

## CHAPTER I

### INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of the study, problem of the study, objective of the study, significance of the study, scope of the study, framework discussion, framework thinking, each point is presented as follows.

#### **A. Background of the Study**

Language is the system of sounds and words used by human to express their thought and feeling. Language is also particular way or style of speaking or writing signs, symbol, gestures etc. used for indicating ideas or feeling.<sup>1</sup> The primary role words play in language is to convey meaning.<sup>2</sup>

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skill above such as: grammar, vocabulary, spelling and pronunciation.

The Establishment of Ma'had Al-jami'ah STAIN Palangka Raya as complement existing systems in. It place a pirotal role in cristip language competence of student. Among the things that need to be completed in the

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<sup>1</sup>Hornby, *Oxford Advanced Learner's Dictionary*, New York : Oxford, 1948

<sup>2</sup> Kuang Yen Chen, "The Impact of EFL Students' Vocabulary Breadth of Knowledge on Literal Reading Comprehension", *Asian EFL Journal*, V(51), 2011, p.31.

management of the existing university system in STAIN Palangka Raya is a synergy between intellectuality, emotionality and spirituality. It develops in foreign language both Arabic and English skill. Students' knowledge of Islamic and including their ability to improve, read and memories al-Qur'an to build their good character.

However, the first, process of implementation English language program, student is getting response well and spirit. Many students present to English language program activity is like giving vocabulary at morning, public speech. But going on process the students are lazy to join the English language program. Most of students out of the dorms and they prefer stay at their house, Writer often find students who did not follow the program in the language program at the so it makes the writer interested to investigate what is the problem<sup>3</sup>.

Based on pre interview to one of the musyifah, she explained that there are some differences systems between UlinNuha and Ma'had. Ma'had initially Ma'had to provide the best service and quality, as to always evaluate and improvement<sup>4</sup>. Firstly Ma'had has hand book is a new system since in 2013 and *Ulin Nuha* does not use it, secondly *Ma'had* has real target to increase their language ability guide pitch direction and in accordance with the target. The last *Ma'had* environment divided into two groups. One group where consisted of 4 study programs (TBI, TBG, TFS and ESY) obliged to use English and another group consisted 5 study programs (TBA, AHS, PAI, KPI and HBS) obliged to use Arabic.

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<sup>3</sup>Pre observation Palangka Raya, 2 January 2014.

<sup>4</sup>Interview with Inna Miftahul ulum (musrifah) Palangka Raya, 7 January 2014

Another musrifah also mentioned that, there are some constraints experienced during this time became *Musrifah* in *Ma'had*. she said can not supervise members, she has different class schedules with members ,so it rarely met with members , it can not see and more attention . In addition it is also miraculous members who have a problem that they have an effect on the program were implemented , she said also some members who feel tired of living in a dorm *Ma'had* with routine conditions . And influenced by the outside world , there are also factors friends. the example, she guide 15 students but stay active, the last recorded only 5 students . It be questions like where the process to overcome all of this study<sup>5</sup>

Based on Alan Victor Brown from university of Arizona. his study entitled "*students' and teachers' perceptions of effective teaching in the foreign language classroom: a comparison of ideals and ratings*"<sup>6</sup> wrote that, The concrete manifestation of these perceptions of effective teaching english foreign language in the classroom, is addressed via teaching evaluations.

Anupama Bhargava from institute of advanced study in education sambalpur, orissa, india. with his Study entitled "*Perception of Student Teachers about Teaching Competencies*"<sup>7</sup> wrote that perception of student teachers, basic competencies like honest, patient, kind and caring attitude in a teacher help

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<sup>5</sup>Interview with Nor Isti Koma (musrifah) Palangka Raya , 7 January, 2014

<sup>6</sup>Alan Victor Brown, "*Students' and Teachers' Perceptions Of Effective Teaching In The Foreign Language Classroom: A Comparison Of Ideals and Rating,thesis stratum one*", University Of Arizona, 2006, p.14.

<sup>7</sup>elek Cakmak, "*The Perceptions of Student Teachers about the Effects of Class Size with Regard to Effective Teaching Process*", Ankara: Gazy University, 2009 (Online) (<http://www.nova.edu/ssss/QR/QR14-3/cakmak.pdf>) p.404.

students to realise their true potential. Student teachers consider that a confident and an intelligent teacher can accomplish professional duties convincingly.

Based on the explanation above, the writer is interested in conducting a study about student's perception toward english languag. Development program in *Ma'had Al Jamiah* of STAIN Palangka Raya. The ather reason because there is no one who writes or investigates about the topic. So then the writer hopes that the result of this study can contribute in improving the existance of language at *Ma'had Al Jamiah* STAIN Palangka Raya.

From the background above,the author intends to make study with the title: **STUDENTS' PERCEPTIONS TOWARD ENGLISH LANGUAGE DEVELOPMENT PROGRAM IN MA'HAD AL JAMIAH OF STAIN PALANGKA RAYA.**

### **B. Problem of the Study**

How are the students' perceptions toward English language development program in Ma'had Al Jamiah of STAIN Palangka Raya.

### **C. Limitation of the Study**

This study focus on the student's perception of English language development program. The data will be given the students' who joined the program Ma'had Al Jamiah of STAIN Palangka Raya. The students will be limited on Academic year 2013/2014

### **D.Assumption of the Study**

Writer have assumption of the Study that english languague program in Mahad Al Jamiah is good sulation for english development, because in here

can control students and has good management. Beside it students agree with English program in Ma'had Al Jamiah for develop their English. But some student feel bored stain in *Ma'had*, because they not habitual with *Ma'had* condition, are like role, program, etc.

### **E. Objective of the Study**

The purpose of this study is to know and discribe students' perceptions toward English language development program in ma'had al jamiah of STAIN Palangka Raya.

### **F. Significant of the Study**

The study has significance which is expected to give contribution to the ma'had Al Jami'ah managent about dormitori students'. The result of the study can give the contributions for STAIN to improve Ma'had system.

### **G. Operational Definition**

- 1. Perception:** Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity unprocessed result of simulation or sensory receptor in the eyes, ears, nose tongue, or skin.
- 2. Ma'had Al jamiah:** Al-Jami'ah Ma'had Arabic origin; Ma'had Means Boarding & Al-Jami'ah Means or Campus University High School Is Pesantrem or Campus.
- 3. English language Program:** English as a second language program" means a program that uses only English as the instructional language for eligible students and enables such stuentns to achieve English proficiency and

academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements.

#### **H. Frame of Discussion**

- Chapter I : Background of the study, Problem of study, objective of the study, significance of the study, scope and limitation, definition of key terms and frame work of the discussion.
- Chapter II : Literature view consists of the concept perception, Proses of students' perception, Dormitory students, Ma'had Al Jami'ah STAIN Palangka Raya, English language Development program In Ma'had Al Jamiah STAIN Palangka Raya.
- Chapter III : The research method, that consisted of research type, research design, population and sample, research instrument, data collection, and data analysis.
- Chapter IV : Data Result of Analys and Discussion.
- Chapter V : Conclusions and Suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

A literature review as an outline and analysis of related literature that is conducted to provide insights about a study.<sup>8</sup> In corroboration of this view, Johnson and Christensen see a literature review as an explanation of the theoretical underpinnings of the study related to the current topic<sup>9</sup>

#### A. Related Studies

In this chapter, the writer tried to review some previous studies related to the area of how is the dormitories students' perception on the development of language in STAIN Palangka Raya generally. There are some previous studies discussed, which had close similar topic with the writer study.

English As A Second Language (esl) Students' Perceptions of Effective Instructors In The Leap Program At Marshall University the writer by Tam Thi Thanh Vo in Marshall University, findings suggested that the ESL students highly value respect and rapport from their instructors. The research indicated that it is important to them that their teachers explain everything clearly, engage students in learning, and care about their students. This study will be helpful in the pre-service training of instructors to work with adult ESL students in a learning environment<sup>10</sup>

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<sup>8</sup>McMillan & Schumacher, *Research in education: Evidence-Based Inquiry*, 6<sup>th</sup> Edition, Boston: Pearson, 2006, p. 474

<sup>9</sup>Johnson & Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2<sup>nd</sup> Edition, Boston: Pearson, 2004, p. 62

<sup>10</sup>Tam Thi Thanh Vo, "English As A Second Language (Esl) Students' Perceptions Of Effective Instructors In The Leap Program At Marshall University". Marshall University.2012

Perception of Teachers and Students towards Methods Used in Teaching and Learning of English Writing Skills in Secondary Schools. by Tony Okwach from Maseno University, he was found the study revealed that both teachers and students had negative perception towards methods used in teaching and learning of English writing skills and this was not statistically different<sup>11</sup>.

Students Perception towards' PBBIO62 English for Self Expression in University Malasia Serawak. by Jerry Anak Ahen, he found that most of the student have positive perception towards English language it also found that most of student positive perception towards English for self expression course.<sup>12</sup>

Based on the related study above, the similarities between the writer's and researcher's before is about perception of some one, beside it the writer's has similarities with Tam Thi Thanh and Jerry Anak Ahen in object study focus on student. There are also some differences between the writer's and Tony Okwach, his object study focus on Teachers and Students.

In this case the writer has different subject and object of the study. The subject is the students of STAIN Palangka Raya, the object of students on academic year 2013/2014. have joined the English language development program.

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<sup>11</sup>Tony Okwach, "*Perception Of Teachers And Students Towards Methods Used In Teaching And Learning Of English Writing Skills In Secondary School* ",Maseno Universityit.2013

<sup>12</sup>Jerry AnakAhen,Students, "*Perception TowardsPBBIO62 English for Self Expression in University Malasia Serawak*".2009.



## B. Definition of Perception

### 1. Concept of Perceptions

Definition of perception can base on the definition in etymology and definition given by some experts. Etymologically, the word perception comes from the perception (England) comes from the Latin perception; than percipare which mean sreceiving or taking<sup>13</sup>, Accordings to Abdurahman Shaleh, Perceptionis defined as aprocess of combining and organizing data of our senses (sensing) to be developed in such a way that we can be aware of all around us, including ourselves aware<sup>14</sup>, Accordings to Sarlito Sarwono, Perception is to understand the information search process. Tool to obtain such information is sensing (vision, hearing, touch and so on). On the contrary, is a tool to understand consciousness or cognition.<sup>15</sup>

Baron and Byrne called it “social perception” which is the process through which we attempt to understand other persons. Attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).<sup>16</sup>

According to Joseph, R.A.H.R. Markus, & R. W. Tafarodi, Perception is how you look at others and the world arround you.<sup>17</sup> Because your total awariness of the world comes through your senses, they all have a common basis

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<sup>13</sup>Alex Sobur, *Psikologi Umum*, Bandung: Pustaka Setia, 2003.

<sup>14</sup>Abdul Rahman Saleh, *Psikologi Suatu Pengantar Dalam Perspektif Islam*, Jakarta: Kencana, 2009.

<sup>15</sup>Sarlito Sarwono, *Pengantar Psikologi Umum*, Jakarta: Rajawali Press, 2009.

<sup>16</sup>Baron RA, Byrne D (1991). *Social psychology* (8th ed.). Boston, Allyn and Bacon.

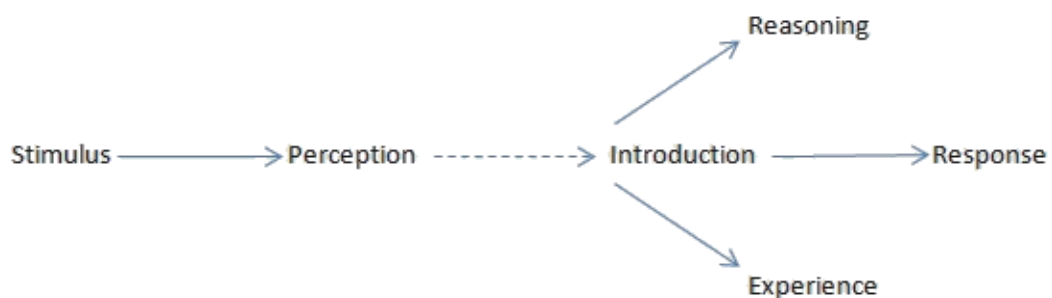
<sup>17</sup>Joseph, R. A., H. R. Markus, & R. W. Tafarodi. Gender and self-esteem. *Journal of Personality and Social Psychology* 63:3, 1992.p 391–402.

and a common bias. How you look at the world depends on what you think of your self, and what you think of your self will influence how you look at the world.

