ENGLISH LANGUAGE PERFORMANCE DEVELOPMENT THROUGH EXTRACURRICULAR ACTIVITIES AT FACULTY OF TEACHER TRAINING AND EDUCATION TADULAKO UNIVERSITY PALU

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ABSTRACT:
This research aims at finding English language performance model which will be developed through extracurricular activities at tertiary level especially at Faculty of Teacher Training and Education Tadulako University so that university students feel that they are international society who have EIL (English as an international language). Its specific target is the university students enjoy academic atmosphere which is different from their intracurricular, but their hopes to have communication skill in English can be reached without pressure. It will be easy for them to interact with foreigners, be amazed by professional and scientific people, comprehen international culture, and read literature in the foreign language if they have the English language skill. They can be scientific and professional global human resources. English Language Performance Development through Extracurricular Activities is effectivated through pressures of sides of aculty, departments, and study programs especially studentship organizations for enabling the university students to communicate in English to be great alumnie globally and having places/opportunities and human resources who are ready to interact with the students in order to communicate in English. They are motivated to support the activities. Three methods namely Grammar Translation Method, Communicative Method, and Direct Method are applied in connection with the activities. They are interested to realize the methods by applying three techniques namely Learning, Acquisition, and Immersion. Cooperative Model (different ability level), collaborative model (same ability level), conscious model, unconscious model, and integrative model in this matter are used and applied for all departments and study programs.

INTRODUCTION:

Rationale

Human and nature become resources if they have power, so that there are human resource and natural resource which need to be developed. The human is directed to integrate his/her competence and performance to be resource for himself/herself, others, and surroundings. It is impossible for us to have performance without competence. We can communicate something well if we have communicative competence and performance (Said, 2006a: 40). In this matter competence based performance is needed by a human resource.Someone who has a certain language performance must have competence since he/she can perform it if he/she has abilities, whereas someone has a certain language competence on the one hand, and he or she maybe has performance or no performance on the other hand. The language performance covers two productive skills, speaking and writing and two receptive skills, listening and reading. Those skills depend on their media like mouth and voice (for speaking) and hand, pen, paper, boardmarker, and board (for writing). Field (2006: 92) describes that the raw material thus consists of physical realisations of speech and writing: the word as it occurs in the mouth of the speaker, the word as it appears on the page of a book. Where alphabetic writing has letters, speech has phonemes (Field, 2006: 93). "Speech takes place in real-time while writing can be reviewed. A reader can go back and check understanding; a listener cannot." (Field, 2006: 93). Speaking and writing demand that we encode ideas into language; reading and listening that we decode language into ideas (Field, 2006: 93). So we need to take careful account of the relationship between productive and receptive processes (Field, 2006: 93). Thus, language competence/knowledge exists in the language performance/skill.The competence is knowledge, whereas the performance is skill. Tornbury (2006: 38) states that comptence is what we intuitively know about a language in order to be able to use it. It is the kind of internalized knowledge that allows us to distinguish well-formed from ill-formed sentences (Tornbury, 2006: 38). It is also the knowledge that allows us to appreciate the ambiguity of a sentence (Tornbury, 2006: 38). "But in the real world language users are judged, not on their competence, but on how well they perform. As many teachers know, there is often a big gap between what learners *know* and what they can *do*." (Tornbury, 2006: 38). Both competence and performance are integrated through activity.Students in higher education are developed prioritically through intracurricular activities for their competence and extracurricular activities for their performance. "Any important change in language curriculum will – indeed, should involve such extra work." (White, 1989: 115). The intracurricular activities have been arranged in curriculum whereas extracurricular activities are carried out as interest and aptitude. The extracurricular activities have not been effective in Tadulako University. Ideally its academic atmosphere should be developed by integrating intracurricular activities and extracurricular ones. Therefore, we carried a research out entitling English Language Performance Development through Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu.

