

**THE IMPLEMENTATION OF HEADMASTER'S POLICY ON ENGLISH
AS A MEDIUM OF TEACHERS' COMMUNICATION AT MA DARUL
ULUM PALANGKA RAYA**

THESIS



**BY
SUSI WIDIANINGSIH
NIM 1301120900**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TARBIYAH AND TEACHER TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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AS A MEDIUM OF TEACHERS' COMMUNICATION AT MA DARUL
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A Thesis

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY:
SUSI WIDIANINGSIH
NIM 1301120900**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
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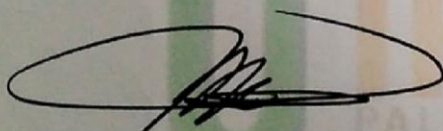
ADVISOR APPROVAL

Thesis Title : The Implementation of Headmaster's Policy in the Use
English as a Medium of Teacher's Communication at
MA Darul Ulum Palangka Raya
Name : Susi Widianingsih
NIM : 1301120900
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for
Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

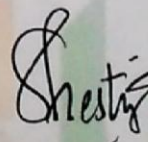
Palangka Raya, October 30 2017

Advisor I



Lugman Baehaqi, S.S., M.Pd
NIP. 19800823 201101 1 005

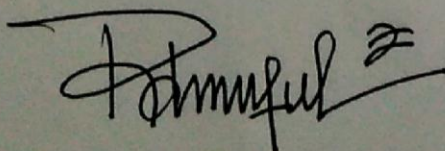
Advisor II



Hesty Widiastuty, M.Pd
NIP. 19870928 201503 2 003

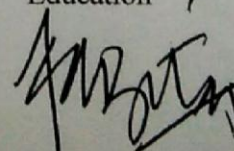
Acknowledged by:

Vice Dean in Academic Affairs



Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 19671003 199303 2 001

Chair, Department of Language
Education



Santi Erliana, M.Pd
NIP.19801205 200604 2 003

THESIS APPROVAL

Thesis Title : The Implementation of Headmaster's Policy in the Use
English as a Medium of Teacher's Communication at
MA Darul Ulum Palangka Raya

Name : Susi Widianingsih

NIM : 1301120900

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training
and Education of the State Islamic Institute of Palangka Raya in the Thesis
Examination/*Munaqasyah*on:

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BOARD OF EXAMINER

1. M. Zaini Miftah, M. Pd.
(Chair / Examiner)

2. Santi Erliana, M.Pd.
(Main Examiner)

3. Luqman Baehaqi, SS., M. Pd.
(Examiner)

4. Sabarun, M.Pd.
(Secretary/Examiner)

Approved by:

Dean, Faculty of Teacher Training and
Education



Dr. Fahmi, M.Pd

NIP.19610520 199903 1 003

MOTTO AND DEDICATION

**“Ability in carrying responsibility is distinguishing
between a leader and a follower”**

*“Kemampuan memikul Tanggung jawab adalah pembeda
seorang pemimpin dan seorang pengikut”*

This Thesis is dedicated to:

My beloved Father Padiono and

My Mother Lamirah for their valuable endless
prayer, sacrifice, and support. My beloved brothers

Juary Ansyah, S. Pd and Johan Beni Prima Dani.

All of my beloved friends of English Education
and faculty of economics and business of islam
academic year 2013.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Susi Widianingsih
NIM : 1301120900
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, November 2017
Yours Faithfully



Susi Widianingsih
NIM. 1301120900

ABSTRACT

Widianingsih, Susi. 2017. *The Implementation of Headmaster's Policy in the Use English as a Medium of Teachers' Communication at MA Darul Ulum Palangka Raya*, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (1) Luqman Baehaqi, S. S., M, Pd (2) Hesty Widiastuty, M. Pd.

Key word: Implementation of Policy, English as a Medium of Communication

This research aims to known the Implementation of headmaster's policy in the use English as a medium of teachers communication at MA Darul Ulum Palangka Raya, and to known the supporting factors and inhibiting factor.

This research was qualitative research case study. For the data collection, it was used the instruments such as observation, interview, and documentation. Subjects in this study were civil servant teachers and reguler teachers at MA Darul Ulum Palangka Raya. The researcher only observed the teachers who had followed the course of English. It was taken by using purposive sampling technique. To analyzed the data, it was through the techniques: data collection, data display, data reduction, and conclusion drawing. For the data endorsement, triangulation technique was used.

The results showed that: the Implementation of headmaster's policy in the use English as a medium of teachers communication at MA Darul Ulum Palangka Raya all of teachers said that the policy had good but not implemented. There were many teachers who have not implemented the policy despite being given the authority and fragmentation of headmaster. Based on four criteria determining the success of policy implementation, namely communication, resources, disposition, and bureaucratic structure, each criterion can be fulfilled although have not perfect. There were still many shortcomings in the resource element. The incomplete of courses provided by the schools because the training was being implemented in stages and the limited infrastructure conditions inhibit the implementation of English policy in MA Darul Ulum Palangka Raya.

ABSTRAK

Widianingsih, Susi. 2017. *Implementasi Kebijakan Kepala Sekolah dalam Penggunaan Bahasa Inggris sebagai Media Komunikasi Guru di MA Darul Ulum Palangka Raya*, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (1) Luqman Baehaqi, S. S., M, Pd (2) Hesty Widiastuty, M. Pd.

Kata kunci: Implementasi Kebijakan, Bahasa Inggris sebagai Media Komunikasi

Penelitian ini bertujuan untuk mengetahui bagaimana implementasi kebijakan kepala sekolah dalam penggunaan bahasa Inggris sebagai media komunikasi guru di MA Darul Ulum Palangka Raya, serta untuk mengetahui faktor pendukung dan penghambatnya.

Penelitian ini adalah penelitian kualitatif studi kasus. Pengumpulan data dilakukan dengan menggunakan instrumen observasi, wawancara, dan dokumentasi. Subjek dalam penelitian ini adalah guru dan guru tetap di MA Darul Ulum Palangka Raya. Peneliti hanya mengobservasi guru yang sudah mengikuti kursus bahasa Inggris. Subjek penelitian tersebut ditentukan dengan menggunakan teknik pengambilan *purposive sampling*. Untuk menganalisis data, digunakan teknik antara lain: pengumpulan data, display data, reduksi data, dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi.

Hasil penelitian ini menunjukkan bahwa: implementasi kebijakan kepala sekolah dalam penggunaan bahasa Inggris sebagai media komunikasi guru di MA Darul Ulum Palangka Raya semua mengatakan bahwa kebijakan bahasa Inggris sudah bagus namun dalam implementasinya belum terlaksana. Masih banyak guru yang belum melaksanakan kebijakan walaupun sudah diberi wewenang dan tanggungjawab dari kepala sekolah. Berdasarkan empat kriteria penentu keberhasilan implementasi kebijakan, yaitu komunikasi, sumber daya, disposisi, dan struktur birokrasi. Setiap kriteria dapat dipenuhi walaupun belum sempurna. Masih banyak kekurangan dalam unsur sumber daya. Belum menyeluruhnya pemberian kursus yang diberikan sekolah karena pelatihan dilaksanakan bertahap dan kondisi sarana prasarana yang terbatas menghambat proses implementasi kebijakan bahasa Inggris di MA Darul Ulum Palangka Raya.

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Her appreciation is addressed to:

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Palangka Raya, October 30th
2017

The writer,

Susi Widianingsih
NIM 1301120900

TABLE OF CONTENTS

COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL	iii
THESIS APPROVAL	iv
MOTTO AND DEDICATION	v
DECLARATION OF AUTHORSHIP	vi
ABSTRACT	vii
ABSTRACT (Indonesian)	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Research Problem	4
C. Objective of the Study	4
D. Scope and Limitation	5
E. Significance of the Study	5
F. Definition of Key Term	6
G. Framework of Discussion	7
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Related Studies	8
B. The Concept of Policy Implementation	
1. Understanding of Policy Implementation	13
2. The Process of Policy Implementation	14
3. The Model of Policy Implementation Process	15
4. The Evaluation of Implementation of policy	17
5. Supporting factors and Inhibiting Factors	18
C. Definition of Perception	20
D. The Basic Concept Leadership of Headmaster	21
E. English as a medium of Communication	23
F. Definition of Teacher	25
 CHAPTER III RESEARCH METHOD	
A. Research Design	27
B. Subject of the Study	28
C. Source of Data	29

D. Research Instrument.....	30
E. Data Collection Procedure	31
F. Data Analysis Procedure	33
G. Data Endorsement	35
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Data Presentation	39
B. Research Finding.....	59
C. Discussion	60
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	65
B. Suggestion	66
REFERENCES	
APPENDICES	

LIST OF TABLES

Table	Page
3.1 The Number of Teachers.....	28
3.2 The Data Instruments of Interview and Observation.....	31

LIST OF APPENDICES

Appendix

1. Result Scedule
2. Result of Observation
3. Result of Interview with Informant
4. Result of Documentation
5. Research Decrees (Surat Izin Penelitian dan Surat Pernyataan telah Mengadakan Penelitian)
6. Curriculum Vitae

LIST OF ABBREVIATIONS

MA	: Madrasah Aliyah
EFL	: English Foreign Language
SOP	: Standard Oprational Procedure
ICT	: Information Communication Technologies
BOSDA	: Bantuan Oprasional Sekolah Daerah
KOMINFO	: Komunikasi dan Informasi
RSBI	: Rintisan Sekolah Bertaraf Internasional

CHAPTER I

INTRODUCTION

In this chapter, the researcher described the general overview that used in conducting the research. This chapter consisted of the background of the study, research problem, objective of study, scope and limitation, significance of study, and definition of key terms.

