

Involving English Extracurricular Activities To Improve Students' Speaking Skills

Maissy J. Manuas

English Education Department, Faculty of Languages and Arts, Universitas Klabat
Airmadidi, Indonesia

***Corresponding Author**

Email: maissymanuas@gmail.com

Received: 01 January 2022; Accepted: 20 March 2022; Published: 25 March 2022

Abstract

This study aimed at the effectiveness of English extracurricular activities for the improvement of the students' speaking skill based on gender and age. The researcher adapted the questionnaire from Fatash (2008). This study was conducted in SMA X and has involved 105 respondents from grade 10, 11, and 12 of IPA and IPS. The result showed that the students' perception of their involvement in English extracurricular activities was found to be 3.83 which indicates as highly involved. Then, the result also showed that there was a significant difference in the students' perception of their involvement in English extracurricular activities based on gender since it was found to be .000. It meant that male and female students have different perception of English extracurricular activities. Lastly, the result showed that there was no significant difference in the students' perception of involving the English extracurricular activities based on age since it was found to be .50. It meant that students from all range of ages have the same perception of being involved in English extracurricular activities.

Keywords: Students' Involvement; English extracurricular; Students' erception; Speaking Skill

INTRODUCTION

Extracurricular activities are learning processes that happen outside the classroom or afterschool activities. Extracurricular activities are also kind of non-formal learning that unlisted in curriculum of school. Extracurricular activities can be found in almost every school from elementary schools through high schools and even the universities. (Massoni, 2011) believed that at all levels of school from elementary to college we can find a variety of extracurricular activities. Also, it is important for all schools to have those extracurricular activities. As stated by (Le, 2013), in every institution, extracurricular activities have been the essentials activities since they help evolving the school itself. Besides, being involved in extracurricular activities are beneficial, not only for the school, but also for the students. Students can get lots of profits from involving themselves in extracurricular activities including having good grades, improving their academic

achievement, social-maintained, and so on. In addition to that, (Wilson, 2009) noted that there are so many advantages that students can get through joining extracurricular activities. The purpose of those activities is to enhance the students' talents, their personality, and even their capability in every types of non-academic activity.

Extracurricular activities require students to be involved outside the classroom. Seow & Pan (2014) observed that because of many institutions that involve in extracurricular, it has been the crucial element for the institution and the students. There are so many varieties of extracurricular that exist in educational setting, such as sports, music, debate team, arts, culture clubs, and so on, there are some of the institutions, especially in colleges, that use extracurricular as the activities that can help them increase their major and faculties, especially in English. Furthermore, (Yildiz, 2015) explained that in the process of learning English, there are many extracurricular activities that are useful for the orientation process of learning English. Extracurricular activities are one of the tools that can be a helping-hand for the students to achieve the target language. Likewise, (Lariviere, 2016) pointed out that students will have strong pledge to learn English language if they are willing to join the English extracurricular activities. That is why students have to involve themselves in extracurricular activities, especially in English extracurricular activities, if they want to strengthen their commitment to learn and to be better of acquiring the language (Kandati & Tatipang, 2021).

Extracurricular activities provide many advantages that can help the students' achievement in the school. Involving themselves in extracurricular activities, of course will give the students big opportunity to become better in their education. According to Annu et al. (2015), extracurricular activities can positively affect student attendance and grades. Students' involvement in extracurricular activities directly affecting the students' presence in the class-time and increasing their grades in the school. Similarly, (Wilson, Allendoerfer, & Kim, 2013) believed that when students involved themselves in extracurricular activities, they may achieve so many benefits provided by the activities. Students must be encouraged to join extracurricular activities since it provides advantages that help them develop their academic achievement, and the people surround them should help encouraging them. In addition to that, (Bayat, 2015) argued that when students do not understand the meaning of extracurricular activities, they will not be able to achieve the profits it provides and they will have no idea about it. Students should understand what the extracurricular activities are, so that they will truly follow the activity and their achievement in the school will be increased (Lalogiroth & Tatipang, 2020). The purpose of this study was to investigate the students' perception of their involvement in English extracurricular activities at school to improving their speaking skills, and also this study aimed to find if there is any significant difference of it based on their gender and age. This study focuses on the students' involvement in English extracurricular activities at school.

