



إدراك الطلبة الليبيين للأنشطة اللاصفية في تعلم اللغة الإنجليزية كلغة أجنبية: دراسة على طلاب قسم اللغة الإنجليزية في جامعة سرت

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#### الكلمات المفتاحية:

الأنشطة اللامنهجية، اللغة الإنجليزية،  
جامعة سرت، المنهج.

#### الملخص:

هدفت هذه الدراسة إلى معرفة تصورات الطلاب الليبيين للأنشطة اللامنهجية في تعلم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة سرت. تم استخدام استبيان مُكيّف (أسئلة مغلقة ومفتوحة) لجمع البيانات للدراسة. تم إجراء استبيان مسح عبر الإنترنت مع 60 مستجيباً تم اختيارهم بشكل مجهول. تم تحليل بيانات الأسئلة المغلقة بواسطة نموذج Google في حين تم تحليل بيانات الأسئلة المفتوحة موضوعياً. كشفت النتائج أن غالبية المشاركين يميلون إلى أن يكون لديهم تصور إيجابي تجاه الأنشطة اللامنهجية من حيث أدائهم الأكاديمي، في مساعدتهم على تحقيق درجات أفضل. كما طورت الأنشطة اللامنهجية مهارات الطلاب، وحفزتهم، فضلاً عن مساعدتهم على أن يصبحوا أكثر تنظيماً. من ناحية أخرى، ادعى بعض المشاركين أن الأنشطة اللامنهجية تشكل عبئاً إضافياً وتشتيتاً للانتباه عن مهامهم الأكاديمية الرئيسية. وتختتم الدراسة ببعض التوصيات التربوية والاقتراحات لمزيد من البحث.

### Libyan Students' Perceptions towards Extracurricular Activities in Learning English as a Foreign Language: A Study at the Department of English at Sirte University

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#### Abstract:

The aim of this study was to find out the perceptions of Libyan students on extracurricular activities (ECAs) in learning English as a foreign language in the English Department at Sirte University. An adapted questionnaire (close and open-ended questions) was used to collect the data for the study. An online survey questionnaire was conducted with 60 respondents who were selected anonymously. The data of the close-ended questions was analyzed by Google Form whereas the data from open-ended questions was analyzed thematically. The findings revealed that the majority of participants tend to have positive perception towards ECAs in terms of their academic performance, in helping them achieve better grades. ECAs also developed students' skills, and motivated them, as well as helping them become more organized. On the other hand, some participants claimed that ECAs constitute extra burden and distraction from their main academic assignments. The study concludes with some pedagogical recommendations and suggestions for further research.

#### Keywords:

Perception,  
Extracurricular  
activities, Sirte  
University, foreign  
language, Curriculum.

## 1 .Introduction

Curriculum and extra-curriculum are two systems that generate human resources in balance of physical, emotional, spiritual and intellectual (Esa, Yunus & Kaprawi 2004). Sarwar (2002 as cited in Mwaura, Mbugua, & Kagema, 2017) argued that the modern curriculum is wide and comprehensive and includes experiences acquired inside and outside the school. Because the academic curriculum is the only program offered to learners. From this side, the students need to be involved in activities rather than the curriculum activities to enrich their performance and knowledge. To achieve this goal, curricular activities are not sufficient. Here is the need of extracurricular activities arises .

According to Christison (2013) the benefits of indulging in extracurricular activities include having better grades, having higher standardized test scores, higher educational attainment, attending school more regularly, and having a higher self-concept. Therefore, students need to take these activities to better enhance their performance. Considering this view, the researcher intends to focus on students' perceptions towards extracurricular activities in learning English as a Foreign Language at the department of English at Sirte University.

### 1.1 .Problem Statement:

It is commonly known that English language is taught as a foreign language in Libya, so that several students struggle in achieving fluency and proficiency. Although formal language instruction plays a main role in their education, there is a limited understanding of how extracurricular activities (ECAs) contribute to their language learning experience. These activities such as English language club, conversation sessions, debates, and social hours might improve students' language proficiency outside of the classroom. However, little research has been conducted to explore the students' perceptions on ECAs.

