

## Analyzing Students' Needs of Extra Academic Activities as An Oral English Proficiency Enhancer

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### ABSTRACT

This research aimed at revealing the needs of the Faculty of Language and Arts ( Henceforth called FLA ) students for extra academic activities as an oral English Proficiency enhancer. It has been a well-known fact that the ultimate goal of teaching a language is a good mastery of speaking skill as language is a tool of communication and communication takes place where there is speech ( Chaney and Burk, 1998). In addition to in class learning, all students at Soegijapranata Catholic University ( SCU ) are required to join extra academic activities both at the faculty and university levels. Activities offered by the university basically attempt to help students recognize and develop their competence and leadership skills whereas those developed by the faculty provide students with the opportunities to develop their interests and talents. The activities offered by the faculty are carried out mostly in English. Such extra academic activities give great opportunities to develop the students' oral skills. Bearing this in mind, the present researcher is interested in finding out whether or not FLA students' extra academic activities that they have been joining so far play a significant role in developing their speaking competence and what additional activities may be expected to help enhance their oral skills. To find out the answers to such questions, the present researcher conducted a study which made use of questionnaires and interviews as research instruments. The respondents of this study were FLA active students from batch 2019 to 2022. There were 84 students from three different majors, i.e. English Linguistics & Literature, Englishpreneurship ( Engpre ) and Digital Performing Arts ( DPA). The results indicate that students on average consider extra academic activities especially those offered by the Faculty of Language and Arts contribute a lot to the development of their oral proficiency. Moreover they also gave some useful suggestions for the establishment of new extra academic activities that may enhance their oral competence

**Key Words :** Needs, Extra Academic Activities, Oral Proficiency, Enhancer

## INTRODUCTION

Following Christison (2013), Extra Academic Activities ( henceforth called EAA ) are activities performed by students, that fall outside the realm of the normal curriculum of school, college or university education. In other words, they are activities that students undertake but not as a part of the school, college or university obligation.

A previous study conducted by Shulruf, Tumen & Tolley in Christison ( 2013 ) indicate that students who actively take part in EAA tend to have higher marks, better test scores, and more positive educational experiences in general. Briefly, such students can be claimed to perform better academically than those who don't. Unlike the former study, this research tried to investigate students' needs of other types of EAA which they considered relevant to their interests and needs for their future jobs and careers by asking them to give their suggestions.

In addition to the advantages of joining EAA as described above, Kayi ( 2006) also specifically mentioned the role of EAA as a Speaking skill enhancer. He further gave examples of such EAA as can be seen below.

- a. Discussion Club  
A discussion can be held for various reasons, for instance , sharing ideas or experiences , finding solution to a problem, drawing conclusion, brainstorming, etc. This activity involves important language functions, such as giving opinions, agreeing and disagreeing politely and giving suggestions. By joining a Discussion Club, students will have more chance to practice their oral skills and consequently they will improve soon.
- b. Role Play Club  
Another way of enhancing students oral proficiency is by getting them involved in a Role Play Club. In role playing, students pretend to be in various social contexts and have variety of social roles.
- c. Drama Club  
This activity is similar to role play except for the fact that it takes elaborated scripts ( scenarios), sophisticated plots, numerous performers and certainly longer time to perform.
- d. Debate Club  
In this club students can sharpen their debate skills by arguing over controversial topics and learn the rules of debating. That way they will certainly improve their oral English mastery.
- e. Story Telling Club  
Students will learn to develop their own stories and practice telling them in their own styles to an audience.
- f. News Reading Club

Students can practice being News Anchors / Presenters on TVs by reading certain articles / news from newspapers or magazines which describe current events. This will help improve their pronunciation, intonation, enunciation, etc.

g. Toastmasters Club

This is a club which intends to train students to become professional Masters of Ceremonies after they graduate.

