

**THE USE OF ENGLISH IN STUDENTS'
INTERACTION OF ISLAMIC JUNIOR HIGH SCHOOL
OF HIDAYATUL INSAN PALANGKA RAYA.**

THESIS

Presented to the Department of Education of State College of Islamic
studies Palangka Raya in partial fulfillment of the requirement for the
Degree of Sarjana Pendidikan Islam



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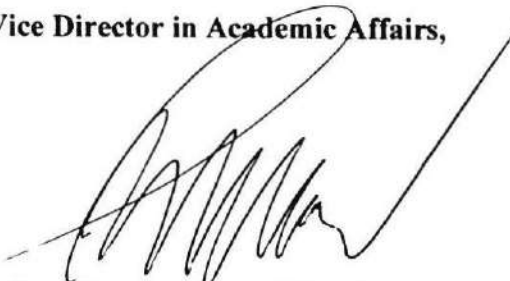
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Peace be upon you, and God's mercy and blessing as well.

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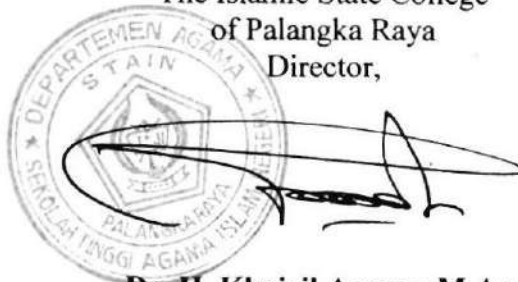
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The Use of English in Students' Interaction of Islamic Junior High School of Hidayatul Insan Palangkaraya.

ABSTRACT

Formulations of the study are (1) How the second year students of Islamic Junior High School of Hidayatul Insan Palangkaraya interact to each other in English orally?(2)What are difficulties faced by the second year students of Islamic Junior High School of Hidayatul Insan Palangkaraya in interaction to each other in English orally?

The objectives of the study are, (1) To find out the second year students of Islamic Junior High School of Hidayatul Insan Palangkaraya in interaction to each other in English orally. (2) To find out the difficulties faced by the second year students of Islamic Junior High School of Hidayatul Insan Palangkaraya in interaction to each other in English orally.

In this study the writer used qualitative method in which the writer tries to produce descriptive data in oral and written from the subject or person who was investigated. In collecting the data used some techniques namely, (1) observation, (2) interview (3) documentation (4) and questioner as addition. In analyzing the data, the writer uses some techniques namely, (1) data collection, (2) Data reduction (3) data display (4) and conclusion drawing/ verification. The subjects of this study are twenty seven (27) students of second year in Islamic Junior High School of Hidayatul Insan Palangkaraya.

The result of the study indicates that:

The use of English in interaction among students in Islamic Junior High School students of Hidayatul Insan Palangkaraya are through these steps like: Preparing; Present (ungkapan/penyajian); Organizing comparison and unite of subject material; Formulate/conclude; and Application.

The difficulties of students in interaction to each other In English orally those are; inside motivation, grammar, saying pronunciation, and listening to native speaker.

Here, writer was found 12 students who habit in English at school and 15 students who speak English sometimes or combine with Indonesia language or while there are teachers and language section, or while whispering, or with signal/body language its only at school area.

Interaksi Penggunaan Bahasa Inggris Siswa (i) MTs. Hidayatul Insan Palangkaraya

ABSTRAK

Rumusan masalah dalam penelitian ini adalah (1) bagaimana siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?(2) apa kesulitan yang di hadapi oleh siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?

Sedangkan tujuan penelitian ini adalah (1) Untuk mengetahui bagaimana siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?(2) Untuk mengetahui kesulitan-kesulitan yang di hadapi oleh siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung? Rumusan masalah dalam penelitian ini adalah (1) bagaimana siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?(2) apa kendala yang di hadapi oleh siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?

Sedangkan tujuan penelitian ini adalah (1) Untuk mengetahui bagaimana siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?(2) Untuk mengetahui kendala yang di hadapi oleh siswa (i) MTs kelas dua Hidayatul Insan berinteraksi dalam bahasa Inggris satu sama lainnya secara langsung?

Dalam penelitian ini penulis menggunakan metode qualitative dimana penulis mencoba membuat data descriptive dan menulis langsung dari subyek atau orang yang diamati. Dalam pengumpulan data, penulis menggunakan beberapa teknik yaitu, (1) data collection, (2) data reduction (3) data display dan (4) conclusion drawing/ verification. Subject penelitian ini berjumlah 27 siswa(i) kelas dua MTs Hidayatul Insan Palangkaraya. Hasil penelitian ini menunjukkan bahwa :

Interaksi penggunaan bahasa Inggris antara siswa(i) MTs Hidayatul Insan Palangkaraya melalui tahapan- tahapan : Persiapan; Present (expressing/presentation); mengatur perbandingan dan memadukan materi pelajaran, merumuskan/menyimpulkan; dan menerapkan.

Kendala siswa (i) dalam berinteraksi terhadap satu sama lainnya berbahasa Inggris secara langsung adalah; motivasi dari dalam diri sendiri, grammar, dan pronunciation..

Disini, penulis menemukan 12 siswa(i) yang terbiasa berbahasa Inggris di sekolah dan 15 siswa(i) yang berbicara kadang-kadang atau memadukan dengan bahasa Indonesia atau ketika ada guru dan seksi bahasa, atau sambil berbisik, atau menggunakan bahasa isyarat, dan hanya berbahasa ketika di sekolah saja.

MOTTO

يَتَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا
وَقَبَايِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ



Oh Mankind! Lo! We have created you male and female, and have made you nations and tribes that ye may know one another. Lo! The noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is knower, aware.

(QS. The Walls [49]: 13)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

DEDICATION

My beloved Parents Especially for my Beloved Mother

Who couldn't see and feel my success,

My beloved brother and sisters,

The coordinator of the English education Drs. H. Abdul Qodir, M. Pd,

My advisor I & II DR.H.KHAIRIL ANWAR, M.Ag and HALIMAH, MPd

My friends in the TBI Community 02, thanks for you all.

May Allah always be with us till the end of the world

AAAAAmin...

PREFACE

Thank to Allah who has given His taufiq and Hidayah so the writer can finish this thesis under the title : **“THE USE OF ENGLISH IN STUDENTS’ INTERACTION OF ISLAMIC JUNIOR HIGH SCHOOL HIDAYATUL INSAN PALANGKA RAYA ”**.

In written this thesis, the writer has gotten help and suggestion from some people, therefore the writer says thank very much to :

1. The honourable Mr. DR.H.KHAIRIL ANWAR, M.Ag. as the state college President of STAIN Palangka Raya and my first advisor, who has given me support for finishing this writing.
2. The honourable Mr.Drs.H.Abdul Qodir,M.Pd as the Coordinator of the English Education study program;
3. The honourable Mrs.Dra.Halimah,M.Pd. as the second thesis adviser who have given motivation, suggestion to improve this thesis better.
4. The honourable Mr.Usman S.Ag.,SS. as the head of library who has given the literatures for this thesis.
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6. The honorable all of the samples who have give the research data in Hidayatul Insan school.
7. The writer hopes that it can give good value for us.

Palangka Raya, 19th November 2009

The writer,



AHMAD SULA

0201120040

DECLARATION OF AUTHENTICATION

In the name of Allah almighty.