A. Background of the Study

Implementation of policy is stage important in the process of policy. Therefore, implementations need to run optimally for the optimal implementation results is very important in making policy (Aziz & Humaizi, 2013; Sukmana et al., 2014). According Rahmat (2015, p. 306) implementation is at the core discipline of public administration and aims to contributed to the practice of policy. While, the policy is series of planning processes and the formulation by group or government agencies in the form of regulation to solve the problem.

According to Friedrich (Hamid, 2015, p. 625) defines policy as an act that leads to the goal proposed by individual, group or Government in particular in connection with acupuncture the existence of certain acupuncture barriers while seeking opportunities to achieve certain goals. The headmaster's policy was decided based on the agreement of the headmaster and teachers of MA Darul Ulum Palangka Raya. Lester and maids stated that how to measure or evaluate is the policy is based on the process (Kawengian & Rares, 2015, p. 9).

Implementation of headmaster's policy is a form of headmaster action in managing organizations or institutions which his flock (Simanjuntak, 2013; Astutik, 2014). The headmaster must have ability and the surplus compared to with representatives and the teaching staff. Simanjuntak (2013, p. 77) stated that to be successful the leadership of headmaster in delegating its members in propel for more accountable.

In the implementation of policy there are supporting factors and inhibiting factors affecting policy implementation (Murjianto, 2015). These factors surely will be the input for the headmaster as policymakers and implementer. According to Astutik (2014, p. 16) there are three factors that cause the policy is at risk of failing, such as: execution of the ugly, the wrong target, and the policy that ugly fate. It is demand headmaster as policymakers motivate its members in implementing the policy in order to get satisfactory results.

Policy implementation is the activity that visible after its legal briefing issued a policy that includes efforts to manage inputs to produce outputs or outcomes for society (Haedar, 2010, p. 1). The existence of policy implementation in the use of English in school to provide support for teachers in enhancing language proficiency. In connection with this, the headmaster gave instruction to the teachers to increased the quality of Education and Educational Standards through the mastery of English language. Based on the *UU No. 20 Tahun 2003 tentang Standar Nasional Pendidikan*, as for the underlying instruction the headmaster was the implementation of the strategic plan for the development and implementation of the work plan of the Madrasah 2016/2017 based on 8 (eight)

Standards education at MA Darul Ulum Palangka Raya. Based the result of interviewed with the headmaster, the implementation policy was important as reinforcement and sustainable modern of education so its why the headmaster choose English as a basic communication.

Learning English is the matter of practice the headmaster's policy to practice English. Using English as a medium of communication was importance. According to Hingne (2013, p.320) stated English is the prime means for communication and can often serve as the Global language between two people from different cultures where in English is not the native tongue. Given the importance of position English, it needed for the institutions that facilitate the teaching of the English language. One of the official institutions of government's participated developing the English language is school (Fauzuddin & Sariakin, 2013, p. 91). Based on interviewed with the headmaster, MA Darul Ulum Palangka Raya was school implemented of system development English language for teachers, to the emerging consciousness of every teachers being able to change the mindset angle to appropriated of the needed in Madrasah Aliyah Darul Ulum Palangka Raya. Based on the researcher observed, several teachers had problems to speak English, especially grammar, memorizing, vocabulary, and dialect. It will affect them in pronunciation, confident, and the fluency of speaking. In this case the teachers at the school was mostly non-English undergraduate.

In this research, the researcher focused on the teachers perception because the purpose of the study to known how the teachers perception of headmaster's policy on the implementation of English as a medium of teacher's communication in MA

Darul Ulum Palangka Raya. In order to described the teacher's, perception, the researcher should be doing the observation to the headmaster and teachers who teach in MA Darul Ulum Palangka Raya to know the objective of implementation headmaster's policy. The researcher asked to the headmaster and teachers did the interviewed to know the teachers perception, supporting factors and inhibiting factors of implementation headmaster's policy in MA Darul Ulum Palangka Raya.

B. Research Problems

Based on the background of the study above, the research formulated some problems of the statement as follows:

1. How did the teachers' perception of headmaster's policy on the implementation of English as a medium of teachers' communication at MA Darul Ulum Palangka Raya?
2. What were the supporting factors and inhibiting factors of the policy implementation of English as a medium of teachers' communication at MA Darul Ulum Palangka Raya?

C. The Objectives of the Study

Considering the problems, the objectives of this research can be elaborated obviously to known and to described the implementation of headmaster's policy on English as a medium of teachers' communication at MA Darul UlumPalangka Raya, which described as follows:

1. To known the teachers' perception of headmaster's policy on the implementation of English as a medium of teachers' communication in MA Darul Ulum Palangka Raya.

2. To described the supporting factors and inhibiting factors on the implementation of headmaster's policy on English as a medium of teachers' communication in MA Darul Ulum Palangka Raya.

D. Scope and Limitation of the Study

Limitations of the study pointed to the stated which did not avoided in research. Therefore, the researcher focused of the scope and limitation as follows:

1. The scope of this study is speaking skill.
2. This study only focused on teachers' perception on the headmaster's policy of MA Darul Ulum Palangka Raya.
3. The informants of this study were 19 of the teachers in MA Darul Ulum Palangka Raya.

E. The Significance of The Study

The findings of the research were expected to be useful for the headmaster, teachers, and researcher. It is expected that the result of the research are elaborated below:

1. Theoretically

The research is expected to be useful as one paper can support the development of science in particular developments in the field of policy.

2. Practically

- a. The research is expected to provide recommendations for headmaster of MA Darul Ulum Palangka Raya as the evaluation of policy implementation.

- b. The research is expected to provide benefits and useful for implementing a policy of conducting English as a medium of communication in the MA Darul Ulum Palangka Raya as input for improving quality of teacher's skill in speaking English.
- c. This research is expected to be used as a basis for further research related to policy implementation, especially for research in education and the science of government.

F. The Definition of Key Term

- 1. Policy here referred the headmaster's decision to implemented English language in daily conversation of entired teaching staff and administration in MA Darul Ulum Palangka Raya.
- 2. Implementation of Policy here referred to use English as a medium of communication to increased the teacher's quality in MA Darul Ulum Palangka Raya.
- 3. English and Communication here referred to implemented headmaster's policy to improved quality of teachers' skill in speaking English in MA Darul Ulum Palangka Raya.
- 4. Teacher here referred to 19 of informants that had responsibility on implementing of policy in MA Darul Ulum Palangka Raya.

G. Framework of Discussion

This paper consisted of five chapters, each chapter was subdivided into subtopic that gave elaboration of the investigated issues.

Chapter I Introduction of the paper. It contains background of the study, research problem, objective of the study, scope and limitation of the study, significance of study, and definition of key terms.

Chapter II Review of related literature. The theoretical foundation covering the related studies, the concept of policy implementation, definition of perception, the basic concept leadership of headmaster, English as a medium of communication, and definition of teacher.

Chapter III Research method. In this chapter, research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

Chapter IV Research findings and discussion. In this chapter, data presentation, data findings, and discussion.

Chapter V Conclusion and suggestion. In this chapter the researcher states in summary that includes of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher described the theoretical foundation. This chapter consisted of previous of research review, the concept of policy implementation, definition of perception, the basic concept leadership of headmaster, English as a medium of communication, and definition of teacher.

A. Related Studies

There were some previous studies which related to this study:

First, the research had done Arwan Syarief (2012) stated that implementation international school policy in Bandung. The Arwan research chose two schools: Junior High School 5 Bandung and Senior High School 3 Bandung. In Junior High School 5 Bandung indicated that, communication factor was one of the obstacles in the implementation of international school policy, it still associated perception between Headmaster and Deputy Head of Junior High School 3 Bandung. Another obstacle factor was infrastructure, related to the fulfillment of the classrooms had not been entirely based ICT. Outcomes research in Senior High School 3 Bandung, showed that, human factor was an obstacle, especially teachers who were in the age of 40 years and over still had not been up to provide material in English.

Second, the research had done Hong Wang (2008) stated that teachers' perception of the language policy implementation in Chinese tertiary context. This research only focused on classroom observations and interviews with the two

teachers to see how they interpreted the national and institutional policies and how they implemented these policies in their classroom. Since the implementation phase of this curricular document was too short, because the researcher only focused on the 1999 Syllabus for the exploration the issue. While, in this research, the researcher focus to all of the teachers that implement the policy.

Third, the research was conducted by Abdul Hamid (2015) stated that the implementation of policy on management of free education. This journal was described as free education program that had not been fully implemented and many school-age children who did not feel the process of formal education. According to the interviewed result of management and accountability of government policies based on school finance had been helped students although it was not optimal. It was seemed from this free educational policy implementation could be applied quite well because of the support or commitment of the parties concerned, that was, the policies of local governments and discipline implementation of education, that was, schooling to implement free education policy.

Fourth, the research had done by Ricky H Sukmana, et al. (2014) conducted research on implementation of policy about *wajib belajar pendidikan dasar sembilan tahun* in Malang. Implementation of the policy had done maximum, although there was a constraint namely financial sources had fulfilled, but the fund was released through *BOSNAS (Bantuan Oprasional Sekolah Nasional)* and *BOSDA (Bantuan Oprasional Sekolah Daerah)* just enough to teachers and main

facilities. Financial management the government less optimum in records of students who have not attended less support of parents.