The aforementioned activities seem to be relevant and realistic to be proposed as an Oral English Proficiency Enhancer at FLA with hopes that students can improve their oral English mastery when joining any of this club or activity

Considering the importance of EAA as described above , it is understandable that Soegijapranata Catholic University( SCU ) as well as the Faculty of Language and Arts ( FLA) also provide such activities for the students . All students at SCU are required to actively participate in EAA at the university level and encouraged to join EAA at the faculty level.. Activities offered by the university are ,for instance ATGW (Arising the Giant Within) and Live In whereas those established by the faculty are mostly related to Music and Performances. Basically ATGW attempts to help students recognize and develop their competence and leadership skills whereas Live In program tries to introduce and familiarize them to real life within the community. Music and Performance clubs provide students with the opportunities to develop their interests and talents. The activities offered by the faculty are carried out mostly in English , for instance a music club called FLAcoustic in which students practice singing various kinds of English songs with the accompaniment of different musical instruments. Another example is an event called “English Improvement Days” (EID) in which students have to speak English all the time while doing different kinds of activities and competitions. Such extra academic activities give great opportunities to develop the students’ oral skills.

## **METHOD**

In an attempt to find out whether or not FLA students’ EAA that they have been joining so far play a significant role in developing their speaking competence and what additional activities may be expected to help enhance their oral skills, the following research questions were formulated.

1. What kind of Extra Academic Activities do FLA students join?
2. What other types of Extra Academic Activities do FLA students need?

To find out the answers to such questions, questionnaires were administered and interviews with 6 respondents were conducted. The data obtained from the questionnaires and interviews were analyzed based on Descriptive Statistics in the form of Mean and Standard Deviation scores

while the rest were calculated on a percentage basis. Before the administration of the questionnaire, a pilot study with 4 students were conducted. The purpose was to find out the weaknesses of the questionnaire so that they could be revised before being administered. A validity test was also carried out. The variables used in this study are among others, Unika extra academic activities, FLA academic activities, other types of extra academic activities. The respondents of this study were FLA active students from batch 2019 to 2022. They were students from three different majors, i.e. English Linguistics & Literature, Englishpreneurship (Engpre) and Digital Performing Arts ( DPA) . There were 84 respondents altogether consisting of 58 English Linguistics and Literature, 19 and 4 DPA students. Being the newest study program, DPA has the least number of students.

## FINDINGS and DISCUSSION

In this section, the results of the data analysis obtained from the closed - ended type of questions in the questionnaire are presented. They are in the form of Mean and Standard Deviation scores. To make the discussion easier to follow , direct comparisons between the results of PART 1 ( students' overview of University EAA ) and PART 2 ( students' overview of FLA EAA ) were made.

### PART 1

**Table 1: Students' Overview of EAA at the University Level**

A. Answer the following statements by circling one of the numbers below			
4: Fully agree			
3: Agree			
2: Disagree			
1: Totally disagree			
List of Questions	Responses	Mean	Standard deviation
1. I like joining an extra academic activity on campus, eg. Live In, ATGW,etc.	84	2.89285714 3	0.83619703
2. I think joining extra academic activities develops my interpersonal skills	84	3.22619047 6	0.855192369

3. I consider extra academic activities develop my communication skills.	84	3.385542169	0.838572034
4. I think extra academic activities help improve my academic performance.	84	3	0.891729064
5. I find joining an extra academic activity has many benefits.	84	3.345238095	0.813945435
6. I want to join an extra academic activity because of its advantages.	84	3.19047619	0.856951595
7. I think joining an extra academic activity is a waste of time.	84	1.988095238	0.963103012
8. I find it difficult to organize my time for studying and joining an academic activity.	84	2.083333333	1.008498028
9. I find a positive correlation between extra academic activities and in class courses.	84	3.119047619	0.8273162
10. I agree that extra academic activities should be made compulsory for students.	84	2.69047619	0.904822295
11. I suggest there should be more various extra academic activities on campus.	84	3.119047619	0.961985421
12. I think extra academic activities should also consider students' interests.	84	3.630952381	0.654544114
13. I think extra academic activities should equip students with skills for their future jobs.	84	3.619047619	0.6382348
14. I consider most of the academic activities at UNIKA useful for the students.	84	3.317073171	0.844415917