This research seeks to address this gap by investigating the perceptions of Libyan students towards the extracurricular activities in learning English as a foreign language. It aims to understand whether students view ECAs as valuable tools for improving their language skills, whether they are motivated to participate in such activities .

## 1.2 .Research question:

This research attempts to answer the following research question:

- What are the Libyan student's perceptions towards the ECAs in learning English as a foreign language?

## 1.3 .Aims and Significance of the Study:

The core objective of this paper is to find out the student's perceptions towards ECAs in learning the English language as a foreign language.

The importance of the study is that, to the best of the researcher's knowledge, no previous research has investigated the Libyan student's perception towards the ECAs in learning English as a foreign language. Therefore, this study may be useful in the following: firstly, it may raise the teachers' awareness to ECAs and also show emphasis on what ECAs students enjoy and improve from the most. Secondly. It may encourage the students to consider engaging in the ECAs with a purpose, passion or joy as they contain a friendly environment, and may help the students to improve their proficiency in learning the English. Thirdly, as far as this study has not been conducted in the department yet, it may help the academic staff of the department of English to gain insights into the ECAs and will be able to implement them in the educational strategies to enhance students in learning English.

## 2 .Literature Review

### Definition of key concepts:

#### 2.1 Perception:

According to Walgito (2004; as cited in Melviza & et al 2017), perception is a process preceded by a process of sensing which the process of receipt of the stimulus by the individual through the sense. Furthermore, Sarwono (2010, p. 86 as cited in Melviza & et al 2017) argues that "perception can make conclusion about what we see, hear, and try to make a best guess." It can be deduced that perception is the procedure that an individual selects, organizes, and interprets the input of information to produce an overall purposeful image. Perception is the thoughts of humans individually, so that other humans can have a different perception about the same thing.

#### 2.2 Extracurricular Activities:

According to Usman (1993 as cited in Ayu, Supriusman & Maisrul 2016) extracurricular is an activity that is done outside of regular class. It can be done inside or outside the school which

is designed to enrich and expand students' knowledge and skill of every subject. Cadwallader, Garza, and Wagner (2012) have stated that extracurricular activities are defined as the activities in which the students participate after the regular school day has ended. Usually, different institutes have different types of extracurricular activities. They (ECAs) can be found throughout our school education system. They can also be divided into three areas including sports, Arts, and learning clubs .

Finally, it can be concluded that extracurricular activities are programs which are not part of the course that a student is doing at a school to improve or express their ability according to their interest.

### **2.3 The Importance of Extracurricular Activities:**

Participation in extracurricular activities can lead to better educational outcomes for young students. There are two reasons for this: first, taking part in extracurricular activities helps develop various skills and dispositions that make studying easier. These include cognitive skills beyond those included in typical school curricula (Forneris et al., 2015) as well as attitudes and non-cognitive skills, such as self-esteem. Second, extracurricular activities put students into contact with peers and mentors who can provide information, help, and resources, which also makes studying easier (Jarrett et al., 2005; Sabirova & Zinoviev, 2016). Exposure to academically oriented adults and peer groups shapes young people's plans and decisions, which tend to become more academically oriented (Gabay-Egozi et al., 2015). Extracurricular activities also provide an outlet for expressive action, enabling participants to explore their personal talents and interests and formulate their identities (Dworkin et al., 2003). They can also form positive attitude for students towards learning. Finally, they are aimed at developing students' interests, potential, and talent.

### **2.4 Related Studies**

A study conducted by Makarova and Reva (2017) investigated the perceived effect of participation in ECAs on language learning by university students in Canada and Russia. A total of 119 students from both countries participated in this study by using a questionnaire. It included yes/no, multiple choice, and open-ended questions. The results of this study concluded that a third of the students were familiar with ECAs

and that the majority thought that ECAs were beneficial for their language skills development.

Another study was conducted by Han and Kwon (2018). The purpose of this study was to examine student's perceptions of ECAs and its impacts in their academic and non-academic life. A survey was conducted that targeted 2951 students at the university level. It evaluated the usability and helpfulness of ECAs. It included some questions like: Are ECAs beneficial to me; Are you satisfied with ECAs. It also measured the impacts of ECAs on student's participation in their curriculum, career development, and college life. The findings of this study were that most students have a moderate attitude towards ECAs and it concluded that students felt that ECAs were beneficial to their curriculum learning, career development, and college life as well.

