborative education within a virtual system. It is van Mourik Broekman, et. al. [4] who argued that the culture of education has changed from a traditional formal classroom into a new flexible classroom with a wide variety of platforms and approaches. In the end, following the transition through different platforms, Tien thought that this may overcome the classroom anxiety of the learners [5].

Due to reasons above, researchers are interested in conducting a research on the English club usage especially among *Santri*, Islamic boarding school students. *Santri* are preferred to be the population in this research as they spend almost all their 24 hours at their boarding school with its own rules, not to mention one rule about using foreign languages like Arabic and English. *Santri* meant in this paper are those who study at Baitul Hidayah, an Islamic boarding school at Mandala Mekar, Cimenyan, Bandung Regency and interest in English. This Islamic boarding school is chosen because of its locating on top of a hill yet it implements modern Islamic curriculum. Not all of the *santri* at the school are used as the sample, but only few of them are selectively recommended by teachers as they have interest in English as well as good grades in English and leadership. The formulated problem to this research is how English club is performed and understood by *Santri* in Baitul Hidayah. Therefore, this present study tries to give a report on *santri's* comprehension of English as a tool to open global education through English Clubs activities.

II. METHOD

This research uses a descriptive method with quantitative approach. As this research objective is to portray the English Club usage by *Santri* as an act to prevent the disruption era, the method is chosen based on its nature which concerns with conditions, practices, structures, differences, or relationships

that exist, opinions held, processes that are going on or trends that are evident. Burns and Grove [6] elaborate descriptive research as “a research design to provide a picture of a situation as it naturally happens.” The quantitative approach is used as well in this research to complete the research methodology. This quantitative analysis is applied in the research due to the research aim which has a purpose to describe a situation that is used as the object of the research supported by literature review so that this can strengthen the researcher’s analysis in formulation the conclusion. This is also explained by Sudjana mentioning that [7]

“Descriptive research method with a quantitative approach is used if it aims to describe or explain events or events that occur at this time in the form of numbers that are meaningful.”

It is said from the citation above that a descriptive method may also be done through quantitative analysis approach for the research is aimed to portray a recent phenomenon supported with meaningful numbers as the data.

The data collecting in this research is taken from the questionnaire provided by the researchers related to the research topic, English club usage and students understanding on the increasing of language skill competency as prevention to the disruption era seen from academic world aspect. The questions include four-basic English club daily activities such as conversation, storytelling, speech, and debates. The questions in the questionnaire are given to 24 selected *santri* as the representatives from every school grade. The selection is assisted by the teachers seeing from *santri*’s score in English subject, leadership skill, as well as their interest in English subject. The questionnaire is given twice with same questions (20 numbers of exact questions) as a pre-test (before given the treatment about the knowledge of English club activities, as well as a school organisation) and a post-test (after the treatment).

III. RESULTS AND DISCUSSION

In answering the formulated problem how English Club is performed and understood by *santri* in Baitul Hidayah, the researchers make a classification of questions related to four-basic English club activities at school i.e. conversation, storytelling, speech and debates. This below is a table of questions on the pre-test and post-test questionnaire.

TABLE I. PRE- AND POST- TEST QUESTIONS

No	Questions	True (B)/ False (S)
1.	Story telling is a form of art in using language, vocalization, movements and gesture to deliver messages to audiences	B S
2.	The technique that can be used in story telling is illustrated stories, writing free stories based on images, words in videos, discussions, and presentations.	B S
3	By mastering storytelling techniques, we can improve our writing and speaking skills	B S
4.	Studying is an effort done by someone who wants to get a better life.	B S

Table 1. Cont.

5.	Learning process shouldn’t be seen only from the learning activities but also from before-after stages of the learning process.	B S
6.	Studying English is difficult and boring.	B S
7.	The activities of English Club may run well as long as students want to manage it well although there is no help from other party.	B S
8	Doing conversation in English can only be done by those who are fluent in English.	B S
9.	The benefit of debate is limited only to public speaking.	B S
10.	There are three parties involved in debate.	B S
11.	Debate is really useful in enhancing students’ giving arguments in English.	B S
12.	Debate makes students confident in giving opinions	B S
13.	English Speech activity can be a good exercise for students to speak in public.	B S
14.	English speech can increase students’ speaking ability in public confidently.	B S
15.	Giving an English Speech in public spontaneously can enhance English vocabulary mastering.	B S
16.	Debate doesn’t need a moderator.	B S
17.	Gestures are not important in giving speech.	B S
18.	We cannot bring notes when giving speech.	B S
19.	Informal conversation can only be carried out in particular situation.	B S
20.	One challenge in story telling is making the audience believe in our story.	B S

The table above is questions asked to the participants of this research. There are 20 questions related to activities at English clubs like doing English conversation, story-telling, giving speech and debates. Students are asked to choose whether the statements/questions are true or false, according to their knowledge, by crossing B to true statement and S to false statement. And the result of the questions is as shown by the table below.