REVIEW OF LITERATURE

Students' Involvement

Involvement could be defined as the fact or condition of being involved with or participating in something. According to (Acharya, 2015), in developing students' careers during schooling, student participation is very necessary. Being involved in any activities that increasing the students' achievement in the school will help the students themselves to develop their future careers. In addition, Abdullah et al. (2012) explained that cannot be refused that the students' involvement in every school activity has a correlation with the students' progress in the school. When the student participate in every circumstances in the school, the student has directly develops their academic achievement. In the same way, (Popovič, 2011) argued that the problem students have will not be the restriction of the students to participate in every academic activity in the school. It means that whatever the students' background, in and out of school, they can personally active in involving themselves in academic activities offered by the school.

In the other side, students sometimes have some difficulties in involving themselves in every kind of academic activity in the school. Knight & Marciano (2013) believed that the students should get extra push and reward of being involved in school activities or they will not be serious to involve themselves. The people around the students should encourage them to involve themselves in school activities. Similarly, (Soler, Fullana, & Pallisera, 2011) stated that in helping students get the achievements they want while in lectures and schools, the role of teaching staff and teachers is very necessary and even becomes an important element whose impact cannot be doubted. In this case, the way teachers teach would be the one factor that hampers the students to involve in school activities. Furthermore, (Jeruto & Kiprop, 2011) believed that sometimes the school, teachers, and parents are one of the factors that causing students to not involving themselves in school activities. That is why; school administrators, teacher, society, and the parents should be the forcer for the students to be actively involved in every kind of activities offered by the school.

English Extracurricular Activities

Extracurricular activities are the additional activities held in the school that happen outside the normal school hours. Almost every school in the world is providing extracurricular activities in the school. As stated by (Vermaas, Dijn, & Houdt, 2009, p.2), the term 'extracurricular activities' is often used for any activities that take place outside the regular (compulsory) school curriculum. Extracurricular activities basically participated by the students in order to develop the skill they needed in their school. Further, (Xu, 2017) claimed that the curriculum of school can be possibly develop through extracurricular activities since it hold the big position in

educational setting. By participating in extracurricular activities, students indirectly help developing the school curriculum. In addition to that, (Chua et al., 2017) stated that students' cognitive and affective skills can be improved through their involvement in every kind of extracurricular activities held in the school. Since extracurricular activities offer so many benefits for the students, they can take the advantages of it (Pikirang et al, 2021).

Extracurricular offers many benefits for the students in the school. These types of activities helps students developing their behavior. As stated by (Pollock, 2010) that when students involve themselves in extracurricular activities, those can help them to develop their behavior and the challenges when they are facing problems or pressure in the school. Extracurricular activities can be the tool for increasing not only the physics of the students, but also their mental. In addition to that, (Adeymo, 2010) believed that those activities can help students to increase their grade and achievement in the school. Students' grade can possibly increase through their involvement in extracurricular activities. Similarly, (Wilson, 2009) explained that related to the students' positive behavior, parents should be the first thing to support the students in involving themselves in extracurricular activities. That is true, that parents should be the number one for the students' succeed in the school. Parents should be the motivator for the students so that they will have willingness to involve themselves in extracurricular activities offered by the school where those activities provides many benefits for the students' achievement in the school (Rorintulus et al, 2021).

Types of Extracurricular

There are many types of extracurricular activities in the school. As stated by Wilson (2009) that extracurricular activities can be clubs, athletic opportunities, dance line or cheer teams, scouts, drama or theater, youth groups, student councils, and sport club. Types of extracurricular activities, there are more than what is mentioned above. In addition to that, (Bahdi, 2014) believed mentioned that extracurricular activities include the students' clubs, associations, and organizations that conduct those activities. That is clear that besides arts, sports, and so on, there are so many types of extracurricular activities that students can be involve in. Similarly, (Pollock, 2010) believed that extracurricular activities acn be categorized into art or theater, academic, civic activities and sports. Besides the extracurricular activities mentioned above, X High School also offers many types of extracurricular activities such as vocal group, pathfinder, marching band, futsal, basketball, and so on.

Students' Involvement in English Extracurricular Activities at School

There are so many types of extracurricular activities that schools offer in order to help developing the students' skills, creativity, cognitive, and of course

their achievement in the school. (Bahadi, 2014) stated that giving students many opportunities to use English naturally and naturally in their learning is a context of the extracurricular itself. While involving themselves in extracurricular activities, it means that the students will be easier to acquire the language learning, especially English language. Moreover, (Park, 2015) believed that one crucial thing for the students to join extracurricular activities is to have good relationship with others, and to achieve the English language that been learned. When students involve themselves in extracurricular activities, it means that they have opportunity to build their social, and through their social life, they can easily acquire the target language through interaction with others. Further, Lariviere (2016) explained that one of the ways to boost the students' English language achievement is the school should help students improving their English language learning through extracurricular activities. It is clear that extracurricular activities are the bridge for the students to acquire the English language.