I myself make declaration that this thesis entitles "THE USE OF ENGLISH IN STUDENT'S INTERACTION OF ISLAMIC JUNIOR HIGH SCHOOL HIDAYATUL INSAN PALANGKA RAYA" is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November 2009
My Own Declaration,



AHMAD SULA
SRN. 020 112 0040

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Chapter I

CHAPTER I INTRODUCTION

A. Background of the Study

It is known that English is an international language which has been received by countries all over the world. The function of it is as a means of communication in meeting business or other activities among government over the world. Beside that English is used as science of knowledge, new invention in field of modern technology, pharmaceutical, medical etc.

As a developing country, Indonesia really needs English because Indonesian government is trying to improve all aspects that usually faced by all countries. One of those aspects is education, which is essential.

In Indonesia, English is learnt and taught to junior high school, senior high school even at university. English means that something important for the student to be taught at school based on situation and condition of the object area. But there are some problems that faced by the students. It is realized that most students get bad mark. So, it proves that English is really difficult for the students. There are four skills in learning English they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. That is way speaking is

important. But the students of junior high school (SMP) or graduated of it still get hard to practice English.

English is a community language. It is used to communicate orally and written all around the world, especially among people who have different nationality. Many countries use English as their mother tongue, some of them use English as their second language, and the others use English as their foreign language. In Indonesia, English is still stated as a foreign language.

In fact of being foreign language, not many of Indonesian people can speak English fluently and written English correctly in their daily life whereas Indonesian government has stated English to be one of main lesson in the teaching and learning process. In state school, English has been taught since the fourth grade of Elementary school, while in private school English is taught from the earliest grade. In the point of view of the successful in mastery English based on curriculum, there are still many students who are not capable in mastering English.

In the process of teaching and learning in English as foreign language either at Indonesian state school, private schools or even English courses, a lot of difficulties appear. Some of difficulties are less motivation of students in learning English, the difficulty of students to pronounce English word correctly, the difficulty of students to apply correct tenses, the students ashamed and afraid to speak English, so they never practice and use target language and they always use mother

tongue in the class room etc. Those difficulties can be appeared because of the big numbers of Indonesian students in each class, so that teacher cannot cover the class well; as it known that in each class of state school, there about forty students, the limited number of active English users which can influence students in learning and using English in their daily life, the ineffective teaching and learning approach.

Department of National Education has determined the purpose of English teaching in junior high school. Based on the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* on junior high school as follows:

*Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tertulis. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan atau menghasilkan teks lisan dan/atau tertulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis.*¹ (English is a medium to communicate orally and written. The meaning of communication ability is expression ability, that ability to comprehend and/or product oral text and/or written text that are done in four language skills; they are listening, speaking, reading, and writing).

From the quotation above, it can be concluded that there are four language skills that are needed in communication in English, they are listening, speaking, reading, and writing. In this study, the writer will emphasize to interaction in English where it is meant that the students communicate to each other in English orally. In interaction in English orally, there are some skills that are needed by the students, they are mastering vocabulary, speaking and listening skills.

¹ Badan Standar Nasional Pendidikan, *Model Kurikulum Tingkat Satuan Pendidikan dan Model Silabus Mata Pelajaran SMP/MTs*, Jakarta: BP Cipta Raya, 2006, p. 307

By mastering those skills, it will be easy for to the students in interaction in English. Vocabulary is one of crucial component in language because it is a symbol or sign to describe our ideas to the other. Communication will not success without vocabulary it self. Communication without vocabulary is difficult to understand.

According to Fauziati, vocabulary is central to language and critical importance to typical language learners. Without a sufficient vocabulary someone can't communicate effectively or express his ideas in both orally and written form.²

Speaking and listening skills are not less important than mastering vocabulary. Speaking is essential tool for communicating, thinking and learning. In oxford Advanced learners Dictionary "speaking is defined as expression of words, to have conversation with somebody, to talk or say about something or to mention something."³

While Howatt and Dakin state:

Listening is the ability to identify and understand what others are saying: This involves understanding a speaker's accent or pronunciation, his grammar and his vocabularies and grasping his meaning.

From the quotation above, it can be concluded that interaction in English, we should have listening skill to understand what the speaker say.

² Endang Fauziati, *Teaching as A Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p. 105

³ Hornby, *Oxford Advanced Learner Dictionary*, London: Oxford University Press, 1995: 1140

When the writer observed directly to Islamic junior high school of Hidayatul Insan Palangka Raya, the students interacted to each others in English. They interacted in English orally in class, library, mosque, dormitory and canteen. In interaction orally, the students sometime get difficulties to understand what the speaker talked. It is caused they still don't too master some skills that are needed in interaction in English orally.

Based on the statements above, the writer is interested in doing a study entitles: **The Use of English in Students' Interaction of Islamic Junior High School of Hidayatul Insan Palangka Raya.**

B. The Identification of Study

Based on background above, the writer would like to identify the various problems, as follows:

1. How do the students of Islamic Junior High School students of Hidayatul Insan Palangka Raya interact with English language in their daily activities?
2. How often do the students try to speak English?
3. Are there any punishments from the school, especially from English section to the student that against rule?
4. Are there any rewards for active students in interaction?
5. How often do the students speak in English when they are outside school?
6. Do students ask the question(s) when they don't understand the things related to the English materials?
7. Are the materials difficult?
8. How is the implementation of the teaching of English?

9. What are factors that cause students speak English rarely?
10. How is the students' ability in using of English in the interaction among students?

C. The Formulation of Problems

Based on the background and identification of the problems above, the writer will formulate the problems as follows:

1. How the eight year students of Islamic Junior High School of Hidayatul Insan Palangka Raya interact each other in English orally?
2. What are difficulties faced by the eight year students of Islamic Junior High School of Hidayatul Insan Palangka Raya interaction each other in English orally?

D. The objective of Study

1. To describe the eight year students of Islamic Junior High School of Hidayatul Insan Palangka Raya in interaction each other in English orally.
2. To describe the difficulties faced by the eight year students of Islamic Junior High School of Hidayatul Insan Palangka Raya in interaction each other in English orally.

E. Significance of the Study

This research is used for:

1. The writer: To fulfill the participate program of the studying at STAIN Palangka Raya, one of requirement of which is to write a thesis in order to get Strata one Degree in English studies
2. The student: this research can be used to increase the student English achievement
3. The teacher: this research can be used as an item to enrich the inventory of English library.

F. Method, Subject and object of the Study

1. Method of the Study

In this research, the writer used qualitative approach. Bogdan and Taylor in Moleong stated *metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dari perilaku yang diamati*.⁴ (Qualitative method is either as research procedure that is observed in which the descriptive result of data is in the form of words from people, orally or in written form and their act)

2. The Subject and object of the Study

According to Bogdan and Biklen in Moleong, "*informan dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan suatu kejadian yang ditemukan oleh subyek lain*".⁵ (Informant needed for

⁴ Lexy J. Moleong, *Methodology Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2004, p. 3

⁵ *ibid.*, p. 90

talking, sharing, or comparing an action that is found by the other subject).

The subjects of this study are the eight year students of Junior High School of Hidayatul Insan Palalangka Raya. Meanwhile the object of this study is students' interaction by using English in the second year students of Hidayatul Insan Palangka Raya. The number of students can be seen as follow:

Table 1
The Number of Second Year Students at MTs Hidayatul Insan Palangka Raya

Names of School	The Class VIII ^A		Sum
	Male	Female	
MTs Hidayatul Insan	12	15	27

3. Technique of Collecting Data

Catherine Marshal and Gretchen B. Rossman, in Sugiyono state, "The fundamental methods relied on by qualitative researchers for gathering information is, participation in the setting, direct observation, in-depth interviewing, document review".⁶

In this study, the writer only uses direct observation, interview and documentation, but here they were added by questionnaire method as completing and be able to collect the data.

