

Exploring the Practices of English Club at a Private Islamic School in Pontianak

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Abstract: This case study aimed to explore how the English club with an integration of traditional and digital media was implemented at an Islamic private senior high school in Pontianak, West Kalimantan, Indonesia. The school is located in Northern Pontianak, Pontianak, West Kalimantan, Indonesia. The case study utilized participant observations and interviews to gather the data involving five selected students using purposeful sampling to gain rich and relevant data. The field notes of the observations and transcripts of the interviews were analyzed using thematic analysis. The results of the data analysis were then triangulated to provide valid findings of this study. Two tools are sufficient to have a successful triangulation. The results of the data analysis reveal that the English club, with its three phases, a variety of joyful teaching activities, interesting traditional, and digital media could help build the students' motivation and capacity for speaking and vocabulary mastery even though the English club was conducted after school. Public and private schools are recommended to have an English club with an integration of interesting traditional and digital media to help build the students' motivation and capacity in the English language in an exciting way.

1 INTRODUCTION

English subject is a compulsory subject at the secondary educational level. The government established this to allow Indonesian people to communicate with foreign people and to compete globally, considering that English is an international language used to communicate worldwide. However, learning at school with limited practice duration and limited used of interesting digital media is insufficient (Andersen, Humlum, & Nandrup, 2016; Chan, Churchill, & Chiu, 2017). Students need English tutoring outside school to master and improve their English skills. To cope with this issue, the researchers established a new extracurricular activity at an Islamic senior high school in Pontianak, namely the English club. The English club activities could include reading, writing, listening, speaking, and vocabulary activities. The interactions between

members could be practicing English by learning vocabularies, discussing phenomena, and expressing themselves. Then, the joyful English Club activities could include games and interesting digital media, such as relevant videos, slideshows, and songs from the internet and traditional media, such as colored paper that the students' needs (Cronqvist, 2021; Ekawati&Muhroji, 2017; Malu & Smedley, 2016).

Some research about English club had been done. For example, a study about English club that succeeded to build motivation and improving the English proficiency of the students in the context of a senior high school in Rokan Hulu (Donal & Niati, 2018). In the same context, another study revealed that the students had positive perceptions towards English club where they could learn speaking skills in a joyful manner (Melviza, Ys, & Erdiana, 2017). Similar studies in higher education also showed that the English club could help the students learn

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speaking skills in a joyful manner as well (Abdala, 2021; Eni Suriyah&Mazulfah, 2022). Unlike these previous studies, the researchers would like to initiate an English club in a different context, an Islamic private senior high school in Pontianak, West Kalimantan, Indonesia where English was not a priority and the implementation of traditional and digital media need improvement. Accordingly, this study would like to explore how the English club with an integration of interesting traditional and digital media was implemented at an Islamic private senior high school in Pontianak, West Kalimantan, Indonesia. Hopefully, this study could be a reference to develop a better English club in Pontianak, West Kalimantan, Indonesia.

2 METHODOLOGY

This is a case study that investigates a certain phenomenon that occurs in a case (Creswell, 2012; Yin, 2018). Up to this point, this study explored a single case, an Islamic private senior high school. Using purposeful sampling, the researchers selected the school as it is an Islamic private senior high school, which has made this study different from the previous studies. Another important point is that the school has a partnership program with the researchers' institution, that is, IKIP PGRI Pontianak, which would allow the researchers to gain approval and support from the school to initiate an English club. The school is located in Northern Pontianak, Pontianak, West Kalimantan, Indonesia. A feature of a case study is using multiple tools to gather data (Yin, 2018).

To do so, this case study used participant observations and semi-structured interviews. The first tool is participant observations that allow the researchers to observe and participate in the teaching sessions along with the students who participated in the English club (see Brancati, 2018). Here, the main researcher acted as the tutor who taught the English club for five sessions from August to September 2022. The teaching sessions were recorded and written on the field notes to be analyzed. To reduce bias, the main researcher involved a teacher, Ms. Maja (alias), from the school as a collaborator to provide a second perspective during the observations. The second tool is a semi-structured interview where the researchers provided a few questions to be answered by the students and, if needed, generated specific questions during the interviews (Magaldi&Berler, 2020). A pilot study was conducted at another school to ensure the questions

were understandable before reaching the study participants. Completed the pilot study, the researchers conducted the interviews. Five students who could provide rich data about English club were selected purposefully. Another teacher from the school, Mr. Sama (alias), monitored the interview sessions to ensure the interview was done properly. The interview sessions were recorded and transcribed to be analyzed.

The researchers used thematic analysis to analyze the textual data from the field notes and interview transcripts. The data were coded and categorized under major themes that were identified inductively from the texts of the field notes and interview transcripts (Nowell, Norris, White, & Moules, 2017). The researchers then triangulated the results of the data analysis from the two tools to provide valid findings to be presented further in the following section. To be noted, two tools are sufficient for a successful triangulation (Flick, 2018; Fusch, Fusch, & Ness, 2018).

3 RESULTS AND DISCUSSIONS

This section will elaborate the findings of how the implementation of the English club at an Islamic private senior high school in Pontianak, West Kalimantan, Indonesia was. The findings are presented based on the results of the data analysis of the field notes of the participant observations and the transcripts of the interviews. Here, the exploration of the implementation of the English club is divided into three phases: the planning, teaching, and evaluation.

3.1 Planning Phase

The planning phase is an initial phase of the English club. Here, the main researcher along with other tutors conducted pre-observations to identify the students' needs and found that the students had limited capacity in English language. As a result, the main researcher along with the other tutors initiated an English club as an extracurricular activity under the school permission to help the students to learn English language outside the school hours.