Fifth, Hidayat (2014) stated policy implementation of Government regulations in the discipline of civil servant at Berau Regency. Researcher only focused on the discussion but did not explain about the design, sample and finding. In the conclusion explained that there were still civil servants who did not implement the Peraturan Pemerintah nomer 53 in 2010, especially in the use of work time that has been set in the responsibilities of being appointed civil servant.

Sixth, the research had done Puji Astutik Elly (2014) stated that Implementation of Headmaster's Policy on Learning of Swimming Practice. This journal was described as how implementation of learning to swim successfully used of students at Junior High School 1 Cerme in Gresik. In this paper, they offered the result of a qualitative analysis of learning swimming practice is less well, because in practice is not set properly. The headmaster only focused on the purpose of the policy implementation, but he did not understand the condition of facilities and infrastructure used in the process of implementation of the policy.

Seventh, the research was done by Abdul Aziz and Humaizi (2013), they conducted research on implementation of policy about public information center. This study was investigated to one of the technical agencies on the government agency, that was, *KOMINFO* department of Sumatera Province. This research was only focused on generally, but on each variables or process policy there were distinct successes such as in the input source inadequate; on the process of coordination and communication; in output, the produce its only publish yet are

the interactions and transactions; and on the outcomes the expected result has provided benefits mainly on facilities. The existence of public policy in the ministry of information significantly affect the institutional management in the information area.

Eighth, the research was done by Honest Umami Kaltsum (2014) stated policy implementation of the English language subjects in Elementary School. The teachers seem the important to need for the implementation of English Subject. However, although only as a *muatan lokal*, the teachers hope, the teaching learning process, the execution was carried out with full preparation, not serious and not only as a complement of curriculum. The Governments need to prepare standardization in terms of faculty, curriculum, materials, and methods. So, English language learning in Elementary School did not impress desultory and perfunctory.

Ninth, Ari Hendartika (2013) stated policy implementation of RSBI in learning teaching process at Senior High School 1 Banjar in procedures had followed what has become of the provisions. But in its commissioning, has not been in accordance with the reality between the provisions to the circumstances. The factor that into policy implementation constraints RSBI in learning teaching process at Senior High School 1 Banjar, included: human resources, that was, the lack of readiness and full support of personnel (teachers and students); RSBI learning system that has not been applied with optimal bias in learning teaching process.

The next related study was conducted Sita Acetylena (2013) state the perceptual response of teachers of English in primary schools towards the government policy related to the implementation of English subjects in elementary school the implementation of policy on character education in the elementary school is going well although there were some constraints. The obstacles include a lack of professionalism and spirit "between" from the teacher, the negative impact of globalization against students, and lack of the role of parents and the society in the policy implementation on character education.

In addition, the similar among the previous studies with the current study that conducted were related to the independent variable of the study that is implementation policy and the analysis data used qualitative. The above studies were similar to one another, which became a referenced point in determining how to implement policies or programs and simultaneously establishes criteria for measuring its success to looked the input, process, output, and impact or outcomes the implementation of policy. In another from the similar of the previous study was the factor of supported and inhibited of the policy implementation. Meanwhile, the differences based of previous studies are the researcher discussed implementation of use English. Then researcher looked at that it was necessary to conduct the research to found a variety of perspective on the policy implementation of headmaster's in use English as a medium of communication.

B. The Concept of Policy Implementation

The policy if not immediately implemented, its success rate cannot be known to many people. Thus, the policy just right into a good plan stored neatly in other archives.

1. Understanding of Policy Implementation

There are many different ways used by implementation of policy so that the goals set may be achieved. Grindle (Rusdiana, 2015, p. 132) mention that the actual policy implementation is not only limited to the elaboration of political decision, but with regard to the issue of conflict in policy. Moreover, implementing the policy is something very important, probably more important than policy making. Policy implementation is intended as a whole act committed by individuals or officials or government groups or private directed at the achievement of the policy objectives have been determined (Haedar, 2010; Hamid, 2015).

Simple description about the concept propounded by implementation Lane that implementation as a concept can be divided into two parts that are the implementation is a function of the mean equations, output and outcomes (Haedar, 2010, p. 2). Charles O. Jones (Rusdiana, 2015, p. 133), which is based on the conception of the functional activity of the opinion that implementation is an activity intended for operate such programs as well as organizing, interpretation, and application, that related to the purpose or equipment program. Based on explanations above, it can be concluded that the policy implementation in this research is the way how to implement the

headmaster's policy on use English communication in order to realize the objectives that have been determined.

2. The process of policy implementation

Implementation of the policy could be considered successful when it appeared consistency between processes undertaken with the results achieved. Gupta (Rusdiana, 2015, p.133) explains that the process of policy implementation is the stage which is done after the policy was adopted or validated by the parties who have authority in the policy involved.

The successful implementation of policies or programs can also be examined on the basis of the process of implementation and results achieved. According to Haedar (2010, p. 7) based on a program's process is said to be successful if its implementation accordance with the instructions and conditions of implementation were made. Meanwhile, in the perspective of the results, the program was judged successful if these programs bring devastating impact as desired. Lineberry (Rusdiana, 2015, p.134) stated that the process of implementation has the following elements:

- a. establishment of new organizational units and implementers;
- b. expository purposes into various rules of practice (standard operating procedures/SOP);
- c. coordinate various sources and expulsion on the target group, the distribution of task as well as between service-office and of the implementing agency;
- d. allocating resources to achieve objectives.

Implementation of policy at MA Darul Ulum Palangka Raya based on the letter of headmaster's instruction. Implementation of the strategic development plan of school and the implementation of work plan the school 2015/2016 based on the year 8 educational standards of school. Then, the headmaster assess needed to instruction the teachers to improved the quality of Education and Educational standards through the mastery of the English language.

3. The Model of Policy Implementation Process

In order to implemented the policy, known as some of the models. Grindle stated that implementation of policies determined by content and context implementation (Rusdiana, 2015, p. 136), that was as follows.

a. Content of policy

The contents of policy or program will affect the success rate of implementation, the controversial policy, policy that is not populist, the policy that requires major changes will get resistance, either from the implementer or from the target group who find it difficult to implement the policy or feel wronged.

b. Context of implementation

This context will also affect the level of its success in headmaster's policy. No matter how good and easy it supports policies and how the target group, the results of the implementation remain dependent on implementer.

According to Edward III (Marume, 2016, p. 90) there were four variables or critical factors that determine the success of policy implementation, namely communication, resources, disposition or attitude, and bureaucratic structure. The four critical factors in question were described as follows:

- a. Communication, the first requirement for effective policy implementation is that those who are to implement a decision must know what they are supposed to do.
- b. Resources, implementation orders may be accurately transmitted, clear, and consistent, but if implementations lack the resources necessary to carry out policies, implementations is likely to be ineffective.
- c. Dispositions or attitude, if implementers are well-disposed toward a particular policy, they are more likely to carry it out as the original decision makers intended. But when implementers' attitudes or perspectives differ from the decision makers, the process of implementing a policy becomes more complicated. (Marume, 2016, p. 91).
- d. Bureaucratic structure, policy implementers may know what to do and have sufficient leisure and resources to do it, but they may still be hampered in implementation by the structures of the organizations in which they serve. Two prominent characteristics of bureaucracies are standard operating procedures (SOP) and fragmentation. (Marume, 2016, p. 91).

For implementation of headmaster's policy to be effective, those whose fragmentation it was to implemented the decision must known what they are

supposed to do. In order for policy to be implemented it must be transmitted to the appropriate personnel, and they must be clear, accurate, and consistent. If the policy decision makers wish to see implemented were not clearly specified, they may be misunderstood by those at whom they are directed. Obviously, confusion by implementers about what to do increased the chances that they not implemented the headmaster's policy as those who passed or ordered it intended.

4. The Evaluation of Implementation of Policy

Evaluation in its implementation was to assess the success and indicators of indicators that have been determined. Evaluation is an attempt to determine the usefulness or usefulness of social policies or programs. Evaluation is a process to help understand policy through the science of applying it, its effects, its justification, and its social implications. According to Dunn (Kementrian PPN, 81, p.2017) there are several evaluation functions in the policy analysis:

- a. Provide information on policy performance, the extent to which policy objectives can be achieved;
- b. Evaluation results can also help to review objective conformity with policy issues at hand;
- c. Evaluation results can be used to redefine policy issues and policy alternatives. For example after being evaluated, a policy turns out to be stopped or replaced by another alternative.

In the evaluation, according to Dnnnthe analyst needs to distinguish between policy input, policy process, policy output, and policy impact (Kementrian PPN, 82, p.2017):

- a. Policy inputs: resources in terms of time, money, personnel, equipment and so on that are used to generate output and impact. Examples are the budget or human resources needed to implement the policy.
- b. Policy process: administrative, organizational, and political activities as well as approaches to policy inputs into policy outputs and their effects.
- c. Policy outputs: goods or services, or resources received by target groups or beneficiaries. Target groups are individuals, communities, organizations or specific groups that are the target of the policy. Beneficiaries is accept of policy effects.
- d. Policy impacts: actual changes generated by policy output. (Kementrian PPN, 82, p.2017).

5. Supporting Factors and Inhibiting factors of Policy Implementation

Implementation of policy has a supporting factor in implementing a policy to fit the purpose. According to Budi Winarno (Hidayat, et al., 2014, p.1247), policy implementation is a legal administration tool where various actors, organizations, procedures, and techniques that cooperation to implement policies to achieve the desired impact or objectives.