## 2. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub processes, feeling, and reasoning.<sup>18</sup> As the statement above that the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the writer decides that experience is able than feeling to product the opinion. It can be seen in as the diagram below:

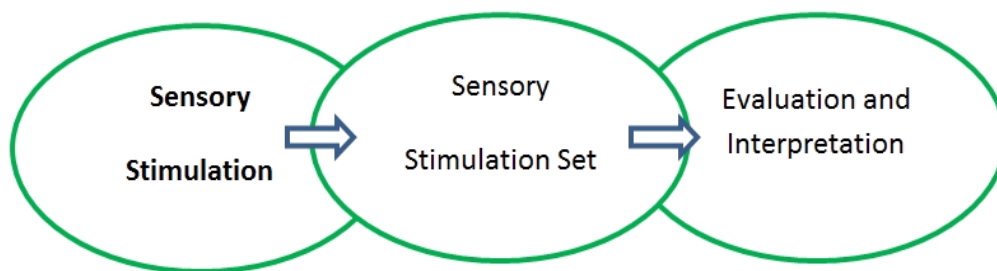
**Figure 2.1**  
**Psychological variables between stimulus and response**



<sup>18</sup>Alex Sobur, *Psikologi Umum Cet II*, Bandung: Pustaka Setia, 2009, p. 447.

The process of students' perception through three stages.<sup>19</sup> First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It can be draw as follow:

**Figure 2.2**  
**Students' Perception Process**



From above, the writer concludes that students will process the information by collecting the data and organizing it then produce their own opinion.

The factors related to English language development program *in Ma'had Aljamiah* of STAIN Palangka Raya. The students' perceptions of self and others affect their questionnaire scores. Of particular interest were the direct and indirect effects of students' background characteristics, given their other characteristics.

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<sup>19</sup>Alex Sobur, *Psikologi Umum*, p. 449.

These can be concluded as psychosocial factors as follows:

### **1. Self-concept**

Students' perceptions of themselves influence the amount of effort they are willing to put forth in school, their educational aspirations, and their academic achievement. Research has shown that positive attitudes towards self and school ultimately determine students' motivation and effort in doing schoolwork.<sup>20</sup>

### **2. Positive Attributions**

The concept of causal attribution states that students tend to seek a cause for their successes and failures. Students who attribute their success and failures to positive attributions (success is due to high ability, whereas failure is due to a lack of effort) tend to perform better than do their negatively-oriented counterparts. Negatively-oriented students are those students who attribute their success to luck, and they attribute their failure to low ability or to external sources.<sup>21</sup>

### **3. Self-efficacy**

Self-regulated learners are typically described as active learners who effectively manage the cognitive, motivational, and behavioral aspects of their learning. Academic self-regulation includes a strong sense of self-efficacy, which refers to a student's resilience, their ability to rebound or bounce back from adversity.<sup>22</sup>

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<sup>20</sup> Julie P. Nobel and friends, *ACT Research Report Series: "Student Achievement, Behavioral, Perceptions, and Other Factors Affecting ACT scores*, t.tp, 2006, p. 6

<sup>21</sup> *Ibid.*, p. 6

<sup>22</sup> *Ibid.*, p. 6

#### **4. Problem-solving Skills and Interpersonal Communications Skills**

Coping strategies (e.g., problem-solving skills, interpersonal communication skills) protect to environmental stress. Students who indicated that they knew specific behaviors that result in successful outcomes, and that they felt able to execute these behaviors, achieved better grades than students without these strategies. Students who are academically at risk have lower self-perceptions of their interpersonal communication skills than do students who are not academically at-risk.<sup>23</sup>

#### **5. Family Background**

Consistent with other studies on family background and achievement, students from lower income, less educated families are less likely to succeed academically in high school. This finding is most often attributed to differences among groups in their opportunities to learn, the quality of the education to which they have access, and to their home environment.<sup>24</sup>

#### **C. Dormitory students**

Student dormitory is a residential neighborhood as wrought student residence, which in the further development, it is possible to have the means to complete the environment, such as a library, procurement of books, canteen, sports and other necessary facilities by the students in the form of cooperative.<sup>25</sup>

According to de Chiara , housing for students is an excellent opportunity to develop and improve the quality of education in Academic Institutions. The desire to provide a space for students who facilitate the activities of active

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<sup>23</sup> *Ibid.*, p. 6

<sup>24</sup> *Ibid.*, p. 7

<sup>25</sup> Keputusan Presiden Nomor 401981, 2007

computerized, comfortable, and the opportunity to socialize is a priority of the plan of the University and Colleges.<sup>26</sup>

According to de Chiara, activity in student dormitories is as the following:

#### 1. The Learning

There are various methods of learning and also various kinds of tools to support learning. Planning student room must accommodate a variety of methods and various supporting tools that use student learning. With increasing field and the influence of technology, it is important to consider the availability of the most flexible technology infrastructure and advanced at the time of designing. To accommodate all possibilities, both when provided space for a desk (desk) and enough storage cabinets

Student desks are used for many activities including learning. This activity will require the availability of space for specific equipment such as computers, monitors, keyboards, mouse, mouse pad, stereo, and lights learn. These desks also be a place to read, record, search for reference material, and writing. Location data sources and storage cabinets and bookshelves must also be reckoned. The combination of space required above with the addition of space for personal items (jewelry) becomes insufficient when utilizing the learning table size of 42 inches<sup>2</sup>)

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<sup>26</sup> Deasy dan Lasswell, “ *Designing Place for People* ” ,(1985)

## 2. The Regularity of rest

Rarely consistent pattern of student activities, students can sleep at any time of the day or night. Two occupants in the room rarely has the same schedule. Exams and their social activities form a pattern widely. There are currently a variety of patterns that lead to conflicts within a single unit residential space. This variable is important in considering the furnishings and layout in a student room.

## 3. Socializing

Space is always inviting students lack social selarasan. However, with the emphasis on the separation of learning activities and sleep, just the opposite as the social environment. Active, free furniture (furniture is easy to move) to allow students the opportunity to organize the space in a way that is most effective in meeting according to their needs, it should allow for intimate conversation or a meeting with a number of additional individuals in the private sphere.

Activities held in the dorm consists of aspects:

- a. The development of reasoning with the guidance and support facilities, such as the formation of study groups and group discussions and the provision of shared space.
- b. moral development by directing the students in terms of correct behavior, Impart discipline, belief in God, a sense of respect between faiths and come take care of and maintain the hostel environment and its contents.
- c. Sports development by directing students to exercise appropriate to their talents and interests owned in order to raise awareness of the benefits of

exercise to keep a body. This can be accomplished by the provision of adequate sports facilities.

Boarding students or students who can develop various aspects of the inhabitants themselves, must be constructed and maintained in accordance with certain rules such as the following rules.

Atmosphere and surroundings are made safe boarding, comfortable, and conducive to developing aspects of academic<sup>27</sup>, social, spiritual, moral and personality, self-reliance and hard work ethic. Existence of adequate facilities to develop various aspects of the front. Availability of human resources that teachers lecturers and supervisors who act as educators dormitory, motivator, and facilitator. The good management to support physical development and health, academic, psychological, social, and spiritual. Spacing close to campus, so efficient in terms of time and transport costs.

#### **D. Ma'had Aljami'ah of STAIN Palangka Raya**

Ma'had Aljami'ah STAIN Palangka Raya any one of complement existing systems in STAIN Palangkaraya. Among the things that need to be completed in the management of the existing university system in STAIN Palangka raya is a synergy between intellectuality, emotionality and spirituality. In order to realize the synergy need a container in which to establish the characteristics of the occupants and hammered into one in which the characters end into one fundamental elements. Mahad Al-Jami'ah is one of choices to realize that in it self

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<sup>27</sup> Sri Iswanti, “ *pembentukan sikap dan kepribadian guru melalui model pendidikan berasrama* ”, jogjakarta



contained intellectual, emotional and spiritual. Therefore, Ma'had Aljami'a has accessories not only college but as an academic sphere-forming Islamic personality, even as a medium for developing students' potential as a foundation that fosters the lecture. Ma'had also serves as solutions to shortages caused by lack of inputs that go into STAIN Palangka Raya, either in terms of the ability to read the Koran, the ability to master the language and basic understanding to Islamization.

Ma'had al-Jami'ah derived from the Arabic language; ma'had means boarding and al-Jami'ah means university or college or high school. Ma'had al-Jami'ah built in STAIN Palangka Raya to make a better than before the goal in developing the Arabic and English language skills, knowledge of Islamic materials, improving reading and or memorizing al-Quran and morality, in addition also to improve academic achievement and spiritual, besides it there are factors of Ma'had Al Jamiah STAIN Palangka Raya as follows.

#### 1. Management.

Advisory: Mr. Sabarun, M.Pd tasked to provide input to the board for more better. The leader of Ma'had is Eka Suriansyah, MSI, as the policy holder for any interest ma'had and is responsible for managing and evaluating activities in Ma'had. Luqman Baehaqi, M.Pd as Secretary Ma'had Al-Jami'ah STAIN Palangka Raya. *Ma'had* that helps leaders in part of administrative, he also financial management and evaluation activities as well as coordination. and Sri Fatmawati, M. Pd as treasurer, she holds and manages the financial money in Ma'had, in the process for running the program is planned by *Ma'had*, administrators help by *Musrif* and *Musyrifah*.

## 2. Musryif and Musyrifah

Musryif is male adviser of active student. Musyrifah is female adviser of the women active student. The criteria be mushrifs or musyrifah is active student minimum 3 semester and maximum 10 semester, the must mastering one of foreign language; English or Arabic at least passive, able to read the Qur'an properly and never got an academic sanction or severe violations. they conducted tests for qualification into *Musrif*. they duty Guiding students to diligent prayer congregation Maghrib, Isha and dawn, Guiding students follow the activities, the board held Ma'had Al-Jami'ah STAIN Palangka Raya. keep safety and environmental hygiene in Ma'had Al-Jami'ah of STAIN Palangka Raya, and encode for processing all activities held in *Ma'had*.

## 3. The Students ,

Residents living in dormitory is all new and they are also there for those who they stay in Palanhgka Raya they can stay at their home. All new students are required to follow the language development activities there was a case of Tadris Bahasa Inggris (English Education), Tadris Biologi (Biology Education), Tadris Fisika (Physic Education), and Ekonomi Syariah (Economic Syariah). Students who live in Arabic Speaking area are from Pendidikan Bahasa Arab (Arabic Education), Pendidikan Agama Islam (Islamic Education), Al-ahwal Al-Syakhshiyah (Islamic Law Syariah), Hukum Bisnis Syariah (Businness syariah), and Komunikasi Penyiaran Islam (Islamic Communication and broadcasting), if you want to move the Arab language had to go through a test, and vice versa for the Arabic category.