⁶ Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta. 2007, p. 309.

a. Observation

Observation that is used namely participant observation. Susan Stainback in Sugiono states "...In participant observation, the researcher observes what people do, listen to what they say, and participates in their activities".⁷

In relation to the statement above, the writer observed the data as follows:

1. The background of students' education
2. The frequency of the students in interaction English orally.
3. The situation and condition of the students when they do interaction English orally.
4. The English process of teaching learning
5. Motivation of the students when they do interaction English orally.
6. The difficulties of the students when they do interaction English orally.

b. Interview

Interview is used as principal instrument to obtain the data. The writer makes direct conversation to second students of Junior high school Hidayatul Insan Palangka Raya in order to get true data. The writer uses tape recorder while interview was doing. In this method writer lets to students as if doesn't interviewing by writer so that the students don't feel interviewed and they can express opinion naturally.

⁷ *Ibid.*, p. 311.

Interview is done on conversation between interviewer and students for looking in formation about:

- a. What is your reason study in this school?
- b. How do you interact to the other or your friends?
- c. How do the teachers give the vocabularies?
- d. How do you memorize vocabularies?
- e. How do the students use grammar?
- f. Do you understand about pronunciation by speaker while watching TV, film or movie?
- g. Wherever do you practice English?
- h. What will be done if you don't understand to native speaker talking?
- i. What difficulties are faced by students while using grammar?
- j. What difficulties are faced by students while memorizing vocabularies?
- k. What are the problems of students while don't understand what the native speaker said?
- l. Do you can listen and understand to native speaker well while listening to cassette or watching a film orally?

c. Documentation

Bogdan in Sugiyono states that "in most tradition of qualitative research, the phrase personal document is used broadly to refer to any

first person narrative produced by an individual who describes his or her own action, experience and belief".⁸

This technique used to collect the data in form of documents on the study place. This data collected in this technique, namely:

1. Description of location this research generally.
2. The Names and number of second year students of Junior High School of Hidayatul Insan Palangka Raya.
3. The names and teachers number of Junior High School of Hidayatul Insan Palangka Raya.
4. Names and number of the school's committee of Junior High School of Hidayatul Insan Palangka Raya.
5. The interaction Students' of Hidayatul Insan Palangka Raya schedule in English.

d. Questionnaire

According to Suharsimi Arikunto, questionnaire is the list of questions that is given to other people by expecting that they might responses to the questions. The people who were expected to give responses are called respondent.⁹ To acquire data needed, questionnaire distributed to the students of the second grade of *MTs Hidayatul Insan Palangka Raya* as completing or be able to the data. The technique is

⁸ *Ibid.* p. 309.

⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 2002, p. 124

used to find out the students responses about interaction in English orally by Students.

4. The Endorsement of the Data

There are four techniques to determine the endorsement of the data, namely credibility, transferability, dependability, and conformability.¹⁰

a. Credibility

In naturalistic research, in order to the data can be believed and fulfill terms of the credibility, data must be admitted and received the truth by information source from informant of the study. To effort in order that the truth of result of the study is believed, it is supported by some ways as follow:

1) The existence of participant

In this way, the writer really knows the condition of place where the study is done, makes a good relationship with the subjects of the study, recognizes culture of environment of the place, and checks the truth information that is gotten.

2) Doing observation

In this way, the writer observes about process of students' interaction in English orally in the school. It can help the writer gives the specific description and accurate about what is observed.

3) Triangulation

¹⁰ Sugiyono, *Metode Penelitian*. p. 366

William states triangulation is qualitative cross validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.¹¹

4) Member check

Member check is the process to recheck of the data gotten. The objective of member check is to make information that is gotten and used in writing the report of the study as respondent or informant.

b. Transferability

Transferability related to question namely, to know how far result of the study can be applied in other situation. It means, the writer gives details description about the result of the study that is done, that someone will read the result of back or not the study in next time. Furthermore, whether the result can be applied for the readers, so the readers should know the result of the study that suitable to be used or exploited in a situation that faced by students, there will be visible presence transfer, although of course it still need adoption based on the context faced by the readers.

c. Dependability and Conformability

Dependability based on non-qualitative term is called reliability and confirm ability is called objectivity.¹² In order to fulfill the requirement of reliability, the teacher combines the pattern of

¹¹ Sugiyono, *Metode Penelitian* p. 372

¹² *Ibid.* p. 377

dependability and pattern of confirm ability. This case is done by a way called audit trail, namely an effort to explore data that is gotten by checking carefulness in collecting the data. So, it is appears convention that the suitable report. The confirm ability is reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that is gotten and used to make the report.

5. The Data Analysis

Bogdan in Sugiono states that “data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and others materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.¹³

So that the writer used the technique of data analysis in the version of Miles and Hubberman in Rahardjo, which describes that the technique of analysis in qualitative study done through some steps as follow:

- a. Data collection: are data observation, questionnaire and documentation.
- b. Data reduction: are all of the data that have been collected, then, it being processed between true relevant and irrelevant to the problems.
- c. Data display: it is relevant data reported.

¹³ *Ibid.* p. 90

d. Conclusion drawing/verification: the writer seeks conclusion as answering for formulation of the problem.

G. Frame of Thinking

The entire student's wishes in order to success on their study generally, also the naughty students. Those all may be influences by some factors. The factors come from themselves (internal) and out side of students (external). Family represents the social environment giving first social experience to students. Therefore situation and environment more support to process study the language especially study to foreign or other languages that is English language.



Chapter II

CHAPTER II

REVIEW OF RELATED LITERATURE STUDENT'S INTERACTION IN ENGLISH LANGUAGE IN JUNIOR HIGH SCHOOL

During the last two decades, active innovation has characterized the design and implementation of English language instruction in the elementary grades. In this same period, serious steps have been taken to improve in junior high school through interaction in English language. The aim of the course is to develop the ability of exchange students to communicate successfully in English with an emphasis on the spoken word. Through listening activities, speaking English through discussion and mastering vocabulary, the students will acquire the confidence and skill necessary to participate fully in their school. To shift to an orientation toward proficiency, particularly at the high school level, had widespread implications for what is taught and how. In contrast, English language program of junior high school have received relatively little attention. Increasing emphasis on early and long sequences of instruction in an English language, combined with the impact of the conversation of junior high school, necessitates that we take a new look at how English language is taught at junior high school. English language interaction will be make success in mastering English of long sequences in the coming years.

A. The Previous Studies

There were some previous studies that related to this topic as follow:

1. Hormaniyah. She has studied about teaching speaking through cooperative learning to the second grade students of SMA Nusantara Palangka Raya in academic year 2005/2006. This study was an experimental one, where the design used was one group pre-test- post test. The purpose of the study was to find out the significant improvement on the students' achievement in learning speaking through cooperative learning especially in expressing the expression of disappointment, expression, of telling news and expression of gratitude. To reach the purpose of the study, the writer conducted the instrument try out, pre test, gave the students treatment and then gave them a post test. The number of sample taken in this study was 40 students.

The instrument of the study was in the form of optional situations which consist of thirty optional situations for the expression of disappointment, ten optional situations for the expression of telling news and the ten ones for the expression of gratitude, where the students had to perform their speaking skill by using the expressions. They had to express different expressions depend on the situations they have chosen.

Based on the result of the calculation of t-test, it was found that the value of table (2,201) lower than t-test (3, 90). It means that the hypothesis of the study is **accepted**. In other words, teaching speaking through cooperative learning to the second grade students of SMA Nusantara Palangka Raya in academic year 2005/2006 gave significant improvement on the students' achievement. Therefore, the writer hopes that the teacher of English could apply this method in the teaching and learning activity¹⁴.

