

CHAPTER V

DISCUSSION

A. The Students' Perception toward English Speaking Area

The writer problem stated: "what are the Students' perceptions toward implementation of English speaking area at Ma'had Al-Jami'ah of STAIN Palangka Raya". The sample of this study was 100 students on the students' who ever live at Ma'had Al Jamiah of STAIN Palangka Raya.

Item 1, Rule of dormitory Students must speak Arabic and English in communicating. There were 36 students (36 %) strongly agreed, 55 students (55 %) agreed, 8 students (8 %) disagreed, and 1 student strongly disagreed (1 %). By the data above it could be seen that **55 % or 55** students by 100 students **agreed** to rule of dormitory on item 1.

Item 2, Rule of dormitory the students obliged to following activity in supporting the ability of an increase in Arabic and English language. There were 32 students (32 %) strongly agreed, 66 students (66 %) agreed, and 2 students (2 %) disagreed. By the data above it could be seen that **66 % or 66** students by 100 students **agreed** that rule of dormitory on item 2.

Item 3, Rule of dormitory the Students required to bring a small book or dictionary vocabulary in area of dormitory to facilitate communication of dormitory official languages (Arabic and English). There were 29 students (29 %) strongly agreed, 62 students (62 %) agreed, 7 students (7 %) disagreed, and 2 students strongly disagreed (2 %). By the data above it

could be seen that **62 % or 62** students by 100 students **agreed** rules of dormitory on item 3.

Item 4, activities of vocabulary in the Morning. There were 37 students (37 %) strongly agreed, 56 students (56 %) agreed, 5 students (5 %) disagreed, and 2 students strongly disagreed (2 %). By the data above it could be seen that **56 % or 56** students by 100 students **agreed** to activities of vocabulary in the Morning.

Item 5, the activities of Public Speech. There were 30 students (30 %) strongly agreed, 57 students (57 %) agreed, 11 students (11 %) disagreed, and 2 students strongly disagreed (2 %). By the data above it could be seen that **57 % or 57** students by 100 students **agreed** to activities of public speech.

Item 6, English language activity (Language) at English Speaking Area. There were 26 students (26 %) strongly agreed, 63 students (63 %) agreed, and 11 students (11 %) disagreed. By the data above it could be seen that **63 % or 63** students by 100 students **agreed** to all activities at English Speaking area.

Item 7, these activities in English Speaking Area help me to always speak English. There were 33 students (33 %) strongly agreed, 62 students (62 %) agreed, and 5 students (5 %) disagreed. By the data above it could be seen that **62 % or 62** students by 100 students **agreed** that activities in English Speaking Area help me to always speak English.

Item 8, sanctions imposed if you violate the official language. There were 29 students (29 %) strongly agreed, 52 students (52 %) agreed, 17 students (17 %) disagreed, and 2 student strongly disagreed (2 %). By the data above it could be seen that **52 % or 52** students by 100 students **agreed** to sanctions imposed if you violate the official language.

Item 9, sanction that force to memorize “conversation” in the book. There were 23 students (23 %) strongly agreed, 55 students (55 %) agreed, 19 students (19 %) disagreed, and 3 students strongly disagreed (3 %). By the data above it could be seen that **55 % or 55** students by 100 students **agreed** to sanction that force to memorize “conversation” in the book.

Item 10, sanction, someone get to language court if violate the official language (do not speak English). There were 23 students (23 %) strongly agreed, 57 students (57 %) agreed, 18 students (18 %) disagreed, and 2 students strongly disagreed (2 %). By the data above it could be seen that **57 % or 57** students by 100 students **agreed** to sanction on item 10.

Item 11, motivation, existence of the language court, you will be proficient in English. There were 22 students (22 %) strongly agreed, 54 students (54 %) agreed, and 24 students (24 %) disagreed. By the data above it could be seen that **54 % or 54** students by 100 students **agreed** to motivation about language court.

Item 12, they have high motivation by English Speaking Area. There were 28 students (28 %) strongly agreed, 59 students (59 %) agreed, and 13 students (13 %) disagreed. By the data above it could be seen that **59 % or**

59 students by 100 students **agreed** to motivation; have high motivation by English Speaking Area.