Moreover, Amara (2021) aimed at investigating teachers' perspective of the use of ECAs in learning English in the foreign language context. The data for this study was collected by using a questionnaire. 187 people have responded to this questionnaire from Arabic speaking countries. The main findings of this study were that most teachers use ECAs in teaching English. It was also revealed that teachers not only used ECAs to improve language proficiency but also to promote other language-related skills.

Finally, there is also a study conducted by Hasanah (2022) which aimed to find out students' perception of English Club Extracurricular crucial in supporting and enhancing speaking skills at SMKN 1 Ponorogo. The number of the participants were 16 students targeted by observation and interviews. The main findings of the study were that students gave a positive perception, the students agreed that the English Club Extracurricular was important and could help them to support their speaking skills.

The aforementioned studies are to a large extent similar in the topic with the current study. They may differ from the current study as the context is different and their focuses are on the effect of ECAs, teachers' perspectives or the students' perception on speaking club as one of the ECAs. There have been a number of studies that looked at teachers' perceptions and perspectives towards the extracurricular activities in Libyan context, but research that specifically finds out the Libyan students' perceptions towards Extracurricular activities in Learning English as a Foreign Language is still lacking. Therefore, the

purpose of this study is to find out the students' perception towards ECAs in learning English as a foreign language .

### 3 . Methodology:

#### 3.1 Research Design and Method:

A mixed of qualitative and quantitative research design was employed in this study. The main idea behind mixed research design is that by integrating both types of data, researchers can benefit from the strengths of each approach, address a wider range of research questions, and provide more robust conclusions. For the purpose of this study, an online survey questionnaire used to collect data .

The questionnaire used in the current study was adapted from Makarova and Reva (2017) and Yohannes (2019) studies. However, in order to suit the purpose of the current study, some minor changes where some questions/statements were removed, adjusted and added by the researcher so that the questionnaire serves the purpose of the current study. The questionnaire was divided into three sections. Section A is to identify some background information about the participants. Section B included a list of items; they are 22 statements which are divided according to four categories: Academic Achievement and Motivation, Good Personality (Self-Esteem and Social Communication), Skill Development, and Organization of Extra-curricular activities. The questionnaire was designed according to Likert scale in order to measure the students' perceptions. Section C included three open ended questions. Furthermore, Google Forms were used to collect the data in order to send over the form to others and receive the results directly. In addition, there is no need for manual copy, so it saves lots of time.

#### 3.2 .Participants:

Sixty participants were students who were randomly chosen from different semesters from the department of English at Sirte University. The reason for choosing random selection was to ensure unbiased understanding of the issue under the study slowing intended population to have an equal opportunity for any individual to be chosen. According to Kumar (2005) a sampling design to be collected a random or probability sample and it is imperative that each element in the population has an equal and independent chance of selection of the sample.

The table below presents some background information about the study participants.

**Table 3.1 Participants' background information**

No of the participants	Gender		Age			Semester		
	F	M	18-20	21-24	25- elder	1 <sup>st</sup> – 4 <sup>th</sup> semeste	5 <sup>th</sup> – 8 <sup>th</sup> semeste	9 <sup>th</sup> -13 <sup>th</sup> semeste
60	42	18	12	46	2	18	29	13

#### 3.3 Data Analysis Method:

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. In this study, questionnaire was sequentially analyzed. First, the researcher analyzed the quantitative data and then the qualitative data. To be more specific, section A and B in the online questionnaire data (quantitative) was analyzed through using percentages by google format. While section C in the questionnaire was thematically analyzed depending on the participants' responses to the open questions through the questionnaire .

### 4 .Results

#### 4.1 .Questionnaire (Close-ended questions):

This subsection presents the results of the close-ended questionnaire. For simplicity reasons, the data will be presented according to the following themes: (1) Academic Achievement and motivation; (2) Good personality; (3) Skill development and (4) organization of ECA.

