SYLLABUS DESIGN OF ENGLISH CLUB: FOSTERING JOYFUL EXTRACURRICULAR FOR TENTH GRADERS

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Article Info	Abstract
Article History Received: February 2023 Revised: March 2023 Published: April 2023 **Keywords** *Syllabus design;* *English club;* *Joyful extracurricular;* *Speaking skill*	*The transition from online to onsite English classroom resulted in the challenge for tenth graders to be more skillful in actively engaging into English conversation activities. However, it requires better planning of English Club as extracurricular lesson to enhance student's participation for betterment of student's proficiency. Current studies relate this issue of English extracurricular to the curriculum for students of universities and secondary education. It still needs more exploration on how the effective English extracurricular activities for tenth graders. Therefore, this study was intended to develop the syllabus of English Club to be a joyful extracurricular for tenth graders at a senior high school in Daha Kediri. The need analysis used questionnaire and interview to find the required data of student's speaking practice in English Club activities. The findings show that English Club plays an important role in supporting students to practice speaking. The students also thought that the English Club had a great way of encouraging their motivation to practice speaking with friends. In other words, English Club gives them more joyful experience and knowledge from the learning atmosphere which is fun and comfortable making them more interested in practicing speaking.*

INTRODUCTION

In Indonesia, the interest in learning to speak English is very high so many English courses have been opened. In 2015 there were 4,853 institutions (Sulistyoningrum, 2015) including in Kediri regency, there is an English village which has dozens of English courses that are very diverse in terms of quality. A research done in Indonesia during the COVID-19 pandemic showed that in one institution, for example, Gente Course, the number of students is quite fantastic, during 2018 to 2020 they can have 1,915 students (Banowati & Sardono, 2021). It shows how high students' enthusiasm to learn English speaking enable a better skill to share and exchange information, ideas, and emotions using the English spoken language (Fisher & Frey, 2007; Syarifuddin et al., 2022). The high interest in learning English speaking is linked with the need to master English skills and the requirement for English fluency in job vacancies. However, gaining the targeted fluency becomes the challenge so this study is a concern with how English courses in the form of the speaking club can be effective for the learners.

Despite the high interest to join English courses or clubs, still there are many factors that hinder the majority of students find it difficult to practice speaking English well. The problem is in the form of student problems or obstacles. The main cause is, the low

participation of students to communicate in English, the lack of ideas, ideas and themes that are used as material for conversation (Ur, 2012; Kenza-Tacarraoucht et al., 2022). In addition, there are still many students who are still struggling to overcome shyness, anxiety and lack of confidence to communicate (Karya et al., 2022; Jupri et al., 2022). Research done in English speaking class in Turkish showed that shyness and lack of vocabulary become the most dominant factor hindering English speaking skills (Zaki, 2021). A research finding in Vietnam also stated similar factors namely shiness to speak because students have difficulties in finding chances to practice English speaking outsider of the classroom (Tram, 2020). Accordingly, it needs a strategic plan to prepare effective English courses or clubs to eliminate the lack of confidence to communicate in English as the target language.

In Indonesian secondary schools, English course is also provided in the form of extracurriculars which is commonly known as English club aims to facilitate students in learning English (Kardiansyah & Qodriani, 2018; Subekti & Wati, 2019). The advantages of extracurricular activities are to help students gain confidence, display their skills, do assignments, and produce a high contribution to students' language skills (Yildiz, 2015). Therefore, the activities provided in the extracurricular classes can encourage students to improve their English level and provide opportunities for students to achieve their curricular goals.

English club is an alternative way to develop speaking skills for students. It is a medium that bridges one person with another whose purpose is not only to improve their speaking skills but also to increase students' motivation and build their confidence to speak as much as possible (Rao, 2019). The English club becomes a facilitator for students to improve their ability to master English skills, especially speaking skills (Yuliandasari & Kusriandi, 2018). It is also a community of students who share the same strong desire to actively practice using English in communicating. With the English club program, teachers are expected to be more creative and innovative in delivering learning materials (Irawan et al., 2022; Hidayatullah & Haerazi, 2022). The learning processes are more interesting and students become more interested in participating in activities as they feel more comfortable in communicating (Nahdah & Fatimah, 2019). Moreover, the material presented is in accordance with the needs of students.