The policy not only aimed and implemented for English teachers, but also for non-English teachers in MA Darul Ulum Palangka Raya. Based on the above theory that the supporting factors of policy implementation should be supported and accepted by the teacher, if 19 teachers gave responsibility the policy then an implementation the policy according to the objectives that had been set without any obstacles or problem that resulted in a policy does not function in accordance with the goals set previously.

Concerned the supporting factor and inhibiting factor influenced the process of the public policy implementation Hoogwood and Gun (Rusdiana, 2015, p. 140) stated that policy actually contains the risk to fail. Divided the sense of inhibiting policy into two categories.

- a. Non-implementation means that the policy is not implemented according to plan.
- b. Unsuccessful implementation occurs when a particular acupuncture policy has been implemented according to the sign, but given the unfavorable external conditions turn out such policies did not succeed in realizing the impact or the desired end results (Aziz & Humaizi, 2013, p. 4).

C. Definition of Perception

In the implementation of a policy someone need to known the achievement of policy through the perception of implementer as materials in evaluating the implementation of policy. Definition of perception according to Gibson (Martadi & Suranta, 2006, p. 4) is a process for understanding its environment includes

objects, people, and the symbol or sign that involves the introduction of a process where a person gives meaning through interpretation against the stimulus that arises from the objects, people, and certain symbols. In addition, Kreitner and Kinicki (Pinasti, 2007, p. 6) stated that perception of someone will affect the behavior and decision. Therefore, to be able to implement policy effectively, the principal needs to know the perceptions of teachers against the policy that is made in order to achieve the desired goals.

According to Kreitner and Kinicki (Pinasti, 2007, p. 6) the perception is formed through a series of four stages the process.

1. Selective attention, which is the process of the incidence of awareness something or someone.
2. Interpretation and simplification, which is the process of interpretation or translation of information into a mental representation.
3. The storage and retention that is the stage of information storage in long-term memory.
4. The retrieval and the response, conducted at the time when someone makes a consideration and decision.

Perceptions of teachers in the implementation of headmaster's policy was also determined by events that they experienced in carrying out the policy in school. Because teachers had role as implementer of policy that created of headmaster.

D. The Basic Concept Leadership of Headmaster

In the implementation of policy needed headmaster who was able to arrange for the passage of policy in accordance with the goals and expectations to be achieved. Leadership in foreign phrase referred to management, the core of leadership is the decision making and decision making is the core of management, it is explained that nothing happens without the presence of management process of the relevant decision. Leadership according to Danim Sudarwan (Simanjuntak, 2013, p. 77) that the leadership is a process that influence the activity of the group is set to reach a common goal. It means that it can be inferred, in carrying out its management functions is an act of someone who appears in the process of carrying out tasks for achieving the objectives of the institution or organization.

Failure and success of many organizations is determined by the leaders, certainly not apart from the functions of the management or leadership such as explanation of Fayol (Simanjuntak, 2013, p. 77) stated that "there are five management functions, such as planning, organizing, commanding, coordinating, and controlling". For clarity can be outlined as follows:

1. Planning, its mean that the headmaster of the school together with his team should think to specify the targets of previous activities
2. Organizing is a process of setting up and allocating work, authority and resources among members.
3. Control, a leader can run their processes in order to remain in the organization.

4. Communicate is the process of delivering messages, thoughts, and ideas by communicator through the media and techniques. d beliefs of communicant
5. Supervises and controls intended to prevent deviations. From the above explain shows that human resources have strategic position in organization.

The managerial capabilities of headmaster on policy implementation. The headmaster can act effectively in tasks and obligations, it had impact on the progress of school. According to Mulyasa (Abusmar, 2013, p. 130), it has been established that headmaster should be able to carry out his job as educator, managers, administrators, and supervisors. Along with the pace of changing times, the headmaster at least should be able to act as administrators, managers, educator, supervisor, leader, innovator, and motivator

Dthosearyanto (Simanjuntak, 2013, p. 78) classifies the managerial capability should be considered as an initial step in working on various managerial tasks, such as the ability creates, capabilities of planning, abilities of organizing, the ability to communicate, the ability gives motivation, the ability to evaluation. In the implementation of headmaster's policy required able to leaded and directed the teachers and staff to implemented policy in accordance with the objectives.

E. English as a medium of Communication

The headmaster chooses English as a foreign language implemented at the school for teachers. English as a foreign language (EFL) is taught in non-English-speaking countries where English is not the official language (Brown, 2013, p.11).

According to Gebhard, English as a Foreign (EFL) can be defined as the study of English by people who live in places in which English is not used as a means of first language communication (Santoso, 2010, p. 24). This conveys the idea that a person is studying English as an additional language in an environment in which English is not the dominant language (Thornton, 2009, p.8). The researcher thinks that the spread and expansion of English makes English dominance more and more obvious in international communication.

However, no language has ever been spoken as a mother tongue in majority of the countries as English is used. But, mother tongue use by itself cannot give a language a global status. To achieve such a status; a language has to be taken up by other countries around the world. They have to decide to give it a special place within their communities. There are two main ways in which this can be done. Firstly, the language can be made the administrative and official of communication language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Secondly, the language can be made a priority in the country's foreign-language teaching. It becomes the language which children are most likely to be taught when they arrive in school and the one most available to adults (Hingne, 2013, p.320). It is very interesting that it is not only applicable to the non-English speaking countries, but also applicable to English speaking countries. In this research, the researcher added a discussion of how the influence

of English on non-English speaking countries and the status of English in Indonesia as the ‘first’ foreign language.

The benefits brought by English is that people from different countries can communicate with each other freely. However, language is not only a communication tool, it is also the carrier of culture and signs of identity. Thus, the non-English speaking countries will be faced with a dilemma, to integrate into the world to be modernized or to isolate themselves to maintain national character. In order to be modernized, it is necessary to integrate into the world, but this will certainly bring some changes to traditional culture (Xuc&Zou, 2013, p.2265). In the current situation, whether to walk out of this predicament successfully largely determines the ability to effectively deal with the problems caused by English dominance in international communication

The need for English as a language of international communication exists in complementary distribution to that of Indonesian as a language of national unity. In countries like Singapore, Malaysia and the Philippines, there is a national language, or languages, and alongside this, English plays an important role as the administrative and business language of the country. While Indonesia has been successful in the adoption of Indonesian as a national language, as demonstrated by the large numbers of people who now use Indonesian for daily communication, it has been less so in promoting the use of English for international communication as the majority of people remain handicapped by their “less-than-adequate knowledge of English” (Lauder, 2008, p.16).

According Huda (Lauder, 2008, p.17) English has the status of ‘first’ foreign language, but nothing more as policy makers fret that an increased use of English might have an adverse effect on Indonesian. English is essential for development. People should be given every opportunity to learn English. One way to do this would be to give English a new upgraded status.

In a discussion on the role of English as a foreign language in Indonesia, suggests that because of the particular nature of the impact English is making on the development and modernization of Indonesia’s national language, English should be seen as an “additional” language rather than merely as a “foreign” language. Another approach would be to make English the official foreign language in the country after Indonesian. As the country’s official foreign language, it could be used as a medium of instruction in education, and in the workplace more frequently, thus giving Indonesians more opportunity to develop their communication skills to the point where they could be more competitive in the global marketplace (Lauder, 2008, p.17).

F. Definition of Teacher

In this research the teachers was the implementer of headmaster’s policy. Teacher is the center of learning process and is also the center of national education development. Without qualified teachers, the efforts to improve the quality of national resources and the competitiveness of the nation will be in vain (Iskarim, 2013, p.95). According of *Undang-undang nomor 16 tahun 2003 tentang Guru dan Dosen, dalam ketentuan umum pasal 1 dijelaskan bahwa Guru adalah pendidik professional dengan tugas utama mendidik, mengajar,*

membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar dan pendidikan menengah.

Based on “*Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 16 tahun 2007 tentang standar kualifikasi pengajaran/akademik dan kompetensi guru. Terdapat empat kompetensi dasar guru, yaitu: 1) kompetensi pedagogik, 2) kompetensi kepribadian, 3) kompetensi social, dan 4) kompetensi professional* (Ashlan, 2013. p. 102). Teachers had role of the headmaster’s policy who gave the fragmentation of headmaster to implemented the policy in the use English as a medium of communication in improved the quality of education and educational standards through the mastery of English language.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described about research method that used in conducting the research. The purpose to answered the problem of the study. This chapter consisted of research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

In this study, the research design was qualitative research and the researcher used a case study. “A case study focused on a single unit to produce an in-depth description that is rich and holistic. The indicated, case studies provided an in-depth description of a single unit” (Ary, et al., 2010: p. 454). According to Yin (Duff, 2008, p.22) stated that a case study is an empirical inquiry phenomenon within real-life context. The case study was preferred in examining contemporary events, but when the relevant behaviors cannot be manipulated (Yin, 2011, p.12).

Basically, the research with the kind of case study aimed to found out about something in-depth. In this research, the researcher used case studies to investigated about the concept and factors which aspects influenced in implementation of headmaster’s policy in using English as the medium of communication, with understanding, interpreted, and investigated the headmaster’s policy in implemented of teachers in MA Darul Ulum Palangka

Raya. The selection of this method based on the fact that the theme in this research include unique.

