

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some previous study and theoretical review. In the theoretical review, the researcher discusses some theories which are relevant with the topic.

A. The Previous Study

There are some researches that held by some researchers related to this research. Here are the previous study which being references of this study and related to extracurricular activities and writing.

The **first** is a research from Yuli Christiana Yoedo entitled *“Improving Young Learners’ Communication Skills through English Extracurricular Activities”*.¹In her research, she conducted research to find the improvement of young learners’ speaking skill through English extracurricular activities. Her research focused on the printed materials to be used and the activities to be done during the process. She offers materials, among others, brochures, recipes, folk tales, story books, comics, letters, posters, song lyric, games, children books, anecdotes and magazines. She suggested her research is for fifth grade students of

¹ Yuli C. Y, *Improving Young Learners’ Communication Skills through English Extracurricular Activities*. Petra Christian University

elementary school. And the result of this research is the English extracurricular activities are not only uplifts the students' speaking skill but also their reading.

Her research and this research have similarity in using English extracurricular activities to uplift such skills. The different between hers and this research is her research just focused on the communication or speaking improvement but this research focused on writing skill. And also the object of her research is for fifth grade of elementary school while this is for junior high school students.

The **second**, written by Nasim Googol and Mahnaz Armat on their research under the title "*The Effect of Academic vs Non Academic Extra-Curricular Activities on Creative Writing: The Study of Iranian EFL Learners*"² was designed to address the important issue of the effect of extracurricular activities on intermediate EFL learners' creative writing in Iran. The result revealed that dealing with homework writing as an academic extracurricular activity in addition to application of writing strategies highly affected creative writing of EFL learners; whilst participation in sports as an academic extracurricular activity did not have a plausible effect on creative writing.

² Nasim. G - Mahnaz. A, *The Effect of Academic vs Non Academic Extra-Curricular Activities on Creative Writing: The Study of Iranian EFL Learners*. (Macquarie University, Australia, 2012)

The similarity between theirs and this research is in finding the students' writing ability through extracurricular activities. But there is also the differences between them, first is in the method of research which is focused in finding the effect and this is just focus on the implementation. And the second is the previous research was comparing the effect of joining academic and non academic extracurricular activities in their creative writing.

The **third** is “*Developing Writing and Speaking Skills through Interactive Workshop*”.³ Interactive workshop here can be called as extracurricular activities which are out of curricular or class activities. This project involves a weekly series of extra-curricular interactive workshop primarily for first year undergraduates at an English university. This research was conducted to find whether the activities in that workshop can develop the students' writing and speaking skills or not. And the result of their study was attending extracurricular skill-based workshop especially writing and speaking skills can help students' to uplift their performance, engagement, and attainment across background and disciplines.

Their research has similarity with this research which using extracurricular activities for improving students' writing skill. But the

³ Karen et al, *Developing Writing and Speaking Skills through Interactive Workshop*, (Donau University, Krems, Austria, 2015)

difference is they focused on writing and oral skill (WOS) and this research only focused on writing skill.

The **fourth** entitled “*A Study on English Club as an Extracurricular Program at SMPN 1 Malang*”⁴, written by Diska Fatima Virgiyanti from State University of Malang. The subjects of this study were the 7th and 8th graders who joined English Club and one instructor. This study examined the non compulsory extracurricular, which every student can choose them by themselves. The aim of English Club was to help and support the students in their regular class. However, the result of the observation showed that the activities of English Club did not support the activities of regular class.

Her study examined the non compulsory extracurricular named English Club while my study will examine the compulsory extracurricular which included in daily schedule. Also her study focused on the implementation of English Club in students’ speaking whereas my study will focus in students’ writing.

The **fifth** written by Naela Khikmah from Semarang State University entitled “*The Impact of English Club towards Students’ Speaking Skill*”.⁵ This study used casual-comparative study which finding

⁴ Diska Fatima Virgiyanti, *A Study on English Club as an Extracurricular Program at SMPN 1 Malang* (State University of Malang, 2013)

⁵ Naela Khikmah, *The Impact of English Club towards Students’ Speaking Skill* (Semarang State University, 2010)

the impact by comparing two groups. The subjects of this study were the students of eleventh grade of Senior High School in Pekalongan which divided into group; fifteen of them joined E-Club and fifteen other did not join were chosen as sample. The result of speaking test conducted to both groups shows significant difference with t-test 2,3; higher than the critical value 2,0. Students of E-Club achieved 78% in pronunciation, 65% in structure, 62% in vocabulary and 78% in comprehension. Meanwhile, students of non-E-Club achieved 55% in pronunciation, 52% in structure, 45% in vocabulary and 60% in comprehension. It was concluded that E-Club has many advantages which can improve and develop students' speaking skill.