Main Problem

A research starts from a problem. We are aware that English language performance at a tertiary level should be developed through its extracurricular activities to support its intracurricular ones, but in fact at Faculty of Teacher Training and Education Tadulako University Palu it has not been effective yet on all study programs except English Language Education Study Program. Lukman et al. (2016: 6 – 7) describe that now Faculty of Teacher Training and Education Tadulako University has had 4 departments and 13 study programs, namely Department of Educational Science having 4 study programs, Department of Language and Art Education having 2 study programs, Department of Mathemathic and Natural Science Education having 4 study programs, and Department of Social Science Education having 3 study programs. This problem raises academic atmosphere which is less ideal and has not been developed yet so that most of the students have not been able to communicate in EFL (English as a Foreign Language) yet. It can be solved by answering the following research questions:

- Why has not English language performance development at Faculty of Teacher Training and Education Tadulako University Palu been effective yet?
- How is English language performance model developed through extracurricular activities?

Objective and Significance

Every research must have objective and significance. This research aims at developing English performance model through extracurricular activities at Faculty of Teacher Training and Education Tadulako University Palu. Its students are hoped to be able to communicate in English. Extracurricular activities for developing English skill/performance are expected to go on effectively and efficiently so that the students will have English skill. Result of this research can be used to make consideration and decision in developing foreign language skill at tertiary level. The students and lecturers are hopefully able to develop their skills through a better academic atmosphere variously. Besides, they can improve their knowledges constantly. The students are motivated to communicate in English through extracurricular activities since it is needed by them to be dreamed human resources globally.

Review Of Related Literature And Conceptual Framework
Review of Related Literature

Problem of a research can be solved by answering its question(s). A Review of Related Literature called library research aims at solving the research problem by expressing concept/idea and/or previous studies from experts. The problem can also be solved by doing a field research. Its result is probably supporting, adding, or rejecting the previous studies or theory/principles used. Thus, we need library and field research.

Language Performance and Competence

Whatever we have known is knowledge consisting of scientific knowledge and nonscientific one. Instrument for knowing it is brain/mind used for thinking right, culture, and problem and its solution. A human resource has knowledge gotten through social interaction, observation, or education. Social interaction goes on during the human functions as individual and social creature, so that it results awareness to group and socialize. The observation is done to develop something in situation and condition which possibly human develops himself/herself and his/her surrounding. They need each other in their existence as Allah's creatures. The interaction and observation make human beings aware to mutually care for reaching satisfaction and happiness.Education exists through aware and unaware process to make human beings acknowledge integrated system to participate in developing human resources and understand obligations and rights. They necessarily have performance/skill and competence/knowledge. Taskiran et al. (2018: 100) describe "Education in 21st century is dominated by the generation of digital natives who are greatly exposed to and participate in technology in their social and educational lives. There is no doubt that anything experienced in social life directly affects learners' educational experiences. Highly popular social networks are being used in almost every educational area." Educational issues in relation to ethnicity and language education policies have been underexplored in Asian contexts (Thapa & Adamson, 2017: 1). Therefore, educational development influences human life.Performance is a skill (psycomotoric ability of doing something) to realize knowledge (cognitive ability) for being attitude and behavior (affective abilities). Language performance as a good reality is hopefully had by learners to be future human resources. Keizer (2015: 310) expresses "performance: a Speaker's actual use of language in a concrete situation." Attitude improvement has to be main target in educational process through good language so that it results human resources who have excellent competence based performance. A human can do something if he/she is trained repeatedly, so can an animal. A skill must go together with knowledge and action. It is better for our generation who will be next human resources to be helped and trained for having skill for their good future and motivated for carrying out something that has added value for their life and increasing welfare for either him/her or others. Taskiran et al. (2018: 100) continue "In the process of teaching English as a foreign language social networking sites enhance active participation of learners for real purposes. This helps them gain motivation and real life experience through gaining different roles, such as authors and readers." Training and education in this matter are needed to have professional human resources. Actually training is effectively and efficiently carried out to develop a skill (for short-term objective) whereas education is to improve science and knowledge (for long-term objective). Thus, educational system improvement is to fulfil our need for having professional and skilled human resources. Human needs help from other to develop. Social surroundings make them understand nature of themselves. It develops to be culture, knowledge, science, philosophy, and education which result self-confidence to be had and