15. I think there are enough facilities at UNIKA to carry out various extra academic activities	84	3.036144578	0.875768417
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## PART 2

**Table 2: Students' Overview of EAA at the Faculty Level**

B. Answer the following statements by circling one of the numbers below

4: Fully agree

3: Agree

2: Disagree

1: Totally disagree

List of Questions	Responses	Mean	Standard deviation
1. I like joining an extra academic activity at FLA, eg. FLAcoustic, Camouflage, etc.	84	3.119047619	0.974429236
2. I think joining extra academic activities at FLA develops my interpersonal skills	84	3.228915663	0.860024123
3. I consider extra academic activities at FLA develop my communication skills.	84	3.238095238	0.872871561
4. I think extra academic activities at FLA help improve my academic performance.	84	3.047619048	0.890441368
5. I find joining an extra academic activity at FLA has many benefits.	84	3.297619048	0.818163708
6. I want to join an extra academic activity at FLA because of its advantages.	84	3.168674699	0.894689987

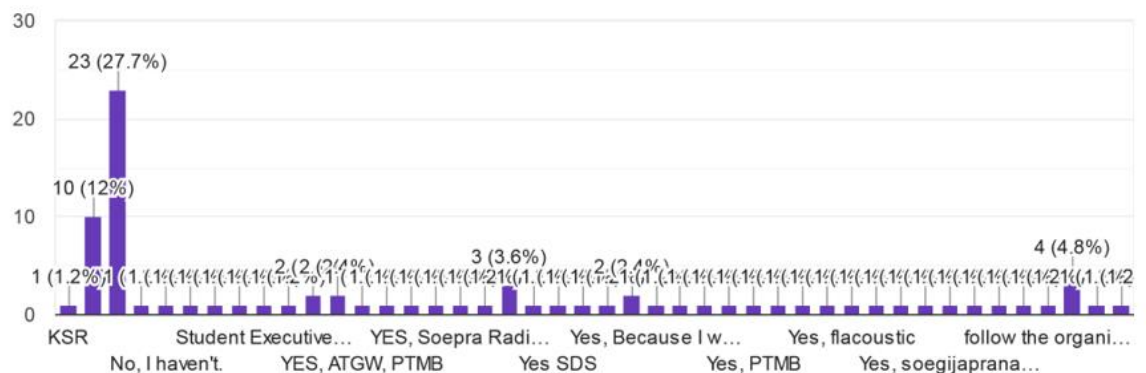
7. I think joining an extra academic activity at FLA is a waste of time	84	1.95180722 9	1.010959632
8. I find it difficult to organize my time for studying and joining an academic activity at FLA.	84	2.14240963 9	1.069986996
9 .I find a positive correlation between extra academic activities at FLA and in class courses.	84	3.04761904 8	0.862956
10. I agree that extra academic activities at FLA should be made compulsory for FLA students.	84	2.84523809 5	0.963103012
11. I suggest there should be more various extra academic activities at FLA.	84	3.27380952 4	0.882919452
12. I think extra academic activities at FLA should also consider students' interests.	84	3.59523809 5	0.730061024
13. I think extra academic activities at FLA should equip students with skills for their future jobs.	84	3.36904761 9	0.832759412
14. I consider most of the academic activities at FLA useful for the students.	84	3.26190476 2	0.837653746
15. I think there are enough facilities to carry out various extra academic activities at FLA.	84	2.98809523 8	0.884866713