B. Subject and Object of the Study

The researcher used social situation to observe. The researcher took 19 teachers as the subject of the study. The number of teachers in MA Darul Ulum Palangka Raya explained in table 3.1

Table 3.1 The Number of the Teachers

Male	Female
8	11
Total = 19	

To determined informants in this research, the researcher selected the subject with purposive sampling. The researcher has distinguish several criteria. In this research, informants has been divided into two, they is key informant and informants. In this case the key informant, was the headmaster as policy makers. The policy based on the letter of headmaster's instruction, while the informants chosen was teachers as implementer of headmaster's policy. The headmaster determined the teachers as implementers of policy because to increased quality human resources especially teachers and principal for global education in preparing competition. In addition, the teachers can implement to English language step by step depend on the subject that matter (lesson) with student until active English communication among them. The researcher choosed the teacher of civil servant and reguler teacher. The researcher only observed the teachers based on the criteria that has observed the teachers who has followed the Eglish course.

The object of this research was the teachers' perception about implementation of headmaster's policy.

C. Source of Data

1. Primary data

Primary data gathered through interviewed with informants. Determination of informants used purposive sampling, the researcher has distinguished several criteria that was key informant and informants. Key informant, was the headmaster as policy makers. The policy based on the letter of headmaster's instruction. While the informants chosen was teachers as implementer of headmaster's policy. In this research, the informant took headmaster and teachers who currently implement policies, because to know the perception and inhibiting-supporting factors in implementation of policy. Interviewed was conducted with 19 teachers in MA Darul Ulum Palangka Raya. The interviewed comes with field notes and used recorded such as the recorder and hand phone.

2. Secondary Data

The research data gathered the secondary data in supporting data from primary data. This secondary data such as; observation of the teachers and saw how much teachers adhered of the headmaster's policy. It was not only observation on teachers, but also confirmed on student whether the teacher implement of headmaster's policy. Record descriptive and reflective field notes were the kind of observation data. Descriptive field notes recorded personal thoughts that researcher related to insights of researcher of teachers'

interaction in MA Darul Ulum Palangka Raya; documentation school archived

Objective of the Research	Data Needed	Instrument
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such as letter of headmaster's instruction, the vision and mission, as well as the number of teachers of MA Darul Ulum Palangka Raya.

D. Research Instrument

In this research, the researcher was the key instrument. The researcher assisted other instruments, which were observation and interview guidelines. The types of questions selected according to the research objective from implementation of headmaster's policy. The questions were in-depth, opened-ended, and free between researcher and informants in accordance with the problems and research focused of headmaster's policy. Some followed up questions asked during the interview. The research was used tape recorder for recording the interviews. It was face to face interview in individually, and the participants willing to shared their experiences without strained and embarrassment. In supporting the instrument, the researcher used observation to observed the teachers' interaction. The instrument and data needed was explained in table 3.2

Table 3.2 Data Instrument of Interview and Observation

<p>1. To known the teacher's perception of headmaster's policy</p>	<ul style="list-style-type: none"> • Teachers' perception in form of description • Description of teacher's interaction. • Activity of teachers 	<ul style="list-style-type: none"> • Interview (by asking the teachers one by one) • Observation • Observation
<p>2. To described the inhibiting factors and supporting factors of headmaster's policy</p>	<ul style="list-style-type: none"> • The Supporting factors • The Inhibiting factors in word. 	<ul style="list-style-type: none"> • Interview • Interview

E. Data collection Procedure

The process of collected data in this research was without a test. The instrument of the research from subject were:

1. Observation

In order to get the data, researcher was conducted a participant observation. The researcher used passive participation to observe the activities of teachers. The object of observation consisted of school at MA Darul Ulum Palangka Raya; teachers as an implementer of headmaster's policy; and was observed the teacher interaction and activity on implement the headmaster's policy. It means that the researcher observed what the teachers did, listened to what teachers said and write the activities in school. The process of observation, the researcher collected the data of teacher interaction and activity on implementation of headmaster's policy in environment of MA Darul Ulum Palangka Raya.

2. Interview

In this research, the researcher used in semi structured interview. It is the type of interview included in the category of in-depth interview (Sugiyono, 2015, p. 233). The researcher has used opened-ended question. It was face to face interview in individually. The researcher asked questions to the headmaster and teachers in order collected the data related information to the implementation of headmaster's policy. Transcription was kind of data from result interviewed of teachers. After transcribed the result of interviewed, the researcher has back to the informants to do the member check and confirm

about the transcribed. Related to the interviewed, the researcher arranged the guideline of interviewed to focus on research problems. The guideline of interview is described,

- a. How the teachers' perception of headmaster's policy in using English as a medium of communication.
- b. The supporting factors and inhibiting factors on the implementation of policy of English as a medium of communication.

3. Documentation

Documentation aggregated data with stream style or takes the data from a script, documentation, administration agrees with the research. In this research, documentation found from archived or documentation from instituted carefull research (Nasution, 2003, p. 143). The document collectioned of facts and data stored in the form of text or artifact (Musfiqon, 2010, p. 131). From this technique, the researcher got data from source result written, from archived or documented that owning relevancy with the research, so it completed the data that researcher got from field, the documentation to collected:

- a. The Profile of MA Darul Ulum Palangka Raya.
- b. The number of teachers of MA Darul Ulum Palangka Raya.
- c. Strategic development plan of MA Darul Ulum Palangka Raya.
- d. The letter of headmaster's instructions.
- e. Photo as evidence of result interview the teacher, observations in conditions of MA Darul Ulum Palangka Raya area.

F. Data Analysis Procedures

According on the Bogdan Statement “data analysis was the process of systematically searching and arranging the interviewed transcripts, field notes, and other materials that accumulated to increased your own understanding of them and to enable to presented what had discovered to others”. Miles and Huberman, suggested that activity in the analysis of qualitative data performed continuously until finished. The researcher analysis the data used the steps based on the Miles and Huberman (Sugiyono, 2015, p. 244-246).

1. Data Collection

In this research, the researcher collected data by using interviewed for the teachers, observation the activities of teachers and documentation of school archived such as the letter of headmaster’s instruction, the profile of teachers, and photo as evidenced the result of interviewed and observation on implementation of headmaster’s policy. Field note on data collection had still not arranged in detail. Therefore, the needed for data analysis through data reduction

2. Data Reduction

It is a process of selected. In the first staged, through editing, segmenting and summarizing the data had been happened. In the second stage, it happens through coding. The researcher reduced the data by coding the important thing of result collected the data, which was interaction of teachers, interviewed the teachers. Thus, the researcher edited, segmenting, and make summary of data who had been coding to make it clear and separating the unused data.

3. Data Display

After the data was reduced, the next step was display data. The result of the data reduction reported systematically which can be understand and reasonable of the data that was getting in the field by the research. The researcher has display data in form brief description.

4. Conclusion/ Data Verification

The researcher found conclusion answered for formulating the problems. The researcher made conclusion from all the data that was getting in order to made clear and understand for the reader.

G. Data Endorsement

There are four techniques to determined the endorsement of the data, there were credibility, transferability, dependability and conformability.

1. Credibility

Researcher used the credibility to accountable research results. Credibility or truth value involved how well the researcher established confidence in the findings based on the research design, participants, and context (Ary, et al., 2010, p. 498). The credibility of the data and the qualitative research results measured from some aspects, ranging from the length of time of the research (Musfiqon, 2010, p.168). To afforded in order that the truth of the study believed, it supported to some ways, as follows:

a. The observation existence

The researcher tried to know and rechecked the condition of place where the research was done, in this case the researcher back to the location of the research to confirm whether the data in accordance with the definition of informants. If the resulting data the researcher did not match, then the researcher restarted observations against informant with regard of headmaster's policy until retrieved data was definitely the truth.

b. Increasing persistence

With the certainty of data and sequence of events recorded exactly and systematically. With increasing persistence, researcher rechecked the data description that was be gained from observations of headmaster's policy if the data found out was not credibility, so as to provided the accurated data description and systematic of what observed.

c. Triangulation

Triangulation of sources has been obtained through several sources or informants in this research is the headmaster and teachers. In this research, researcher do triangulation by means of comparing the information or data obtained through observation, interview techniques and documents; and comparing the same information or data which is source from the headmaster and teachers.

d. Using reference material

The researcher collected the evidence of the data as the supporter of the data. Researcher proved the validity of data with the interview recorder, photos, and authentic documentation. The authentic documentation such as the letter of headmaster's instruction.

e. Member check

Member check was checking of data obtained by researcher from informants as the gave of the data. The aims was to ascertain whether the data agreed or even the data that researcher had not been agreed by the informants. If it not agreed upon then the researcher changed the found and adapted to what gave by the informants. In this case the researcher holded the member check against the information or data obtained from the results of interviewed with headmaster and teachers.

2. Transferability

Transferability was the degree to which the found of the qualitative study can be implemented or generalized to other contexts or to other groups. The researcher must strive to provide accurated, detailed, and completed descriptions of the context and participants to assisted the reader in determining transferability (Ary, et al, 2010, p. 501). So, the researcher should be made the reported that clearly about the implementation of policy in the used of English to the teachers can be easy understand the result of research.

3. Dependability

Qualitative researcher spoke of dependability rather than reliability. Thus, consistency viewed as the extent to which variation can be tracked or explained. (Ary, et al, 2010, p. 502). Researcher was consistency of aimed the research problems of policy implementation, so that data has been generated in accordance with the problems that occur.

4. Conformability

Conformability in qualitative research was the same as quantitative research the concepted of objectivity. In qualitative studies, the focused shifts from the neutrality of the researcher to the conformability of the data and interpretation (Ary, et al., 2010, p. 504). In conformability, the data the researcher has interpreted objectively by doing the teacher's name so that there was no subjectivity in data interpretation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, presented researcher findings and discussion. It is intended to answer the research problems. In finding, the researcher described the process of collected the data and the found of data. Then, in the discussion the researcher deduced the finding.