¹⁴ Hormaniyah, *Teaching Speaking Through Cooperative Learning To The Second Grade Students of SMA Nusantara Palangka Raya, Thesis Stratum One*, Palangka Raya : UNPAR,2006.p.53

2. Dewi Noprianty, She has studied about **The Study of The Ability to Use Simple Continuous Tense in Guided Speaking** Performed By The Fourth Year Students of English Education Study Program of Language And Art Education of Department of The Faculty of Teacher Training and Education of The University of Palangka Raya In Academic Year Of 1999/2000. The students' ability to be investigated in this study was their ability in mastering the Present Continuous Tense in guided speaking. The characteristic of the Present Continuous Tense is **S + to be (is, am and are) + Verb (I) + ing**. Some students had already understood and could imply the tense in guided speaking but some of them, sometimes, ignore a little bit of that characteristic.

The average ability of the students in mastering of the Present Continuous Tense in guided speaking was 65, 25. which was indicated that the students had good criterion in mastering the Present Continuous Tense in guided speaking and **30 %** of students had the criterion of **excellent** while **15%** of students got the **good criterion** in mastering the Present Continuous Tense in guided speaking, and **10%** of the students got **fair criterion** and **5%** of the students got **poor criterion** and than **40%** of the students got **very poor criterion**. It is shown that the average score of students in their ability use the present continuous tense in guided speaking is **fair level**¹⁵.

¹⁵ Dewi Noprianty, *The Study of The Ability to Use Simple Continuous Tense in Guided Speaking Performed By The Fourth Year Students of English Education Study Program of Language And Art Education of Department of The Faculty of Teacher Training and Education of The University of Palangka Raya In Academic Year Of 1999/2000.*, Thesis Stratum One, Palangka Raya : UNPAR, 1999.p.46

3. Margaret Thecer, she has studied about: "developing speaking skills of the first grade students of SMA Nusantara Palangka Raya through the communication games in academic year 2004/2005. This study was intended to find out the significant difference of students' achievement of speaking skills in using the expressions of asking and giving direction through the communication games. This study was an experimental, in the format of one group pre-test and post test design. To reach the purpose of research, the writer gave treatments to students. The number of sample taken this study was 42 students. The students were not only got good result on the scores, since the communication games was used in learning and developing their speaking skill, but students also felt more interested, enthusiastic, challenged and enjoyable in learning the material of speaking skills they had a different point of view in studying English. The calculation of it of the data analysis showed that the test score (3,598) that was significantly higher than t- table (0,681) that meant H_A (alternative hypothesis *was accepted*). The problems faced by the students were the limited five vocabularies because of unusual in speaking English language, at least in daily conversation along the process of teaching learning in the classroom. The result showed that developing skill through communication games can increase students speaking skill. Therefore, the writer hopes that English teacher could apply this method in the teaching learning in the classroom.¹⁶

From some previous studies above the writer as a researcher explains that this study can be applied by some stages and good techniques that make students more interested, enthusiastic, challenged and

¹⁶ Margaret Thecer, she has studied about: "Developing Speaking Skills of the First Grade Students of SMA Nusantara Palangka Raya Through the Communication Games In Academic Year 2004/2005. Thesis Stratum One, Palangka Raya : UNPAR,2005.,p.47 - 48

enjoyable in learning the material of speaking skills they had a different point of view in studying English than other skills.

B. Interaction

Free encyclopedia of Wikipedia defines Interaction as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena.¹⁷

Depend on oxford dictionary interact is *act on each other*¹⁸. Interact is a verb and **interact** added **ion** affix is be a *noun* its mean one another mutually in act to get something like *classroom interaction*. In this matter of course how do the students interact between their environments in junior high school of Hidayatul Insan Palangka Raya to make conversation in English well?

In this research, the writer refers to interaction of the students' communication in English orally.

C. Language in Interaction

Language contact situations arise whenever there is meetings of speakers who do not all share the same language and who need to communicate. When the communicative needs of people go beyond what

¹⁷ <http://en.wikipedia.org/wiki/Interaction>, online August 6th 2007

¹⁸ Hornby, *Oxford Advanced Learner Dictionary*, London: Oxford University Press, 1995. p.621

gestures and other paralinguistic signals can achieve, some use of a second language becomes necessary. The languages learned in contact situations may or may not show some kind of language mixing, that is the merging of characteristics of two or more languages in any verbal communications¹⁹. So, everyone who was catching the main of speaker talked in foreign language its mean understood and knew what the speaker meant.

D. Students' Motivation in English Interaction

The Junior High School Students are characterized by a number of developmental change-physical, social, emotional, and cognitive. These changes and the feelings bring about to implication to English language interaction. Great care should be exercised in activities that require students to interact in English language well.

Sparking students' motivation is an important part of any teachers' function. Effective teachers will make sure that students know why the students need to learn the language that is targeting the day's lesson.

There are several things that the instructor can do to drive students' motivation. First, at the beginning of the lesson, build a context where the target language might be used. Then, when building a dialogue or structure chart on the marker board, attempt to elicit as much

¹⁹Terence Odlin, *Language Transfer (Cross-Linguistics influence in Learning Language)*, New York: Cambridge University Press

of that language as possible from the students. The more the language actually comes from the students, the more they will interest in it.²⁰

During the production or activation component of the lesson be sure that students are using the target language to talk their lives, feeling, and interest. This makes the lesson more personal and thus more interesting-building motivation. Most people enjoy talking about themselves.

E. Supporting skills in Students' Interaction

In interaction by using English, there are some skills that should be mastered by the students, they are mastering vocabulary, listening skill, and speaking skill.

a. Vocabulary

The vocabulary is all the words that people know or uses²¹. According to Soenardi Djiwandono, vocabulary is a part of language components. The writer states vocabulary is consisted of the words those are used in language communication, both orally or written also, in communication vocabulary is very important element. The meaning of an expression mostly is determined by the vocabulary which is used. Soenardi argues from the vocabulary, the meaning of the expression is gained, besides from another element such as intonation and stressing.²²

¹⁷<http://www.iei.liu.se/factsprak/tek-fak/engelska>. online August 9th 2007

¹⁸ As Hornby, *Oxford Advance Learner's Dictionary of Current English*, New York : Oxford University Press, 200, p.296

¹⁹ M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: ITB, 1996, p. 42-43

The student who has vocabulary shortages find difficulties of active communication. Having a limited words or vocabularies is also disturbing the learner in learning a foreign language. When they have limited vocabulary sometimes their learning mood easily acquired.

It is necessary for students to have a large number of glossaries in order to interact effectively. Practicing supported by memorizing of vocabulary regularly can get it. Beside that, finding out the meaning of new vocabularies in dictionary may help the learner whenever she/he is in difficulty.

b. Listening Skill

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation his grammar and his vocabulary and his grasping, his meaning. An able listener is capable of doing these four things simultaneously²³

In addition, Anne Anderson and Tony Lynch assert the two facts about listening. Firstly, they argue listening skills are as important as speaking skill; we can not communicate face to face unless the two types of skill are developed in tandem. Rehearse production is useless if we are unable to respond to the reply that it generates from our interlocutor (i.e. the person who were we trying to talk to)

The second point about listening that is under many circumstances, it is a reciprocal skill. We cannot practice listening in the same way as

²⁰ [Http: // www.sasked.html](http://www.sasked.html). online August 9th 2007

we can rehearse speaking or at least the part of speaking that has to do with the pronunciation because we can not usually predict what we will have to listen to²⁴

c. Speaking Skill

Talking about speaking ability, Robert Lado says that:

Speaking ability is described as the ability to express one self in life situation or the ability to report act by using the expression that is in accordance with situation²⁵

Further Jack R. S Rodgers states that:

Speaking is an important ability for the students who study English as a second language based on four skills in English: listening, speaking, reading and writing²⁶

Speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes, modifies, extends and organizing thought. Oral language is a foundation of all language development and therefore, the foundation of all learning. It is the base for the other language strands.