Fatash (2008) conducted a study that investigated the students' perception of extracurricular activities to enhance their motivation in learning English language, and their aim in majoring in English. In the study, the researcher is using quantitative study to collect the data. The respondent of the study were taken from 64 respondents from the third and fourth year English major students at the English department at An-Najah University. The researcher used questionnaire as the instrument, and the questionnaire are divided into two sections which are 5 questions of demographic information, and 27 questions of the English extracurricular activities. As the result, the researcher found out that the English major students at the English Department-An-Najah University can be highly motivated to enhance their performance and improve their standard. Therefore, the researcher are intended that the students will highly participate in extracurricular activities since it is offered so many advantages, and for the university, they should keep trying and pushing their students to be involved in extracurricular as well (Lengkoan et al, 2022).

METHOD

This study used a quantitative research design. Morris (2015) stated that "one way of looking at quantitative methods is a collection of techniques for organizing, presenting, summarizing, communicating, and drawing conclusions from data, so that it becomes informative" (p. 1). It was used because it was clear enough to explain the descriptive and comparative design. Descriptive design was used to measure the students' perceptions of their involvement in English extracurricular activities. Comparative design was used to find out the differences of students' perceptions of their involvement in English extracurricular activities based on gender and their ages. In addition to that, Bryman and Futing (2003) mentioned that comparative study is used to indentify the differences between two or more variables. The designs were the most suitable designs for this study

because those helped the researcher to observe and disclose the research questions.

In this research, convenience sampling technique was applied. Churchill and Iacobucci (2002) believed that the sample elements were selected because the researchers believe that the chosen respondents are representative of the population of interest in this sampling method. It was used because that study offered many advantages, such as fast to do, not expensive, and the subjects are readily. The researcher took the data from the students who attended the class at that time. That was why convenience sampling method was used. The respondents of this study were 105 students from X grades 10, 11, and 12 from IPS and IPA classes. The researcher chose several students from the school to be the respondents of the study. The reason of choosing the respondents were because the respondents are qualified enough to respond the study, and the number of the students at SMA X grades 10, 11, and 12 from IPS and IPA classes were sufficient to support the study. They have different ages, it was divided into 3 groups, which were ages 13-14, 15-16, and 17 above. They were categorized as teenager. The reason of these categorization was because the study was only conducted in the high school level, and the respondents were all teenager, and their range of ages were just about 13 to 17 years old.

Instruments

In this research, convenience sampling technique was applied. Churchill and Iacobucci (2002) believed that the sample elements were selected because the researchers believe that the chosen respondents are representative of the population of interest in this sampling method. It was used because that study offered many advantages, such as fast to do, not expensive, and the subjects are readily. The researcher took the data from the students who attended the class at that time. That was why convenience sampling method was used. Interpretation scale is used to measure the result of the analyzed items. According to Fatash (2008), there are 5 levels of how to measure the analyzed item, which are:

- | | | |
|---|---------------------------------|------------------------|
| - | 1.00 - 1.49 = strongly disagree | = very low involvement |
| - | 1.50 - 2.49 = disagree, | = low involvement |
| - | 2.50 - 3.49 = neutral | = moderately involved |
| - | 3.50 - 4.49 = agree | = highly involved |
| - | 4.50 - 5.00 = strongly agree | = very highly involved |

Procedures

To analyze the data, the researcher used statistical tool. In this study, the researcher used quantitative study. To find out the research question 1 about the students' perceptions of their extracurricular activities, the researcher used descriptive techniques that was measured using mean score, for the research

questions 2 about the differences in the students' perceptions of their involvement in extracurricular activities based on gender, the researcher used comparative techniques, and it was measured using T-test, and for the research question 3 about the differences in the students' perceptions of their involvement in extracurricular activities based on age, the researcher used comparative design that was measured using one way Anova. First, the researcher analyzed the mean values for every item. Then, the researcher used the mean values from every item to compare where the independent variables are the gender and the ages. At the end of the analyze process, the items have been checked whether those were more or less than alpha 0.05 to find out if there is any significant difference between the main variable and the demographic variables, then the research questions 2 and 3 have been revealed.