A. Data Presentation

Darul Ulum Palangka Raya which is part of the Islamic Education Foundation of Pondok Pesantren Darul Ulum Palangka Raya was established since July 1, 1998. Based on the Decree of the Head of Regional Office of the Ministry of Religious Affairs of Central Kalimantan Province Number: Wp / 5-d / PP.03.2 / 82/2001 *Concerning Persetujuan Pendirian Madrasah Aliyah Swasta di Lingkungan Kantor Wilayah Departemen Agama Propinsi Kalimantan Tengah*. Respected to the implementation of strategic plan the development of MA Darul Ulum Palangka Raya and the implementation of work plan the school academic year 2016/2017 based on 8 the standard of education, the headmaster has given instruction for teachers to improved the quality of *Standar Pendidikan Kependidikan* trough mastery of English language.

1. The process of headmaster's policy implementation in the Use English as a Medium of Teachers' Communication at MA Darul Ulum Palangka Raya

To know the implementation of headmaster's policy in the use English as a medium of teachers' communication at MA Darul Ulum Palangka Raya and the factors that influenced, so the researcher conducted research directly contributes to collected data with techniques of observation, interview, and documentation. Description of the data presentation of the data was described the result by observation, interview, and documentation. The researcher of the data presented by description or description in accordanced with the data in the field. Based on the results of observation and interview the researcher did to the teachers who implemented the English language, then it can be described as follows:

- a. The role of the headmaster as policy makers and decided the purpose of implementation of policy

As policy makers the headmaster has done through planning meetings with the teachers in determining the continuation of headmaster's policy. In this case the headmaster gave understands to the teacher what is the purpose of policy implementation in the using English at school, because the headmaster has made the letter of instruction as a form of fragmentation for each teacher. It done with consideration of Educational Standards of Educator and Educational teachers in increase the English

language ability, so that the teachers as a resource should have a quality that could be dependable. The headmaster as a policy makers always implement of English language in any activity. The program that supported the headmaster's policy were the recitation of teachers, meetings, and ceremony of MA Darul Ulum Palangka Raya.

b. The use of the English language as a medium of communication

In the implementation of headmaster's policy in the using English as a medium of communication. The inhibits or problems that encounter in using the English language because not all teachers have the basic of English. Teachers who have not basic of English language the headmaster gave course as one of efforts to succeed the implementation of policy in the school. Teachers who has followed the course, they should be used English language although in the implementation the teachers had obstacle such as lack of vocabulary, pronunciation, grammar and confident which was owned by teachers so that less capable in implementing. Even though, the teachers were very pleased with the headmaster's policy.

2. The Result of Interview

Everyone had different perceptions in their mind. Related it the teachers at MA Darul Ulum Palangka Raya also had different perceptions towards the implementation of headmaster's policy the researcher interview of teacher's. The interview conducted several times during the research on August 10 until

24, 2017. The researcher described the various perceptions of teachers based on to the result interview which distributed to informants.

a. DM

DM is a headmaster at MA Darul Ulum Palangka Raya and as key informant. According to DM, implementation of policy was good and effective. He said, it has implement of English language, although only with teachers who have been following the course and have basic of English language. He thinks that implementation of policy need commitment. As policy maker, DM tried to gave the example on teachers in the implementation of policy. DM expected that teachers kept commitment in order for the policy continues. (Interview, 10 August 2017).

According DM, the supporting factor in implementation of policy are communication. In the case communication, he explained how DM as policy maker and implementer has gave the clarification as well as accepted suggestion from teachers related with English policy. DM said that the school has given course or training for masery the English language. Besides, DM said that the policy it has letter of instruction as a Standard Operational Procedure. DM also explained about the inhibiting factor in policy implementation of school facilities is limeted. As a policy maker DM kept giving motivation of teachers so the purpose of implementation of English language can be achieved. (Interview, 10 August 2017).

b. MS

MS is a tafseer teacher. He said that implementation of policy in the using English has been good. According him, English language has become a foreign language for him. MS explained for implementation was less effective. In commitment, MS said taht he kept implement the policy of English language. (Interview, 22 August 2017).

MS explains the supporting factor and inhibiting factor in the implementation of headmaster's policy. According MS, the supporting factor is given course for teacher as a basic in implementation of policy in using English language. In addition, MS said in a communication or clarify between headmaster and teachers in school very helped. MS explained about instruction letter from headmaster is supported of policy implementation. For the facilities MS said that less supporting in implementation of policy. (Interview, 22 August 2017).

c. AS

AS is a Arabic Teacher. As a Arabic teacher MS very happy and said that implementation of headmaster's policy is very good. AS also said if implementation of policy is is quite effective. According to AS, there still teachers who follow the course had not implemented yet. (Interview, 16 August 2017).

Associated with the supporting factor and inhibiting factor, he said that to headmaster's policy was already supported by communication about

implementation between the teachers and headmaster. The communication aims to succeed the implementation of policy in using English language, included in the clarification of the implementation and suggestion from the teacher to the headmaster. AS said the inhibiting factor has shortage, personally AS felt not confident when applied English to communicate because AS has been problem of pronunciation. AS said that the inhibiting factor in overall is facilities, the limitation of school location. Especially, the school has not the teacher office specifically so it made ineffectiveness the implementation policy in use English as a medium of communication. (Interview, 16 August 2017).

d. WK

WK is a Mathematic teacher. She felt happy and proud towards the implementation of English language. She said very excited, because the English language has become a necessity. In addition, WK also said implementation of policy in the use English is quite effective, because according to her not all teachers implemented the policy. In commitment, WK kept implementation the policy as a form of commitment of school. (Interview, 10 August 2017).

WK explained the variety of supporting factor and inhibiting factor in English policy. For supporting factor WK said that implementation of policy has supported by course for teacher basic in communicate use English and the existence of instruction letter from headmaster as

fragmentation for each teacher. Besides, WK said that the very supportive in implementation of headmaster's policy is communication, because according WK by communication the purpose from implement of policy can be continues. In the inhibiting factor WK felt has shortages in school facilities is less supported the implementation of policy. (Interview, 10 August 2017).

e. NL

NL is a Indonesian Language teacher. NL explains that implementation of policy in the use English language has good. In implementation, NL assess quite effective, because she felt has not been able to fully implement. Addressing in te terms of commitment of the NL also said the attempt and try to kept commitment in implementing the policy In addition, NL also said that kept commitment in implement of policy so that policy objectives are achieved and especially for NL's own. (Interview, 10 August 2017).

NL as a teacher has followed course felt deficiencies in implement of policy. She explained the deficiencies in school facilities is limited. She also explains the elements of supported the policy implementation, included how the headmaster and teachers kept communication to purpose of policy implementation. NL also said that the headmaster asked and accepted the suggestion of teachers. The other elements is motivation given headmaster and the letter of headmaster's instruction. For the

instruction, she explains that the letter of instruction gave fragmentation for her. In addition, the another supporting factor of policy implementation, namely the existence of given course straight from school as basic to implement of policy. NL explains the inhibiting factors, she has obstacles personally of grammatically when implement of English language. Besides, NL felt that the facilities of school become inhibit of implementation of policy. (Interview, 10 August 2017).

f. FS

FS is a Religion teacher. In implementation English, she said the implement has good and become necessity. She was not implement fully yet because the still obstacles like confident. FS also said that policy implementation is quite effective. FS also said it would remain comitted and kept learning, so that in the implementation of headmaster's policy was reached with the expected goal. (Interview, 22 August 2017).

FS explains the factors that support and inhibit him and the other teachers in implement of English language. He felt happy of headmaster's policy as well as administering the course as one of the supporting factors in the policy implementation. According FS, the other supporting factors was the letter of headmaster instruction as a fragmentation and communication between other teachers about how policy implementation has planned and carried out according to the desired destination. (Interview, 22 August 2017).

g. IM

IM is a Physical teacher. IM said the implementation of policy in using English is good, in particular for himself. The implementation of English, according to IM it has quite effective as seen from some teachers who implemented. IM committed to remain the implementation of headmaster's policy though still lacking in terms of pronunciation. (Interview, 24 August 2017).

IM felt greatly helped by the presence of headmaster's policy. He mentioned factors that support in the policy implementation. The first communication was maintained as well as the headmaster accepted of teachers suggestion related with the implementation of English language. The second IM said very helped by the existence of courses has to followed. The third is the letter of instruction who has given of headmaster to IM as fragmentation that will implemented. In the inhibiting factor in implementation policy according to IM is the limited by school facilities. (Interview, 24 August 2017).

h. TA

TA is an English teacher. Respond to the implementation of headmaster's policy TA said good, because as an English teacher she did not worry on looking for friends to speak English. She said that the English policy still in category quite effective, because she known that not all teachers participated to apply the policy. The commitment by TA is kept

implemented of fragmentation who given from headmaster's, included in the help teachers who want to learn English language. (Interview, 22 August 2017).

In supporting factor and inhibiting factor. TA had some clarification. The factor of supported in policy implementation according TA awaked communication between him and other teachers, such as the headmaster accepted and asked the suggestion from her. TA also said that the factor of supported was the letter of headmaster's instruction, so TA felt more has a sense of fragmentation in implement the English policy. In addition TA explains about inhibiting factor in general, that is the facilities that less support of policy implementation. (Interview, 22 August 2017).

i. HN

HN is a Religion teacher. HN said implementation of policy is excellent. HN explains that the implementation given benefits for her in mastering of International language. HN felt the implementation of headmaster's policy has fairly effective, according to her because they has not been comprehensive policies were given the teacher. Associated with commitment, HN said that trying to implement the English language although the HN felt many shortcomings in the implementation policy, such as vocabulary and grammar of less controled. She thinks the most important thing for HN was implementing of policy in order to continues. (Interview, 10 August 2017).