In this phase, the main researcher also planned the English club activities, including lesson plans, traditional and digital media, and joyful teaching activities to help build the students' motivation and capacity in English. Certainly, the tutors and the participants paid attention to health protocols to avoid unnecessary issues during the pandemic of Covid-19.

3.2 Teaching Phase

The main researcher with the other tutors carried out the practices of the English Club after school from 10.00 - 11.00 WIB. The implementation of the English Club was conducted in five meetings, namely the first meeting on Friday, 6 August 2021, second meeting on Saturday, 7 August 2021, the third meeting on Wednesday, 18 August 2021, the fourth meeting on Saturday, 4 September 2021, and the fifth meeting on Saturday 11 September 2021. In brief, the implementation of the English club commonly began with praying and saying greetings. Then, the tutor built the students' knowledge related to the material that will be given and discussed the material that had been given in the previous meeting.

The tutor continued the teaching activity by presenting the material by using interesting traditional media such as colored paper and digital media such as videos, slideshows, and songs to help the students' learning. During the teaching activity, the tutors also utilized games so that students would not feel bored. Next, the tutor closed the teaching activity by giving a quiz that had been prepared in an oral or written form. After implementing the English Club, the main researcher carried out an evaluation related to the implementation of the English Club as a benchmark to find out the shortcomings of the implementation of the English Club.

3.3 Evaluation Phase

An evaluation phase is a phase to see the results of the implementation of the English club that include the obstacles and the views of the students who participated in the English club. The main researcher interviewed five students from class 10 about the obstacles they faced while participating in the English Club. The responses will be presented in Table 1.

Table 1: Obstacles in the implementation of the English club.

Participants	Responses
S3	The materials and media used were difficult for me
S4	I find learning and understanding English challenging because sometimes the tutors give the material via laptop, so I cannot see clearly. This activity is held after school, so sometimes I do not focus on studying anymore.

Table 1 shows the obstacles encountered by the tutors in the implementation of the English club. The

first obstacle is the students found the materials and media used by the tutors were difficult to be understood. This is a common obstacle since English language had not been the students' favorite subject and, surely, the students had difficulties to cope with the teaching activities and media used, in this case, digital media that is presented on a laptop as these experiences and media were rarely used. The second obstacle was the schedule of the English club, which took place after school where the students felt unease about learning further. Having another extra activity after school could be a problem for the students as they had to change their habits to learn for another round. To deal with the second obstacle, the main researcher and other tutors already planned joyful teaching activities, such as games, quizzes, interesting traditional and digital media, to build the students' motivation and capacity in English.

Nevertheless, the English club benefited the students. This is indicated by the students' responses to the interview sessions presented in Table 2.

Table 2: Perceptions of the students regarding the implementation of the English club.

Participants	Responses
S2	English Club is a valuable activity because it can help students learn English outside of school hours.
S1	I became more daring to speak in English because at the English Club, we are allowed to speak in English without fear of making mistakes.
S5	We are allowed to speak English in front of the class, free to ask questions about English, so I feel that this English club, although short, can provide motivation and improve my English skills, especially speaking in English (speaking).
S3	My vocabulary increased after joining the English Club. Previously I did not know the names of animals, colors, and occupations in English. Now I know and memorize them.

Table 2 reveals that the English club could be considered a valuable activity that allowed the students to learn English after school. The English club also allowed the students learned English without fear of making mistakes, providing motivation for the students to learn English and, at the same time, building the students' capacity in speaking skills and vocabulary mastery. In brief, the researchers believe that it is reasonable for the English club to be implemented at this private Islamic school as it brings more benefits for the students, in this case, to build motivation and English proficiency

where the learning took place after school with a variety of activities and interesting traditional and digital media to help the students joyfully learning the English language.

3.4 Discussions

This study found that the implementation of the English club could be considered successful to a certain degree. This could be seen from the students' perceptions regarding the English club where the English club with its joyful teaching activities and interesting traditional and digital media, and the guidance from the tutors could help the students learn English language mainly in the capacity of vocabulary mastery and speaking skills. At the same time, English club could also build the students' motivation to help them learn the English language. Motivation is important as motivation could be a booster for the students to learn the English language that could be beneficial for their life even after the students completed their studies (Muslim, Hamied, & Sukyadi, 2020; Rodríguez & Cobos, 2021). This finding is in line with the previous studies that found out that English club could build motivation and proficiency of the students in the context of a senior high school (Donal&Niati, 2018) and in the context of higher education (Abdala, 2021; Eni Suriyah&Mazulfah, 2022). The difference with the previous studies is that this study investigated the implementation of the English club with an integration of interesting traditional and digital media at a private Islamic school in Northern Pontianak, Pontianak, West Kalimantan, Indonesia where similar studies were still limited. Nevertheless, this study also had a limitation where this study only based its findings from participant observations and interviews without having consideration from other tools such as tests and questionnaires.

4 CONCLUSIONS

This study aimed to explore how the English club with an integration of interesting traditional and digital media was implemented at an Islamic private senior high school in Pontianak, West Kalimantan, Indonesia. The results of the data analysis reveal that the English club with its three phases, interesting traditional and digital media, and joyful teaching activities could help build the students' motivation to learn the English language and capacity in vocabulary mastery and speaking skills. The researchers suggested that public and private senior high schools

should initiate an English club with an integration of interesting traditional and digital media to help their students learn the English language without being afraid of making mistakes or having low grades. A further study should add a proficiency test to provide solid evidence to see the effectiveness of the implementation of the English club regarding the students' English proficiency.

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