##### 4.1.1 .Academic Achievement and Motivation:

As shown in the chart (4.1) below, the majority of the student's participants (53 students, 88.3 %) agree that more is needed rather just merely having courses and exams to improve their English language, whereas (7 students, 11.9%) disagree with this item. All respondents of the interview commonly agreed with this; for example: The response to item no. 2 showed half of the students (30 students, 50%) agreed with the statement "I believe I can improve my English better with opportunities for practice only inside the classroom" and (27 students, 45%) disagree with the statement. In response to item number 3, most of the students (53 students, 88.3 %) agreed with the department should have extracurricular activities such as English-speaking clubs, seminars, and so on, in which the students can



take a part. While none of the students indicated their disagreement and only (7 students, 11.9%) preferred not to indicate. In regards to item 4, the results revealed that most of the students (49 students, 81.66%) agreed with the statement that they would find learning English more interesting and be more motivated for teaching, if the department has ECAs, while only (7 students, 11.66%) disagree with the statement and (4 students, 6.66%) prefer not to decide. In response to item number 5, more than a half of the students (36 students, 60%) agreed with the statement that the extra-curricular activities would be interesting because they would not have to worry about exams and grades .

About (14 students, 23.33%) disagree and (10 students, 16.66%) preferred not to decide. The response to item number 6, (44 students, 72.33%) of the students agreed with that they would be more responsible while participating in extra-curricular activities, while (15 students, 25%) disagreed and only (1 student, 1.66%) prefer not to decide.

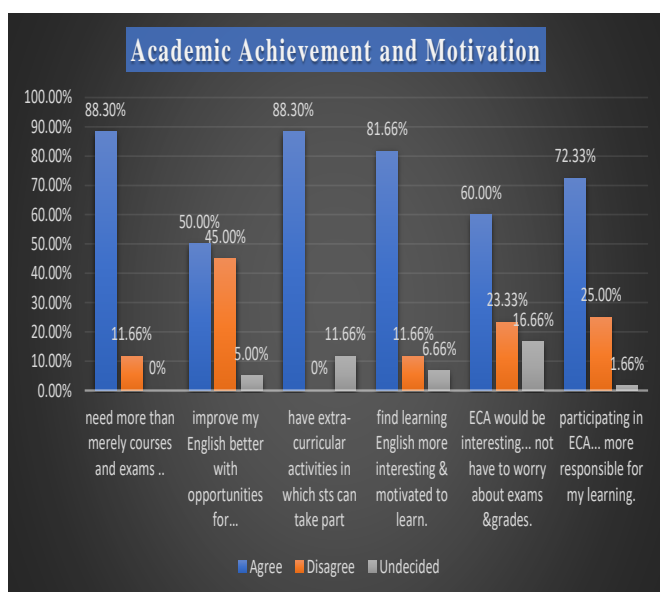


Chart (4.1) Academic Achievement and Motivation

#### 4.1.2 Good Personality (Self-Esteem and Social Communication):

As presented in the chart (4.2) below, almost all the students' respondents (54 students, 90%) have agreed with that ECAs provide the chance to the students to be productive without depending on the teacher, while only (3 students, 5%) of the participants disagreed and just (3 students, 5%) of students have not decided on this item 1. In response to the item no.2, the chart below showed that about (51 students, 85%) of

the students indicated their agreement with ECAs gave them an opportunity to interact socially in the classroom with a funny way and without feeling fear and threatened, while (5 students, 8.3%) disagreed with that the ECAs did not provide the chance to be fun because there would be a chance to work in a friendly and a good environment. And about (4 students, 6.7%) prefer not to decide. In addition, more than a half of the students (40 students, 66.7%) agreed that the sense of the independence and self-esteem would be increased through ECAs while (14 students, 23.3%) disagreed and (6 students, 10%) preferred not to decide. Furthermore, about more than a half of the students (32 students, 53.3%) agreed with that ECAs help students to understand others behavior while (20 students, 33.3%) disagreed with this item and (8 students, 13.3%) have not decided .

Also, more than half of the students (35 students, 58.3%) agreed that ECAs would build student's sense of unity not only in the department but also in community, while (16 students, 26.7%) of the students' respondents disagreed with this item and (9 students, 15%) of the students have not decided. All of the participants in the interview believe that through ECAs, students enable to know each other well by character and personality and also build a good social interaction with new friends.