HN explains the factors that influenced the implementation of headmaster's policy. She mentioned some supporting factors in implementation of policy, includes course the school has given to him as a basic in implemented of English. In addition, HN said that the letter of instruction who given from headmaster is one of supporting factor to him as a fragmentation for HN and other teachers in implementation of policy. Furthermore, she also said that communication is the most important thing in implementing the policy. According to HN with communication the implementation of English can be excellent, moreover the headmaster always asked and received advice from the other teachers and her. After HN explains the supporting factor, she explains the inhibiting factor of implementation of policy, such as HN has weakness of grammar and the facilities of school is less. (Interview, 10 August 2017).

j. AF

AF is a Chemistry teacher. AF said that the implementation of policy is . According to AF English language is one of the part of improving quality of teacher. AF also said English language has effective, because according to him, a part of teacher has followed the course English. For commitment, AF said that he was trying to kept implement the policy although AF realized that he has short of pronunciation. (Interview, 16 August 2017).

AF explained about the supporting factors of the headmaster's policy. According to him, the communication is an initial capital before the plan

of policy implementation, the advice given by the teacher received by the headmaster. Then, AF also said that the course is one of the supporting factors in implementing the policy. With the courses for the teachers who do not have basic in English, they could be helped as well as AF. Furthermore, AF said other things that support the policy are instruction letter, motivation, and praise from the headmaster. According to him, the instruction given by the headmaster is a duty or responsibility for him in implementing the English language policy. Then, AF explained that the headmaster always gives motivation and praise to and other teachers as well who have a passion for implementing the policy. About the inhibiting factor, AF said that school facilities are still a problem because of the limited location of schools.(Interview, 16 August 2017).

k. SE

SE is a Physics teacher. SE said that the headmaster's policy is good. English is a foreign language used by teachers at school. SE also said that it is effective enough because it has not been the implemented the whole teachers. It can be seen from the observation results, from the results of teachers' meeting activities, the researcher observed some teachers have not implemented the English language policy yet. Furthermore, the SE stated that in committing to the policy of the headmaster, SE will implement the policy as other teachers if SE has already taken courses such as other teachers.(Interview, 16 August 2017).

SE also explained some supporting factors and obstacles when he implemented the headmaster's headmaster policy. According to SE the supporting factor in implementing the policy is the communication that is always maintained by the teachers and headmaster. Furthermore, she said that the headmaster's policy is also supported by the courses for the teachers, but SE has not followed it. Another thing to support is the instruction letter given by the headmaster to the teacher. Then, according to SE, the obstacle is the cost which is still a barrier to the implementation because according to him still use the annual fund grant (*Dana Bantuan Operasional Sekolah*), he also said that in the results that facility is still very limited. (Interview, 16 August 2017).

1. WS

WS is a Biology teacher. According to WS the implementation of English policy has been good because English is one of the important things which can improve the quality of teachers as one of standard in madrasah. WS said that the implementation policy was less effective and teachers who have had the course sometimes use *Bahasa* when talking with other teachers. (Interview, 16 August 2017).

WS said many factors affect the headmaster's policy. About supporting factor, WS mentioned instruction letter from the headmaster and the communication that is kept by the teachers at school. In accordance with WS's explanation of instruction letter that the headmaster gives the

instructor as a form of responsibility assigned to the teacher or policy implementer. Then for communication, WS said headmasters always use communication in various programs and policies, headmasters always ask and receive input from the teachers. WS also explained about the factors that hampered the implementation of the policy, that is, the facilities owned by the schools are still limited and the budget expenses that are a bit inhibit the effectiveness of English language policy.(Interview, 16 August 2017).

m. RI

RI is an Economics teacher. RI said that the implementation of English policy has been good but less effective. It can be said that it is less effective because there is some teacher who has not implemented the policy yet. For the evidence, based on the real observation, there is some teacher really have not implemented the policy. (Interview, 22 August 2017).

RI also explained there are some reasons which affect the supporting factor. RI explains some of the factors that support the supporting factors. The supporting factor is the instruction letter which is made by headmaster as a teachers' responsibility in implementing the headmaster's policy. Then the motivations given by the headmaster is very helpful and grows the teachers' spirit of in implementing the policy. For inhibiting factor, he

said that the facilities are still very less and limited and made implementation of the policy is less effective.(Interview, 22August 2017).

n. PH

PH is a Religion teacher . He gave respond to the school policy and says that the headmaster's policy are good enough but less effective. He argued that the headmaster's policy can improve his basic in English. PH also said that the implementation of English policy was less effective, because teachers who have had the course sometimes hesitate and only speak English when they were meeting with the headmaster. From the observation of the researcher, the statement of PH is true that teachers implement the policy only when they were meeting the headmaster only. PH also said that he would be committed to apply the English policy for the English language later. He will run every policy related to school vision and mission. (Interview, 16 August 2017).

The resilience of supporting factors, PH said that the factors that support the implementation of headmaster's policy are a course given to teachers who do not have basic in English so that all can use English though not the whole. Then he also said that other supporters are letters of instruction and communication among headmaster and teachers. The instruction letter given aims to give responsibility to each teacher including PH. On communication, PH explained every school activity or programs, such as the headmaster's policy and the teachers will keep the

communication in order to make the goals of each program can be achieved. PH provides an explanation of the barriers to English policy as the state of the school facilities is still less supportive. (Interview, 16 August 2017).

o. FM

FM is a Guidance and Counseling teacher. FM said that headmaster policy is good policy, FM argued that English is very useful for each individual. FM said the implementation of English that has been running less effective because teachers who have been given responsibility in implementing the policy often do not use English. From the observation results according to the results of interviews, it can be seen that some teachers do not implement the policy in accordance with responsibilities given by the headmaster. In terms of commitment, FM said that the implementation of every school activity aims to succeed the policy given kepla school. (Interview, 22 August 2017).

FM said that there are two factors that support the headmaster's policy of communication and motivation. In applying the headmaster's policy, communication between school headmasters and teachers goes well, for example, the headmaster asks and receives advice to the teachers. Then FM explained about the motivation given by the headmaster is a direct supporting factor. Furthermore, FM also said that headmaster policy is also supported by instruction letter from headmaster as a command given

to the teacher. In contrary, FM said that the policy inhibiting factor is that school facilities are still limited, although schools are within the limits, teachers will be responsible to take advantage of opportunities well. (Interview, 22 August 2017).

p. IY

IY is a Indonesian language teacher. IY said that the policy is good enough, but less effective because there were not all teachers apply headmaster's policy. In terms of commitment, IY also said that she is still trying to apply the policy after taking the course given by the school because every program and policy has a goal for the school. (Interview, 22 August 2017).

IY said that the supporting factor is the instructor letter which is given to the teacher as the responsibilities and it was a headmaster's command. Then, he also said the courses given to teachers who do not have Basic in English are also the supporting factor of policy implementation. In contrast, IY explained some things that become obstacle factor of headmaster's policy, according to the IY factor that is still a barrier in policy is the facility and environmental conditions at the school. (Interview, 22 August 2017).

q. TM

TM is an Religion teacher. TM responded that the implementation of the policy was going well, he argued that the policy of the headmaster

strongly supports the teachers to adapt the modern era. TM also said that the headmaster's policy is less effective because in its application there are some teachers who do not use English. It can be seen from the observation of teacher activities, the researcher saw some teachers did not apply the headmaster policy to use this English well. In terms of commitment, TM explains that he will follow every school activity, such as applying English, because he believed that every activity has a good purpose for the school. (Interview, 10 August 2017).

TM explained several supporting factors and inhibiting factors. In the TM supporting factor, he said that communication is the most supportive thing in the policy because the passage of this policy is highly dependent on communication between policymakers and policy implementers. TM also said that other supporting factors such as courses and letters of instruction. Schools provide courses for each teacher before applying the policy as a modal in implementing the policy, and TM also explained that the letter of instruction is given for the teacher as one of the purposes of being responsible. Furthermore, TM explained the factors that hinder the policy are the limited school facilities. (Interview, 10 August 2017).

r. NR

NR is an Economics teacher. NR said that the implementation of policy for teachers has gone well because English has become a necessity and very useful. NR also said that the policies that have been running less

effective, because teachers who have taken the course often carried the environment using the Indonesian language. From the interviews, observers observing the interaction and activities of teachers, and according to NR's explanation, there are still many teachers who are brought to the environment so that they do not apply the headmaster's policies. (Interview, 16 August 2017).

NR describes several factors that support the headmaster's policies. The first is a letter of instruction made by the headmaster for the teacher who has attended the course, the second communication between the headmaster that is kept so that the implementation of the policy can run. Then NR explained because not all teachers follow the course and school facilities are still limited so that it also becomes a barrier of policy. (Interview, 16 August 2017).

s. DW

DW is a Religion teacher. He explained how the implementation of policies in schools. According to DW English policy is quite effective. DW see there are some other teachers who have not implemented the headmaster's policy. Judging from the meeting activities that researchers follow, some teachers are not yet active in using English. DW said in terms of commitment he will strive in applying English policy if later it has been given opportunities for courses such as other teachers. (Interview, 16 August 2017).