RESULTS AND DISCUSSION

Research Question 1

Students' Perception of Involving the English Extracurricular Activities

In this first part, mean score of descriptive statistics has been used to answer the research questions number one about the students' perception of involving the English extracurricular activities.

	N	Minimum	Maximum	Mean	Std. Deviation
Perception	105	1.74	4.77	3.83	0.47
Valid (listwise)	N 105				

The result showed that the mean level of students' perception of involving the English extracurricular activities in teaching English to improving students' speaking skills was found to be 3.83 (table 4.1). The findings showed that the mean score was in the range 3.50–4.49. It indicated that the students of X's perception of their involvement in English extracurricular activities was found to be *highly involved* based on the interpretation scale. The reason why in this study the students had high involvement in English extracurricular activities might be because of their expectation in joining themselves in English extracurricular activities, for example, they might think that English extracurricular activities can help them to get better job in the future. It also might be because the teachers gave them appreciation whenever they join English extracurricular activities. This assumption was made

based on the highest mean result of the items in the questionnaire chose by the respondents.

The finding of this study is different with the finding of Kwon & Han (2018) who found out that 85% of the students were aware of the English extracurricular activities system, and their perceptions towards English extracurricular programs were moderate at 3.06-3.37. Similarly, Kim and Lee (2016) also found that students have low recognition of English extracurricular programs at the school level. The reason why in the studies the students had moderate to low perception of their involvement in English extracurricular activities could be because the students were probably not that conscious about the important of English extracurricular activities and unaware of what the activities might bring to them.

To find out about the students' perception of involving the English extracurricular activities in teaching English to improving students' speaking skills at school based on gender, the researcher used independent sample t-test, where the gender as the independent sample, and the mean score of all questionnaire items as the dependent sample. At the first step, the mean score of the 41 male respondents was 3.67, and the mean score of the 63 female respondents was 3.94. Based on the result, it indicated that both were at the range level 3.50–4.49 (table 4.2). It meant that the result of both perception of English extracurricular activities at school was found to be *highly involved*.

Research Question 2

Students' Perception of Involving the English Extracurricular Activities at School Based on Gender

To find out the second research question about the students' perception of their involvement in English extracurricular activities at school based on gender, the researcher used independent sample t-test, where the gender as the independent sample, and the mean score of all questionnaire items as the dependent sample. At the first step, the men score of the 41 male respondents was 3.67, and the mean score of the 63 female respondents was 3.94. Based on the result, it indicated that both were at the range level 3.50–4.49 (table 4.2). It meant that the result of both perception of English extracurricular activities at school was found to be *highly involved*.

Table 4.2

The mean score of the students' perception based on gender

	GENDER	N	Mean
Perception	pria	41	3.67
	wanita	63	3.94

The result showed that $p = .000$ which smaller than alpha scale 0.05 (table 4.3), it meant that there are a significant difference in the students' perception of involving the English extracurricular activities at school based on gender. Therefore, the null hypothesis which stated that "there is no significant difference in the students' perception of involving the English extracurricular activities at school based on gender" was rejected. The reason of the result found out that there are a significant difference based on gender might be because both men and women respondents have the difference perception of being involved in English extracurricular activities at school.

Table 4.3

The difference of students' perception based on gender

	F	Sig.	T	Df	Sig. (2-tailed)
Equal variance assumed	1.65	0.20	-2.97	102	.000
Equal variance not assumed			-2.79	67.85	.000

In contrast to the finding, the study that conducted by Freeman (2017) discovered that there was no significant difference in the students' perception of involving the English extracurricular activities based on gender since the result was found to be 0.34. It was the same as the study that conducted by Fredricks and Eccles (2008) who found out that the $p = .13$ which higher than the alpha scale 0.05. The result of their study showed no statistically significant difference in the students' perception of extracurricular in English based on gender. The reason why these studies was found to be insignificant might be because of the students in both kind of gender have the same perception about the importance and the benefits of being involved in English extracurricular activities. Instead, the result of present study that showed the significant difference might be because the male and female students of X do not have the same perception of the importance and the benefits of engaging themselves in English extracurricular activities at school.