Speaking is one of productive skills in oral mode. It, like the other skills, is more complicated and it seems at first and involves more than just pronouncing words by gate states that and interaction (speaking) can be signed by routinely, as conventional way in presenting the information that can be focused an information and interaction.²⁷

²¹ Anne Anderson and Tony Lynch, *Listening*, New York : Oxford University Press, 1988, p. 3

²² Robert Lado, *English Language Teaching & English Linguistics*. 1987, p. 126

²³ Jack R. S Rodgers, *Approaches & Methods In Language Teaching*. 1962, p. 92)

²⁴ [Http://www.sasked.html](http://www.sasked.html). online August 9th 2007

F. Curriculum and Materials for the Junior High School

Materials for junior high school English language programs should reflect the developmental characteristics of learners and be consistent with current trends in instruction. Textbook and materials should set accessible goals that provide students with a sense of accomplishment and closure. In addition:

1. Materials should be age appropriate and flexible enough to accommodate the diversity found in junior high schools.
2. Materials need to reflect a variety of learning styles, interests, abilities, attention spans, and backgrounds.
3. Activities should reinforce positive aspects of students' self-image.
4. Learning should be made concrete through contextual vocabulary presentations and the extensive use of visuals such as pictured vocabulary, videos and charts.
5. Exercises and activities should involve hands-on student involvement. Whether through the use of manipulative form of physical interaction.
6. Instructional experiences should emphasize the development of understanding rather than the contextual memorizations of vocabulary lists and grammar rules.
7. Abstract concepts should be made accessible through concrete experience and scaffolding of complex tasks.
8. Interaction with peers should be integrated into these materials to provide for the cognitive and social benefits of pair and group work.

9. Students should see materials as relevant to their interests.

G. Indonesian Teaching and Learning Process in English as Foreign Language

To solve the difficulties that appear, Indonesian government keep trying to find the most suitable approach in teaching and learning in English as foreign language. Some references of the teaching and learning approach in English as foreign language are Grammar Translation Method or GTM created by, Direct Method or DM created by, Audio-Lingual Method created by, Humanistic Approach or Suggestopedia created by, Natural Approach created by, Total Physical Response or TPR created by, Communicative Language Learning or CLT created by, etc.

Being referenced by some teaching approaches above, most of Indonesian English teacher can be assumed only use Grammar Translation Method or GTM in their teaching process in English as foreign language. It can be recognized from the Indonesian teaching and learning curriculum in English as foreign language which is still mainly focused on reading and writing literary including the study grammatical rules and vocabulary; the teaching and learning activities, like memorizing the vocabulary list is still being used; the accomplishment which is by giving task, writing, or fills in the blank, is also used in evaluating students' English ability, etc. Although the Indonesian government has change teaching and learning approach many times, it seems Grammar Translation Method or GTM is mostly used by Indonesian teacher in

teaching and learning process in English as foreign language because it is the simplest and common ways in teaching English as foreign language to students.



Chapter III

CHAPTER III THE RESULT OF THE STUDY

A. General Description of the Research Place

1. Brief History of MTs Hidayatul Insan Palangka Raya

The background of history of this school, it was caused the less of Institute of Islamic education at that moment, while the society of Palangkaraya needed the tuitions to utilize the negative influence related to social growth of urban. Therefore KH. Ibrahim and his son Drs. H. Ahmad Sanusi Ibrahim developed a Moslem Boarding School, it was named *Hidayatul Insan Fii Ta'limidin*. It represented not only as an Institute of Islamic Education but also as an Institute of Islamic Communication Program (*Dakwah*) in the year 1987 by number 16 on October 1991.

Now the Organizer Moslem Boarding School of *Hidayatul Insan Fii Ta'Limmiddin* is controlled by Institution Moslem Boarding School of *Hidayatul Insan Fii Ta'Limmiddin* itselfes. Pursuant to the Decision Letter (SK) of number institution 01/YPHIF-PLK/IX/2001, the General Chief: KH. Drs. Ahmad Sanusi Ibrahim, the first chief: H. Harmain Ibrahim, the second chief: H. Sukirno, the third chief: H. Muhammad Fauzi Ibrahim, Secretary: H. Gunawan S. Pd, Assistance secretary: Hj. Salasiah S.Ag. the bursar : Hj. Suci Sri Wahyuningsih and the Assistance bursar : Siti Salhah SH.i.

In 1991, the Moslem Boarding School of *Hidayatul Insan Fii ta'limmiddin* had opened the formal education, that were consisted of Islamic Elementary School (*Madrasah Ibtidaiyah*), Islamic Junior High School (*Madrasah Tsanawiyah*) and in 2001, Islamic Senior

High School (Madrasah Aliyah) was opened. The school used the curriculum which integrity with the curriculum of Moslem Boarding School of *Hidayatul Insan Fii ta'limiddin*.

On June 3rd, 1992, Islamic Junior High School of *Hidayatul Insan* was developing based on the Decision Letter of *Kakanwil Depag* Province of Central Kalimantan with number MP. 6/5-c/PP.00/860/1996 and with the statistical number of school 212627702009. This school located in Sulawesi Street; number 76, RT. 01, RW. 02, District of Langkai, Subdistrict of Pahandut, Palangka Raya with wide of ground 8750 M² and wide of building 550 M², and now it is lead by Siti Salhah SH.i.

There are some extra curricular activities in this school, such as: Scout, Speech in three languages, (English, Arabic and Indonesian) and for the art the students learn qiro'at, hadrah and rebana. The students of MTs *Hidayatul Insan Palangka Raya* have reached some achievements. In addition, there are some other activities in there, which is purposed to improve the ability and talent of the students.

2. Condition of Teachers and the Students

a. Teachers at MTs *Hidayatul Insan Palangka Raya*

Based on the documentation of *MTs Hidayatul Insan Palangka Raya*, the teacher who taught at *MTs Hidayatul Insan Palangka Raya* in academic year 2007/2008 can be seen in the table below:

Table 2
Teachers at MTs *Hidayatul Insan Palangka Raya*

No	Teacher's Names	Courses	Remarks
1	Abdul Latif	Arabic	Permanent Teacher
2	Dimas Ayu Perdana	Qur'an Hadits	Permanent Teacher