Item 13, interesting to join all the activities in the English Speaking Area. There were 20 students (20 %) strongly agreed, 53 students (53 %) agreed, 24 students (24 %) disagreed, and 3 students (3 %) strongly disagreed. By the data above it could be seen that **53 % or 53** students by 100 students **agreed** that interesting; to join all the activities in the English Speaking Area.

Item 14, agree all of the activity at English speaking area. There were 23 students (23 %) strongly agreed, 49 students (49 %) agreed, 26 students (26 %) disagreed, and 2 students (2 %) strongly disagreed. By the data above it could be seen that **49 % or 49** students by 100 students **agreed** that agree all of the activity at English speaking area.

Item 15, friends help them to always speak English. There were 21 students (21 %) strongly agreed, 51 students (51 %) agreed, 25 students (25 %) disagreed, and 3 students (3 %) strongly disagreed. By the data above it could be seen that **51 % or 51** students by 100 students **agreed** that friends help them to always speak English.

Item 16, senior help them to always speak English. There were 28 students (28 %) strongly agreed, 59 students (59 %) agreed, 11 students (11 %) disagreed, and 2 students (2 %) strongly disagreed. By the data above it could be seen that **59 % or 59** students by 100 students **agreed** that senior help them to always speak English.

Item 17, they are happy to live in the English Speaking Area. There were 28 students (28 %) strongly agreed, 57 students (57 %) agreed, and 15 students (15 %) disagreed. By the data above it could be seen that **57 % or 57** students by 100 students **agreed** that they are happy to live in the English Speaking Area.

Item 18, English Speaking Area helps me to improve my English skills. There were 32 students (32 %) strongly agreed, 59 students (59 %) agreed, 8 students (8 %) disagreed, and 1 student (1 %) strongly disagreed. By the data above it could be seen that **59 % or 59** students by 100 students **agreed** that English Speaking Area helps me to improve my English skills.

Item 19, I am pretty confident with the English ability do I have. There were 12 students (12 %) strongly agreed, 47 students (47 %) agreed, 38 students (38 %) disagreed, and 3 students (3 %) strongly disagreed. By the data above it could be seen that **47 % or 47** students by 100 students **agreed** that I am pretty confident with the English ability do I have.

Item 20, your native language affects while you staying the English Speaking Area. There were 22 students (22 %) strongly agreed, 63 students (63 %) agreed, and 15 students (15 %) disagreed. By the data above it could be seen that **63 % or 63** students by 100 students **agreed** that your native language affects while you staying the English Speaking Area.

Item 21, your study program background affects your English. There were 21 students (21 %) strongly agreed, 44 students (44 %) agreed, 32 students (32 %) disagreed, and 3 students (3 %) strongly disagreed. By the

data above it could be seen that **44 % or 44** students by 100 students **agreed** that your study program background affects your English.

Item 22, Help me in English subject in the lecture. There were 33 students (33 %) strongly agreed, 58 students (58 %) agreed, and 9 students (9 %) disagreed. By the data above it could be seen that **58 % or 58** students by 100 students **agreed** that help me in English subject in the lecture.

Item 23, Helped me to speak with tourist. There were 20 students (20 %) strongly agreed, 45 students (45 %) agreed, 33 students (33 %) disagreed, and 2 students (2 %) strongly disagreed. By the data above it could be seen that **45 % or 45** students by 100 students **agreed** that help me to speak with tourist.

Item 24, I am Fluent in English. There were 15 students (15 %) strongly agreed, 38 students (38 %) agreed, 45 students (45 %) disagreed, and 2 students (2 %) strongly disagreed. By the data above it could be seen that **45 % or 45** students by 100 students **disagreed** that I am Fluent in English.

In conclusion, the result of the study from the data were found by doing the research on students' perceptions toward implementation of English speaking area at Mahad Al-Jamiah of STAIN Palangka Raya found that most of the student have positive perception towards implementation of English speaking area.

By the data above it could be analyzed for item 1, 2 and 3 where include the rules on Mahad Al-Jamiah of STAIN Palangka Raya. The Students' agreed to the rules that student must speak English in English speaking area for communicating. Moreover they agreed to rules of they should bring small book containing of vocabulary or small dictionary to help them in communication. Students' perception about the activity was agreed, (see item 4, 5, 6, and 7). They agreed all the activities in the Mahad, such as vocabulary in the morning and public speech. They also agreed that these activities help them to improve their English ability. Students' perception about the sanction was agreed, (see item 8, 9 and 10). They felt that if someone broke the rule or do not speak English they got punishment from the senior. The sanction is; bring into language court then they should memorizing the vocabularies or memorizing the "conversation" from the book. Students' perception about the motivation was agreed, (see item 11 and 12).