**E. English Language Development Program in *Ma'had Aljamiah* of Stain Palangka Raya.**

1. **Good Morning English:** Good Morning English has purpose Add vocabulary students intensive and well-planned. They use of vocabulary in everyday communication. Learn tips add communication. Learn tips add vocabulary independently. The activity *musrif* or *musrifah* will give vocabulary for memorize the vocabulary, and they will make the sentence according to the vocabulary given by *musrif* or *musrifah*. And this activity will began about at 05,10 -06,00.
2. **English Conversation:** English Conversation development program is the student obligation to speak English every time, when they stay at *Ma'had*. This program has purpose Practice vocabulary-expressions in English conversation. English revealed clear expression. Build confidence and communicate. Scrape accent alect locally in English conversation. And the target Daily conversation mastery of the target language is to speak fluently.
3. **Public Speech And Master Of Ceremony:** In this program has purpose to Improve the fluence of communicating in public. Build confidence and communicate in public Improve self-esteem and have target Speech and lead the practice in public. Target is able to speak the English language correctly and in an interesting way in front of the audience. And the program the student will step forward in front of audience will speak using English. The

Male member the do activity on Thursday night at 08.00- 09.30 pm. in hall unit1 (one)<sup>28</sup> and female member on Saturday nigh at 08.00- 09.30pm.

4. **Let's Argue in English (English Debate):** The program has purpose to Improve the ability of expression in the English language. Improvethe ability to think rationally and critically in English. Improve fluence informal discussion forums. Improve self-esteem. Member do this program and the student give topic and the students will give argumentative usually the program will do Friday morning at 05.00-05.30.<sup>29</sup>
5. **Language Court:** In this the program has purpose maintain discipline official language (English and Arabic) and a certain time to keep the language. Musif will give punish the member who don't talk English in Ma'had

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<sup>28</sup>Interview with musrif, Norfajri , Palangka Raya, 7 May 7, 2014

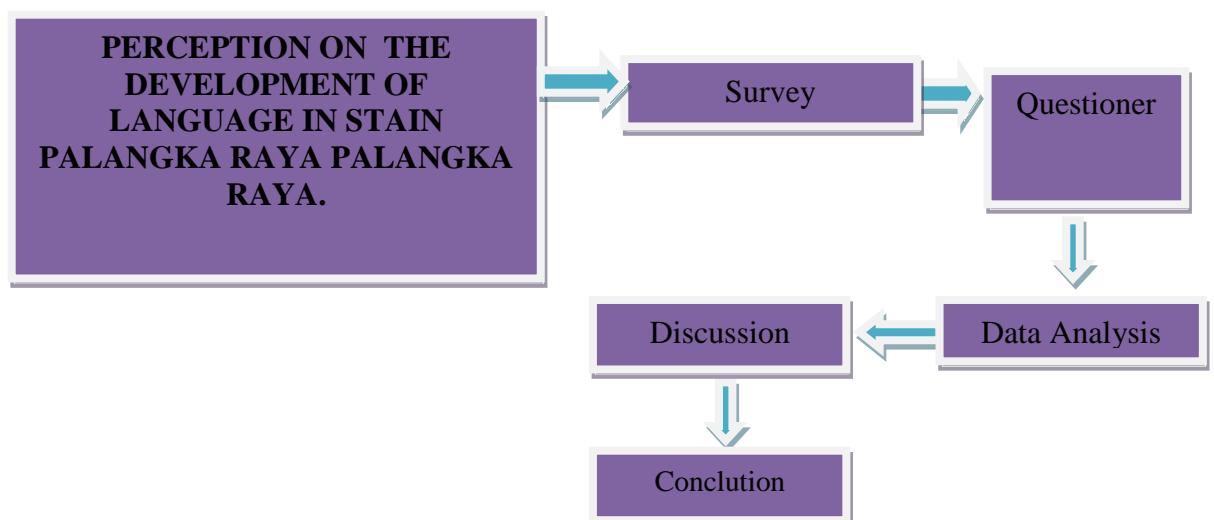
<sup>29</sup>Interview with musrifah Nor Istikhomah, Palangka Raya, 7 May 7, 2014

## F. Frame of Thinking

The frame of thinking that presented by the writer as the basic of data are obtained in the field. Therefore, by this study the writer wants to know about students' perception on the development of language in Ma'had Al-Jami'ah of STAIN Palangka Raya as follows :

**Figure 2.3**

### **The Frame of Thinking of the Study**



## CHAPTER III

### RESEARCH METHODS

#### A. Type of Study

The research used quantitative method. Norjenah states that descriptive research involved collecting data in order to test hypotheses or answer question relates to the current status of the object of the study<sup>30</sup>. A descriptive study determined and reports the thing. It means that descriptive study, the research happened naturally, and the research has no control over the condition and the situation, and could only measure what already exist. that design has purpose to know and explain about the students' perception toward English language development program in Ma'had Al Jamiah of STAIN Palangka Raya.

#### B. Reserch Design

The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions.<sup>31</sup> This suggested a research design focuses on the methods with which data were collected and analyzed to investigate a research question in the most logical manner.

According to Donald Ary "Inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions."<sup>32</sup> By this statement the writer studies to summarize data in numerical indices. The

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<sup>30</sup> Norjenah, "The Students' Perception.....", p. 37.

<sup>31</sup> Yin, *Case Study Research: Design and Methods*, 3<sup>rd</sup> Edition, New Delhi: SAGE Publications, 2003, p.20-21.

<sup>32</sup> Donald Ary, and friends, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010. p. 648.

writer physically went to the people, setting, site, or institution to observe or record behavior in its natural setting.<sup>33</sup>

In this study the writer's design is quantitative survey research with the classification according to focus and scope as a census intangibles and the focus information as attitudinal information because this study concerned with students' perception in process. Attitudinal information, attitudinal questions seek to find out more about the opinions, beliefs, or interests of English language program. These questions are often used in needs analysis research when researchers want to gather information on such topics as what learning goals students have or what skill areas they are most interested in.<sup>34</sup> The data collected from the students' information. It means the data were statistical data and written.

By the statements above, the writer concluded that survey research was a process of collecting information about the respondents of population. In this research, the writer also did not control over the independent variable as non-experimental research. Therefore the writer used the quantitative and survey research to measure the students' perceptions toward English language development program in Ma'had AlJamiah of STAIN Palangka Raya.

### **C. Time and Place of the Study**

The researcher conducts the research at area STAIN Palangka Raya at Jl. G. Obos complex Islamic center. The writer needs at least one month in collecting all data accurately and briefly.

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<sup>33</sup> John Craswell, *Research Design Qualitative and Quantitative*, California: Sage Publication, inc, 1994, P. 145.

<sup>34</sup> Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006. P. 35.

## D. Population and Sampling

The population of this study was the students of 2013/2014 of STAIN Palangka Raya, the students criteria which students who joined program in *Ma'had Aljamiah* all of the student there a student who ever join the Program, they are TBI (English Education), TBG (Biology Education), TFS (Physic Education), and ESY (Economic Syariah. The male were 48 students and the female are 167 students, so all of the studen 215.

Zoltan states From a purely statistical point of view, a basic requirement is that the sample should have a *normal distribution*, and a rule of thumb to achieve this, offered by Hatch and Lazaraton, is that the sample should include 30 or more people. However, Hatch and Lazaraton also emphasize that this is not an absolute rule, because smaller sample sizes can be compensated for by using certain special statistical procedures: *non-parametric procedures*<sup>35</sup>. There are 4 study programs, TBI (English Education), TBG (Biology Education), TFS (Physic Education), and ESY (Economic Syariah), and total population was 215. The writer took 53 students as the sample of study, who joined the program English development program in Ma'had Al-Jami'ah of STAIN Palangka Raya.

## E. Research Instrument

### 1. Research Instrument

The data is very important in the study. They needed to support and prove the study itself. Sandra claims that language survey is any studies “that gather data on the characteristics and views of informants

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<sup>35</sup>Dorney Zoltan, *Questionnaires in second language research*. Routledge 2010 Avenue, New York, P.62.



about the nature of language or language learning through the use of oral interviews or written questionnaire”<sup>36</sup>.

In this study, the researcher used questionnaires to collect the data Students’ Perceptions Toward English Language Development Program In Ma’had Al Jamiah of Stain Palangka Raya.

According to Brown, questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.<sup>37</sup> And Sandra Lee McKay states there are two types of questions are *open ended and close ended questions*.<sup>38</sup> For the research the writer used close ended question because Sandra Lee McKay states close ended questions allow for more uniformity or responses and are easy to answer, code and analyze.<sup>39</sup>

Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement.<sup>40</sup> Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the writer used the Likert scale, the interval scales was also used for coding the question.

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<sup>36</sup>Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006, p. 35.

<sup>37</sup>Dorney Zoltan, *Questionnaires in second language research*. Routledge 2010 Avenue, New York, P.18.

<sup>38</sup>Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006. p. 35.

<sup>39</sup>*Ibid.* p. 35.

<sup>40</sup>Dorney Zoltan, *Questionnaire in second language researc* .Routledge 2010 Avenue, New York . P.21.

Each response was given a number for example strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4.

The questionnaire was constructed in the form of likert scale which consisted of 24 items. Questionnaire used Indonesia language it make respondent easy to understand. It according to Sandra Lee McKay one way to deal with the problem is to write the questionnaire in the mother tongue if thiis a feasible alternative<sup>41</sup>. The questionnaire design is available in appendix 1.

To get collecting the objective data, the writer applied the steps as follows:

1. Making list of question (questionnaire)
2. Validiting the questionare by giving try out to students who joined the English language pergram. The witer took 10 students.
3. Analysing the questionnaire and improve the invalid question.
4. Talaing sample of study by using SRS.
5. Distributing the questionere to the sample of the study.
6. Calculating and analysing the result of the quesinnaring by using SPSS16
7. Making displaying the result of the study.

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<sup>41</sup> Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006, p. 39.

## 2. Research Instrument Try Out

The writer tried out the test instrument before it applied to the real sample in the study. The writer analyzed the test instrument to gain the information about the instrument quality that consists of instrument validity and instrument reliability. The procedures of the try out as follows:

- a) The writer tried out the test instruments to some sample.
- b) The writer to the students' answer, then writer analyzed the obtain data to know the instruments validity with judgment experts, and instruments reliability

## 3. Research Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement<sup>42</sup>. On a theoretical level, reliability is concerned with the effect of error on the consistency of scores. In this world measurement always involves some error. There are two kinds of errors: random errors of measurement and systematic errors of measurement<sup>43</sup>. Random error is error that is a result of pure chance. Random errors of measurement may inflate or depress any subject's score in an unpredictable manner. Systematic errors, on the other hand, inflate or

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<sup>42</sup>Donal Ary, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010, p. 236.

<sup>43</sup>*Ibid.* p.237.

depress scores of identify able groups in a predictable way. Systematic errors are the root of validity problems; random errors are the root of reliability problems.

The initial piloting of the item pool usually consists of the following steps<sup>44</sup>:

- a) Select three or four people who are motivated to spend some time to help you and whose opinion you value. Some of them should not be specialists in the field.
- b) Ask them to go through the items and answer them, and then to provide about their reactions and the answer they have given.
- c) You may ask for any general comment.

In designing a survey, as in all research, it is essential for researchers to strive for reliability. In order to assure the reliability of a survey, several measures can be used<sup>45</sup>.

- a) First, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.
- b) The second way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.

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<sup>44</sup>*Ibid*,p.54-55.

<sup>45</sup>Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006, p.41.

- c) The final way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

#### 4. Research Instrument Validity

Validity was defined as the extent to which an instrument measured what it claimed to measure<sup>46</sup>. The writer did Face Validity to make sure that questionnaire was valid.

The writer did pilot study not only to know the students' difficulties in answering the questionnaire but also to measure the content validity of the questionnaire. The validity of test have comply contruc validity and content validity. If non test enough use construct validity. Construct validity commonly use judgment experts. Intrumen fothomoble based on theory furthermore checked by experts. In this instrument the writer use non tes so for the validity ask with my first advisor and second advisor.<sup>47</sup>

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<sup>46</sup>Donal Ary, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010 p.225

<sup>47</sup>Widodianto Sri, *Uji Validita dan Realiabilita*, 2013 p.2

## F. Data Collection

Another important in designing survey is deciding what means of collecting information will be most effective. The most prevalent data-collection methods are questionnaires, interviews, and observation of language use.<sup>48</sup> In this research the writer used the first technique as the technique for collecting the data by the respondents. The type of the questionnaire that the writer used was directly administered questionnaires.