3	Ervina Septiani, S.Pd.	Mathematics	Non-Permanent Teacher
4	Gusbintoro	Physic	Non-Permanent Teacher
5	H. Gunawan, S.Pd.	English	Permanent Teacher
6	H. Harmain I, S.Pd.I.	Aqidah Akhlak	Permanent Teacher
7	H. M. Arni	Fiqh	Non-Permanent Teacher
8	Handayany, A.Ma.	Indonesian	Permanent Teacher
9	Heri Saroso	Indonesian	Permanent Teacher
10	Hj, Salasiah, S.Ag.	Fiqh, Qurdis	Permanent Teacher
11	Khairul Atqia	Qur'an Hadits	Permanent Teacher
12	M. Arni	English	Permanent Teacher
13	M. Bakri, S.Pd.	Civic Education	Non-Permanent Teacher
14	May Arif	Arabic	Permanent Teacher
15	Miftahul Ilmi	Arabic	Permanent Teacher
16	Muhammad Yasar	Fiqh	Permanent Teacher
17	Norcholish	English	Non-Permanent Teacher
18	Ria Fika Sari	Indonesian	Non-Permanent Teacher
19	Rusdiana	Physics	Non-Permanent Teacher
20.	Salim Aini	Mathematics	Permanent Teacher
21	Sarmini, S.Pd.	Mathematics	Non-Permanent Teacher
22	Siti Aminah, S.Pd.	Biology	Non-Permanent Teacher
23	Siti Hafсах, S.Pd.	Biology	Non-Permanent Teacher
24	Syahril, SE.	SKI	Non-Permanent Teacher
25	Syamsul Hadi	English	Permanent Teacher
26	Syukron Katsiron, S.Hi.	Aqidah Akhlaq	Permanent Teacher
27	Wulandary, S.Pd.	History, Geography	Permanent Teacher

From the table above, it shows that the total number of teachers at *MTs Hidayatul Insan Palangka Raya* are 27 (twenty-seven) persons. They are consist of 16 (fourteen) person of permanent teachers and 11 (twelve) persons of non-permanent teachers. The teachers who teach in the school commonly graduated from Palangka

Raya University, STAIN, STIBA and Muslim Boarding School of Gontor.

b. Students at MTs Hidayatul Insan Palangka Raya

The total number of students at *MTs Hidayul Insan Palangka Raya* in academic year 2007/ 2008 is 158 (One hundred and fifty eight). In this school consist of 6 (Six) classes, 2 (two) rooms for the first class, 2 (two) rooms for the second class, and 2 (two) rooms for the third class. The numbers of students can be seen in the table below:

Table 3
Students at MTs Hidayatul Insan Palangka Raya

No	Class	Sum of Class	Sum of Students		
			Male	Female	Sum
1.	VII	2	26	24	50
2.	VIII	2	23	34	57
3.	IX	2	31	20	51
Total		6	80	78	158

3. Facilities of MTs Hidayatul Insan Palangkaraya

There were some facilities at *MTs Hidayatul Insan Palangka Raya*, which can be seen on the table below:

Table 4
Facilities at MTs Hidayatul Insan Palangka Raya

No	Facilities	The Sum	Condition
1.	Mosque	1 mosque	Good
2.	Room Office	1 room	Good
3.	Library	1 room	Good
4.	Classes	3 room	Good
5.	Headmaster Office	1 room	Good
6.	Teacher's Room	1 room	Good

7.	Administration Room	1 room	Good
8.	Computer	1 unit	Good
9.	Type Writer	1 unit	Good
10.	Calculator	1 unit	Good
11.	Sewing Machines	9 units	Broken
12.	Headmaster's Chair	1 unit	Good
13.	Headmaster's Table	1 unit	Good
14.	Headmaster's Cupboard	1 unit	Good
15.	Table and Chair of Teacher	5 units	Good
16.	Blackboard	4 units	Good
17.	Student's Table	1 unit	Good
18.	Student's Chair	1 unit	Good
19.	Watch	4 units	Good
20.	Sofa	1 set	Good

B. The Use of English in interaction among students

The Use of English in interaction among students is done as interaction language to practice students for applying and practicing foreign language through of phases that done from school like:

- a. Who are giving vocabularies everyday and how do the students memorize vocabularies?
- b. How do the students use the grammar?
- c. Do the students understand of pronunciation while watching a television or film?
- d. Wherever do the students practice English? and
- e. What will be done if they can't understand what the speaker says?

Here are the results of interview from the students:

1. M.A

M.A said that he interacted with his friends with English in a class and out of school with Indonesia or other language.

(M.A, interview 2nd November 2007)

In receiving this argument that he was said in English with his friends in school because English is an international language and the environment of class support to speak in foreign language but if he goes home and meet with his friends environment he speaks with their language.

2. WY

WY said that he interacted with his friends by English in a class or Indonesia sometimes.

(WY, interview 2nd November 2007)

In receiving this argument that he was said that says in English between other students in a class because our school has rules how do the students each other understand in interaction there and also they will speak Indonesian some times to make clearly and easy in explanation subject class.

3. LK

LK said that he interacted with his friends are combine between English and Indonesia sometimes because of forget the vocabularies.

(LK, interview 2nd November 2007)

In receiving this argument that he was said that saying in English each other as application from vocabularies that have given every day and sometimes we free to speak in Indonesia like other subject as Al-Quran Hadits, Akidah-Akhlak, Mathematic, Biology etc.

4. AL

AL said that he interacted with his friends by English but if he forgot the vocabularies he ask to friends.

(AL, interview 2nd November 2007)

In receiving this argument as an obedient student to the rules and will be a good students he must follow it's because all of the rules are for students themselves, in this word no body is perfect also in memorizing the vocabularies if students forgot they have to ask to whom are know.

5. BJ

BJ said that he interacted with his friends with little English but if he forgot the vocabularies he will say in Indonesia and ask to other students.

(BJ, interview 2nd November 2007)

In receiving this argument is English language as one of foreign language that make students always ask some questions vocabularies that don't know or forgot to study and practice in this case, in order be habitually in daily speaking and be a habit for asking something without shy or afraid.

6. FI

FI said that he interacted with his friends by English vocabularies that given us everyday but if forgot I combine with Indonesia language.

(FI, interview 2nd November 2007)

In receiving this argument is English language that must be habitually by using the simple words and easy to remember and practice it, because study and try make some body know what will must be done? As we know no student always remember all the vocabularies so if forgot he said by combine with Indonesia language.

7. M.AL

M.AL said that he interacted with his friends by English vocabularies that given us everyday in English class and practice it alone before speaking to other as I can.

(M.AL, interview 2nd November 2007)

In receiving this argument every student who got those vocabularies must practice them why..? because the vocabularies that never practice will lose from memory so, the good way is practice it with partner who support in class area or talk alone as proving on giving the vocabularies that given.

8. AB

AB said that he interacted with his friends by English vocabularies in this school that have giving from language section with practice alone or with friends and write them to sentences in free time.

(AB, interview 3rd November 2007)

In receiving this argument AB interacted by English as good student who want success now and for future time he must obey with the school rules. He considered by loyalty to school is never lose out.

9. HR

HR said that he interacted with his friends by English language in English subject and don't cares with something about grammar that some times make confusing how to speak in structure and grammar manner?

(HR, interview 3rd November 2007)

In receiving this argument HR always use English language in English subject because in other time there are other subjects that need in Indonesian explanation. So, impossible with English language in explanation, and as run the time the students were finding the answer that is habit make something easy and simple.

10. SL

SL said that he interacted with his friends by English but it is depend on students themselves and our teachers who always support us to habit our tongue with English and said to remember with our motto "Don't panic guys"

(SL, interview 3rd November 2007)

In receiving this argument is in using English language depend on student themselves who want success in their studying foreign language or just follow the rules of school? I'm sure that no teacher wish for students be stupid. Those all look when the teachers who support to practice everyday with their motto also example in using the foreign language.

11. M.YS

M.YS said that he interacted with his friends by English language in English class because it is an International language so after ending of teaching-learning process in the class our teacher sometimes gives exercises to answer some questions.

(M.YS, interview 3rd November 2007)

In receiving this argument is Because English subject is one of international language the students sometimes do the exercises after ending of teaching-learning process as evidence, do the students understand or not with subject that were studying? The answer will know after their doing those exercises.

12. M.G

M.G said that he interacted with his friends by English language but some times I don't understand what does him talking about cause of their pronunciation.