There is the different between her research and this research; she focused on improving speaking skill through extracurricular named E-Club while this research focused on writing skill. And the similarity, she conducted the research for extracurricular activity named E-Club.

The **sixth**, written by Nunung Tri Hastuti from Malang University entitled "*The Teaching of Speaking Skills as an Extracurricular Activity at SMK Negeri 1 Singosari*".⁶ The findings of her study were revealed the activities, materials, teaching techniques, media, and also implementation of extracurricular.

⁶ Nunung Tri Hastuti, *The Teaching of Speaking Skills as an Extracurricular Activity at SMK Negeri 1 Singosari*. (Muhammadiyah University, 2008)

There is the similarity between her study and this; it is in the implementation of extracurricular for such English language skill. But, her study was connected extracurricular with teaching speaking whether this study was connected extracurricular with uplifting writing ability.

B. Theoretical Review

1. Writing

a. The Nature of Writing

There are four basic skills should be mastered in learning English language, they are listening, speaking, reading and writing. Writing is the productive skill and also the most difficult skill among those four skills. It considered a difficult skill because the writer should fulfill some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in balance way. As Jack C. Richard and Willy A. Renandya opinion that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.⁷

⁷ Jack C. Richard - Willy A. Renandya, *Metodology in Language Teaching: An Anthology of current Practice*, (New York, Cambridge University Press:2002), 303

According to A.S. Hornby⁸, writing is the activity occupation of writing for example books, stories or articles. Writing is speaking to others on paper or on computer screen.⁹ It means by writing is the way represent speaking through words and media. Writing is functional communication; making learners possible to create imagine worlds of their own design¹⁰. It means that writing is a media for expressing the writers' ideas, feeling, thought, experience, message, etc. According to Harmer¹¹, writing is a form of communication to deliver or to express feeling through written form.

Here we can conclude that writing is one of English skill which has an activity related to writing for expressing ideas, thoughts, etc through media in alphabetical. And through writing, we can share our thought, imagination, ideas or experiences which exist in our mind. It can be written on the papers, walls, or computer screen. The purpose of writing is to give some information that reader need.

⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, 1995), 1383

⁹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays* (New York: Pearson Education, Inc, 2005), 2

¹⁰ Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), 172

¹¹ Jeremy Harmer. *The Practice of English Language Teaching, 3rd Ed* (New York: Pearson Education Limited, 2001), 79

In making good writing, there are some procedures in writing activity which can make the writing can be understandable by readers easily. We must follow those procedures to make our writing understandable by using grammatical rules, using good punctuation, choosing appropriate vocabularies, considering the content, coherent and cohesion. Some linguists, Celce and Murcia, stated that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place.¹² To achieve communication goal between writer and reader, the written text should be understandable by reader.

According to Heaton¹³, there are four important skills that should be noticed in writing activity. They are:

1) Grammatical Skill

Grammatical skill is the ability to write correctly based on the good grammatical.

2) Stylistic Skill

Stylistic skill is the ability to use the language effectively, such as in finding the appropriate vocabulary.

¹² M. Celce - Murcia Elite Olstain, *Discourse and Context in Language Teaching* (New York: Cambridge University Press, 2000), 142

¹³ J.B Heaton, *Writing English Language Tests* (London: Longman Group Ltd, 1975), 138

3) Mechanical Skill

Mechanical skill is the ability to import a conversation or ideas into written form using the appropriate punctuation and spelling.

4) Judgment Skill

Judgment skill is the ability to select, organize information and write them for particular purpose appropriately.

Besides four important skills in writing activity, based on Jacobs et al¹⁴, there are also five components in writing, they are:

1) Content

Content refers to the substance of text or main idea of the text. It can be identified by seeing the topic sentence. Sometimes topic sentence placed in the first sentence which expressing the main idea and reflect the paragraph.

2) Organization

Organization refers to the organization of content. It related to the ideas that already translated into sentences and identified by the ideas that expressed smoothly within paragraph.