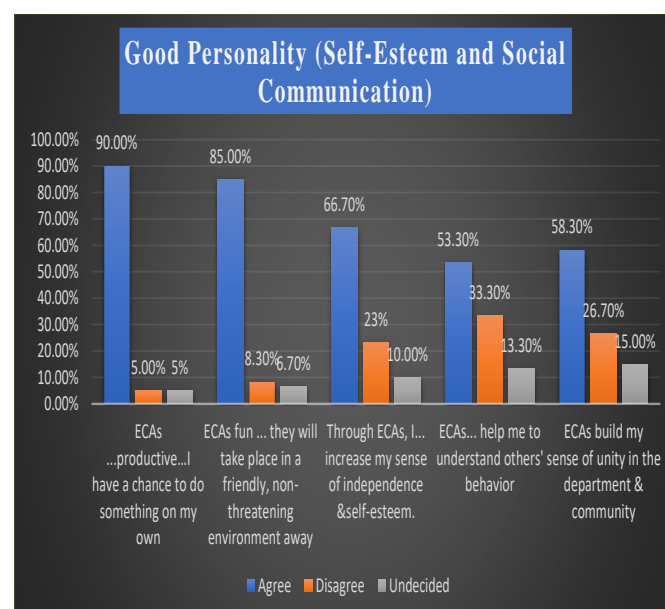


Chart (4.2) Good Personality (Self-Esteem and Social Communication)

#### 4.1.3 Skill Development:

As it can be shown below in chart 4.2.1.3, almost the students (56 students, 93.3%) agreed with item 1 that ECAs help to improve the various

language skills like listening, speaking, reading, and writing, and (3 students, 5%) of the participants disagreed and only (1 student, 1.7%) have not decided. Three participants in the interview declared that the ECAs plays an important role in improving their language skills .

It is also cleared that (49 students, 81.7%) of the students indicated their agreement with that their vocabulary and grammar points would be improved through ECAs while (8 students, 13.3%) of the students disagreed with the mentioned statement and just (3 students, 5%) of the responses have not decided .

In addition, most of the participants (48 students, 80%) agreed with that their communication skills would be improved through ECAs and (12 students, 20%) of the participants were divided similarly and equally between disagreement and deciding not to indicate. also, about a half of the students (31 students, 51.7%) indicated their agreement with the item 4 which is based on that their cognitive skills especially critical thinking would be improved through ECAs, while (19 students, 31.7%) disagreed and only (10 students, 16.7%) have not decided .

In regard to item 5 which based on that ECAs help the students to train their mind and decide quickly. More than a half of the students (39 students, 65%) decide their agreement and (17 students, 28.3%) disagreed and (4 students, 6.7%) they preferred not to decide.

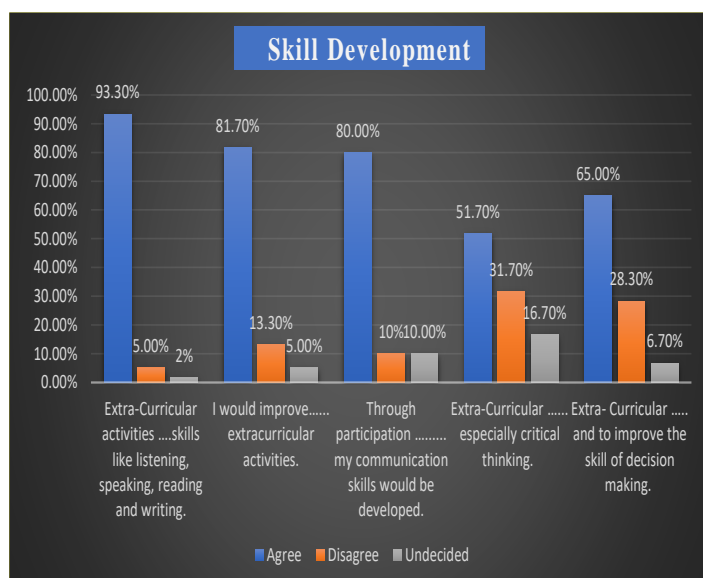


Chart (4.3) Skill Development

#### 4.1.4 Organization of Extra-curricular activities:

As can be shown in chart (4. 4) the majority of the students (43 students, 71.7%)