Research Question 3

Students' perception of involving English Extracurricular Activities at School Based on Age

The researcher used One way Anova to reveal the research question number 3 about students' perception of involving the English extracurricular activities at school based on age. There were 3 categorize of ages in this study. The mean score of the 6 respondents from the first group of ages (ages 13-14) was 3.93; the mean score of the 68 respondents from the second group (ages 15-16) was 3.85; and the mean score of the 31 respondents from the third group of ages (17+) was

3.75, and those were at the range 3.50 – 4.49 (table 4.4). It indicated that the perception of the students at the whole group of ages were got to be *highly involved*.

Table 4.4

The mean score of the students' perception based on age

	N	Mean	Std. Deviation
13-14	6	3.93	0.26
15-16	68	3.85	0.48
17+	31	3.75	0.50
Total	105	3.83	0.48

As shown in the table 4.5, the result was $p = .50$ which bigger than alpha scale 0.05. It meant that there is no significant difference in the students' perception of involving the English extracurricular activities at school based on age. Thus, the null hypothesis which stated that “there is no significant difference in the students' perception of their involvement in English extracurricular activities at school based on age” was *accepted*. It could be assumed that all students have the same perception of being involved in English extracurricular at school.

Table 4.5

The difference of students' perception based on age

	Sum of Squares	Mean Square	F	Sig.
Between Groups	0.31	0.16	0.68	0.50
Within Groups	23.27	0.23		
Total	23.58			

This study is similar with the study that was conducted by Martinez et al. (2016) who found out that the students' perception of involving the English extracurricular activities based on age was found to be $p = 0.34$, which indicated that there was no significant difference found in the study. The reason why their study was found to be insignificant might be because the students in the different range of ages did not have the diverse perception of being involved in English extracurricular activities at school, as stated by Martinez and friends. Thus, the reason why SMA X students were also have no significant difference perception of being involved in English extracurricular activities at school might be the same as the previous study conducted by Martinez and friends.

The purpose of this study was to find out the students' perception of involving the English extracurricular activities at school, and if there is any significant difference in students' perception of involving the English extracurricular activities at school based on gender and age. The results of this study showed that students' perception of their involvement in English extracurricular activities at SMA X was found to be high involvement since the mean score was 3.83. The result of this study also found out that there was a significant difference in the students' perception of involving the English extracurricular activities based on gender since the result got $p = .000$.

Another result showed that there was no significant difference in the students' perception of involving the English extracurricular activities based on age because the $p = .50$.

CONCLUSION

Based on the discussion, it could be concluded that the students of X were found to have high desire and willingness to join English extracurricular activities offered by the school. They might think that English extracurricular activities can help them to have a better life in the future. They might also think that they can get lots of profits offered by those activities. Another result of this study could also be concluded that the students had diverse perception of being involved in English extracurricular activities based on gender. Both man and woman students gazed these activities in the different way. Another result of this study also concluded that the difference range of ages could not be the reason for the students of SMA X to have different thought and opinion about English extracurricular activities.

REFERENCES

- Abdullah, M. Y., Bakar, N. R. A., & Mahbob, M. H. (2012). The dynamics of student participation in classroom: observation on level and forms of participation. *Procedia-Social and Behavioral Sciences*, 59, 61-70.
- Acharya, S. L. (2015). Student participation in university governance: A comparative study between Tribhuvan University and Kathmandu University, Nepal (Master's thesis).
- Adeyemo, S. A. (2010). The relationship between students participation in school based extracurricular activities and their achievement in physics. *International Journal of Science and Technology Education Research*, 1(6), 111-117.
- Annu, S., & Sunita, M. (2015). Extracurricular activities and student's performance in secondary school of government and private schools. *International Journal of Sociology and Anthropology Research*, 1(1), 53-61.