¹⁴ Jacobs et al, *Testing ESL Composition: A practical Approach* (Rowley, MA: Newbury House, 1981)

3) Grammar

Grammar refers to the use of good grammatical forms. It is identified by the well-formed sentences.

4) Vocabulary

Vocabulary refers to the vocabulary selection that is suitable for expressing something. It can be identified by seeing the diction in order to convey ideas to the reader.

5) Mechanic

Mechanic refers to the use of graphic conventional. It is identified by seeing the spelling, punctuation mark and capitalization in paragraph.

b. Types of Writing Taught in Junior High School

Based on the standard competencies and basic competencies that already set by government, there are some writing types that should be taught in Junior High School, they are: procedure, descriptive, recount and narrative. Those writing types described as follow:

1. Procedure¹⁵

Procedure is a text that tells the reader or listener how to do something. It aimed to explain the instruction for to do

¹⁵ Mark Anderson - Kathy Anderson, *Text Types in English 3*, (Australia: MacMillan, 1998), 28

something, doing something or going somewhere. The recipes, instruction manuals and direction are the examples of procedure text.

2. Descriptive

Descriptive is the text which describe about something like people, building, cities, place, etc. The purpose of descriptive text is to convey to the reader what something look like. It attempts to gain picture with words.¹⁶

3. Recount

Recount is the text which retells past events, usually telling them in order which they happened.¹⁷

4. Narrative¹⁸

Narrative writing conveys an experience, either real or imaginary and uses time as its deep structure. The purpose of narrative writing is to entertain, instruct, inform or entertain. The genres of narrative writing are the autobiography, the memoir, and fictional stories.

¹⁶ Elizabet Cowan, *Writing Brief Editing*, (Texas: Scott, foresman and company), 148

¹⁷ Mark Anderson - Kathy Anderson, *Text Types in English 3*,, 48

¹⁸The Baltimore Country Public Schools, *Writing Text Types*, (<http://www.bcps.org/offices/lis/writing/secondary/writingtypes.html> accessed August 11th 2016)

c. Process of Writing

According to Meyers, writing is an action, a process of discovering and organizing our ideas, putting them on paper, reshaping and revising them.¹⁹ It means that we have to think about what we are going to say then translate them into written text. After finish writing, re-read what we have written and make changes and corrections.

Writing process can be defined as the writers' process in expressing their ideas by writing on paper or other area. According to Wohl²⁰, there are 3 writing processes; finding the topic sentence, developing paragraph from topic sentence and editing the product.

1) Finding the Topic Sentence

First step that the writer should do is finding the topic. The topic sentence usually taken from such things around us such as: an experience, daily life or other.

¹⁹ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraph, and Essays*, (New York: Pearson Education, Inc, 2005), 2

²⁰ M. Wohl, *Techniques for writing: Composition. 2nd ed* (Newbury House, 1985), 3

2) Developing Paragraph from Topic Sentence

After finding the topic sentence, next is developing paragraph. To make writers easy in developing paragraph, here are the steps based on Wohl²¹:

- a) Choose a general topic which you interested in

Choosing the interested topic helps writer find many ideas to describe and translate them into writing

- b) Narrow down the topic

After choosing topic, the students will find specific thing which refers to the topic they chose before

- c) Write down the few facts

By finding the specific thing, there are many ideas or facts which related to the topic. And writer should write down what they find in a sentence

- d) Take a second look at your tentative topic sentence

After writing down facts and ideas, looking again at those ideas and facts and try to elaborate them into some sentence

- e) Reread what you have written

Reread what you have written and edit them if you find any difficult ideas to be understand

²¹ M. Wohl, *Techniques for writing: Composition. 2nd ed.*....., 3

3) Editing the Product

This is the final step in writing process. Editing is the checking of one's written work for various faults in making last-minutes changes and correction²². The grammatical errors should be noticed in this stage, because grammatical errors will be affected to the meaning and the ideas will not be delivered.

d. Student's Difficulties in Writing

For Indonesian students, learning English language is not easy, moreover writing skill. They face some difficulties in writing, such as finding ideas to start writing, translating ideas into sentences, generating ideas, organizing ideas, etc.