A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose.<sup>49</sup>

Instrument of the study were needed in the research. It was because the instruments were tools to get the data of study. In which the data were the important things to help the writer in answering the problem of study. In collecting the data for this research, the writer used questionnaires to obtain the data in order to answer the problem.

## G. Data Analysis

In research, the writer used interval scale and collected the data by using the questionnaires both of the close-ended and likert types questions. This research was about students' perception which is known as attitudinal

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<sup>48</sup>Donna M.Johnson ,*Approaches to Research in Second Language Learning*, London : Logman Group Ltd, 1992, p.113

<sup>49</sup>Johnson, B & Christensen, L.,*Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2<sup>nd</sup> Edition, Boston: Pearson, 2004, p. 387.

information. Often attitude scales on a questionnaire are also treated as interval scales. For example, frequently when Likert-scales are used, each response is given a number (e.g., strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4) and these numbers are treated as interval scales.<sup>50</sup>

The writer analyzing the data the used computer programs for processing questionnaire data. There are numerous statistical software packages that can be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences) which is the market leader in this category<sup>51</sup>. for the process analyzes open-ended in this survey, the writer use SPSS 16, because in the process analysis this program make possible not only to provide statistic-based method (i. e, frequency of term and phrases) but also linguistics- based methods (i. e, grouping terms with similar meaning and identifying semantic network smoothly) in addition, because it strongly linked with the statistic modules of the SPSS software data management for analysis by importing and exporting the text-based result becomes easier.

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<sup>50</sup> Sandra Lee Mckey, *Researching Second Language Classroom*, London: Laurance Erlbaum Associates, 2006, p. 42.

<sup>51</sup> Zoltan Dornyei and Tatsuya Taguci, *Questionnaires in Second Language Research*, New York: 270 Madison Avenue, 2010, p.100.

## **CHAPTER IV**

### **RESULT OF THE STUDY AND DISCUSSION**

In this chapter the the writer explain about The results of the research on the students' perception toward english language development program in ma'had al jamiah of stain palangka raya by using questionnaire as the instrument for collecting the data. The presented data consisted of responses, central tendency and standard deviation.

#### **1. The Result of Data Analyze**

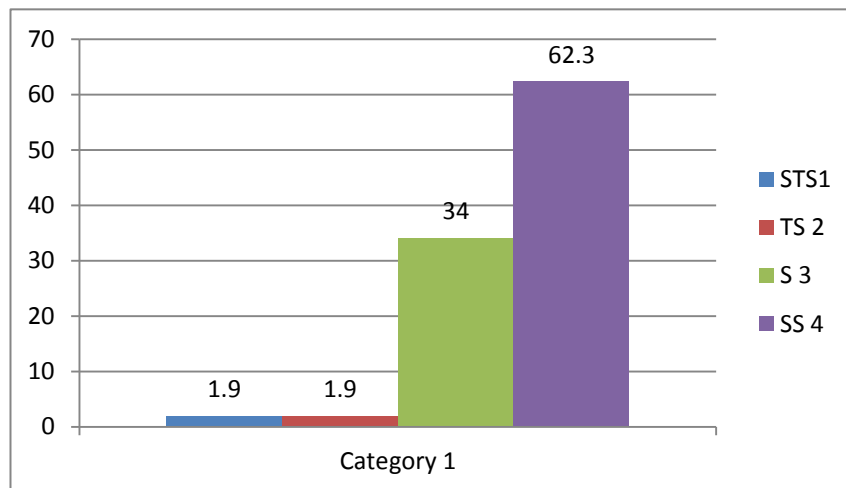
In order to analyze the results of the research on students' perception toward english language development program in Ma'had Al Jamiah of stain Palangka Raya by using questionnaire, the instrument for collecting the data. The data were displaying as follow

For analyzing the results of the questionnaire the writer used the data displaying as follow:



**Figure. 3****Table 3.1 students perception, item 1**

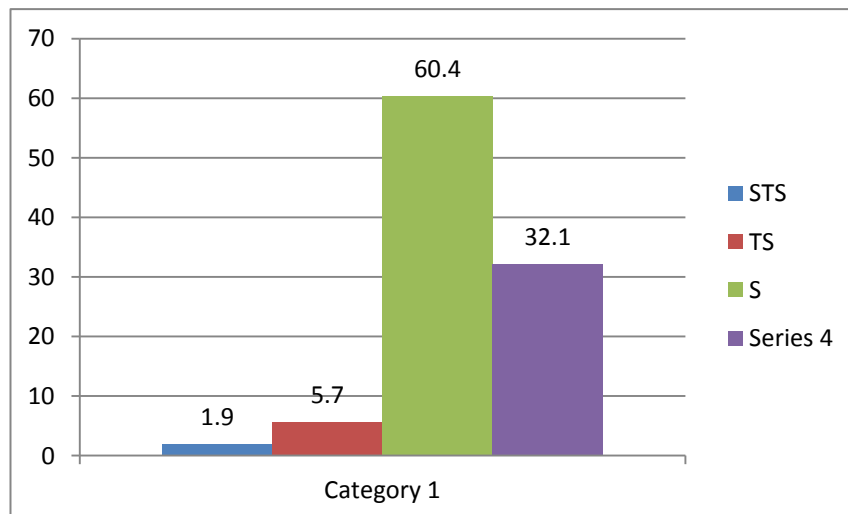
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
2	1	1.9	1.9	3.8
3	18	34.0	34.0	37.7
4	33	62.3	62.3	100.0
Total	53	100.0	100.0	

**Chart 3.1****student  
perception,  
item 1**

Item 1 stated “study english is one of important for my future live, there were , 1 student (1.9%) Strongly disagreed, 1 student (1.9%) disagreed, 18 students (34%) agreed and 33 students (62.3%) strongly agreed.

**Table 3.2 The students perception, item 2**

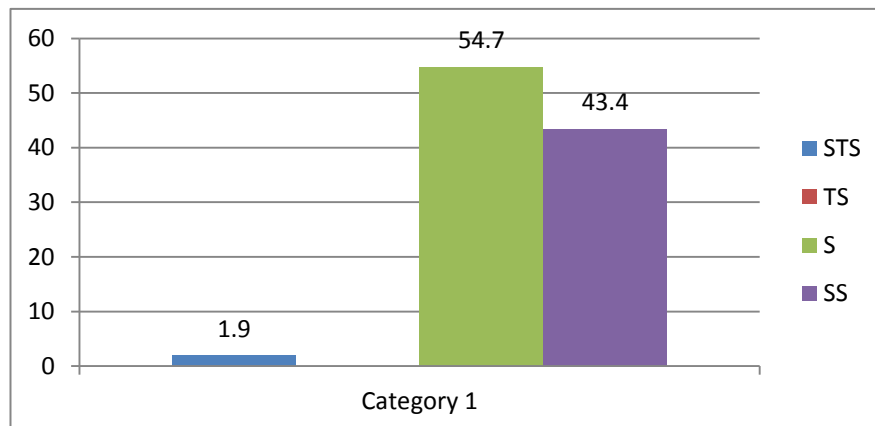
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
2	3	5.7	5.7	7.5
3	32	60.4	60.4	67.9
4	17	32.1	32.1	100.0
Total	53	100.0	100.0	

**Chart 3.2 Student perception, item 2**

Item 2, stated “ they interesting with English development for about 1 year in *Mahad Al-jamiah*. There were 1 student (1.9%) Strongly disagreed, 3 students (5.4%) disagree, 32 students (60.4%) agreed and 17 students (32.1%) strongly agreed.

**Table 3.3 Students perception, item 3**

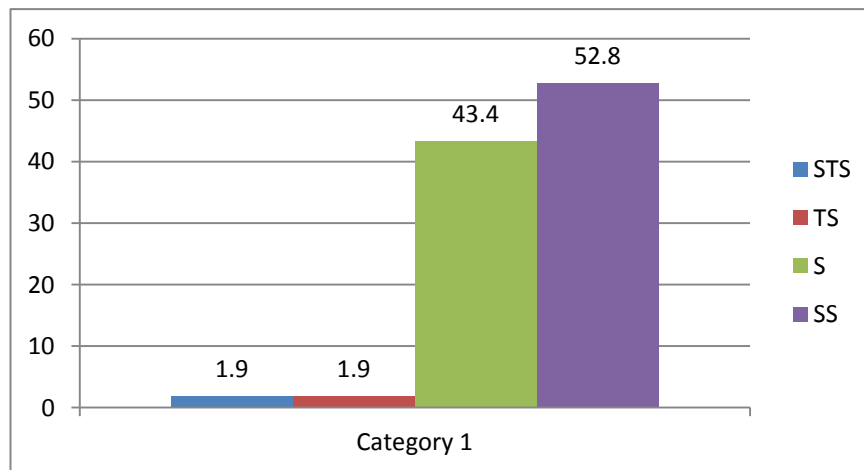
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
3	29	54.7	54.7	56.6
4	23	43.4	43.4	100.0
Total	53	100.0	100.0	

**Chart 3.3 Student perception, item 3**

Item 3 stated “giving vocabulary in the morning, can help to improve English language skill, There were 1 student (1.9%) Strongly disagreed, 0 students (0%) disagree, 29 students (54.7%) agreed and 23 students (43.4%) strongly agreed.

**Table 3.4 Students perception, item 4**

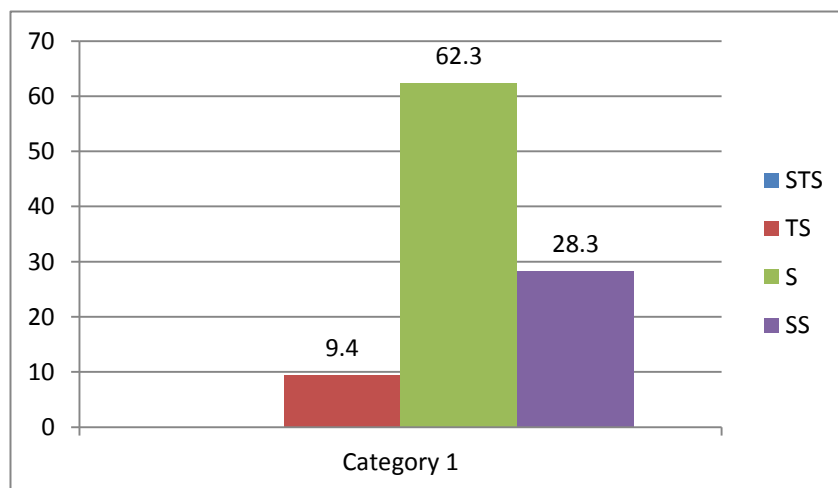
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
2	1	1.9	1.9	3.8
3	23	43.4	43.4	47.2
4	28	52.8	52.8	100.0
Total	53	100.0	100.0	

**Chart 3.4 Student perception, item 4**

Item 4, stated “ compulsory conversation to use English to improve English skill. There were 1 student (1.9%) strongly disagreed, 1 students (1.9%) disagree, 23 students (43.4%) agreed and 28 students (52.8%) strongly agreed.