- Bahdi, M. (2014). The impact of extracurricular activities on students' academic oral proficiency. Kasdi Merbah University-Ouargla.
- Bayat, F. (2015). Student engagement: A qualitative study of extracurricular activities. University of Toronto (Canada).
- Bryman, A. E., & Liao, T. F. (2003). The Sage encyclopedia of social science research methods. Sage Publications.
- Chua, C. J. E., Chuatoco, I. A. G., Dela Pena, A. M. C., Jimenez, D. L. F., & Co, D. A. (2017). The influence of participation in extracurricular activities to the employability of industrial engineering graduates of one private university in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5(2), 163-170.
- Churchill, G. A., & Iacobucci, D. (2006). *Marketing research: methodological foundations*. New York: Dryden Press.
- Fatah, M. M. (2008). Investigating the students' attitude towards using extracurricular activities to enhance their motivation at the English Department at An-Najah University. *Educational Sciences*, 35.
- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A STUDY ON LISTENING PROBLEMS FACED BY STUDENTS OF HIGHER EDUCATION. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Freeman, R. (2017). The relationship between extracurricular activities and academic achievement.
- Fredricks, J. A., & Eccles, J. S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and European American youth?. *Journal of Youth and Adolescence*, 37(9), 1029-1043.
- Jeruto, T. B., & Kiprop, C. J. (2011). Extent of student participation in decision making in secondary schools in Kenya. *International journal of humanities and social science*, 1(21), 92-99.
- Kandati, S. P., & Tatipang, D. P. (2021). THE EFFECT OF VIRTUAL TEACHING ON ATTITUDES OF SECOND LANGUAGE ACQUISITION DURING COVID-19 CONDITIONS OF INDONESIAN STUDENTS. *Journal of English Culture, Language, Literature and Education*, 9(2), 117-127.
- Kim, S. Y., & Lee, M. K. (2016). A study on students' perceptions and needs about college extracurricular programs. *Journal of Learner-Centered Curriculum and Instruction*, 16(9), 585-609.

- Knight, M. G., & Marciano, J. E. (2015). *College-ready: Preparing Black and Latina/O youth for higher education—a culturally relevant approach*. Teachers College Press.
- Kwon, K., & Han, A. (2018). Students' Perception of Extracurricular Activities: a Case Study. *Journal of Advances in Education Research*, 3(3), 131-141.
- Lalogiroth, A., & Tatipang, D. P. (2020). AN ANALYSIS OF ENGLISH NATIONAL EXAM AND ENGLISH TEACHERS'PERCEPTION USING BLOOM'S REVISED TAXONOMY. *Journal of English Culture, Language, Literature and Education*, 8(1), 1-19.
- Lariviere, M. L. (2016). *Extracurricular activity participation and english language learners: second language acquisition and academic performance*. Sam Houston State University.
- Le, T. (2013). Does participation in extracurricular activities reduce engagement in risky behaviours?
- Massoni, E. (2011). Positive effects of extra curricular activities on students. *Essai*, 9(1), 27.
- Morris, C. (2015). *Quantitative Approaches in Business Studies* uPDF eBook. Pearson Higher Ed.
- Pikirang, C. C., Liando, N., & Wuntu, C. N. (2021). A CORRELATIONAL STUDY BETWEEN LEARNERS'SATISFACTIONS WITH OFFLINE CLASS AND ENGLISH SELF-EFFICACY DURING THE COVID-19 PANDEMIC. *Journal of English Culture, Language, Literature and Education*, 9(1), 73-87.
- Pollock, D. C., Van Reken, R. E., & Pollock, M. V. (2010). *Third Culture Kids: The experience of growing up among worlds: The original, classic book on TCKs*. Hachette UK.
- Popović, M. (2001). *General report Student Participation in Higher Education Governance*. Aghveran, Armenia.
- Rorintulus, O. A., Singal, Y., Batunan, D. A., & Mamentu, C. (2021). WRITING PROJECT IN EFL CLASS: FROM DESIGN TO RECOMMENDATION: A SYSTEMATIC REVIEW. Conference or Workshop Item (Paper).
- Seow, P. S., & Pan, G. (2014). A literature review of the impact of extracurricular activities participation on students' academic performance. *Journal of Education for Business*, 89(7), 361-366.
- Planas Lladó, A., Soler Masó, P., Fullana Noell, J., Pallisera, M., & Vilà Suñé, M. (2011). Student participation in university governance: the opinions of professors and students. © *Studies in Higher Education*, 2011, vol. 38, núm. 4, p. 571-583.
- Wilson, D., Allendoerfer, C., Kim, M. J., Burpee, E., Bates, R. A., Smith, T. F., & Veilleux, N. M. (2013, June). *STEM students outside the classroom: The role*

of the institution in defining extracurricular activity. In 2013 ASEE Annual Conference & Exposition (pp. 23-1085).

Wilson, N. (2009). Impact of extracurricular activities on students.

Xu, J. (2017). Students' engagement and parents' involvement in extracurricular activities.

Yildiz, Y. (2015). The key to success in English learning can be involvement in extra curricular. *International Journal of Thesis Projects and Dissertations (IJTPD)*, 3(3), 24-28