From Table 1 & 2 above, it can be seen that the average students' interests in joining university EAA is quite high as can be seen from the Mean score 2.89 meaning 'agree'. They are also interested in joining EAA at the faculty level as reflected by the Mean score 3.12 meaning 'agree'. When asked about whether or not joining EAA at the university and FLA levels develop their interpersonal skills, students give the same responses as can be seen from the Mean scores 3.22 and 3.22 meaning 'agree'. A similar question was also asked to the students on whether or not University EAA develop their communication skills. The answer is quite positive as reflected in the



mean score 3.38 meaning 'agree' whereas at the FLA level, the Mean score is 3.23 which also still means 'agree'. The majority of the students agree that EAA at both the university and faculty levels help them develop their academic performances as can be seen from the Mean scores 3 for both. They also consider joining EAA at both levels give many benefits as reflected by the Mean scores 3.34 for the university level and 3.29 for the faculty level. When asked whether or not their joining EAA is due to the advantages they get from them, most of them agree as can be seen from the Mean scores 3.19 and 3.16. Consistent to their previous answers, they do not regard their participation in EAA for both levels as a waste of time. This is seen from the Mean scores 1.98 and 1.95 meaning 'disagree'. To the statement which says 'Joining EAA makes them difficult to organize their study time', they disagree as shown by the Mean scores 2.08 and 2.14. They regard that there is a positive correlation between EAA at both levels and in class courses as seen from the Mean scores 3.11 and 3.04 meaning 'agree'. However, they disagree if EAA at both levels should be made compulsory for the students. This is shown by the Mean scores 2.69 and 2.84. Most of them consider that EAA at both levels should be made more various. The Mean scores for this variable are 3.11 and 3.27 respectively. They also support the fact that EAA should take into account students' interests. The Mean scores for both levels are 3.63 and 3.59 meaning 'fully agree'. The majority of students consider that EAA offered by both the university and faculty have to equip them with skills for their future jobs. This can be seen from the Mean score 3.61 meaning 'fully agree' and 3.36 meaning 'agree'. Up to the time the research was conducted, most of the students felt that EAA at both levels were useful for them as shown by the Mean scores 3.31 and 3.26. Considering the availability of facilities to carry out EAA at both levels, the majority of the students think that they have sufficient facilities as reflected by the Mean scores 3.03 and 2.98 meaning 'agree'.

### PART 3

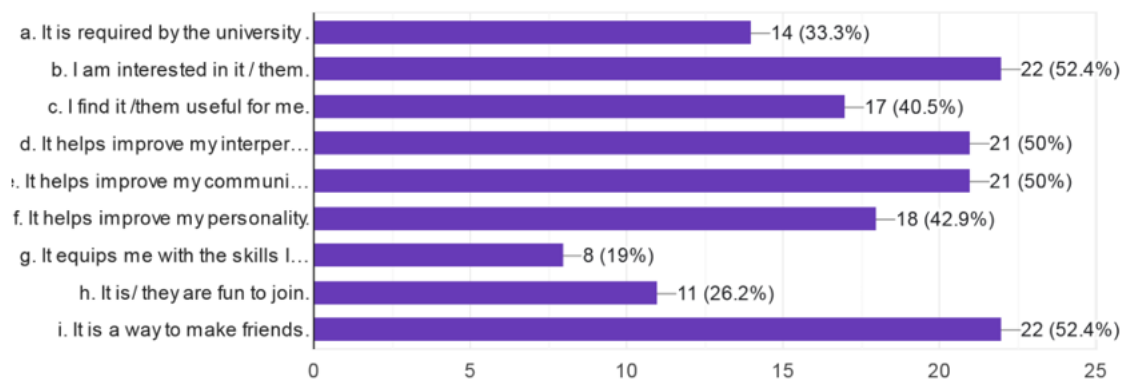


**Figure 1: Types of All University Extra Academic Activity that Students have joined so far**



To follow up the questions asked in Part 1 & 2 above, students were asked to mention types of activity at the university level that they had joined up until the time the research was conducted. The results can be presented as follows :