**Table 3.5 Students perception, item 5**

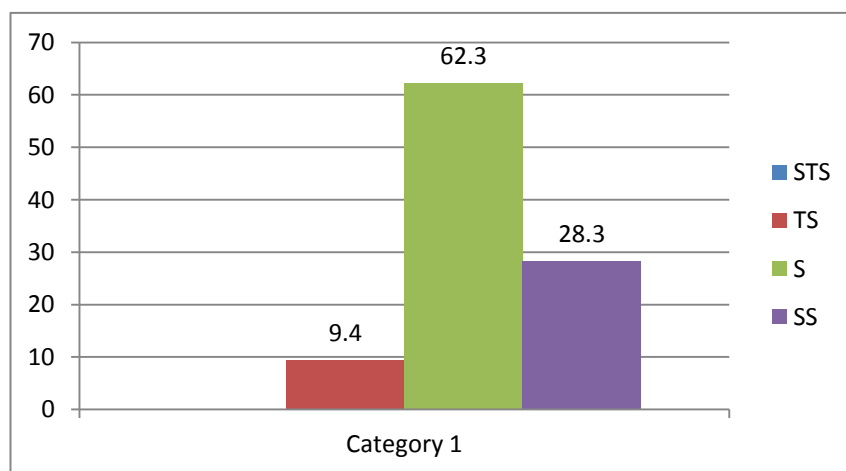
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	9.4	9.4	9.4
3	33	62.3	62.3	71.7
4	15	28.3	28.3	100.0
Total	53	100.0	100.0	

**Chart 3.5 Student perception, item 5**

Item 5 stated “speech help to developing English skill and make the students get more confidence for speech in public. There were 0 student (0) strongly disagreed, 5 students (9.4) disagree, 33 students (62.3%) agreed and 15 students (28.3%) strongly agreed.

**Table 3.6 The students perception, item 6**

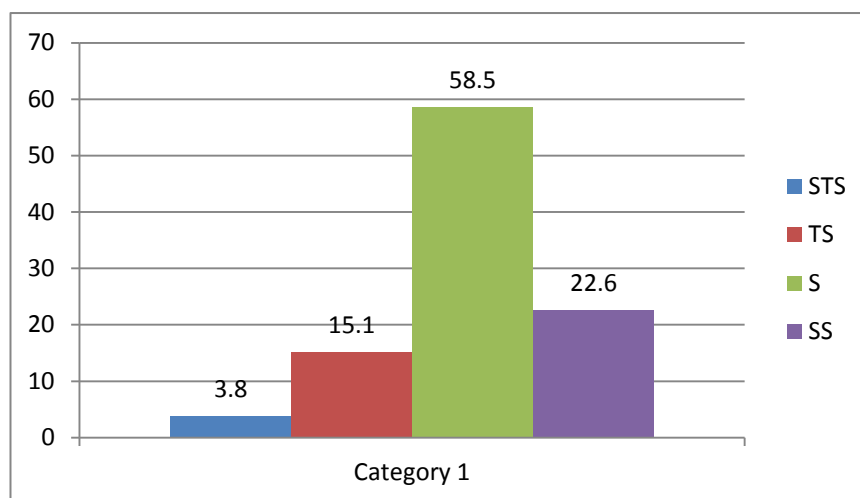
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	9.4	9.4	9.4
3	33	62.3	62.3	71.7
4	15	28.3	28.3	100.0
Total	53	100.0	100.0	

**Chart 3.6 student perception, item 6**

Item 6 stated “ students like debate use English. There were 0 student (0) strongly disagreed, 5 students (9.4%) disagree, 33 students (62.3%) agreed and 15 students (28.3%) strongly agreed.

**Table 3.7 students perception, item 7**

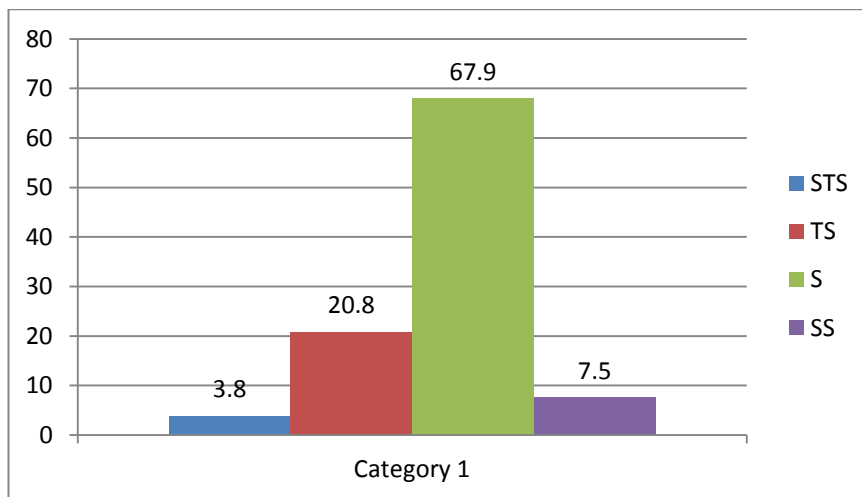
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	8	15.1	15.1	18.9
3	31	58.5	58.5	77.4
4	12	22.6	22.6	100.0
Total	53	100.0	100.0	

**Chart 3.7 of student perception, item 7**

Item,7 stated “the students like with Language Court in *Mahad*. There were 2 students (3.8%) strongly disagreed, 8 students (15.1%) disagree, 31 students (58.5%) agreed and 7 students (13.2%) strongly agreed.

**Table 3.8 students perception, item 8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	3.8	3.8	3.8
	2	11	20.8	20.8	24.5
	3	36	67.9	67.9	92.5
	4	4	7.5	7.5	100.0
	Total	53	100.0	100.0	

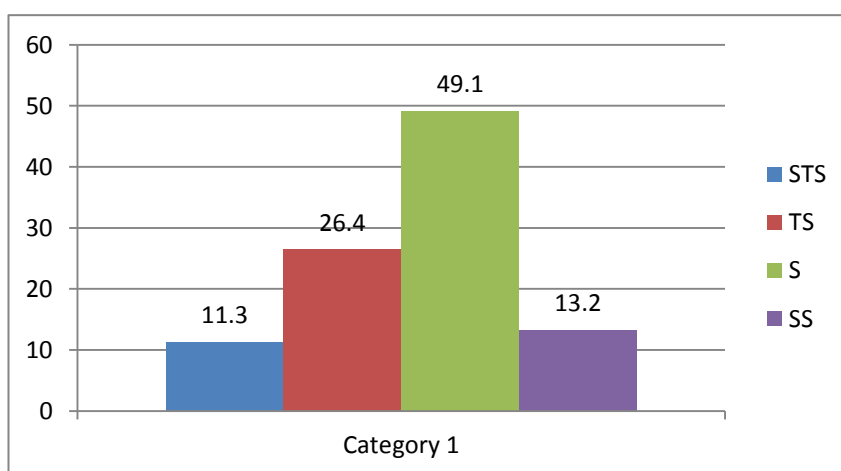
**Chart 3.8 student perception, item 8**

Item. 8 stated “students always present in English language program. There were 2 student (3.8%) strongly disagreed, 11 students (20.8%) disagree, 36 students (67.9%) agreed and 4 students (7.5%) strongly agreed.



**Table 3.9 students perception, item 9**

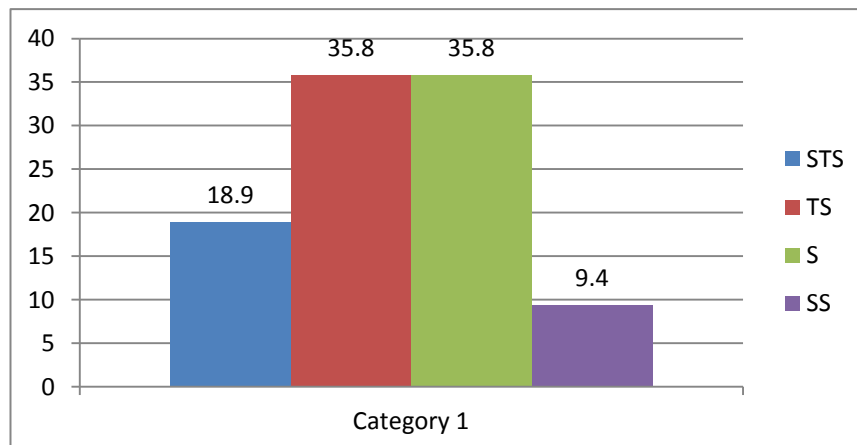
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	11.3	11.3	11.3
	2	14	26.4	26.4	37.7
	3	26	49.1	49.1	86.8
	4	7	13.2	13.2	100.0
	Total	53	100.0	100.0	

**Chart 3.9 student perception, item 9**

Item. 9 stated “English atmosphere in *Mahad* is good. There were 6 student (11.3%) strongly disagreed, 14 students (26.4%) disagree, students (58.5%) agreed and 12 students (22.6%) strongly agreed.

**Table 3.10 students perception, item 10**

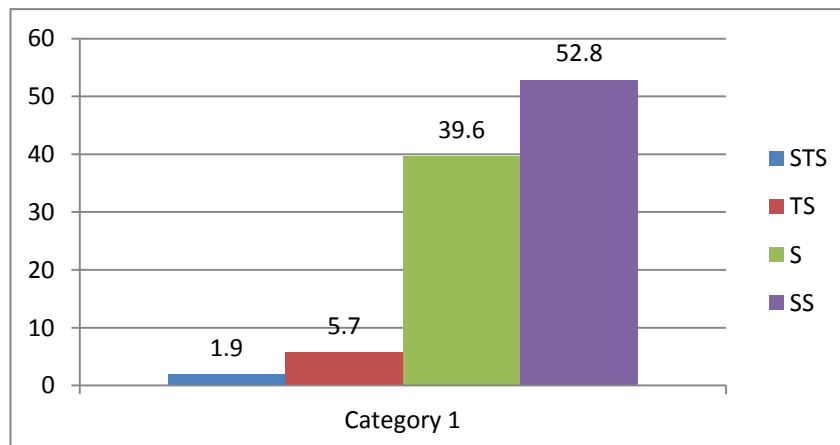
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	18.9	18.9	18.9
2	19	35.8	35.8	54.7
3	19	35.8	35.8	90.6
4	5	9.4	9.4	100.0
Total	53	100.0	100.0	

**Chart 3.10 student perception, item 10**

Item. 10 stated “students study English because obligation in Ma’had. There were 10 students (18.9 %) strongly disagreed, 19 students (35.8%) disagree, 19 students (35.8 %) agreed and 5 students (9,4 %) strongly agreed.

**Table 3.11 students perception, item 11**

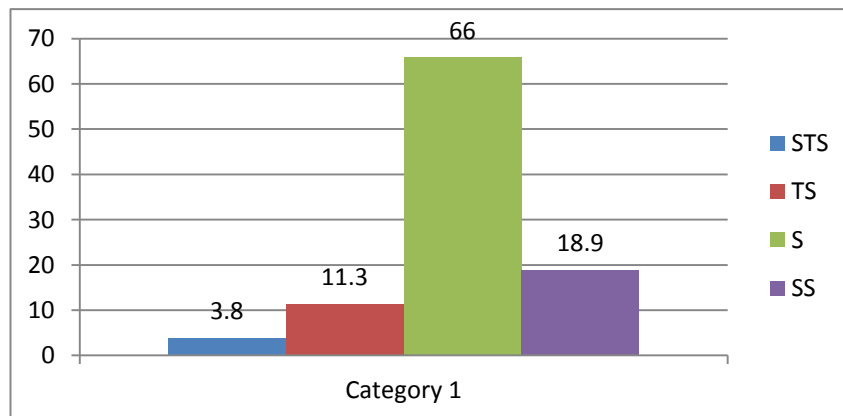
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
2	3	5.7	5.7	7.5
3	21	39.6	39.6	47.2
4	28	52.8	52.8	100.0
Total	53	100.0	100.0	

**Chart 3.11 student perception, item 11**

Item. 11 stated “students study English because they self, There were 1 student (1.9%) strongly disagreed, 3 students (5.7%) disagree, 21 students (39.6%) agreed and 28 students (52.8%) strongly agreed.