Several studies on English extracurricular activities concern the barriers and motivations of the learners (Alhasov et al., 2020), the attitude toward the implementation of English extracurricular (Zakhir, 2019), and the teacher's perspective on its practices (Hasan & Deham, 2022). Meanwhile, studies also relate English extracurricular activities with other aspects such learner's proficiency level (Moleke & Montle, 2022), satisfaction toward online grammar instruction (Lee, 2021), and the improvement of speaking skills (Azoua, 2020; Neno & Siahaan, 2021). Concerning the materials for English extracurriculars, studies result in game-based learning for junior high school students (Utami & Bharati, 2020) and supplementary speaking materials for junior high school students (Fathimiyah, 2021). However, it still needs more explorative research on how to develop the syllabus of English extracurriculars for senior high school students.

At a senior high school in Daha Kediri, there is an English extracurricular called English Club for tenth-grade students which is held once a week. The goal is to make students able to speak English using expressions, deliver English speeches and tell stories communicatively and fluently. However, based on the preliminary observation, teachers face difficulties in conditioning students with appropriate learning activities for students with different abilities to achieve that goal. In addition, the transition of learning mode from online learning during the COVID-19 pandemic to the current onsite learning mode also results in the need for effective English extracurricular activities. Therefore, this fact becomes one of the reasons underlying this study since it belongs to an urgent need for learning activities and

materials to teach English in the English club program that can facilitate students to achieve the goals of English extracurriculars.

This study departs from the assumption that an English club for senior high school students needs a well-managed instruction started by the syllabus that can be used as a guide for the material studied by students so that they can communicate in English well. Besides, the goal is to figure out the criteria of syllabus design to meet the goal of creating an English club for tenth-grader students for joyful learning, particularly on speaking skills. Considering that the current learning mode after the online learning era is onsite learning activities, therefore, the aim of this study is to describe the syllabus design for joyful English-speaking club to enhance the speaking skills of tenth graders.

RESEARCH METHOD

This study concerns the syllabus design of English club for tenth graders. Therefore, it used the Research and Development (R&D) method. The development procedure was developed by Gall et al. (2007). This model was chosen due to its emphasis on needs assessment, goal setting, and continuous evaluation. The first stage was research and information collecting to determine the needs in the learning that will take place. The school chosen is Pawiyatan High School Daha Kediri. The researchers conduct an observation to this school. Things to consider in determining learning needs are school learning conditions, the potential of the school, and analysis of student weaknesses. The steps taken in this stage are library research, field studies and analysis on the existing syllabus available in the school.

The second stage was planning to determine the purpose and benefits of making a syllabus for the English club, determine the objectives, materials and indicators of the syllabus, to make research instrument in the form of a questionnaire for teachers and students. In this study, the instrument used was a questionnaire given to the tenth graders who join the English Club extracurriculars. The questionnaire contains 25 questions. Questions 1 - 10 are for environmental analysis. It is used to collect some information about students, teachers, and also the situation in the English club. Then, questions 11-25 are for needs analysis. The questionnaire was validated by experts. Besides the questionnaire, the data were collected from interviews and observations used as analysis tools to create a profile between students' needs, wants and shortcomings.

The third stage was developing preliminary form of product by preparing speaking materials, designing animated film-based learning resources by preparing story ideas, making synopsis, scripts, and storyboards. The fourth stage was preliminary field testing through validation by experts. It aims to determine the feasibility of the designed syllabus product. The fifth stage was main product revision to get a good syllabus before field trials are carried out. Then, the sixth stage was main field testing by doing trial run to 10-15 respondents. Data were collected and analyzed. The test on students aims to determine the level of interest and effectiveness of the syllabus for the tenth grade. Afterward, the seventh stage was operational product revision before coming to operational field testing conducted on 30 students of speaking club participants. Field trials were carried out to find out how much the ministry made the syllabus useful. The last stage was final product revision and doing dissemination and implementation of the syllabus as final result.

The study is conducted to the member of English club academic year 2018/2019 in SMA Pawyatan Daha Kediri. There are 30 students as a subject. Students, English teachers, administrators, and syllabus designers are the study's topics. The students are those enrolled in first-semester English classes. Two teachers who teach English and are active in generating materials are English teachers who are involved in this study. In order to validate the suggested syllabus, the two experts will also be consulted when constructing the curriculum. The writer will then proceed to compose the final output.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

As the preliminary stage of data collection, the result of the need analysis was obtained from the questionnaire. Based on the questionnaire, 88% of the students agree that they like English very much and 84% think that English will affect their life in the future. Although they like the four English skills, they think that speaking is the most difficult skill. They are usually encouraged to speak English in class, but they do not feel confident since they still cannot speak fluently. In the teaching and learning process, they like to learn outside the classroom. They also think that their textbooks are useful to them. In addition, they like the teaching and learning process carried out in English club as extracurricular activities.