According to Nurgiantoro²³, there are some problems which are faced by students in writing. They are:

1) Organizing ideas

This is the basic problem that many students faced in writing. They should find the interest topic to make them easy to find ideas and organize them

²² M. Wohl, *Techniques for writing: Composition. 2nd ed* 14

²³ Burhan Nurgiantoro, *Menulis secara Populer*, (Jakarta: Pustaka Jaya, 2001)

2) Lack of Vocabulary

In writing, vocabulary has the important role. From vocabulary, the writer can express their feeling to the readers.

3) Grammar Accuracy

Grammar also takes the important role in writing. Error in grammatical will be influence the meaning of writing text.

Based on Dana Adas and Ayda Bakir,²⁴ there are causes of writing problems as follow:

- 1) Al-Khasawneh²⁵ indicated that the teaching method and the environment are the main causes of their weaknesses in English. And those things related to the lack of students motivation or the teacher's interest.
- 2) English language learners have limited vocabulary. Rabab'ah²⁶ clarified that students could not give voice to their thoughts because of the lack vocabulary.
- 3) English language learners do not use invented spelling and their written texts are restricted to words which they know.

²⁴ Dana Anas - Ayda Bakir, "Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities". *International Journal of Humanities and Social Science*. vol. 3 no. 9, 2013

²⁵ F. Al-Khasawneh, "Writing for Academic Purposes: Problem faced by Arab postgraduate students of the college of business". *UUM ESL World*, Issue 2 (28) vol.9, 2010

²⁶ G. Rabab'ah, "Communicating Problem Facing Arab Learners of English". *Journal of Language Learning* 3(1), 2003, 180-197

- 4) The present tense is the only tense used in their writing.
- 5) The students' writing is difficult to understand because of the ill-structured sentences in composition.
- 6) Students are unwilling to share their work with other students and they do not get the suitable feedback.
- 7) When the learners read their writing aloud, they could not distinguish whether what they read or write is right or wrong.

e. The Way to Improve Students' Writing Skill

Based on Bloomsbury International²⁷, an English language school in Central London, explained 10 ways to improve English writing skills, they are:

- 1) Write in English everyday

This is the most important way to improve writing skills in English. The writer should start by thinking of a theme. The writer may be start writing a diary related to something happens to them.

²⁷The Baltimore Country Public Schools, *Writing Text Types*, (<http://www.bcps.org/offices/lis/writing/secondary/writingtypes.html>, Accessed on August 9th 2016)

2) Ask someone to check your writing

Sometimes, the writers do not realize the mistakes they made. So in this point, the writer recommended to ask someone to check the writing. It is better to check the writing to the person who has better English ability than writer, such a tutor or teacher.

3) Improve your vocabulary

The way to improve the vocabulary is by reading as much as possible. Reading may give the new words and common English idioms. Improving vocabulary can make the writer easy to express their idea through writing.

4) Use a dictionary

Besides reading, using dictionary while writing is the great way to improve vocabulary. But sometimes translating words through dictionary will affect its meaning, so checking the writing to the teacher also important.

5) Check your writing carefully

After have written something in English, the writer should read them again to make sure that the spelling, grammar and vocabulary have no mistakes.

6) Write about different topics

Writing the same thing every day could become very bored for the writer. It could be better to find the different interesting topics. It will help to widen the writer's vocabulary.

7) Do your homework

English teacher probably gives writing homework to check the students' understanding and ability. It is really important to do them and the teacher could give some advice toward students' writing.

8) Write to your friends

In this globalization era, most of people use social media as media to communicate with the people around the world. This is the great opportunity to practice writing by chatting, sending emails, writing text messages, etc.

9) Write a blog

Blog is the media to express or sharing something through online social media. It does not matter if no one reads it. It is the great way to practice writing in English.

10) Don't be afraid to make mistakes!

Last but not least, it is genuine to have some mistakes in writing. However, the more the writers write and get their writing corrected, the fewer mistakes they will make.

2. Descriptive writing

a. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.²⁸ Descriptive writing is the clear description of people, place, objects, or events using appropriate details. The purpose of descriptive writing is to convey the reader what something looks like. The writer of descriptive text invites us to imagine people, place or object we might not know much about.

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.²⁹ It means the writer let the readers imagine the object, place or person in the writer's mind.