**Table 3.12 students perception, item 12**

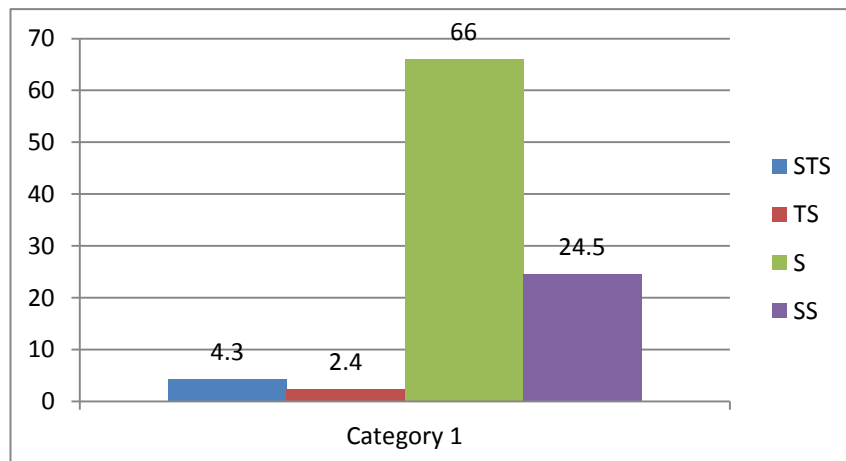
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	6	11.3	11.3	15.1
3	35	66.0	66.0	81.1
4	10	18.9	18.9	100.0
Total	53	100.0	100.0	

**Chart 3.1 student perception, item 12**

Item. 12 stated “the students amazed with *Musrif* or *musrifah* English ability. There were 2 student (3.8%) strongly disagreed, 8 students (15.1%) disagree, 31 students (58.5%) agreed and 12 students (22.6%) strongly agreed.

**Table 3.13 students perception, item 13**

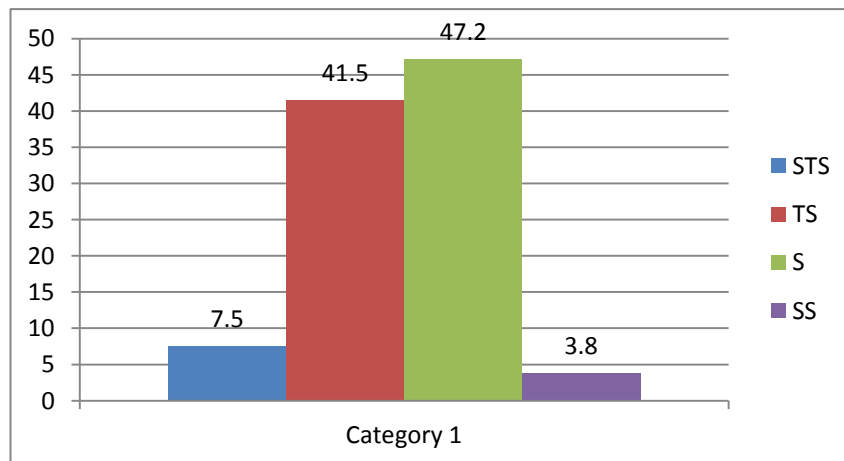
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.9	1.9	1.9
2	4	7.5	7.5	9.4
3	35	66.0	66.0	75.5
4	13	24.5	24.5	100.0
Total	53	100.0	100.0	

**Chart.3.13 student perception, item 13**

Item. 13 stated “*musrif* and *musrifah* be model of student. There were 1 student (1, 9%) strongly disagreed, 4 students (7,5%) disagreed, 35 students (66,0%) agreed and 13 students (24,5%) strongly agreed.

**Table 3.14 students perception, item 14**

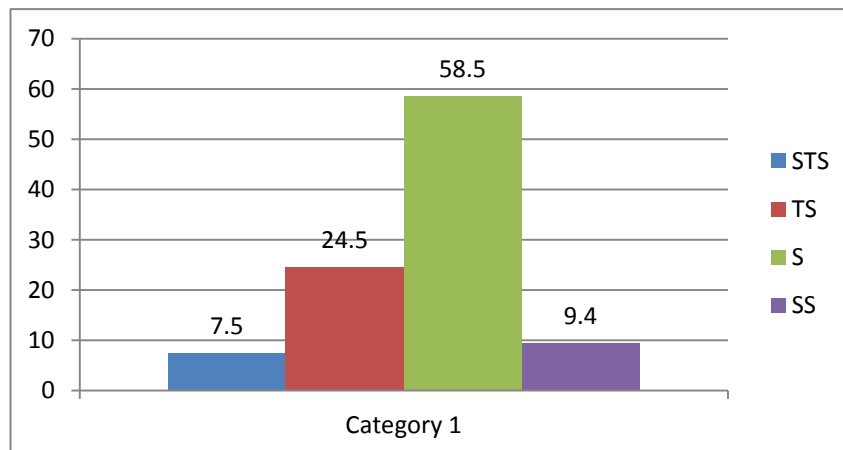
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	7.5	7.5	7.5
2	22	41.5	41.5	49.1
3	25	47.2	47.2	96.2
4	2	3.8	3.8	100.0
Total	53	100.0	100.0	

**Chart 3.14 student perception, item 14**

Item 14 stated “*musrif* or *musrifah* very consistent conversation in English. There were student (7.5%) strongly disagreed, 22 students (41.5%) disagree, 25 students (47.2%) agreed and 2 students (3.8%) strongly agreed.

**Table 3.14 students perception, item 15**

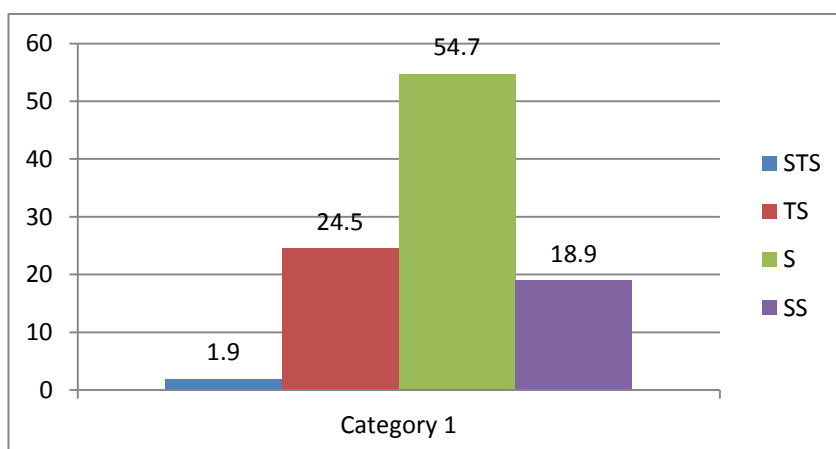
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	7.5	7.5	7.5
2	13	24.5	24.5	32.1
3	31	58.5	58.5	90.6
4	5	9.4	9.4	100.0
Total	53	100.0	100.0	

**Chart 3.15 students' perception, item 15**

Item. 15 stated “English students developing monitor by *musrif* or *musrifah*. There were 4 students (7.5%) strongly disagreed, 13 students (24.5%) disagree, 31 students (58.5%) agreed and 5 students (9.4%) strongly agree.

**Table 3.16 student's perception, item 16**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.9	1.9	1.9
	2	13	24.5	24.5	26.4
	3	29	54.7	54.7	81.1
	4	10	18.9	18.9	100.0
	Total	53	100.0	100.0	

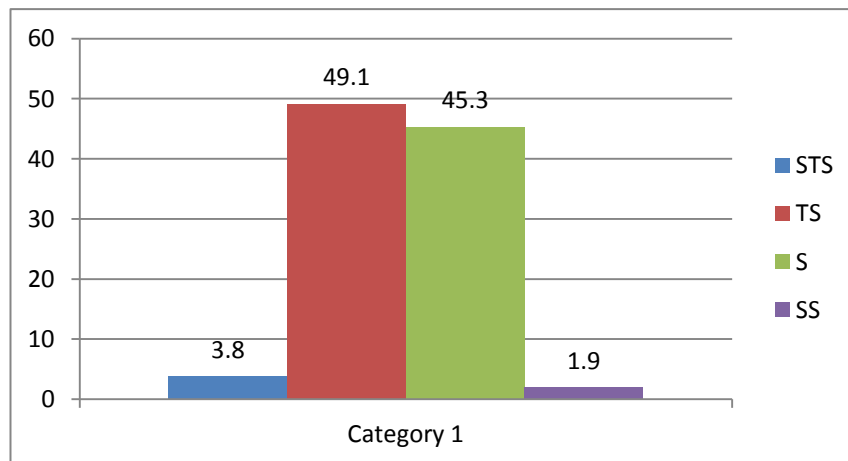
**Chart 3.16 students' perception, item 16**

Item. 16 stated “English language developing get rise because joined English language program in *Mahad*. There were 1 student (1.9%) strongly disagreed, 13 students (24.5%) disagree, 29 students (54.7%) agreed and 10 students (18.9%) strongly agreed.



**Table 3.17 students' perception, item 17**

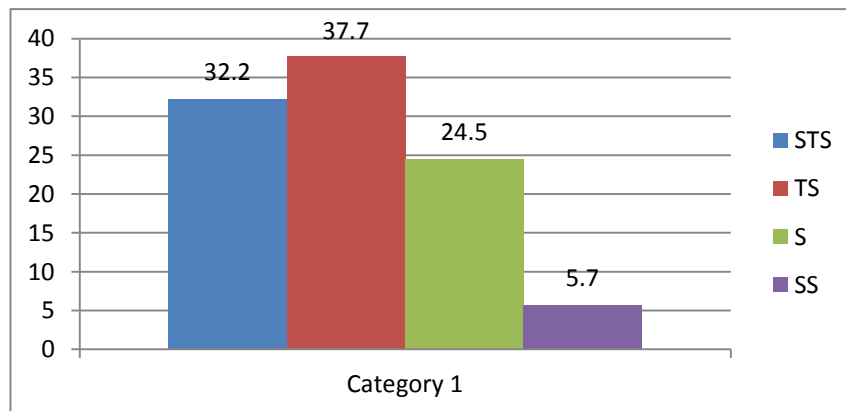
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	26	49.1	49.1	52.8
3	24	45.3	45.3	98.1
4	1	1.9	1.9	100.0
Total	53	100.0	100.0	

**Chart 3.17 student perception, item 17**

Item. 17 stated “the entire English language program run effectively and agreeable with planning. There were 2 student (3.8%) strongly disagreed, 26 students (49.1%) disagree, 24 students (45.3%) agreed and 1 students (1.9%) strongly agreed.

**Table 3.18 students' perception, item 18**

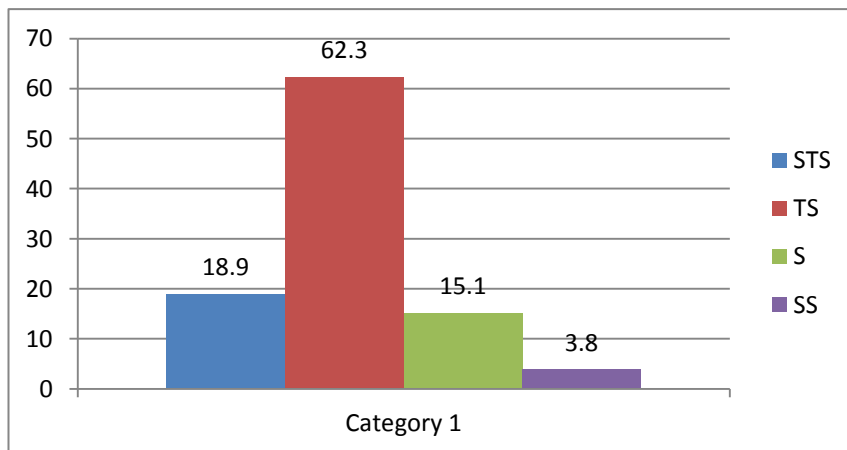
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	17	32.1	32.1	32.1
2	20	37.7	37.7	69.8
3	13	24.5	24.5	94.3
4	3	5.7	5.7	100.0
Total	53	100.0	100.0	

**Chart 3.18 students' perception, item 18**

Item. 18 stated “students always join English activity because perforce. There were 17 student (32.1%) strongly disagreed, 20 students (37.7%) disagree, 13 students (24,5%) agreed and 3 students (5,7%) strongly agreed.