Students' perception about the interest was agreed, (see Item 13 and 14). They felt that they agreed to all activities in English speaking area. They also agree to join in the activities in English speaking area. Students' perception about the need was agreed, (see item 15 and 16). They agreed that their senior and friends help them to always speak English. Students' perception about the assumption was agreed, (see item 17, 18). Students' perception about the mood was agreed, (see item 19). They felt that they pretty confidence of their English ability in English speaking area. Students'

perception about the cultural factor was agreed, (see item 20 and 21). They felt that local language influence to always speak English. It was similar to the students' perception about the wish was disagreed, (see item 24).

The result of study almost same with the result of Norjenah that the students feel satisfied and motivated in learning, and explaining and broadening students' knowledge (see chapter II p.5-6). Students felt that implementation of English speaking area was good. They felt that by the rules made them to always speak English. Item 16 and 18, it was suitable with theory of Sri Iswati (Chapter 2, page 17), that dormitory can help the student fluent to speak English. The students felt that English speaking area help them to master about English.

There are available good human resources developments, such as teacher or lecturer and tutor as an educator, motivator, and facilitator, theory given by Sri Iswati (see chapter 2 p.17) and also Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels, theory given by Marriam Bashir, et al. if the writer compared with the theory to the atmosphere in Ma'had, it supported the student for developing English. Most of students said that the tutor in Mahad had helping to always speak English (See item 16).

The students can improve their English skill, one the benefit of English speaking area, given by Lang-8, (see chapter 2, p.18-19) if the writer compared it, it supported the student for developing English. Most of

students said that the tutor in Mahad had helping to always speak English (See item 16). Speaking activities should be planned according to the level of the students. Drills, conversation practice, reading aloud, hearing news, watching movies, etc. can be used with pedagogical value, theory given by V. Rajesh and J. Jaya (see chapter 2 p.16), if I compared to the dormitory, it same with activity in Mahad (see item 4,5, and 6).

According to Aryanti in Herwinda stated that perception is influenced by experience factor, learning process, and knowledge to the psychologist object (see chapter 2 p.13), based on the data, students' perception toward English speaking area was positive. They thought that English speaking area help them (see item 19, 22 and 23).

B. Analyze Background Behind Them

The writer problem statement was why they have the perception. The writer did interview to 20 students by six item questions.

The first question was about the rule of dormitory that students should speak English for communicating. Most of the student agreed to the rules. It was because it made them improve in English skills, adding their knowledge in language, how to pronoun a word, how to get a new vocabulary and habit to always speak English. They also have a reason that it was very benefit for them, especially when they will go to abroad and speak to foreigner. But, some of them disagreed. They felt that they were dislike about something to force. The result was similar to questionnaire data, (see item 1, 7, and 23),

that they agreed to the rules and the reason agreed in the item 7 (62 %) and item 23 (45%).

According to Aam Rivaldi stated that Learning English is an obligation for the students. It is because English has important functions in Indonesia (see chapter I p.2). The finding was similar to the statement by Aam Rivaldi that English is obligation. It was also similar to Marriam Bashir, et al, stated that they need to speak English as habitual for mastery their speaking (see chapter 2 p.16).

The second question was about is the English speaking area helps you to improve your English skills. Most of them agreed. They felt that they can learn English; always communicate using English without blended to other language, mastery English, and daily conversation in English speaking area. They also felt that English speaking area is a suitable place for learn English. But some of them disagreed, because they did not followed the rules. The result was similar to questionnaire data, (see item 11, 18, and 19), that they agreed to the English speaking area help them to improve English skills, the reason agreed showing in the item 11 (54 %), 18 (59 %) and 19 (47%).

The students can improve their English skill, one the benefit of English speaking area, given by Lang-8, (see chapter 2, p.18-19) if the writer compared, it supported the student for improving English skill.