(MG, interview 3rd November 2007)

In receiving this argument, as we know that English language different than other language that between writing and pronunciation are not same so that for understanding and really know about it every student must open, write and practice the word of English vocabularies diligently to dictionary.

13. NA

NA said that she interacted with her friends by English language a little because we have giving vocabularies everyday if we don't practice the words will be far and make our interaction by English language without result.

(NA, interview 3rd November 2007)

Yes, NA said was true that using a little English in interaction will help learning process English language in a class while practicing those vocabularies that give everyday, why? Because if students don't practice alone to vocabularies, its will be far and make our interaction by English language without result.

14. RS

RS said that she interacted with her friends by English language in a class sometimes because a language is need habitual process so our teachers give opportunity to language section for giving vocabularies everyday as a medium learning for them.

(RS, interview 3rd November 2007)

In receiving this argument RS said she was interacted English language sometimes in a class as applying of vocabularies that were giving from language section and make students habit speak slowly as long as the time.

15.RSD

RSD said that she interacted with her friends by English language because a language is need habitual process so our teachers give opportunity to language section for giving vocabularies that related with our vocabularies in school area like in the class, canteen, library, dormitory, mosque, and how to apply its.

(RSD, interview 3rd November 2007)

In receiving this argument every student will grow base on where does she stay and how does the area make it be habitual in foreign language beside that supports from teachers and opportunity will give spirit for them to apply the language.

16.ST

ST said that she interacted with her friends by English language sometimes in a class because a language is need habitual process so our teachers give time to language section for giving some vocabularies before inter to class that relate with students at 06.15 a.m.

(ST, interview 3rd November 2007)

In receiving this argument students who don't fluently in foreign language will speak combine with their language because there are vocabularies that forgot or it is doesn't give yet, habitual process begin before students inter to class for accepting some vocabularies and saying together.

17. AR

AR said that she interacted with her friends in a class by English language at school and in English weekend.

(AR, interview 9th November 2007)

In receiving this argument as we know students always speak English in a class where every student can control each other friend to speak foreign language as exercise in the field immediately.

18. IK

IK said that she interacted with her friends with simple English language at school and in English weekend.

(IK, interview 9th November 2007)

In receiving this argument IK interacted with simple English language in order her friends understand such intonation, simple vocabularies that gave from language section or and other else.

19. NI

NI said that she interacted with her friends by English language when meet teachers and friends at school.

(NI, interview 9th November 2007)

In receiving this argument a braving to speak with other language begin how the student greets to her friends or teachers with simple language and next she will make other greeting.

20. AS

AS said that she interacted with her friends by English language if there are teachers and language sections. We speak with simple language that understood and certainly everybody knows.

(AS, interview 9th November 2007)

In receiving this argument as we know every thing difficult is how to begin it. Teachers and language sections must give the direction that someone skill will benefit in the future especially English language.

21. FR

FR said that she interacted with her friends by English language but if forgot the vocabularies she asks to friends or teachers or open to dictionary.

(FR, interview 9th November 2007)

In receiving this argument yeah someone who wants to success in language must do like FR did because student success depends on his effort and how to associate each other.

22. RA

RA said that she interacted with her friends by English language in a class but if forgot the vocabularies she will open to dictionary.

(RA, interview 9th November 2007)

In receiving this argument, a class has many functions because from that students will run slowly in teaching-learning process that manages correctly.

23. SN

SN said that she interacted with her friends by English language but if forgot the vocabularies I will silent.

(SN, interview 9th November 2007)

In receiving this argument every student has any strategies to remember the vocabularies that student has memorizing along days ago and avoid from vocabularies using in every what did felled and saw by students

24. DS

DS said that she interacted with her friends by English language but if forgot the vocabularies she will say with signals.

(DS, interview 10th November 2007)

In receiving this argument same with argument number twenty three, about memorizing, remembering vocabularies and avoid from passive in using vocabularies that received along days ago from manager hostel or their teacher.

25. SK

SK said that she interacted with her friends by English language but if forgot the vocabularies she will ask and say the vocabularies in

Indonesia, like what is “robek” in English? After that I arrange the sentences: I tear a paper and give it to my friend.

(SK, interview 10th November 2007)

In receiving this argument every student has many ways to solve the problems like SK way what is “robek “in English? After that other sentences will know with other vocabularies that answered by her friend.

26.DW

DW said that she interacted with her friends by Indonesia language and sometimes in English language.

(DW, interview 10th November 2007)

In receiving this argument a student who aware that English language is important for her future she will practice it seriously if no she just know those vocabularies and cannot make them in sentences. She confuses how to use it...or she sometimes uses Indonesia language because her purpose will accept soon by listener. The good way is before speaking please be practice in front of mirror alone with simple and easy language so that listener will know what will be say.

27. SM

SM said that she interacted with her friends by English language and sometimes I say in whisper in Indonesia language what will I want.

(SM, interview 10th November 2007)

In receiving this argument is habit must be practiced from younger in order be good habit because habit make something easy while needed.

From quotation above, writer was found 12 students who make habit in English at school and 15 students who speak English sometimes or combine with Indonesia language or while there are teachers and language section, while whispering, with signal/body language, only at school area.

Table 5
The Use of Language Result

The use of language		Sum
English	Sometimes/combine etc	27
12	15	

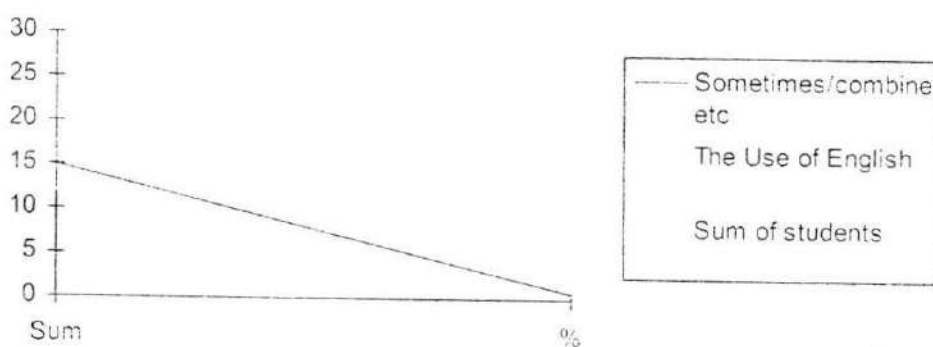


Chart 1
The Use of Language Result

Language is an important part of human being relationship to each other. Here in Junior High School of Hidayatul Insan Palangka Raya the

students are using Arabic and English languages as introduction language in daily to interact between students and teachers. Therefore the students need to study about languages to make communicate each other well. So, to enrich the students' communication in foreign language, this school try to apply step by step because as we know Arabic language is a religion language that is being used in Islamic boarding school and English language is international language, those subjects must being studied, especially English material because it is a material that will be examinee in national examination. Here, a group of language can be applied in our daily life in some languages skills as it's media (as communication media). The media can be grouped into three basic forms: written (reading and writing), oral (listening and speaking), and graphic (drawing and sketching). All of them are important however there will primarily deal with two basic language skills, they are writing and speaking. None of language skills can be mastered without practice. Likewise, try and practice are good way for the next steps.

Experience has shown that writing and speaking have to practice extensively to be mastered. Speaking is a productive skill in the oral mode. It like the other skills, its more complicated and involves more than just in pronouncing words, speaking is like the other skills of language also that has skills (micro-skills) as supporting to reach students' aims. So that they can interaction to the others or in the other

word take and give, it's mean every one of student can understand what has been talked.