indicated their agreement on that selecting an activity and nominating participants should be chosen by students, while (10 students, 16.7% of the participants disagreed with this item and only (7 students, 11.7%) have not decided. On the other hand, the chart showed that more than half of the students (40 students, 66.7%) agreed with that the department should choose an activity and interested students should nominate themselves as participants, and (15 students, 25%) of the students disagreed and only (5 students, 8.3%) have not decided. In regard to item 3 which referred to that several ECAs should be set and organized each semester, about the majority of the students (48 students, 80%) agreed with it while (5 students, 8.3%) of the students disagreed and (7 students, 11.7%) have not decided. In addition, about (39 students, 65%) of the students agreed with ECAs should be organized at least twice a month a semester, while (9 students, 15%) disagreed and (12 students, 20%) of the students have not decided. In regards to the item 5, the results have showed that (39 students, 65%) of the participants agreed with that "Award certificates should be given to those who take part in extra-curricular activities" while (7 students, 11.7%) disagreed and (14 students, 23.3%) of the students have not decided. Also, (39 students, 65%) of the participants agreed with a fixed schedule for implementing ECAs and (11 students, 18.3%) of the participants disagreed and only (10 students, 16.7%) have not decided. More than a half of the student (39 students, 65%) agreed with that there should be a fixed schedule for implementing ECAs, whereas about (11 students, 18.3%) indicated their disagreement and the rest of the percentage (10 students, 16.7%) preferred not to decide. In addition, the time for implementing an activity should be appropriate in order to give the chance for the students to join in because if the time is not convenient, the students will not join it.

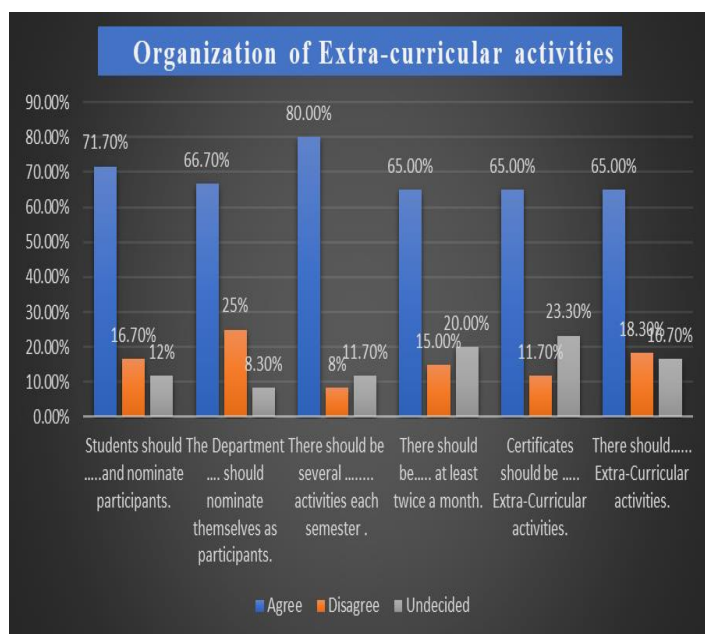


Chart (4.4) Organization of Extra-curricular activities

## 4.2 Questionnaire (Open-ended questions):

The results of the open-ended questionnaire were presented based on the three questions that were asked in the questionnaire .

Q1- What type of activities does your department provide, if any ?

The majority of the students responded that there is a lack of activities provided and only one participant indicated that the activities such as homework, exercises in phonetics and writing provided by department. However, it is mentioned that there was one activity which was provided and organized by the students in the department called conversation club. It is indicated by the students that this kind of activity helped to improve the speaking skills and support their confidence and self-esteem .