As Barbara Fine Clouse said, "Description adds an important dimension to our lives because it moves our emotion and

²⁸ Artono Wardiman, et. al. *English in Focus: for grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), 122

²⁹ A. Oshima - A. Hogue. *Introduction to Academic Writing (2nd edition)*, (New York: Addison Wesley Longman, Inc), 50

expands our experience”.³⁰ It means that writing descriptive involves our emotions and expands our experience by imagining them and expresses them through writing.

b. The Generic Structure of Descriptive Text

Students should be mastered the generic structure before they write, especially in writing descriptive text. The structure of descriptive text follows some stages such as in the beginning, middle and last part of the text. Each part has its own generic structure. The table below showed the generic structure of descriptive text.

Table 2.2.1. Generic Structure Table

GENERIC STRUCTURE	FUNCTION
Identification	<ul style="list-style-type: none"> • It is a statement or a short paragraph which identifies the object that was described. • Usually an interesting idea which is able to provoke the readers to be eager in reading that text.
Description	<ul style="list-style-type: none"> • It may consist of one paragraph. This part is used to give sufficient

³⁰ Barbara Fine Clouse, *The Student Write*, (McGraw-Hill Companies, Inc., 2004), 142

	<p>description about the object as mentioned in identification part.</p> <ul style="list-style-type: none"> • The description of object can be done according to size, length, strength, condition, qualities, shape, etc.
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While the grammatical features of descriptive text are:

- Using attributive and identifying process
- Using adjectives and classifiers in nominal group
- Using simple present tense

3. Teaching Writing

One of the important objectives in teaching English language is to improve students' ability to communicate in oral and written language.³¹ Therefore, writing always included in English language teaching syllabus. Harmer said that writing has always been used as a means of reinforcing language that has been taught.³² It means that writing is the complement in English language learning.

Like other skills, writing needs work and practice to be improved. It is a skill that anyone can learn, but mastering in this

³¹ Badan Peneliti, *Standar Kompetensi Bahasa Inggris SMP/MTs*, (Jakarta: Departemen Pendidikan Nasional, 2004), 7

³²Jeremy Harmer, *How to Teach Writing*, p.32

skill would take time and patience. In the other hand, it requires to be mastered in grammar, punctuation, word choice and organization.

According to Charles and Jill Hardfield, writing is indeed difficult for several reasons; firstly the writer has to decide what information reader needs and how to express it. Secondly, there is linguistics difficulty, because writing requires good grammar and word choice. Thirdly, there is cognitive difficulty; students have to organize thought on paper for unknown reader.³³

Based on reasons above, some students faced difficulties and give up in writing. Very few students can use English language skillfully. So it is very necessary for teacher to give guidance on students' writing and also important for students to practice writing more.

There are some ways to improve students' writing ability in the class or outside the class. By making fun activities related to writing skill will help students' enjoying learning activity, especially in writing skill.

There are some aspects that important to support teaching writing activity in the class, such as media, assessment technique, and class management.

³³ Charles - Jill Hardfield, *Writing Game*. (England: Longman, 2005), 1

a. Media

Media play many roles in transferring materials to the students and support to create an effective learning process. According to Christine, media is called the educational medium when the medium transfers message for the purpose of teaching.³⁴

There are three kinds of media that can be used in teaching writing, such as visual which included pictures and photo, audio which included tape recorder, radio, etc, and audiovisual which included movie and video.

b. Assessment technique

Based on Hughes, there are three parts to state the testing problem, in general form for writing:

- We have to set writing task that are properly representative of the population of task that we expect students' to be able to perform
- The task should elicit valid samples of writing
- It is essential that the samples of writing can and will be scored validly and reliably

³⁴ Christine Li-ling KUO, "The Importance of Educational Media in Teaching". *Bulletin of Social Education*. Vol.20, 1991, 61-88

c. Class management

Based on Jim, classroom management is the way that you manage students' learning by organizing and controlling what happens in your classroom.³⁵ There are many important points in class management such as the classroom layouts or seating arrangement, controlling students' activity, etc

Based on Harmer,³⁶ there are some different approaches to the practice of writing skill both in and outside the class. Deciding whether we want students to focus more on process of writing than its product or we want them to study different written genre or encourage them into creative writing and how the computer can be used as a writing media.

a. Process and product

White and Arndt³⁷ argued that writing process is an interrelated set of stages which include drafting, structuring, reviewing, focusing, generating ideas and evaluation.