TABLE II. THE TABULATION OF SANTRI’S ANSWERS ON PRE-TEST AND POST-TEST (ALL NUMBERS ARE IN PERCENTAGE)

No of Question	PRE TEST (number of correct answers)	POST TEST (number of correct answers)	NOTIFICATION (in percentage)
1	23 95,83 %	24 100%	Increased 4,17%
2	17 70,83%	21 87,5%	Increased 16,67
3	22 91,67%	23 95,83 %	Increased 4,17
4	24 100%	22 91,67%	Decreased 8,33%
5	24 100%	23 95,83 %	Decreased 4,17%
6	0 0%	0 0%	Remain the same
7	16 66,67%	18 75%	Increased 8,33%
8	2 8,33%	1 4,17%	Decreased 4,17%
9	8 33,33%	5 20,83%	Decreased 12,5%
10	15 62,5%	16 66,67%	Decreased 4,17%

Table 2. Cont.

11	24 100%	24 100%	Remain the same
12	23 95,83 %	24 100%	Increased 4,17%
13	24 100%	24 100%	Remain the same
14	22 91,66	24 100%	Increased 8,33 %
15	19 79,16%	19 79,16%	Remain the same
16	1 4,17%	2 8,33%	Increased 4,17%
17	0 0%	1 4,17%	Increased 4,17%
18	13 54,16	5 20,83%	Decreased 33,3 %
19	4 16,66%	10 41,6%	Increased 25%
20	23 95,83 %	22 91,67%	Decreased 4,17%

The table 2 above shows the results of the pre-test and post-test recapitulation are enough to show an increase in students' knowledge and understanding of the English Club's existence both in terms of roles in an organizational form and the form of activities that can be carried out in the English club. A total of nine numbers from 20 questions in the pre-test and post-test showed an increase in the percentage of students' knowledge and understanding of the material provided. The increase is quite varied for each number, ranging from 4.17% to 25% students are able to answer questions correctly after getting the material (during the post-test).

In addition, as many as four numbers from 20 questions in the pre-test and post-test questions stated that all participants managed to answer the questions correctly, both before (during the pre-test) and after the presentation of the related material (during the post-test). This indicates that all participants have sufficient knowledge and understanding, which can be useful in the establishment of an English language club on an ongoing basis. Nevertheless, as many as seven out of 20 questions in the pre-test and post-test questions showed a decrease in the presentation of the number of students who answered correctly after the presentation of the material. The number of decreases in the percentage of students' answers were correct in the post-test (compared to at the time of the pre-test) ranging from 4.17% to 33.3%.

The biggest decrease in the number of student responses occurred in the type of questions that tested students' understanding of the technical delivery of speech whether they were allowed to bring a text / speech text or not. The most

likely cause of the decline was due to the far post-test implementation time with the pre-test implementation reaching a delay of up to two weeks. In addition, the post-test implementation time is integrated with the internal Islamic Sports Week activities which are likely to result in the focus / concentration of divided students or have started to forget the material that was given at the time of the pre-test. Nevertheless, overall, the use of the English Club in Baitul Hidayah Islamic Boarding School by the students goes well along with their understanding and knowledge in terms of foreign language skills, namely English as a provision to combat disruption in education in the illiteration aspect through mastery of language skills foreign. The number of percentage reduction of students who were able to answer correctly is expected not to be an obstacle in running the English club because of intensive enforcement as a form of supervision, both from teachers in the school and researchers.

IV. CONCLUSION

From the analysis above, it can be understood that *santri* generally understand the importance of having an ability in mastering a foreign language, especially English. This is proven by *santris* comprehension on the existence of English club as an organization at school, as well as its functions. Besides that, they also have implemented their understanding of the necessity in mastering English as a tool to face the future to sharing the ideas and information as well as knowledge through four-basic English daily activities which can be found in a real life. This is hoped to them to be confident and ready to face the global that is entering the disruption era.

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