socialized to next generation for being maintained. Human is an individual and social creature. A main priority of someone's language skill is speaking as an oral performance. It then develops to be writing since there is an intention to communicate with other in writing as a visual performance. Yalden (1987: 10) expresses "Language is thus to be considered in two contexts: on the one hand, human systems of conceptualization and perception, and on the other, the actual use of language in society." Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance (Queroda, 2018: 32 – 33). We must have competence for having the performance. The *Use* and *usage* are integrated. The former is a practice, real language whereas the latter is a form, pattern/formula, principle/procedure, or theory. Carroll (1983: 7) states "Concentration on *usage* is concerned primarily with formal language patterns, whereas *use* is concerned with communicative function, with how the language is used." The *use* of language is the *objective*, and the mastery of the formal patterns, or *usage*, of that language is a *means* to achieve this objective (Carroll, 1983: 7). *Use* concerns with *performance* whereas *usage* deals with *competence*. Language use or message transferring to audience orally is called Public Speaking. It is needed in a real life. Beebe and Beebe (2012: 4) define "**Public speaking** is the process of presenting a message to an audience, small or large." The public speaking is to transfer message(s) to audience(s).The language use depends on vocabulary arranged in sentences which mean to transfer thought and feeling communicatively. It is impossible for us to make sentences without vocabulary. "Vocabulary is a list of words which have meanings" (Said, 2013). Besides, we must have communicative competence and performance in order to be able to communicate by using the vocabulary. An understanding of language processing involves the understanding of both competence and performance, and of the relation between them (Harris and Coltheart, 1987: 7). All normal speakers have what is known as *communicative competence* (Milroy and Milroy, 1987: 73). Performance is thus the application of competence; it is competence in action (Hammerly, 1982: 177). Thus, the performance and competence are mutually integrated. Performance in the research covers oral action and visual one. The former is speaking which can be divided into monologue and dialogue whereas the latter called writing which consists of composition and conversation. Monologue is speaking individually whereas dialogue is interactive speaking pairly (Said, 2006b). Realization on process of teaching and learning to be unspontanious, the monologue is supported by composition whereas the dialogue is supported by conversation.
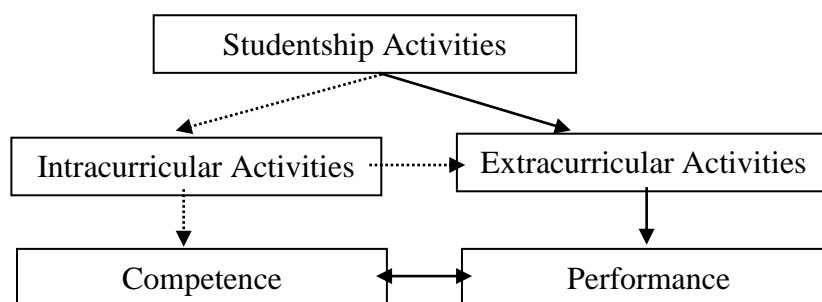
Language competence and performance can be integrated in science applied in real life. We should have competence based performance. We must be better than before. This description indicates that the competence and performance are integrated in developing language skills.
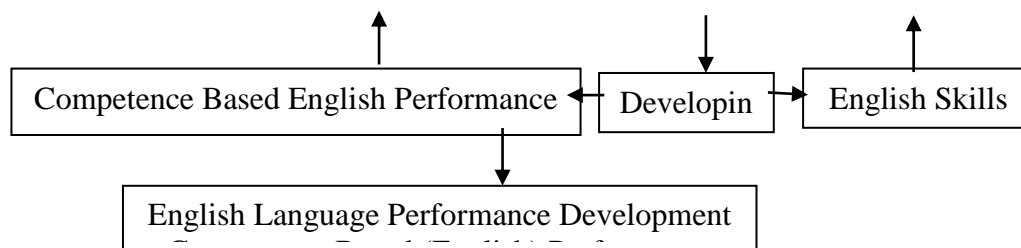
Extracurricular activities

