

Chapter One

Introduction

In this chapter, the researcher described the introduction. It consisted of seven parts. For the first part, the researcher explained the background of the research; it explained the reason why the researcher chose to study this issue. For the second part, the researcher explained the statement of the problems; it explained the problems which were related to this title. The third part was the limitation of the problems. Then, it followed by the research question. The fifth part was the objective of the research. The sixth part was the significance of the research; it talked regarding the importance of the research. The last one was the organization of the chapters; it elucidated the structure of the research.

Background of the Research

Being a teacher was very noble. In schools, teachers were not only teaching, but they were also fostering and developing the school. In developing the school, the teacher chose the activities that needed to implement; one of them was an extracurricular activity. A teacher was the one who was taking the responsibility of the students' development in learning through developing their whole skills. In school, teachers not only taught the material in the class, but they also conducted extracurricular activities outside the class. Extracurricular activities (ECAs) were non-academic activities that were applied in the school but did outside classroom time. ECAs were activities that proven to be able to help improved students' ability in learning or business career. Extracurricular activities (ECAs) were varied; it depended on how schools managed these activities to be useful and exciting. If the school established ECAs to be carried out by the students, then students choose which activities that were suitable for them to help improve their abilities in the field they pursue. Many researchers have defined the category of ECAs as a hobby, the art of dance, the art of music, sport, professional society, leadership, publication, and many more. Marsh explained that

athletic sports team, drama, hobby club, school subject club, and scouts were kinds of extracurricular activities (as cited in Bartkus, B. Nemelka, N. Nemelka, & Gardner, 2012, p. 696).

There were many benefits from ECAs that have applied in the school. One of the benefits of ECAs was that they support the development of students' English Language skills. To master the English language actively, one must be able to master those four skills, namely listening, speaking, reading, and writing. Those four skills were essential to learning. On behalf of this, the ECAs have to suit the four skills. Hinkel (2006) stated that the four traditional divisions, listening, speaking, reading, and writing was the foundation of understanding language skills. These four skills were also the sole ways of integrating the teaching and learning the English Language. Besides, according to ERIC Development Team (2001), in implementing the ECAs, these four skills became a crucial part; they associated with other knowledge such as knowledge of pronunciation, spelling, syntax, vocabularies, and usage. The practical learning of four skills led to optimal English as a second language (ESL) or English as a foreign language (EFL) communication when the skills integrated during instruction.

Given that extracurricular activities support the development of students' English Language skills, the researcher was going to explain the school which implemented the bilingual language and its extracurricular activities in everyday life. That school was an Islamic Modern Boarding School for Girls. The researcher needed to look for the educational system that was run by its school.

That school was an Islamic Modern Boarding School (IMBS) for Girls. IMBS was implemented extracurricular activity by using the Arabic language and the English language. The way this school taught those languages was to push the students to use either Arabic or

English language in everyday life; then, every student was always encouraged to speak the bilingual language. Besides, the implementation of the English language and the Arabic language run through extracurricular activities, such as scouting, public speaking, and festivals. The extracurricular activities that were implemented by this school were numerous. Every activity that runs in this school must have relations with education and teaching. It based on this Islamic Modern Boarding School's spirit of life, which was known as "What you see, what you hear, and what you feel, were all education." In line with that spirit, Bahroni (2012) said, "Every activity in the school that is seen, heard, and felt was considering as education." This school also gave freedom to its students to choose what kind of activities they want to join

After the researcher was schooling in IMBS for Girls, the researcher got the point of view. There were too many activities that brought out in this school. While these activities encouraged and strengthened their English skills, it disturbed students to learn other lessons or bothered them in their daily lives. The researcher was interested in finding out the benefits and drawbacks of the kinds of extracurricular activities that applied in that school.

Statement of the Problem

This Islamic Modern Boarding School (IMBS) for Girls was implementing the dormitory system where the students and the teachers were in the school for twenty-four hours. To support the students' skills, this school promoted some ECAs to be implementing. Dacholfany (2015) stated that this school actively supports the growth of the students' skills. This school said as a miniature of life, and it required students to act and push students to live together as they live in society.

Based on the researcher's experience after schooling in that Islamic Modern Boarding School, the researcher found that by joining ECAs, some students seemed to have

developed several aspects such as having confidence in speaking foreign languages as well as English and Arabic Language. They were also bolder and more creative. However, the ECAs that run in this school were numerous and made overscheduling for the students. Even though some ECAs helped students in improving their English Language skills, it disturbed students' leisure time. Besides, these ECAs bothered students in learning a formal lesson as well. Concerning the implementation of ECAs that overscheduling for the students, there were some benefits and drawbacks. It was the point this research was interested in finding out.

Limitation of the Problem

In line with the statement of the problem, the researcher intended to find the alumni's perception of this school. The researcher focused on the ECAs that implemented in Islamic Modern Boarding School. Besides, the ECAs that the researcher intended to focus on were the ECAs that support the English language skill to the students that does daily, weekly, monthly, or yearly. Besides, the researcher would found the benefits and drawbacks of those ECAs.

Research Question

Two research questions used as a guideline. The followings were the research questions:

1. What are the benefits of joining the ECAs as perceived by alumni?
2. What are the drawbacks of joining the ECAs as perceived by alumni?

The Objective of the Research

In line with the research questions, there were two purposes for this research. There were:

1. To reveal the benefits of joining the ECAs as perceived by alumni.
2. To reveal the drawbacks of joining the ECAs as perceived by alumni.

Significance of the Research

The researcher believed that this research has several advantages and positive contributions either for individuals or for groups. These advantages would be useful, as explained as followed:

The Boarding School Teacher. The finding from this research affected the teacher who teaches in this boarding school and for the teacher who teaches in other boarding schools. The teacher understood the challenges that would be faced by students of joining the ECAs. After knowing the positive and negative impacts of joining the ECAs, the teacher would consider which ECAs should be increased, decreased, or kept up.

The Non-Boarding School Teacher. The finding from this research gave the contribution to the teachers who taught in Non-Boarding School-school. The teacher who taught in Non-Boarding School-school adapted the implementation of those ECAs for their school.

The Future Researchers. The finding of this research helped a future researcher who has a linear concern with this topic on investigating the kind of ECAs that have a beneficial effect and the drawbacks.

Organization of the Chapter

The structure of this research was well organizing. Firstly, the researcher showed the introduction; it consisted of the background of the research, the statement of the problem, the limitation, the research question, the objective, the significance, and the organization of the chapter. The second chapter was about the literature review. In this part, some theories that fit this research would be discussed; it provided the reader with a review of related studies and the conceptual framework. The third chapter discussed the research methodology; it included research design, research setting, research participants, data collection instrument, and also

data analysis. The fourth chapter elucidated the finding and discussion. The fifth chapter revealed the conclusion and recommendation.