The third question was about does the language court made you fluently in English. Some of them agreed, but some of them disagreed. They

agreed because they felt that language court made them having motivation to always speak English, correct their error in English, judgment to discipline always speak English, support to mastery English, adding new vocabulary, train them to memorizing and probably help them to motivate looking new English vocabulary that before they do not know in English. They disagreed because they felt language court was only gave some words, no train, no educate, less in study, did not make them fluently in English, made them afraid to break the rule, emphasize to the punishment, join the course is dominant factor influence English ability. The result was similar to questionnaire data, (see item 8, 9, 10, and 11), that they agreed to the language court made them fluently in English skills, the reason agreed showing in the item 8 (52 %), 9 (55 %), 10 (59 %) and 11 (54 %).

According to Sri Iswati that dormitory should consists of available good human resource development, such as teacher or lecturer and tutor as an educator, motivator, and facilitator. And, well management to build the development (see chapter 2 p.17). Mahad Al-Jamiah should develop well management and improving the tutor ability. It was because some of the students give negative perception to the language court implementation.

The fourth question was about do you interest to join the activities in English speaking area. There are some of them agreed and some of them disagreed. They agreed was because they need to improve English skills and knowledge, new knowledge about linguistics, one way to fluent in English, English is important, made lost anxiety to speak English with other people,

better than study alone and benefit for them such as public speaking and language. They disagreed because they felt not all activities important for them, example vocabulary in the morning. It was because vocabulary in the morning did in the morning, they were sleepy and there were bored game and monotone activity. The physic student felt, actually they interested to join the activities in Mahad, but they do not have much time. They felt that they were busy students. They have so many job, exercises and homework. The result was similar to questionnaire data, (see item 4, 5, 6, 13, and 14), that they agreed to joint all activity in English speaking area, they agreed to the item 4 (56 %), 5 (57 %), 6 (63 %), 13 (53 %) and 14 (49%).

Erik Vilimec stated that there are several aspects that contribute to the development of students' speaking skills, one of them being, he personally believe, the effective organization of activities (see chapter 2 p.15). Speaking activities should be planned according to the level of the students. Drills, conversation practice, reading aloud, hearing news, watching movies, etc. can be used with pedagogical value, theory given by V. Rajesh and J. Jaya (see chapter 2 p.16), it was similar to the finding. The finding was also similar to Situjuh Nazara that although they got interesting materials, empowering activities, and proper opportunity to practice speaking, they insisted to have longer time to practice (see chapter I p.6). We can see to the statement by physic student that actually they had big intention to join the activities, but they felt that they were busy.

The fifth question was do you agree to English speaking area. Most of them agreed. It was because it can improve English skill, and friends will correct the error, help them to speak English, made them fluently in English, gave motivation to learn English, had a place for speaking English, can share about how to get new vocabulary or how to pronounce, learn many things, improve English speaking ability in our daily activity, and made them habitual to speak English. They disagree because not all students living in dormitory was English students. It made her difficult to communicate. The result was similar to questionnaire item 17; they feel happy live in English speaking area, 28 students strongly agree (28%), 57 students agree (57%) and 15 students disagree (15%).

Erik Vilimec stated that there are several aspects that contribute to the development of students' speaking skills, one of them being, he personally believe, the effective organization of activities (see chapter 2 p.15). Sasanti in Herwinda stated that perception is a process introducing or identification about something using the five senses. Impression on each individual depends on the experience. Experience gained from thinking and learning process, also it has influenced by the internal factor (see chapter 2 p.12). It influenced to their perception about English speaking area.

The next question, do you agree to share room with friends of same or different program study to support your English. Most of them agreed to share room with different program study. They felt that in one room better consist of English student. It was because they can share knowledge, and

language. But some of them disagreed. English student made requirement that must be more than one English student in the room (minimal 2 students). Then, it can be mixed with other student, for example, if one room consist 4 students, it should 2 students from TBI, then another student by different program study. They felt that they need a corrector from another friend and they need same program study to discuss their lesson.

According to Sri Iswati that dormitory should have well management to build the development (see chapter 2 p.17). Based on the result, the students need mixed to other different program study to support their English ability in one room.

The last question was about, prefer speak local language than English. Some of them agreed to speak local language. The reason was because local language used since child, English was second language, still learn English (not pretty confidence), local language was more easy (without grammar, do not think how the vocabulary or pronoun), friends speak local language and habitual using in daily. They disagreed to speak local language, it was because they like to speak English, improve English ability, and need English for future and communication international, such as AFTA. The result was similar to questionnaire data, (see item 20, 24), that they agreed to prefer speak local language than English, they agreed to the item 20 (63 %), and disagreed to the item 24 (45 %). Item 20, 22 students strongly agree (22%), 63 students agree (63%), 15 students disagree (15%). Item 24, 15

students strongly agree (15%), 38 students agree (38%), 45 students disagree (45%), and 2 students strongly disagree (2%).