- a. KSR ( Korps Sukarela ) : 1.2 %
- b. ATGW ( Arising the Giant Within ) : 12%
- c. PTMB (Pembekalan Terpadu Mahasiswa Baru ) : 27.7%
- d. Student Executive : 2.4%
- e. Gratia Choir : 2.4%
- f. Wanacaraka : 1.1 %
- g. Soepra Radio & TV : 1.3%
- h. Soegijapranata debate society : 1.6%
- i. Badminton : 1.1%
- j. LKTD ( Latihan Kepemimpinan Tingkat Dasar ) : 27.6%
- k. KKN Pandemika (Kuliah Kerja Nyata Pandemika ) : 5.6%



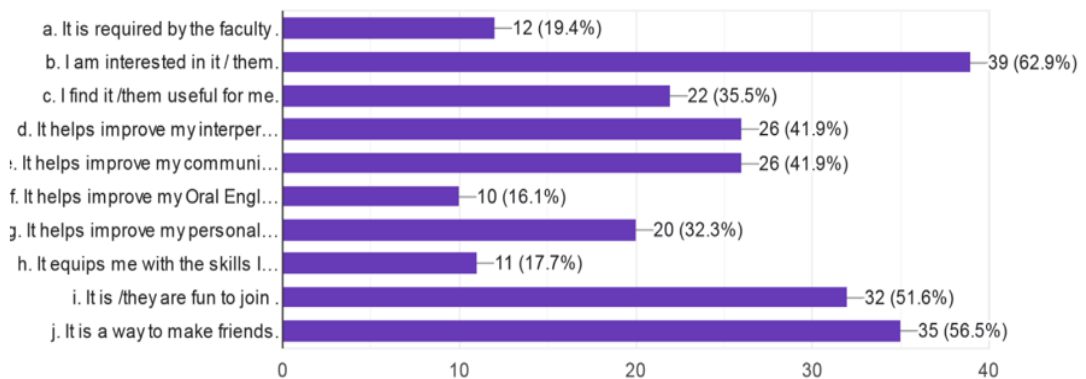
**Figure 2: Reasons for Joining Extra Academic Activities at the University Level**

Another important question asked to the students is ‘ What are their reasons for joining EAA at the university level ‘. Their answers are presented below in order of importance.

1. I am interested in them (52.4% )
2. It is a way to make friends (52.4%)
3. It helps improve my interpersonal skills ( 50% )
4. It helps improve my communication skills (50%)
5. It helps improve my personality (42.9%)
6. I find it useful for me (40.5%)
7. It is required by the university ( 33.3% )
8. It is fun to join (26.2%)
9. It equips me with the skills I need in my future jobs (19%)

In this part, students were asked whether or not they join EAA at the faculty level. Those who do, mention the following kinds of EAA :

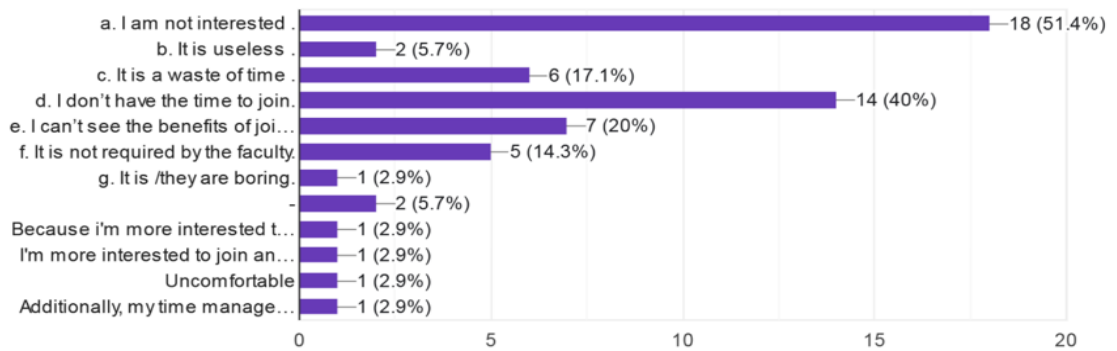
1. FLAcoustic
2. Camouflage
3. Student Executive Board
4. FLA Basket
5. FLAdance
6. FLAcantare
7. FLAminton
8. FLAfutsal
9. Mandarin course



**Figure 3: Reasons for Joining Extra Academic Activities at FLA**

The following are the reasons for students to take part in EAA at FLA ranging from the highest percentage to the lowest.