A higher education as a tertiary level holds an important role in intergrating competence and performance through academic and studentship activities to support its vission and missions. Those are designed to have excellent human resources. That objective can be reached through intracurricular activities (in curriculum) and extracurricular ones. Curriculum is a sistem that has to be programmed and subjects which must be joined and passed by learner at an educational institution based on rules implemented in intracurricular activities. Tornbury (2006: 60) expresses that the curriculum of an educational organization refers to the whole complex of ideological, social and administrative factors which contribute to the planning of its teaching programmes. Wang & Zeng (2018: 1461) state "A variety of extracurricular activities should be carried out to create an environment for English learning." In extracurricular activities, teachers can communicate with students by email or in other ways to answer students' learning questions (Wang & Zeng, 2018: 1461). Intracurricular activities are usually not enough to enable learners to have skill and to be excellent in competitive life so that for supporting and achieving the aims, we need extracurricular activities.Tertiary level students have to be educated to develop their ideas. Lecturer must have active roles as educator, motivator, and facilitator. Besides, language practitioners have to be models in using languages especially international language like English. They should motivate the students to overcome anxiety in developing their English language performance. Said & Weda (2018: 28) state "Based upon the effects of anxiety on language achievements in a variety of skills, it needs to be positioned as one of crucial attributes in language learning. The language practitioners and lecturers at the university should reduce students' anxiety. Students' anxiety can be reduced in all levels of language learning by implementing good atmosphere and relaxed situation to attract students' involvement in the language learning process." The use of various teaching methods can improve the students' interest in English learning, their enthusiasm to participate in the classroom learning and the autonomy of learning after class (Wang & Zeng, 2018: 1461). The teacher/lecturer and students in this matter must integrate and interact in both intracurricular activity and extracurricular one then they have to be duly supported by the language practitioners.

Conceptual Framework

Chart 1: Conceptual Framework

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│  Competence Based English Performance    ◄──┤  Developin   ├──►│  English Skills   │
└────────────────────────────────────────────┘   └──────────────┘   └──────────────────┘
                              │
                              ▼
        ┌──────────────────────────────────────────────────┐
        │  English Language Performance Development          │
        └──────────────────────────────────────────────────┘
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Studentship activities cover intracurricular activities and extracurricular ones. Dominantly, the former concern with formal curriculum as government rule for having competence whereas the latter deal with nonformal program/intention to fulfil a certain need for having performance. The competence and performance having correlation are integrated to have competence based performance that is constantly developed as a dependent variable of this research: English Language Performance Development. The students will be hopefully excellent after developing their English Skills to be Competence Based English Performance, so that the terminal point of this conceptual framework is English Language Performance Development.

METHOD OF THE RESEARCH
A`research is carried out to solve problem by having data. We in this research used **Descriptive Method** in carrying out both **Field Research** and **Library One**. The former was to find out authentic and descriptive data to be a standard for making decision in designing program whereas the latter was to obtain data and information dealing with reading references. The Descriptive Method used in this matter is a way of explaining important real data of the research for solving the main problem stated. Since every research goes on a certain area and time, this research is carried out at Faculty of Teacher Training and Education Tadulako University as a government higher education in Central Sulawesi. Its campus is in Palu City where we serve the university students and accompany them intracurricularly and extracurricularly. This research covered library research and field one. We collect and analyze its data covering primary data and secondary ones accurately. They were needed to answer the research questions for having solution on the problem. Therefor this research was done for six months on 2017. The primary data were collected through Interwiew to some students and lecturers and administrative staff of Faculty of Teacher Training and Education Tadulako University and Observation directly for paying attention to real process. The both prosedures became standard in obtaining data for having Result and Discussion of the research. The secondary data were collected by library research through related References which can be constantly added. The primay data deal with field research to obtain its real data through the research instruments whereas the latter concern with library research to get principles/theories dealing with the research variables, so that both have different sources. Thereby, this research has kinds and sources of data, Primary Data from Faculty of Teacher Training and Education Tadulako University and Secondary Data from its References.The data obtained through this research were analysed descriptively. They were described qualitatively.

Its result is to develop students' English skills, so that the students will have English language performance as needed. They are hopefully global generation.