But getting students to concentrate on the process of writing is takes time and cannot be done in fifteen minutes. By various stages like discussion, research, language study and a

³⁵ Jim Scrivener, *Classroom Management Technique* (Cambridge University Press, 2012), 1

³⁶ Jeremy Harmer, *The Practice of English Language Teaching* (Pearson Education Limited, 2001), 257

³⁷R White - V. Arndt, *Process Writing* (Pearson Education Ltd, 1991), 5

considerable of interaction between students-teacher and between students will be more optimal.

b. Writing and genre

A genre approach is especially appropriate for students of English for Specific Purposes. Students who writing in certain genre need to consider some factors. They need to have knowledge of the topic, the conventions and the style of genre, and the context.

c. Creative writing

The term 'creative writing' suggest imaginative task such as writing poetry, stories, and plays. Creative writing is a journey of self discovery, and self-discovery promotes effective learning.³⁸We need to build up students' creative writing step by step, starting with phrases and sentences.

d. Writing as a cooperative activity

Cooperative writing works well with both process and genre-based approaches. In genre-based writing, it could be better two peoples analyze genre-specific text than one people.

e. Using computer

Most of school has computers as school facilitation. There are many good reasons for using them for writing for instance:

³⁸ N. Gaffield-Vile, *Creative Writing in the ELT Classroom*. (Modern English Teacher 7/3, 1998), 31

- Word-processing package removes the problem of poor handwriting that some students had.
- Word-processing package allows the users to edit their material at great speed and great facility.
- Spellcheckers can ease the task of achieving spelling correctly
- Computer screen might be more visible to the group working than piece of paper.

f. The roles of the teacher

There are some important teacher's role in teaching writing, they are:

- As motivator

The principal role of teacher will be to motivate the students, creating the right conditions for generating ideas, persuading them of the usefulness activity, and encourage them to make as much effort as possible

- As resource

We should be ready to supply some information and language where necessary. Writing activity take longer than conversation, for instance discussing with individual students or students working group

- As feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content that students have written.

4. Language Improvement Program

It has proved that extracurricular activities are necessary as regular classes for development of skills.³⁹ Furthermore, extracurricular activities may help students to achieve their curricular goals, because regular class has their time limit for teaching and learning process, so extracurricular activities are the way for balancing the students' skills.

MTs Bilingual Pucang Sidoarjo also has extracurricular activities for students' development. There are 2 kinds of English language Extracurricular; compulsory and non-compulsory. The compulsory one named Language Improvement or L.I. which has 5 hours meeting in a week and the non-compulsory held on Saturday which every student can choose the subject they interested in.

Language Improvement program or we can shorten it as L.I is a language program in MTs Bilingual Pucang Sidoarjo to uplift students' language, not only in English language but also in Arabic

³⁹A. M Tenhouse, *College Extracurricular Activities Encyclopedia of Education January 1st 2003*

language since that school using those two language in their teaching. But in this research, the researcher focused on the compulsory extracurricular, Language Improvement program.

In Language Improvement program, there are the different method between seventh grade, eighth grade and ninth grade. For seventh grade, language improvement program focused on English language whereas eighth and ninth grade focused on English and Arabic language.

There are many activities in this program that can uplift students' language skill, such as conversation, drama, speech and daily writing, the description of activities is explained below:

1) Speech

Speech is the important activity to improve speaking skill. In this program, speech held in the morning after pray dhuha. And the speaker take turns in order based on grade. They were delivering interested topic in English and in seven minutes.

2) Drama

Drama is the common activity in language extracurricular to improve students' speaking ability. In this activity, students asked to write short scenario and practice it with their group.

3) Discussion

Discussion is the activity to improve speaking ability. In this activity, teacher gives an interesting topic or hot topic and asks students to discuss it in group. After discussing and finding some ideas or solutions they were asked to present the result of discussion in front of the class.

4) Make a conversation

This activity also focuses on improving speaking skill. Students asked to do this activity in pair and make short conversation based on assigned topic. And they were asked to practice with their partner.

5) Daily writing

This activity asked students to write descriptive text based on topic as they can. They were required to bring and use dictionary, dictionary book or e-dictionary (alfa-link). For checking their writing, some of students asked to read their writing in front of the class and other checking it.

This program involves one grade in big scale which provokes them to have some communication such as discussion, presentation, etc. Commonly, language extracurricular aimed to improve students' speaking ability, but it can be improve other 3 skills.

In this research, the researcher wants to know the implementation and also the students' writing improvement from this program. Therefore, the researcher focused on daily writing activity.