**Table 3.19 students perception, item 19**

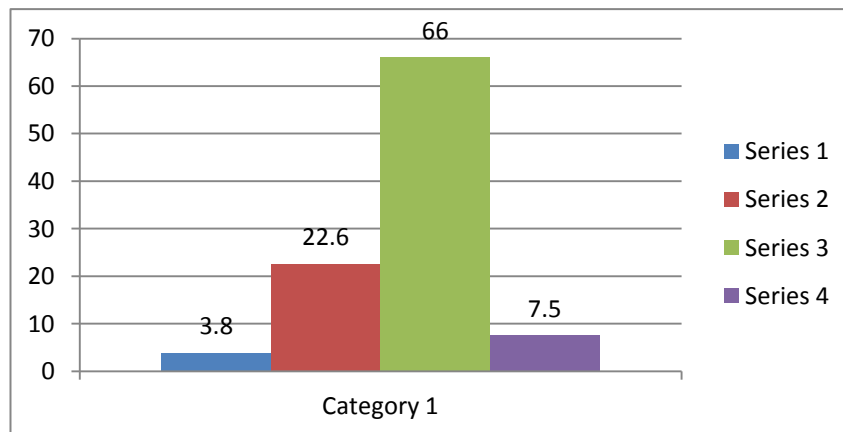
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	8	15.1	15.1	18.9
3	33	62.3	62.3	81.1
4	10	18.9	18.9	100.0
Total	53	100.0	100.0	

**Chart 3.19 students' perception, item 19**

Item . 19 stated“students join English activity because they like English. There were 2 student (3.8%) strongly disagreed, 8 students (15.1%) disagree, 33 students (62,3%) agreed and 10 students (18,9%) strongly agree.

**Table 3.20 students' perception, item 20**

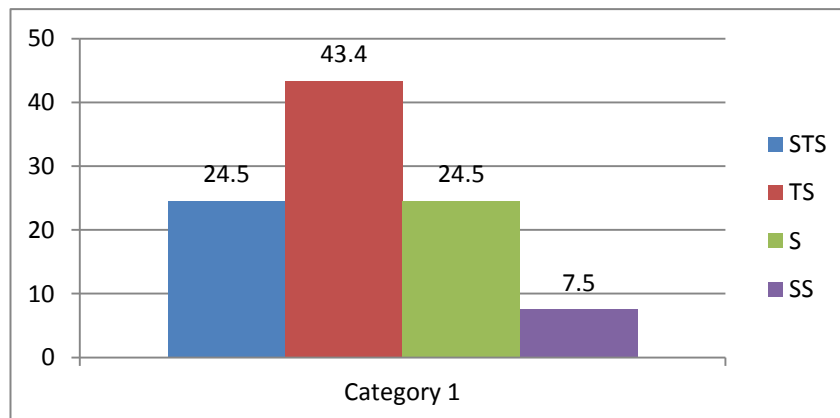
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	12	22.6	22.6	26.4
3	35	66.0	66.0	92.5
4	4	7.5	7.5	100.0
Total	53	100.0	100.0	

**Chart 3.20 students' perception, item 20**

Item. 20 stated “Before I joining English program in *Mahad* I difficult for speak English. But Students Joined English program in *Mahad*, students speak English fluently. There were 2 student (3.8%) strongly disagreed, 12 students (22.6%) disagree, 35 students (66%) agreed and 4 students (7.5%) strongly agreed.

**Table 3.21 students' perception, item 21**

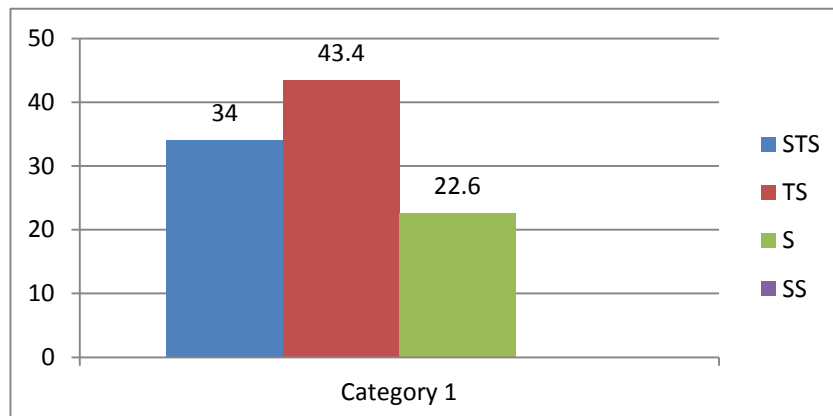
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	24.5	24.5	24.5
2	23	43.4	43.4	67.9
3	13	24.5	24.5	92.5
4	4	7.5	7.5	100.0
Total	53	100.0	100.0	

**Chart 3.21 students' perception, item 21**

Item. 21 stated“ , if student not obliged, student do not join English language program in *Mahad*. There were 13 student (24.5%) strongly disagreed, 23 students (43.4%) disagree, 13 students (24.5%) agreed and 4 students (7.5%) strongly agreed.

**Table 3.22 students perception, item 22**

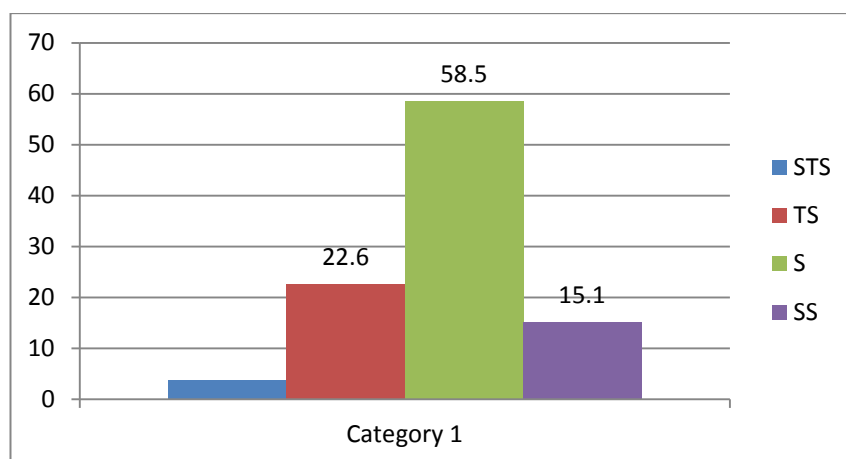
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	34.0	34.0	34.0
2	23	43.4	43.4	77.4
3	12	22.6	22.6	100.0
Total	53	100.0	100.0	

**Chart 3.22 students perception, item 22**

Item. 22 stated “Public Speak makes students not confidence. There were 18 student (34.0%) strongly disagreed, 23 students (43.4%) disagree, 12 students (22.6%) agreed and 0 student (0 %) strongly agreed.

**Table 3.23 students' perception, item 23**

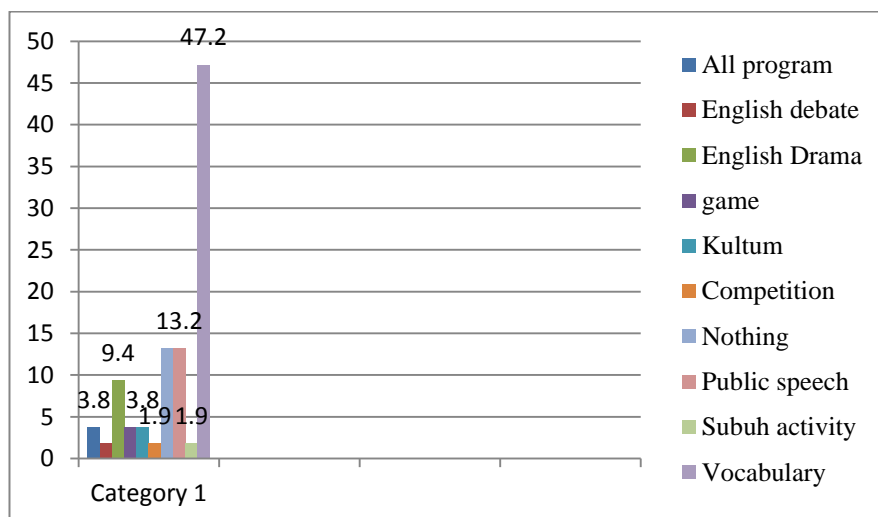
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.8	3.8	3.8
2	12	22.6	22.6	26.4
3	31	58.5	58.5	84.9
4	8	15.1	15.1	100.0

**Chart 3.23 student perception, item 23**

Item. 23 stated “students like begin conversation use English language. There were 2 students (3.8) strongly disagreed, 12 students (22.6%) disagree, 31 students (58.5%) agreed and 8 students (15.1%) strongly agreed.

**Table 3.24 students' perception, item 24**

Program	Frequency	Percent	Valid Percent	Cumulative Percent
All program	2	3.8	3.8	3.8
English debate	1	1.9	1.9	5.7
English Drama	5	9.4	9.4	15.1
game	2	3.8	3.8	18.9
Kultum	2	3.8	3.8	22.6
Competition	1	1.9	1.9	24.5
Nothing	7	13.2	13.2	37.7
Public speech	7	13.2	13.2	50.9
Subuh activity	1	1.9	1.9	52.8
Vocabulary	25	47.2	47.2	100.0
Total	53	100.0	100.0	

**Chart of student perception, item 24**

Item 24, stated' student's favorite English program, they were 3.8% or 2 students all program, 1.9 % or 1 student English debate, 9.4% or 5 students English Drama, 3.8 % or 3,8 students game, 3.8 % or 3,8 students *kultum*, 1.9% or



1 student Competition, 13.2 % or 7 students nothing, 13.2 % or 7 students public speech, 1.9 % or 1 student *subuh* activity, 47.2 % or 25 students vocabulary.

The writer problem stated: “How are the students’ perceptions toward English language development program in *Ma’had Al Jamiah* of STAIN Palangka Raya, There are 5 English language program:

1. **Good Morning English**, Include in item 3 giving vocabulary in the morning, can help to improve English language skill. By the data above it that **98% or 52** students by 53 students **agree** with, giving vocabulary in the morning and item 24, student’s favorite English program, by the data above it that **47.2 % or 25** students chose vocabulary.
2. **English Conversation**, include in item 4 , students are compulsory for conversation use English to improve English skill, base on the data that **96% or 51** by 53 students that **agreed** students are compulsory for conversation use English to improve English skill, item 20 before I joining English program in Mahad I difficult for speaking English. But Students Joined English program in Mahad, students speak English fluently, base on the date **73.5% or 39** students by 53 students agreed that before students joining English program in Mahad, students difficult for speaking English. But Students Joined English program in Mahad, students speak English fluently and item 23 students like begin conversation use English language,base on the date **73.6% or 39**

students by 53 student agreed that students like begin conversation use English language.

3. **Public Speech And Master Of Ceremony**, include in item 5, public speech help students to develop English skill and make the students get more confidence for speech in public, Base on the data that **90.6% or 48** students by 53 students **agreed** that public speech help students to develop English skill and make the students get more confidence for speech in public and item 22 Public Speak makes students not confidence, base on the date **77.8% or 41** students by 53 disagreed that Public Speak makes students not confidence. There were 18 students.
4. **Let's Argue in English (English Debate)**, include in item 6, students like debate use English, by the data above it that **90.6% or 48** students by 53 students **agreed** that students like debate use English.
5. **Language Court**, include in item 7, the students like with Language Court in Mahad, Base on the date **71.7% or 38** students by 53 students that **agreed** with Language Court in Mahad

In conclusion, the result of the study from the data were found by doing the research on students' perceptions toward English language development program in Ma'had Al Jamiah of STAIN Palangka Raya found that most of the students have positive perception to the English language development program.

### A. Discussion.

The respondents of this subject were 53 students on the students' who joined the program *Ma'had Al Jamiah* of STAIN Palangka Raya. The students on Academic year 2013/2014.