Findings And Discussions

A.   Existence of English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu

Tabel 2: Existence of English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu

No.	Department	Study Program	English Language Extracurricular Activities	Remark
1	Language and Art Education	a. English Language Education b. Indonesian Language Education	√ X	Once a Year -
2	Mathematic and Natural Science Education	a. Mathematic Education b. Phisic Education c. Chemistry Education d. Biology Education	X X X X	- - - -
3	Social Science Education	a. History Education b. Pancasila and Citizenship Education c. Geography Education	X X X	- - -

4	Educational Science	a. Guidence and Councelling Education	X	-
		b. Physical, Health, and Recreation Education	X	-
			X	-
		c. Elementary School Teacher Education	X	-
		d. Kinder Garthen Teacher Education/-Teacher Education for Early Age Child Education	X	

The Table 2 indicates that English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu were only in 1 study program (English Language Education) of 13 study programs. The English Language Education Study Program carried the English extracurricular activity out naturally as a part of working programs of Association of English Language Education Study Students constantly once a year. It was no in other study programs, so that the students of other study programs have no opportunities to develop their English skills through activities prepared by coordinator of the study program and/or studentship organization board. It means that the Existence of English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu can be described as follows:

- Only 1 study program: English Language Education Study Program carried the English Extracurricular Activities out. It means that there was only 7.69%.
- Other 12 study programs, namely a. Indonesian Language Education, b. Mathematic Education, c. Physic Education, d. Chemistry Education, e. Biology Education, f. History Education, g. Pancasila and Citizenship Education, h. Geography Education, i. Guidence and Councelling Education, j. Physical, Health, and Recreation Education, k. Elementary School Teacher Education, l. Kinder Garthen Teacher Education/Teacher Education for Early Age Child Education or 92.31% of the study programs didn't carry the English Extracurricular Activity out.

B. Needs of English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu

Table 3: Needs of English Language Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu

			Need of English	

No.	Department	Study Program	Language Extracurricular Activity	Remark
1	Language and Art Education	a. English Language Education	√	must be
		b. Indonesian Language Education	√	should be
2	Mathematic and Natural Science Education	a. Mathematic Education	√	should be
		b. Phisic Education	√	should be
		c. Chemistry Education	√	should be
		d. Biology Education	√	should be
3	Social Science Education	a. History Education	√	should be
		b. Pancasila and Citizenship Education	√	should be
		c. Geography Education	√	should be
4	Educational Science	a. Guidence and Councelling Education	√	should be
		b. Physical, Health, and Recreation Education	√	should be
		c. Elementary School Teacher Education	√	should be
		d. Kinder Garthen Teacher Education/-Teacher Education for Early Age Child Education	√	should be

The Table 3 indicates that all study programs at Faculty of Teacher Training and Education Tadulako University Palu need English Language Extracurricular Activities. It is supported by reality that each non-English study program in the Faculty of Teacher Training and Education Tadulako University has curriculum containing English subject. It in this matter is a part of intracurricular program. After completing the English subject, the students are hopefully able communicate in English. That objective can be achieved if

there is a program like English extracurricular activity so that they have opportunity to develop their English skills freely. We have to be able to analyze this reality that 100% of the study programs at Faculty of Teacher Training and Education Tadulako University Palu need English Language Extracurricular Activities. Actually we can meet the need.

C. Interests of Faculty of Teacher Training and Education Tadulako University Students in English Language Extracurricular Activities

Table 4: Interests of Faculty of Teacher Training and Education Tadulako University Students in English Language Extracurricular Activities

No.	Department	Study Program	Students' Interests in English Language Extracurricular Activity	Remark
1	Language and Art Education	a. English Language Education b. Indonesian Language Education	√ √	must be naturally should be
2	Mathematic and Natural Science Education	a. Mathematic Education b. Phisic Education c. Chemistry Education d. Biology Education	√ √ √ √	should be should be should be should be
3	Social Science Education	a. History Education b. Pancasila and Citizenship Education c. Geography Education	√ √ √	should be should be should be

4	Educational Science	a. Guidence and Councelling Education	√	should be
		b. Physical, Health, and Recreation Education	√	should be
			√	should be
		c. Elementary School Teacher Education	√	should be
		d. Kinder Garthen Teacher Education/- Teacher Education for Early Age Child Education		

Interests of Faculty of Teacher Training and Education Tadulako University Students in English Language Extracurricular Activities can be looked at this Table 4. It indicates that all study programs at Faculty of Teacher Training and Education Tadulako University Palu are interested in English Language Extracurricular Activities Aktivitas. It means the students want to join the activities if any. The students will join the English Language Extracurricular Activities if any at Faculty of Teacher Training and Education Tadulako University Palu and they will be happy if it will be free of charge. They want to develop their English skills. They are aware that English lecturings through intracurricular activities have not been enough for practicing English language skills yet. The data indicate that 100% of the study programs at Faculty of Teacher Training and Education Tadulako University Palu are interested in the English Language Extracurricular Activities. Model of the program for serving them having the good interests needs to be prepared well.