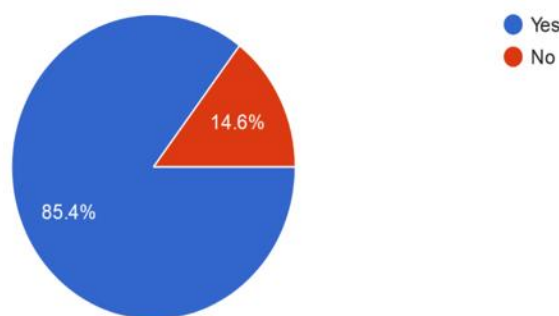
- I am interested in it ( 62.9%)
- It's a way to make friends ( 56.5% )
- It's fun to join ( 51.6% )
- It helps improve my interpersonal skills ( 41.9%)
- It helps my communication ( 41.9%)
- I find it useful for me ( 35.5% )
- It helps improve my personality ( 32.3%)
- It's required by the faculty ( 19.4%)
- It equips me with the skills I need in my future job ( 17.7%)
- It helps improve my Oral English ( 16.1%)



**Figure 4: Reasons for Not Joining FLA Extra Academic Activities**

Since there were students who admitted that they did not not join any of EAA at FLA, they were asked the reasons. Their answers can be summarized as follows.

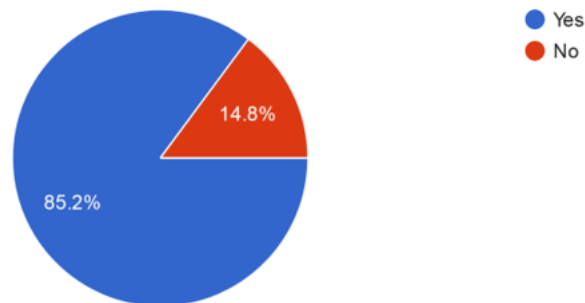
- I'm not interested ( 51.4% )
- I don't have the time to join ( 40 )
- I can't see the benefits of joining EAA (20%)
- It is a waste of time (17.1%)
- It's not required by the faculty (14.3%)
- It is useless (5.7%)
- It's boring (2.9%)
- I'm not interested (2.9%)
- I feel uncomfortable joining it (2.9%)
- I'm interested in joining other activities ( 2.9% )
- I have poor time management ( 2.9% )



**Figure 5: Students' Opinions on FLA Extra Academic Activities in Improving their Oral English Skills**

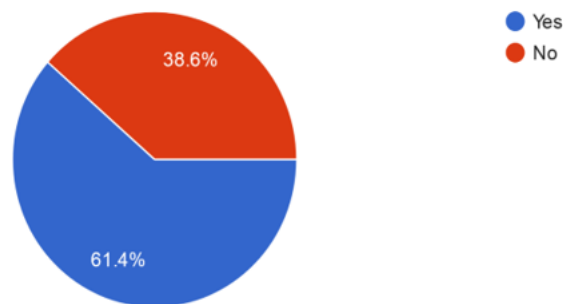
The students were also asked whether or not they found EAA at FLA help them improve their Oral English competence so that they can speak more fluently and confidently. 85.4% of them gave positive responses meaning

they considered FLA EAA enhance their Oral English skills while the rest 14.6% did not think so.



**Figure 6: Students' Expectation of Having FLA Extra Academic Activities that help improve their Oral English Skills**

Another significant question asked to the students is whether or not they expected to have more EAA at FLA that can enhance their Oral English skills, 85.2% said 'yes' while 14.8% said 'they did not want to'.