Item 1, study english is one of inportant for their future live , there were , 1 student (1.9%) Strongly disagreed, 1 student (1.9%) disagreed, 18 students (34%) agreed and 33 students (62.2%) strongly agreed. By the data above it could be seen that **96.2% or 51** students by 53 the students **agreed** that English is one of important for their live.

Item 2, Students interesting with English development for about 1 year in *Mahad Al-jamiaah*. There were 1 student (1.9%) Strongly disagreed, 3 students (5,4) disagree, 32 students (60.4%) agreed and 17 students (32.1%) strongly agreed. By the data above it could be seen that **92.5% or 49** students by 53 students **agreed** that development for about 1 year in *Mahad Al-jamiaah*.

Item 3, "giving vocabulary in the morning, can help to improve English language skill, There were 1 student (1.9%) Strongly disagreed, 0 students (0%) disagree, 29 students (54.7%) agreed and 23 students (43.4%) strongly agreed. By the data above it that **98% or 52** students by 53 students **agree** with, giving vocabulary in the morning.

Item 4, students are compulsory for conversation use English to improve English skill. There were 1 student (1.%) strongly disagreed, 1 students (1.9%) disagree, 23 students (43.4%) agreed and 28 students (52.8%) strongly agreed.

Base on the data that **96% or 51** by 53 students that **agreed** students are compulsory for conversation use English to improve English skill.

Item 5, public speech helps students to develop English skill and make the students get more confidence for speech in public. Get positive respond from the students. There were 0 student (0) strongly disagreed, 5 students (9.4) disagree, 33 students (62.3%) agreed and 15 students (28.3%) strongly agreed. Base on the data that **90.6% or 48** students by 53 students **agreed** that public speech help students to develop English skill and make the students get more confidence for speech in public.

Item 6, students like debate use English. Get positive respond from the students. There were 0 student (0) strongly disagreed, 5 students (9,4) disagree, 33 students (62.3%) agreed and 15 students (28.3%) strongly agreed. By the data above it that **90.6% or 48** students by 53 students **agreed** that students like debate use English.

Item 7, the students like with Language Court in Mahad. There were 2 student (3.8%) strongly disagreed, 8 students (15.1%) disagree, 31 students (58.5%) agreed and 7 students (13.2%) strongly agreed. Base on the date **71.7% or 38** students by 53 students that **agreed** with Language Court in *Mahad*.

Item 8“students always present in English language program. There were 2 student (3.8%) strongly disagreed, 11 students (20.8%) disagree, 36 students (67.9%) agreed and 4 students (7.5%) strongly agreed. Base on the date **75.4% or 40** students by 53 students **agree** that students always present in English language program.

Item 9, English atmosphere in Mahad is good , . There were 6 student (11.3%) strongly disagreed, 14 students (26.4%) disagree, 21 students (58.5%) agreed and 12 students (22.6%) strongly agreed. Base on the date **81.1% or 33** students by 53 students **agree** with English atmosphere in *Ma'had*.

Item 11, students study English because their self. There were 1 student (1.9%) strongly disagreed, 3 students (5.7%) disagree, 21 students (39.6%) agreed and 28 students (52.8%) strongly **agreed**. Base on the **date 92.4% or 49** students by 53 **agreed** that students that students study English because their self.

item12, the students amazed with Musrif or musrifah English ability. There were 2 student (3.8%) strongly disagreed, 8 students (15.1%) disagree, 31 students (58.5%) agreed and 12 students (22.6%) strongly agreed. Base on the date that **81.1% or 43** students by 53 students **agreed** students amazed with *Musrif* or *Musrifah* English ability.

Item 13, *Musrif* and *Musrifah* were become model of students in *Ma'had*. There were 1 student (1.9%) strongly disagreed, 4 students (7.5%) disagreed, 35 students (66.0%) agreed and 13 students (24.5%) strongly agreed. Base on the date **90.4% or 46** students by 53 students **agreed** that *Musrif* and *Musrifah* be model of students in *Ma'had*.

Item, 14 *Musrif* or *Musrifah* consistent for conversation use English. There were student (7.5%) strongly disagreed, 22 students (41.5%) disagree, 25 students (47.2%) agreed and 2 students (3,8%) strongly agreed. Base on the date that **51% or 27** students **agreed** *Musrif* or *Musrifah* very consistent for conversation use English.

Item 15 “English students developing always monitor by *Musrif* or *Musrifah*. There were 4 students (7.5%) strongly disagreed, 13 students (24.5%) disagree, 31 students (58.5%) agreed and 5 students (9.4%) Strongly Agree. base on the date that **67.9 % or 36** students by 53 students **agreed** that English students developing always monitor by *Musrif* or *Musrifah*.

Item 16, Their English have improved English after joining english language development program in *Ma'had Al Jamiah* of STAIN Palangka, There were 1 student (1.9%) strongly disagreed, 13 students (24.5%) disagree, 29 students (54.7%) agreed and 10 students (18.9%) strongly agreed. Base on the date 73.6% or 39 students by 53 students **agreed** that Their English have improved English after joining english language development program in *Ma'had Al Jamiah* of STAIN Palangka Raya.

Item 17, the entire English language program runs effectively and agreeable wit planning. There were 2 student (3.8%) strongly disagreed, 26 students (49.1%) disagree, 24 students (45.3%) agreed and 1 students (1.9%) strongly agreed. Base on the date 52.9% or 28 **disagreed** that all of the English language program run effectively and agreeable wit planning.

Item 18, students always join English activity because perforce. There were 17 student (32.1%) strongly disagreed, 20 students (37.7%) disagree, 13 students (24.5%) agreed and 3 students (5.7%) strongly agreed. Base on the date **69.8%** or **33** students by 53 students that **disagree** students always join English activity because perforce.

Item 19, students join English activity because they like English. There were 2 student (3.8%) strongly disagreed, 8 students (15.1%) disagree, 33 students (62.3%) agreed and 10 students (18.9%) strongly agree. Base on the date **81.2% or 43** students by 53 **agreed** that students join English activity because they like English.

Item 20, before I joining English program in Mahad I difficult for speaking English. But Students Joined English program in Mahad, students speak English fluently. There were 2 students (3.8%) strongly **disagreed**, 12 students (22.6%) disagree, 35 students (66%) agreed and 4 students (7.5%) strongly agreed. Base on the date **73.5% or 39** students by 53 students agreed that before students joining English program in *Mahad*, students difficult for speaking English. But students joined English program in *Mahad*, students speak English fluently.

Item 21, if students not obliged, students do not join English language program in *Mahad*. There were 13 students (24.5%) strongly disagreed, 23 students (43.4%) disagree, 13 students (24.5%) **agreed** and 4 students (7.5%) strongly agreed. Base on the date 67.9% or 36 students by 53 agreed that if students do not oblige, student do not join English language program in mahad.

Item 22“ Public Speak makes students do not confidence. There were 18 students (34.0%) strongly disagreed, 23 students (43.4%) **disagree**, 12 students (11%) agreed and 0 students (0 %) strongly agreed. Base on the date 77.8% or 41 students by 53 disagreed that Public Speak makes students not confidence. There were 18 students.

Item 23, students like begin conversation use English language. There were 2 student (3.8) strongly disagreed, 12 students (22.6%) **disagree**, 31 students (58.5%) agreed and 8 students (15.1%) strongly agreed. Base on the date 73.6% or 39 students by 53 student agreed that students like begin conversation use English language.

Item 24 ' student's favorite English program, they were 3,8% or 2 students, all program , 1.9 % or 1 student English debate, 9.4% or 5 students, English Drama, 3.8 % or 3.8 students, game, 3.8 % or 3.8 students, *kultum*, 1,9% or 1 student, Competition, 13,2 % or 7 students, nothing, 13,2 % or 7 students, public speech, 1,9 % or 1 student *subuh* activity, 47,2 % or 25 students, vocabulary. Base on the date that vocabulary is favorite English language program in *Mahad Al Jamiah* STAIN Palangka Raya.

In conclusion, the result of the study from the date were found by doing the research on students' perceptions toward English language development program in *Ma'had Al Jamiah* of STAIN Palangka Raya found that most of the student have positive perception towards English language (see. Item, 1. 8. 10. 11. 18. 19. 21. 23.) It also most of student positive towards English language development program in *Ma'had Al Jamiah* of STAIN Palangka Raya.(see item, 2. 3. 4. 5. 6. 7. 9. 16. 17. 20. 22.)

The result of study almost same with the result of Jerry Anak Ahen study he found that most of the student have positive perception towards English language it also found that most of student positive perception towards English for self expression course. (see chapter II p.8)



Atmosphere and surroundings are made safe boarding, comfortable, and conducive to developing aspects of academic<sup>52</sup>, theory given by Sri Iswanti (see Chapter II p.16) if the writer comparison with the theory that atmosphere in Ma'had, it sport the student for developing English, most of fres man have said the atmophere in Mahad is good (See item 9)

According to de Chiara , housing for students is an excellent opportunity to develop and improve the quality of education in Academic Institutions (see chapter II p.16). base on the date, the result that joining the program in Mahad give opportunity to develop and improve the quality of education in academic institution, according to students, Their English have improved English after joining english language development program in Ma'had Al Jamiah of STAIN Palangka and students stated that before their joining English program in Mahad, students difficult for speaking English. But Students Joined English program in Mahad, students speak English fluently (see item 20)

Activities held in the dorm consists of aspects theory given by de Chiara (see chapter II p.15) : The development of reasoning with the guidance and support facilities, such as the formation of study groups and group discussions and the provision of shared space. *Mahad Al Jamiah* to create the development of reasoning. It facilities such as formation of study group with guidance the name of *Musrif, Musrifah* and member. The program group discussions does in Mahad are Good Morning English, Let's Argue In English (English Debate): Program most

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<sup>52</sup> Sri Iswanti, “ *pembentukan sikap dan kepribadian guru melalui model pendidikan berasrama* ”, jogjakarta

of frees students said they agree with the Program (see item , 2. 3. 4. 5. 6. 7. 9. 15. 16. 17. 20. 22) Moral development by directing the students in terms of correct behavior, Impart discipline, belief in God, a sense of respect between faiths and come take care of and maintain the hostel environment and its contents. Ma'had apply Language Court for Impart discipline, In this the program has purpose Maintain discipline official language (English and Arabic) and a certain time to keep the language. *Musif* or *Musrifah* will give punish the member who don't talk English in *Ma'had*. In this program student have agreed (see item 7).

## CHAPTER V

### CLOSING

This chapter presents conclusion and suggestions on the basis of the research finding and discussion. The conclusions deal with the result of the research finding. Meanwhile, the suggestions are addressed to other writer and those who are interested in researching the students' perceptions toward English language development program in ma'had al jamiah of STAIN Palangka Raya.

#### A. Conclusions

It is concluded that students agreed with english language development program in Ma'had Al Jamiah of STAIN Palangka Raya that held for 1 year. Their English have been improved English after joining english language development program in Ma'had Al Jamiah of STAIN Palangka. Giving vocabulary is one of their favorite Program. However English language development by following the program in Ma'had Al Jamiah of STAIN Palangka Raya did not run effectively because of student out of the dorms and they prefer stay at kos. 51% of freshmen said that *musrif* or *musifah* used English conversation inconsistantly. In another *musrif* or *musrifah* were not optimal as role model of English english conversetion.

## **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 English Education Study Program and the researchers.

### 1. For the students

The writer recommended the students to focus on the study, active join the program and improve their knowledge and skills to be good Muslim and provisional students.

### 2. For the management *Ma'had Al Jamiah*

The English development Program got positive respond form students academic year 2013/2014, but there are some evaluations should be evaluated. Innovation such as the quantities of students learning experiences, the facilities, system and *musrif* and *musrifah*. Related to *musrif* and *musrifah*, suggested to evaluate their skills whether to the language skills or to their consistency in using English conversation.

### 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 the topic and design better and investigate different object in order to support the result finding. In short, the writer approves the other researchers who will use this research as the reference for conducting their research.