Concerning the result of the interview the teachers, it showed that the English club was led by an English teacher who has been teaching for approximately five years. She has attended several workshops and teaching training held by universities or education authorities. She always prepared the material before teaching and develops it herself. She uses various techniques in teaching. Therefore, she has a special feeling in teaching English club, which is different from teaching in formal classes. The teacher used English when teaching and she believed that teaching and learning outside the classroom will make students more fun.

In order for the learning process at the English club to run well, the next stage was preparing the prototype of the syllabus which contained items providing direction for the sequence of learning activities of the English club. The elements that are defined for designing the syllabus cover formulating goals and selecting course materials. Goals and objectives are formulated based on needs as a basis for developing course materials. The teaching materials are specifically designed to meet the objectives of the course. The purpose of this English Club course is for students to be able to speak English using expressions, deliver English speeches and tell stories communicatively and fluently. The course objectives are then broken down into smaller learning objectives. The goals among others are enabling learners to speak English fluently in suitable expressions, in daily activities, in English speech, and in storytelling.

In more detail, the formulation of goals and objectives not only provides information about the measurable results of teaching materials, but also facilitates the preparation and organization of teaching materials. The goals and objectives are presented in table 1.

Table 1
Goals and Objectives of the English Speaking Club

Goal	Objectives
By the end of the program, the students will be able to develop speaking skill of English expressions, English speech and telling story communicatively and fluently.	The student understand and be able to practice: • how to introduce themselves and others crearly • how to greet someone and express leave taking correctly • identify, pronounce, and difference the day, month, year and number clearly. • identify and use, the time correctly. • how to tell their daily activities correctly. • practice how to express expression of asking and giving opinion clearly. • express of expression agreeing and disagreeing correctly. • practice how to express command and prohibition • practice how to express of asking and offering help correctly.

As the result of the validation stage, after consulting with the English teacher of the English Club program at SMA Pawyatan Daha, it was determined that thirteen topics presented during 18 meetings were finally chosen to be the main topics in the English Club course and the appropriate vocabulary, expressions, and grammar topics in each meeting. The consultation discussed how and why choosing the topics, vocabulary and grammar target which were organized in such a way as to produce the systematic and sequential content.

Based on the needs analysis, the topics for discussion, the required vocabulary and the appropriate grammar are determined. The selection process takes into account the aims and objectives of the course, the importance of the chosen topic, student knowledge, time allocation for teaching the topic, as well as consultation with the teacher as the realization of the validation stage. The topic and course activities are shown in table 2.

Table 2
Topic and course activities of English club

Topic	Course activities
Introduction, greeting, number, day and month, daily activity, expression, direction, offering help, describing person, storytelling.	• The teacher shows the video about the material • The students identify the material • The students try to understand the material • The students practice the material in group • The students practice the material in front of the class

Assessment is carried out to assess the achievement of course goals and competencies. It used various forms of assessment with the aim of truly testing students' understanding and ability to practice English. To limit the delivery time in one goal and course competence, the required time duration is determined. This timing is expected to provide sufficient freedom for students to express and develop English language skills. The assessment is summarized in table 3.

Table 3
Assessment and time allocation of English club

Indicators	Assesment	Time
• To identify the material	• Individual & group performance	• 1 x 90 minutes
• To express how to pronounce in English	• Oral test performance in pairs	• 2 x 90 minutes
• To practice/demonstrate the material in front of the class	• Written translation of the expression of command and prohibition	• 3 x 90 minutes

In order to facilitate the administration of an English club subsequent to the development of a syllabus, the implementation of lesson plans is a recommended practice. The lesson plan comprises of eight essential components, which encompass objectives, fundamental goals or competencies, topics, learning activities, indicators, assessments, times, and allocation of resources. Particularly in the context of language programs, the lesson plan serves to ascertain the educational objectives of a given lesson and to delineate the activities for each stage of the learning process. As such, it serves as a pedagogical aid for educators to plan teaching methodologies and strategies with greater efficacy.

The process of field testing is a critical aspect of curriculum development, which involves the preliminary implementation of a syllabus design. To this end, two educators were tasked with the responsibility of implementing the proposed syllabus design, and a cohort of 30 students participated in the program. The duration of the field-testing phase extended beyond two months, during which the syllabus was rigorously evaluated for its efficacy and potential for improvement. The field-testing phase provided valuable insights into the efficacy of the syllabus design, as it revealed the need for additional materials to be incorporated. Specifically, the inclusion of materials pertaining to the use of interrogative sentences (both yes/no and WH questions), the imperative mood (including the use of "don't" and "please"), the expression of requests (using "will" and "would"), the provision of advice, and the expression of opinions were deemed necessary to enhance the overall effectiveness of the syllabus design. These findings were instrumental in the refinement of the syllabus, ensuring that it was able to better meet the learning needs of the students and facilitate the achievement of the program's intended learning outcomes.