D. Method, Technique, and Model of English Language Extracurricular Activities

Table 5: Method, Technique, and Model of English Language Extracurricular Activities

No.	Department	Method	Technique	Model
1	Language and Art Education	Grammar Translation	Learning	Cooperative Collaborative Conscious
		Communicative	Acquisition	Cooperative Collaborative Unconcious

			Immersion	Integrative (Learning and Acquisition)
		Direct		
2	Mathematic and Natural Science Education	Grammar Translation	Learning	Cooperative Collaborative Conscious
			Acquisition	Cooperative Collaborative Unconcious
		Communicative		
			Immersion	Integrative (Learning and Acquisition)
		Direct		
3	Social Science Education	Grammar Translation	Learning	Cooperative Collaborative Conscious
			Acquisition	Cooperative Collaborative Unconcious
		Communicative		
			Immersion	Integrative (Learning and Acquisition)
		Direct		
4	Educational Science	Grammar Translation	Learning	Cooperative Collaborative Conscious
			Acquisition	Cooperative Collaborative Unconcious
		Communicative		
			Immersion	Integrative (Learning and Acquisition)
		Direct		

The Faculty of Teacher Training and Education Tadulako University has many potencial and competent human resources in Method, Technique, dan Model. All of them are integrated in supporting the activity objective achievement. The English Language Extracurricular Activities of course are hopefully carried out by using excellent method, technique, and model in pleasant and secure academic atmosphere. This Table 5 can be analyzed that those three methods (Grammar Translation Method, Communicative Method, and Direct Method) are appropriate for the English Language Extracurricular Activities. Those can be applied by paying attention to situation and condition of the participants/learners/students. To realize them, those three techniques (Learning, Acquisition, and Immersion) are necessarily adapted by actual and contextual problem solving. In this matter, those five models namely Cooperative Model (Different Ability Level), Collaborative Model (Same Ability Level), Conscious Model, Unconscious Model, and Integrative Model have to be carried out well. Each model has strength and weakness but can be adapted by situation and condition of homogenenous and/or heterogenous participants. It can be used in any department and study program. We have to be in harmony to enable our generation better than before.

CONCLUSIONS AND SUGGESTIONS

Conclusions

- English language performance development at Faculty of Teacher Training and Education Tadulako University Palu has not been effective yet since there has not yet been: a. pressure from faculty, departments, and study programs especially studentship organization to enable the students to communicate in English language so that they will be excellent in global competition and b. a specific program (place and media) and resources/communicators prepared for the students to interact in English.
- The English performance model is developed through extracurricular activities by motivating potential and competent human resources had by Faculty of Teacher Training and Education Tadulako University currently in Method, Technique, and Model. They are managed to support the English language extracurricular activities. The three methods: Grammar Translation Method, Communicative Method, and Direct Method can be applied in the English language extracurricular activities appropriately. The human resources together with the students who are interested realize the methods by adapting three techniques: Learning, Acquisition, and Immersion and using five models: Cooperative Model, Collaborative Model, Conscious Model, Unconscious Model, and Integrative Model. These models can be used in all departments and study programs.

Suggestions

- Dean of Faculty of Teacher Training and Education Tadulako University Palu should make Decision for departments and study programs and especially studentship organizations to: a. carry English extracurricular activities out in

order that the students are able to communicate in English language and b. prepare program and human resources to interact with the students who are interested in English language communicatively and integratively.

- Further research is hopefully carried out to realize the English language development model extracurricularly and constantly at Faculty of Teacher Training and Education Tadulako University Palu.

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