DW explains there are several factors that support the implementation of English policy, among which are letters of instruction and communication between teachers. DW said that in terms of instruction letter the headmaster has given the task to the teacher to implement the policy of English, especially for those who have attended the course. DW also said that communication is the most important part of the implementation of headmaster policy. Then he explains the factors that hinder the implementation of the headmaster's policy, namely the lack of facilities that schools have in implementing the English policy. (Interview, 16 August 2017).

Based on the result of the research about teachers' perception of implementation of headmaster's policy in the used English as a medium of teachers' communication at MA Darul Ulum Palangka Raya that has been taught by reseacher above, it could be analyzed by the researcher. The researcher found many similarities and some different perceptions. In the perception of SE, AS, WK, NL, IM, TA, HN, MS, FS, DW, and NR said that the implementation of policy has been quite effective, because they felt that all of the teachers have not implemented the policy. Especially the teachers had followed the course English they said that weak on vocabulary, grammar and confident when implemented the headmaster's policy and for the teacher had not been followed the course, they said that difficult to adapted the imlementation of headmaster's policy.

RI, TM, FM, PH, IY, and WS said, the implementation of headmaster's policy has been less effective. They felt constrained in the implementation of policy, even though they have not got instructions from the headmaster to implement the English language because they have not followed the course. Different perception of DM and AF, they said that implementation of policy it had been effective. In the implementation of policy they has implemented of English language. It can be concluded that, the headmaster's policy has been ineffective, it is still inadequate implementation of headmaster's and the teachers did not believe of their ability in using English as a medium of communication at MA Darul Ulum Palangka Raya.

B. Research Findings

Researcher found differences result between interviews and observations. Based on the interviews, all teachers said that policy implementation is good. But from the observations found some teachers who have been given authority does not implemented the English language. AS, MI, and HN said that if English policy is good, in reality field they often used Indonesian language and local language because of the school facilities limited, it made them unfamiliar with English and the school environment which is less support in policy implementation. Related with the given of authority and fragmentation for teachers who have implemented English language from the interviews, all of the teachers said happy and remain committed to implement what has become their obligation as the implementers of

policy. But in reality there are some teachers like MS, NL, FS and AF do not implemented what has been delivered during the interview. Proven of the result of observation, almost all teachers that given authorized and responsibilities implement policy when only interacted with the headmaster or simply implemented when in an activity of school such as a meeting. Furthermore, in the provision of facilities such as English courses NL, IM, WK, FS, and AS said very helpful and many benefits in increased vocabulary and grammar of policy implementation. But in the implementation they did not implemented the English language.

From the results above it can be concluded that, the implementation of headmaster'd policy in the used of English as a medium of communication of teachers was not carried out in accordance with the expected goals, where there were still many teachers who did not implement English although it had gave authority and responsibility by the headmaster. Besides than that school facilities that were less supportive in the implementation of English policy in MA Darul Ulum Palangka Raya.

C. Discussion

The first research problem was “How does the teachers’ perception of headmaster’s policy on the implementation of English as a medium of teachers’ communication at MA Darul Ulum Palangka Raya? Hence, the question looked for the answer. To answered the research problems above, the researcher conducted observation, and interview.

The implementation based on the teachers' perception on the implementation of policy was good, but it had different results of implementing the policy. Some of the teachers did not implement the English language as a headmaster's policy. Successful implementation of policy depends on the process. Based on Dun (Kementrian PPN, 2015, P.82) said that the policy process must go through several stages, namely input, process, output and outcomes. Based on the result of interview, the teacher perceptions on implementation of headmaster's policy in use English as a medium of communication at MA Darul Ulum Palangka Raya has been good, seen from the input, namely the readiness of implementation by providing training or courses for non-English teachers, school facilities and environment was less supported, and adequate financing. According to Dun (Kementrian PPN, 2015, P.82) said that the resources as an achievement in the administrative process and organization implementation. It means that the implementation of headmaster's policy was less in implementing the English language. While the creation of the situation and condition of policy environment needed in order to give effect (Akib, 2015, p.3), in the policy implementation if the environment is negative, there has been a clash of attitudes so that the implementation process of the threatened policy fails.

In the process of implementing the English language policy as a medium of communication from the interview results some teachers said that the headmaster's policy in goal of improved the English proficiency of teacher and headmaster gave clarification. In addition, the headmaster as a policymaker also asked and received suggestion from teachers. According to Dun (Kementrian

PPN, 2015, P.82) said that the policy process was the process of interaction between the actors that was between the relevant agencies as implementers with employers and the community. Its mean, the headmaster's policy process in coordination and communication between teachers and headmaster was good. But in process policy implementation in the use English language was less. Because from the perception of implementing policy cannot implement appropriated to the given fragmentation, Akib (2015, p.3) target group compliance is the most important factor determining the success of policy implementation in the use of English.

From the process of policy implementation of English language in MA Darul Ulum Palangka Raya. The implementation of policy has provided output for policy implementers in accordance with the objectives and targets of policy implementation. The output received by the policy implementers is the provision of English courses from the results of cooperation with Stand Ford's Kampong English (Appendix of Doccumentation). According to Dun (Kementrian, 2015, p.82) said that policy outputs are goods or services, or resources received by target groups. Its mean that, the implementation of headmaster's policy has given facilities to the teachers in implemented policy even though in English courses not all teachers have followed. From the output, according to Dun (Kementrian PPN, 2015, p.82) the implementation of English policy given impacts teachers. In accordance with the results of the interviews, some teachers who have said that the implementation of English policy provides many perceived benefits, as they become more able to speak using appropriate grammar, and have a lot of

vocabularies. But in reality of observation result, they have not implemented policy in accordance with their authority and fragmentation as implementers. Based on Akib (2015, p.4), the implementer of policy cannot exploited the authority possessed, how the relationship between the implementer and the existing bureaucratic structure, and how to coordinate the various resources available within the organization.

Implementation of policy was necessary because the stage can be seen conformity of various factors determinant of successful implementation of policies or programs. The reasons were consistent with Korten and Syahrir's (Akib, 2010, p.4) said that the effectiveness of the policy or program depends on the degree of conformity between the program and the beneficiaries, the suitability of the program with the implementing organization and the suitability of the usages group program with the implementing organization. In addition to these reasons, policy implementation was necessary to see a link between policy implementation and other factors. Based on the theory of Edward III, there were four criteria factors that need to exist in the policy implementation such as communication, resources, disposition and bureaucratic structure. Based on the analysis of policy implementation in four factors, it has different support. There were factors that has fulfilled of policy implementation and there were factors has not fulfilled the requirements as required by Edward III so that less supported policy implementation.

Four requirements stated by Edward III, the most supportive on implementation of headmaster's policy in MA Darul Ulum Palangka Raya is

communication. Communication is the most important thing in the implementation of headmaster's policy in MA Darul Ulum Palangka Raya. The headmaster as a policymaker has made a good communication system. Teachers as the target of English policy experience easiness in getting information about the implementation of English policy. The existing information has also provided clarify to teachers of teachers' language proficiency improvement program. This communication will surly support the implementation of headmaster policy in using English because of the availability of clear and adequate information. The disposition also supports the given on incentives of non-material from the headmaster in the form of motivation and praise. In addition, the bureaucratic structure also supports the policy implementation in the use English by implemented a letter of headmaster's instruction (Appendix of Documentation) to teachers as the authority and fragmentation of each teacher of the policy implementation in the use English as a medium of communication.

Some criteria of theory by Edward III of resources have weaknesses that inhibit policy implementation. In training or course for teachers have been given, but there were still some teachers who have not followed the implementation because the course was in stages. This makes the policy implementation has not been comprehensive. Then the teachers who have attended the course have difficulty when implemented English language such as the less vocabulary, and have not been able to use the appropriate grammar and less confident. In the condition of facilities, infrastructure, and the environment of school in the policy implementation were less supportedat MA Darul Ulum Palangka Raya.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to concluded the result of research and suggest beneficial thing based on the result of the research, as the following:

A. Conclusion

The implementation of headmaster's policy in the use English as a medium of teachers' communication at MA Darul Ulum Palangka Raya all of teachers said that the policy had good but not implemented. There are still many teachers who have not implemented the policy despite already gave the authority and fragmentation of headmaster. The successful implementation of English policy when the main objective can be achieved, which improved the teacher's English proficiency. Until now the implementation of the policy had not been optimum because there was no awareness of each teacher in implementing the English language.

Based on four criteria determining the success of policy implementation, every criterion can be fulfilled although have not perfect. The main supporting factor was communication and the main inhibiting factor were resources. There were still many shortcomings in the resources element. The incompleted of courses provided by the schools because the training had been implemented in stages and the limited infrastructure conditions inhibited the implementation of English policy in MA Darul Ulum Palangka Raya.

B. Suggestion

To get the improvement of next study, the reseracher would like to propose some suggestions for the students, the teachers, and next researchers, they were:

1. The implementation of English as a medium of teachers' communication had not been implemented effectively, the headmaster as a policymaker should more attention to the discipline of teachers in implement English. The need for evaluation between headmaster and teachers in order to continue the implementation of English policy more effectively.
2. Teachers as policy implementers should be more consistent in implementing the headmaster's policies, so policy is no longer the authority and fragmentation given by the headmaster.
3. To the next researcher in order to continue this research, for researchers who are interested in conducting research on the same topic, especially PBI students can research the quality English language of teachers and for Government students can research the implementation system in the bureaucratic structure of headmaster.

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