As the final stage in developing the syllabus through the R & D method, after getting validation from experts and it has been tested, the researchers prepare a final syllabus. There are additional aspects that need to be included in the syllabus, namely the learning method. The final framework contains goal, objective / basic competence, topic, learning activities, indicator, assessment, methods and time allocation as Table 4 below.

Table 4
Syllabus For English Program Sma Pawyatan Daha Kediri

No	Units	Description
1	Goals	The general goal of this program is to make the learners able to speak English using expressions, deliver the English speech and tell the story communicatively and fluently.
2	Objective/basic competence	The general objectives of this program are: The learners are able to speak English fluently in English expressions; The learners are able to speak English fluently in daily activities; The learners are able to speak English fluently in English speech; The learners are able to speak English fluently in telling story.
3	Topics	There are 19 topics presented in one year for this program. They are: Introduction selves and others; Yes / no question by using: to be, auxiliaries and modal; Basic tenses: simple present, simple past, simple future; Greeting and leave taking; Day, months, year and number in English; Showing time; Daily activity; Imperative sentences; Expression of asking and giving opinion; Expression of agreement and dis-agreement; Expression of asking and offering help; Expression of invitation; Asking and giving direction; Describing person; Describing animals or things; Language function about noun phrase; English speech; and Story-telling.
4	Learning activities	The following are the key activities in this program: The teacher shows the video; The students identify the expression; Practice pronouncing the expression how to introduce; The students practice in group; The students practice in front of the class.
5	Indicators	After having speaking program students are able to: identify the topic accurately; express the topic fluently; demonstrate the topic fluently.
6	Assessment	There are two types of tests that are used to measure the level of achievement and level of students' ability to the material they are learning; Oral and written test. This test is carried out in two ways, namely individually or in groups. Their abilities can be measured through tests conducted individually or in groups.
7	Learning Methods	There are four suggested methods used in the learning process; Pair work Activities; Role-Play; Group-work Activities; Project Work
8	Time allocation	The time needed to deliver each material is different and also to evaluate the level of achievement and ability of students. There are 42 hours of face-to-face meetings that are arranged and planned in the syllabus to complete the delivery of the material and its evaluation.

Discussion

Based on the result of the questionnaire, the students show high motivation to join English club. This finding is in line to the context of the English club in other countries such as in Saudi Arabia (Elnadeef & Abdala, 2019). There were some reported facts concerning the reason for voluntary involvement in the English club for instance to be free from language anxiety and the student's expectation to eliminate the boring routine during learning in the classroom setting. Accordingly, joining an English club was considered to help them practice speaking English joyfully.

This study developed the syllabus for English club as an extracurricular for tenth grade students. It started with defining the learning plan for the English club that covered the goal of

the program (see table 1). This learning plan was made based on competency standards, learning subject matter, basic competencies, indicators of achievement of assessment competencies, learning activities, learning resources, assessment and time allocation as what is required in the pedagogical context of Indonesia (Kunandar, 2011; Haerazi & Kazemian, 2021). It is also as a design that is used to regulate the implementation of learning and assessment produced in an organized manner and contains certain components in order to achieve mastery of basic competencies (Yulaelawati, 2004; Fadli et al., 2022).

The syllabus developed in this study aimed at creating joyful English curricular activities that can increase the motivation of eight grader students to participate actively in the English club program. It involved various activities (see table 2) such as storytelling which can encourage students to explore their expressions and improve their ability to communicate thoughts and feelings in an articulate and clear manner (Anwar et al., 2021; Eliata & Miftakh, 2021). In addition, storytelling also helps students express their ideas without feeling afraid and students can learn many characters and story settings (Assauri et al., 2022). This is line with the finding in the context of senior high school English speaking class (Fajriani et al., 2021). Through storytelling, students can add new and immediate characters, events, and descriptions. This activity has been proven effective to significantly improving the English-speaking skill of Islamic senior high school students (Hidayati, 2019).

Another suggested media to use in the English club is video (see table 2). The use of video in the activities of learning speaking skill is recommended as it can enrich English vocabulary to be used in speaking (Kinasih & Olivia, 2022) and to model the expression in the conversation (Tahmina, 2023). In this case, building vocabulary was reported as one of the targets of the English club activities as reported by the teacher in the interview session. It is understandable since adequate vocabulary plays a significant impact to the enhancement of speaking skill (Bangun & Simanjuntak, 2022).