The result of study almost same with the result of Situjuh Nazara that he found some respondents tended to avoid speaking due to their fear of lecturers 'scolding' and classmates' laughing. The paper concludes by suggesting the need to create a friendly and conducive environment in the classroom (see chapter I p.6). Aam Rivaldi also stated that accurately and Fluency in speaking is achieved by a series of situational dialogues and conversation in their daily. It was mean that all students who lived in English speaking area should speak English.

CHAPTER VI

CLOSURE

A. Conclusion

The study was aimed to know what did the students' perception toward the implementation of English speaking area at Mahad Al-Jamiah of STAIN Palangka Raya and analyzed behind them. Based on the result of the study, there were some conclusions which could be seen as follow:

1. Students' perception toward implementation of English speaking area:
 - a. The students felt agreed that English speaking area help them to master about English.
 - b. The students agreed that English speaking area supported for developing English.
 - c. Most of students said that the tutor in Mahad had helping to always speak English.
 - d. The students agreed that English speaking area can improve their English skill.
 - e. Students' perception toward English speaking area was positive.
2. Analyzed background behind them;
 - a. They thought that the rules made improve their ability in English.
 - b. They felt that English speaking area can improve their English speaking skill. It was because they can learn English; always

communicate using English without blended to other language, mastery English, and daily conversation in English speaking area. They also felt that English speaking area is a suitable place for learn English. But some of them disagreed, because they did not followed the rules.

- c. They agreed to the language court because they felt that language court made them having motivation to always speak English, support to mastery English. They disagreed because they felt language court was only emphasizing to the punishment.
- d. They agreed to joint all activities in English speaking area; it was because they need to improve English skills and knowledge about linguistics. They disagreed because they felt not all activities important for them, example vocabulary in the morning. They were sleepy and there were bored game and monotone activity. The Physic student felt, actually they interested to join the activities in Mahad, but they do not have much time. They felt that they were busy students. They have so many job and homework.
- e. They agreed to English speaking area, it was because English speaking area can improve English skill, and friends will correct the error, help them to speak English, made them fluently in English, gave motivation to learn English, had a place for

speaking English, can share about how to get new vocabulary or how to pronounce, learn many things, improve English speaking ability in our daily activity, and made them habitual to speak English. They disagree because not all students living in dormitory was English students. It made difficult to communicate.

- f. Most of them agreed to share room with different program study. Because they can share knowledge. But, they need 2 students from TBI, then another student by different program study.
- g. Some of them agreed to speak local language. It was because local language used since child, second language, still learn English (not pretty confidence), more easy (without grammar, do not think how the vocabulary or pronoun), friends speak local language and habitual using in daily. They disagreed to speak local language, it was because they like to speak English, improve English ability, and need English for future and communication international, such as AFTA.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some the following suggestions that hopefully would be useful and valuable for the students, the committee of Mahad and the researchers.

1. For the students

The writer recommended the students to always speak English, in order to improve the English skills.

2. For the committee of Mahad

The students' perception toward implementation of English speaking area was positive. But, the committee should do something new:

- a. The students prefer to share live by different program study to support their English skill. But it required, in one room that consists of 4 students, it should consists 2 students from TBI, then another student by different program study.
- b. The physics student actually interest to join all activity in English speaking area, but they were busy students. They have no much time to join; it was because they have many job, exercises and homework.
- c. There were monotone activities in giving vocabulary in the morning. They needed fun activity, because they felt sleepy and bored in the giving vocabulary in the morning.
- d. Most of student did not pretty confident to their English ability. They also prefer speak local language or Bahasa than English. So, their seniors should give more motivation and help them to always speak English, it was because even there were 28 students strongly agree (28%) and 59 students agree (59%), but

there were 11 students disagreed (11 %) and 2 student disagreed (2%) that senior help them to always speak English.

3. For the other writers

This thesis, the writer recognized the design of study was very simple. There are still many weaknesses that could be seen. Therefore, for further research is expected that the other researchers can improve this study with the better design and different object in order to support the result finding. In short, the writer approve the other researchers can use this research as the reference for conducting their research.