In addition, they were asked for the reasons behind lack of providing or implementing different activities in the English department. The great majority of the students stated that they have no idea about the reasons behind not providing activities by the department, however, a few of the students stated that the reasons might be because of the lack of staff, space and time to provide and implement the activities, fear of joining in ECAs, lack of facilities, lack of teachers, lack of interest, lack of being responsible for taking charge to organize such activities (lack of motivation, lack of management, and lack of encouraging atmosphere .

Q2- If you had the chance, what kind of extra-curricular activities do you prefer to join? And why ?

The majority of the students prefer to join activities such as English club or English-speaking club, reading activities and writing exercises in order to improve their academic performance and be motivated. In addition, they mentioned that if they had an encouraging atmosphere, they would feel so interested, friendly and cooperated as well.

Q3- If you were nominated to plan and organize extracurricular activities such as (a club) how would you organize and implement them ?

In this regard, most of the participants answered that it is a good idea that the department identifies the students' interests, then nominate students by the teachers and work in the activity as a group, establish a schedule, set a specific time and choose a good place, others suggested to plan a weekly time to watch English movie, while others suggested that they have no idea what to do .

## 4.3 Discussion:

After having presented the results in the previous section, this section intends to discuss the results in relation to the research question and related literature review .

As shown in the previous section, the overall results seem to show that the perception of students towards the extracurricular activities is very positive, and they believe that the ECAs are a very beneficial for them to improve their academic achievement. Actually, it is clearly demonstrated that the majority of the students agreed with that many opportunities should be offered for them to practice their English outside the classroom context. It means that there is a persistent need to set up another natural context that make the students participate in, help them to be more motivated and to improve their English better such as extracurricular activities which give the students a chance to develop and express themselves according to their interest. What is more, participation in extracurricular activities can also increase the academic achievement. This result is, to a large extent, in line with previous studies (e.g., Holland and Andre, 1987, Huang and Chang 2004, Revi and Suman 2020), which mentioned that there is a positive relationship between participation in extracurricular activities and academic achievement. As one of the main objectives of the department is to find learning the



English language more interesting, the department's responsibility is also to urge the students to utilize every possible chance that may contribute to enhancement of their performance. This also substantiates the claim made by Silliker and Quirk (1997), Eccles and Barber (1999) that students' engagement in extracurricular activities leads to higher academic performance.

Moving on, when it came to outcome of how ECAs effected the participants personality, and how it would be fun and increase their sense of independence and self-esteem and build their sense of unity in department and in their community, the results were immensely agreeing and in favor of ECAs. This means that ECAs helps students develop better social skills that help them in their academic and non-academic life. This is also in line with a previous finding conducted by Revi and Suman (2020) saying that being involved in ECA's leads to increased motivation, and better time management. The activities such as teamwork, leadership, time management, or problem-solving, provide valuable opportunities for students to promote important life skills that can benefit them in their future endeavors. What is more, participating in extracurricular activities offers students a chance to meet like-minded peers who share similar interests. This can lead to the formation of meaningful friendships and a sense of belonging within a supportive community. The students become better organized in the classroom. The students demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behavior. Yohannes (2019) asserts that these activities make students fit for future time and develop a sense of competitive spirit, cooperation, leadership, diligence as well as it provides a backdrop for the development of their creative talents .

In regards to how ECAs influence skill development, our results show that ECAs can make the language skills integrated in order to help improve the student's mastery of language. This is due to the lack of exposure and opportunity to practice outside the classroom. In other words, by joining in the ECAs, students can make a good effort outside the classroom to practice language such as watching movie and discussing the ideas with each other in a friendly atmosphere, make peer feedback, This finding is in line with Revi and Suman (2020) who claim that the students learn useful new skills from their

chosen activity, and in integrating these activities into their everyday school lives, they learn time management, critical thinking, teamwork, and social skills. These skills will be beneficial in later life and in the workplace. Co-Curricular activities provide students with the opportunity to integrate skills acquired with actual experience in both regular class time and after school (Scales & Taccogna, 2000). Moreover, extracurricular activities help to bridge the gap between classroom learning and real-world application. This means that these activities provide opportunities to apply the knowledge and skills gained in regular class time to practical scenarios, helping students develop a more holistic understanding of their subjects. While some students find extracurricular activities to be enjoyable and beneficial, it is perfectly valid for others to have different viewpoints. Each student has his/her own unique preferences and circumstances. Some students have low interest on ECAs due to the lack of the convenient time and college overload. This means that some students think that ECAs could be time-consuming since students' schedule is already full of homework and other assignments; however, these activities might be a great success to develop their language skills. It can be suggested that if extracurricular activities do not align with the student's interests or schedule, there are still plenty of other ways to make the most out of the college experience. For instance, the student could focus on building connections with peers and professors, exploring internships or part-time jobs related to the field of study, or dedicating time to personal hobbies and self-care.