In this study, the syllabus involves selecting joyful activities regardless it uses of technology or not that becomes the first concern particularly in the current post-pandemic learning mode. As the learning is not anymore carried out in online setting, the joyful activities must be relevant to student's need and preference. It is in line to the finding of Fahmi et al. (2022) that currently students prefer the implementation of joyful activities applied in technology-non-assisted learning.

The existence of English club as extracurricular activities has been proven effective for learners of various level. In this study the syllabus of joyful English club was designed for tenth graders which in turn develop the fluency in further level of speaking practice just like in tertiary students. As shown by Kardiansyah and Qodriani (2018), English club enables students to have a significant progress of fluency compared to those who do not join any English extracurricular activities. For high school students who like to learn English together with their friends, discussing interesting topics during the sessions in the English club brings both affective and cognitive impact. It means that the enhancement of speaking proficiency comes together with the higher motivation of learning English in joyful setting. This finding is in line with Subekti and Wati (2019) that tenth grader students enjoyed their activities in English club that can develop both their English skills and personality traits to become an educated individual.

The existence of English club that has the specific concern on joyful learning atmosphere planned through the syllabus as offered in this study relates to the demand of the students and teachers as found in the stage of need analysis. The demand is not only found in the setting of English as Foreign Language in Indonesia but also applied in other countries such as reported in Marocco (Zakhir, 2019). The attitude toward the implementation of English extracurricular is positive in the perspective of both students and teachers. This is because learning English practices in classroom is not enough without the supplementary or

additional practices provided by English extracurricular activities. In addition, similar concern on the advantages of English extracurricular activites as found in this study is also reported in Iraq. The English teachers of secondary school in Baghdad also showed positive perspectives toward applying extracurricular activities in developing students' language performance. (Hasan & Deham, 2022). These studies supported the fact found in this study that the syllabus of joyful English club as extracurricular activites can help high school students to enhance their English speaking proficiency.

The finding of this study has some limitations. As this study concern to develop the syllabus of joyful English club for tenth grader students, it needs the follow up research to see whether the syllabus is also applicable for students of different level. As another limitation, the result of this study was in the form of syllabus that still needs more exploration so that it contributes to the development of learning media, teaching strategies, evaluation tools and several other materials.

As the current study only involved limited sample size, which only includes 30 students from a single school in a specific academic year. This may limit the generalizability of the study's findings to other contexts, such as different schools, regions, or countries. The study's results may not be applicable to students with different language proficiency levels, educational backgrounds, or cultural contexts. Additionally, the study only focuses on the students' perceptions of the syllabus design of the English club and its effectiveness in improving their speaking skills. Other factors that may influence language learning outcomes, such as teaching methods, classroom dynamics, and assessment strategies, were not explored in depth. Therefore, the study's findings may be limited in their scope and depth of analysis. Finally, the study's reliance on self-reported data from the students may also introduce bias or inaccuracies in the findings. Students' responses to survey questions or interviews may be influenced by factors such as social desirability, memory recall, or personal biases, which may affect the validity and reliability of the study's results. Overall, while this study provides valuable insights into the design and implementation of a communicative competence-based syllabus for the speaking club, its limitations should be taken into consideration when interpreting the findings and applying them to other contexts.

CONCLUSION

Based on the results of the study, the syllabus was designed for a speaking club for tenth graders in an effort to improve English speaking skills. With the arrangement of this syllabus, the English club learning process is coordinated and runs better and more enjoyable for students. The syllabus developed in this study belongs to communicative competence syllabus. It is appropriate with the objective of the English club as extracurricular for the tenth graders in which the syllabus accommodates English active communication in joyful learning. Thus, the syllabus takes the real-life context language uses as their basis, and it also acts as the guidance in the learning process.

Implementing the syllabus as the result of this study will help teachers to conduct extracurricular activities particularly in the transition learning mode in this post-pandemic era. For other researchers, this syllabus can be used as a guide in implementing the speaking club program and can be used to conduct further research to produce a better syllabus design. It is recommended that teachers and educators use this syllabus as a model for designing communicative competence-based syllabus for other language skills such as listening, reading, and writing. It will help to promote a more communicative and interactive approach to language teaching and learning, which is essential for developing students' language proficiency and confidence in using English in real-life situations. Furthermore, the findings of this study can be used to inform language policy and curriculum development at the institutional level. Schools and educational institutions can use this study as a basis for

designing more effective and relevant language programs that cater to the needs of students in different contexts and at different levels of proficiency. Overall, the syllabus developed in this study has important implications for language teaching and learning, particularly in the post-pandemic era where there is an increasing demand for flexible and engaging extracurricular activities that promote social interaction and language development

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