**Figure 7: Students' Opinions on the Existing FLA Extra Academic Activities**

A further question asked to the students is whether or not they think FLA has sufficient EAA that help improve their Oral English skills. 61.4% of the students said 'Yes' while the rest 38.6% said 'No'.

Finally, students were asked to give suggestions of other EAA that may help them improve their Oral English competence and the results can be seen in the following table.

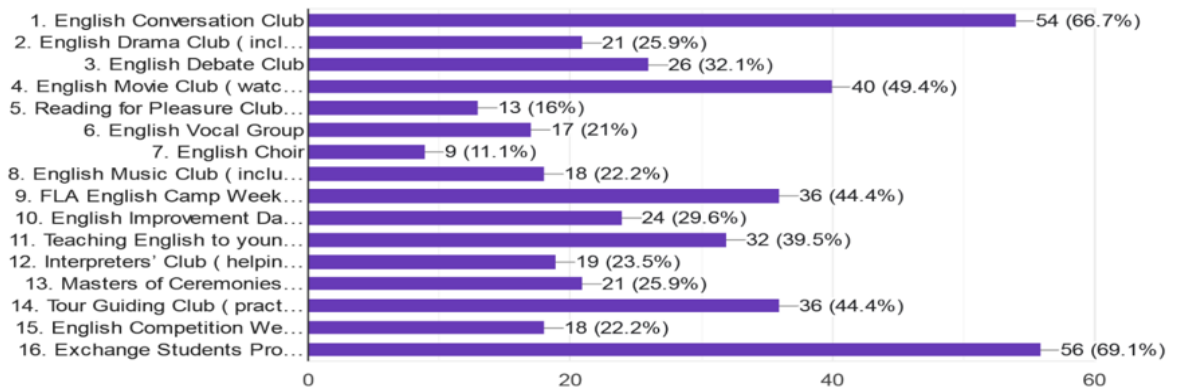
**Table 3: Suggestions of Other Extra Academic Activities Needed by the Students**

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**Suggestions of Other Extra Academic Activities Needed by the Students**

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1. CamouFLAge
2. Debate club
3. Public speaking
4. English literature club
5. Reading Club
6. Story-telling club
7. English Conversation club
8. English Camp
9. FLAmovie Club
10. Musical Poem
11. Journal Writing Club
12. Drama Musical Club
13. Student Exchange Program
14. Speech Club
15. Project Presentation Training
16. FGD (Forum Group Discussion)
17. News Report Club
18. Accurate Pronunciation and Fluency Practice Club
19. Broadcasting Club
20. Theater Club



**Figure 8: Rank of Importance of Extra Academic Activities that help enhance Students' Oral Competence**

Based on the above figure, the order of significance of the FLA EAA suggested by the students can be ranked as follows.

- Exchange students program ( 69.1)
- English Conversation Club (66.7%)

- English Movie Club (49.4%)
- FLA English Camp Week (44.4%)
- Tour Guiding Club (44.4%)
- Teaching English to Young Children (39.5%)
- English Debate Club (32.1%)
- English Improvement Days (29.6%)
- English Drama Club (25.9%)
- Masters of Ceremonies Club (25.9%)
- Interpreters Club (23.5%)
- English Competition Week (22.2%)
- English Vocal group (21%)
- Reading for Pleasure Club (16%)
- English Choir (11.1%)

## CONCLUSION

Based on the results presented above, some conclusion can be drawn. Firstly, students are supposed to join some compulsory EAA at the university level and since they are required, they have no other choice but to join them. However, most students feel the benefits of joining them. This is also supported by the results of the interviews which indicate that students find most of the university EAA useful for them. Secondly, students tend to join EAA at FLA which interest them most and provide them with opportunities to develop their talents. However, since there is no obligation for them to join these EAA, not many students are willing to participate. From the interviews, it can be concluded that they prefer to spend their time on academic activities or doing other things than joining EAA. Nevertheless, they are eager to give suggestions on the establishment of other types of EAA which may equip them with skills needed for their future jobs and careers particularly those which enhance their oral English competence.

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