Equally as important, when asked for their views (the participants) on how ECA's should be organized, it has become apparent that participants viewed that ECAs should be conducted regularly every semester and chosen and run by the students. This finding is in line with a study conducted by Melviza (2017) that it is appropriate with the benefit of English club, that are to improve students' motivation and to make the learner to be confidence to speak as much as possible and also by following English club the students could share their knowledge to their friends and then English club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem.



In addition, the results indicates that the main reasons and obstacles that prevent the Department of English, the context of the present study, to set ECAs such as lack of staff and lack of support for students as well as for the teachers to motivate them in setting, guiding and monitoring the activities. This finding is in line with a study conducted by Yohannes (2019) that stated that the reasons for the absence of ECA's was due to the lack of motivation and rewards for teachers and students, lack of trained teachers in extra-curricular activities, and the lack of guidance and monitoring .

Moreover, the study's finding show that the perception of the students towards extracurricular activities is varied. As the results demonstrated, some students viewed that these activities are as exciting opportunity to explore their interests, develop skills and make friends. Whether it's joining a speaking club or a drama club, or trying out a new sport, these activities provide a platform for students to investigate deeper into their interests and discover new talents. Working together towards a common goal in these activities fosters teamwork and cooperation, enhancing social skills and building lasting relationships. This study did not look at the actual positive and negative impact of extracurricular activities and to what extent these activities could develop and improve the students in specific skills because extracurricular activities are not implemented and the conversation club, as mentioned by the participants, is used for a short time .

## 5 .Conclusion

The overall findings of this study revealed the students' perception towards extracurricular activities can vary greatly. The majority of students prefer to participate in ECAs and find them to be an enjoyable and rewarding way to enhance their overall educational experience. Extracurricular activities offer them a chance to pursue their passion, discover new interest, and build a well-rounded set of skills. In fact, the sense of belonging, personal growth and social connections that come from participating in extracurricular activities often contribute to a positive perception among students. They can be an enriching part of a student's life as they provide a break from academic studies and allow them to express themselves in different ways. On the other hand, other students though that the

extracurricular activities were not suitable chance due to different reasons such as a lack of interest, time constraints, academic pressure and feeling uncomfortable in group settings. It is also reported that there are some obstacles in implementing some activities such as lack of time, lack of space, lack of logistic support, and lack of interest on the part of the students.

### 5.1 Limitations:

The limitations of the study can be summarized as follows:

- The sample was rather small and was selected from English department .
- The study's scope was limited to exploring the students' perspectives on the use ECAs and it did not go further to look at the possible effect of ECAs on the students' performance .
- The study's focus was on students' perceptions and it did not look at the teachers' perception.

### 5.2 Pedagogical recommendations:

In the light of the present study's findings, some pedagogical recommendations are suggested as follows :

- In order to help students, succeed at their highest level, the teacher or the department should organize a fun extracurricular activity following various steps which start with identifying the students' interests, creating a diverse range of activities, establishing a schedule, recruiting enthusiastic advisor, promote the activities and assessing the effectiveness of the activities.
- Students should use various types of activities inside and outside the classroom as a result the activities can bring new thoughts into the classroom.

### 5.3 Suggestions for further research:

- A further investigation should be conducted in more than one location and preferably with a larger sample size.
- The current study has only explored the students' perspectives on the issue, a further investigation of the teachers' perspectives is needed in order to get broader view of the issue under study .
- Chances should be given to the students to suggest activities based on their abilities.
- Activities should be challenging, but also bring students a feeling of success and enjoyment.
- More attention should be paid to the integration of ECAs into language learning and teaching environments .

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