As one of Islamic junior high schools that has used competence based curriculum in their teaching learning process, indirectly it is guided or forced to follow expanding of this system so that it can follow especially in competition to get developing in teaching learning process, English is one of priority subject that has to be taught in Hidayatul Insan, all of students were guiding to master it well in writing, listening, reading especially speaking skill depend on their age level, here the students were guiding by speaking skill first because everyday each other of students meet and talk. So, about other level will run after expressing word by word in their daily life. Their school was combined to be with Modern Islamic School Darussalam Gontor and Religion Department (Depag) therefore, this school has to expand or usage Arabic or English in their conversation especially in Hidayatul Insan area everyday, the process is once a week, its mean one week in Arabic language and next week is English language.

To make fluently in English language is student consider it self for choosing of school that can help to practice foreign language, one of it is influenced by students wish to apply it in zone area. Here student's reason why did they choose Hidayatul Insan school?

From quotation above, writer was found 2 students back ground reason of students who said:" that were chosen this school

because failed to go into MTs.N Model I Palangka Raya”; 5 students said that were chosen this school because different than other school that is Islamic boarding school where have a formal school; 2 students said that were chosen this school because it is bilingual school those are Arabic and English language; 8 students said that were chosen this school because his house near from school; 1 student said that he was chosen this school because he wants to be a useful people for next future ; 1 student said that he was chosen this school because he wants learn how is to stand alone from his parent; 1 student said that he was chosen this school because there is a dormitory students and can follow all of the programs here; 2 students said that were chosen this school because it’s school always wins if there are contests; 1 student said that he was chosen this school because it is discipline school to the rules; 3 students said that were chosen this school because it is cheapest school than other private school; and 1 student said that he was chosen this school because his parent order him to school here.

From explanation above writer get conclude that the students were chosen this school caused by:

- a. As one of escape that caused were failed to go into a favorite school
- b. Wants to study in Islamic boarding school that study more about some Arabic language books religion

- c. Interesting to bilingual language that used once a week and wants to master those languages especially in school area in daily
- d. The school not far and only take walking arrive to school without rides a taxi
- e. Wants be a useful people for next future because there are some skills learned in this school for students, like: calligraphic, speak contest (muhadarah), Boy Scouts, computer course, tailor course, rebana skill etc.
- f. Wants be a stand alone without parent who order some commands and only stay in dormitory students we can follow all of the programs.
- g. Interesting to school that caused always wins in every competition in city Palangka Raya, in centre of Kalimantan province until National.
- h. Like to rules of discipline school who makes the students habit.
- i. One of the cheapest school in Palangka Raya, and
- j. Loyalty to their parents.

Table 6
Percentage of Reason of Students

No	Reason	Sum	%
1	That were chosen this school because failed to go into MTs.N Model I Palangka Raya;	2	7
2	That were chosen this school because different than other school that is Islamic boarding school where have a formal school;	5	19
3	That were chosen this school because it is bilingual school those are Arabic and English language;	2	7

4	That were chosen this school because his house near from school;	8	30
5	That he was chosen this school because he wants to be a useful people for next future ;	1	4
6	That he was chosen this school because he wants learn how is to stand alone from his parent;	1	4
7	That he was chosen this school because there is a dormitory students and can follow all of the programs here;	1	4
8	That was chosen this school because this school always wins if there are contests;	2	7
9	That he was chosen this school because it is discipline school to the rules;	1	4
10	That were chosen this school because it is cheapest school than other private school;	3	11
11	That he was chosen this school because his parent order him to school here;	1	4
Total		27	100

2) Place of Students Interaction

There are some places for students to have the interaction in MTs

Hidayatul Insan Palangka Raya:

a. In a Classroom

According to Oemar Hamalik in his book, "*Psikologi Belajar dan Mengajar*," Teaching is the guidance of learning activities, teaching is for adding the pupils to learn".²⁸ From the teaching learning process, a teacher is supposed to develop students' skill, change their attitudes, and guide them to do something and make them understood about knowledge that has been taught.

²⁸ Oemar Hamalik. *Psikologi Belajar dan Mengajar*. Sinar Baru Algensiado, Bandung, 1990, p.20

From definition above, it can be known that teaching in the classroom is the process of guiding and helping learners to learn English language as well as, giving instruction and providing knowledge that all of them are given by teachers in English and sometimes combine in Indonesian language to be clearly about explanation that difficult to understand by students if explains in English, but the common subjects like Al-qur'an Hadits, study of laws pertaining to ritual obligations (Fiqih), natural science (IPA), social science (IPS), mathematic, etc are explained by Indonesia language because to be clearly and make easy for teachers also students.

According to Jarolemek and Foster in Suryo Subroto state, teaching has three rules namely; "Planning for learning and instructional, facilitating of learning and evaluating of learning".²⁹

Here, the teachers have to do something before teaching-learning process namely:

a.1. Preparing

Here a teacher prepared the materials of teaching-learning process before going to class.

This way is a stage decisive apperception instructional as a basic developing in new instructional further.

a.2. Present (expressing/presentation)

²⁶ Suryo Subroto, *Proses Belajar Mengajar di sekolah*, Jakarta: Rineka Cipta, 1997, p.18

In this way a teacher express a new instructional material to students' that content some dialogue habitually in English like: introducing themselves, gives order, say sorry, say thanks or asking for help, all of in English, etc.

a.3. Organizing comparison and unite of subject material

In this way, the teacher compares or connects to subject that has been taught or understood by students in order that the subject clearly.

a.4. Formulate and conclude

In this way, the teacher gives a general conclusion to subject that has been teaching and gives opportunity to students who don't understand the subject for making questions.

a.5. Application

In this way, the teacher makes and submits some questions that have to answer by students orally or in a writing manner, did his explanations understood or not? If the students' answer are correct orally or many answering correct in writing its show the teacher's explanation are valid, on the contrary if the students' answer are incorrect orally or many answering incorrect in writing its show the teacher explanation are invalid. Here is a conversation from students in a class that writer records:

Teacher: Where is your book . . . ?

Student : My book...!? I'm mistaken to see schedule sir, sorry.

Teacher: Don't tell story!

Student : Really sir! I thought today was Thursday

Teacher: So, your books now are for tomorrow, aren't they?

Student : Right sir. Could I take my book sir?

Teacher: Yes please, be quick!

b. In a Library

Teaching is the process to give guidance or help the students to do learning process.³⁰

In teaching-learning process in a class sometimes make students boring so the teacher let them to a library. Here the students were given for explanations the materials that are studying or practicing how do to open the books, read and use those books well. These activities are guided by teachers like:

1. Telling a story or talking about their activities from preparing before going to school until arrives in school and what did students doing.
2. Making conversation face to face, and
3. Make a question and answer, etc.

Here is a conversation from students in a library that writer records:

Student A : Is this seat taken?

³⁰ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 2002, p.45

Student B : Formerly yes, but I think now it's not

Student A : could you move a side please?

Student B : All right, what book do you read?

Student A : about Islamic religion

Student B : well, I think we should increase our scientific view

c. In a Mosque

William Burton in Usman State, "Teaching is guidance of learning activities, teaching is purpose of aiding the pupils learning"²⁶

Here to students who don't live in dormitory they were guided by students committee where live in dormitory for holding in speaking contest or muhadarah weekly meeting on Thursday morning at 10.00-11.15 a.m in English or Arabic language in a "Hasbunallah mosque" where located around MTs. and Aliyah of Hidayatul Insan itself to exercise their braving in front of audiences.

The committees are scheduled and made by school that were divided by sections as master of ceremony, reading of holy qur'an and translating, some speakers, and entertainment. Here is a conversation from students in a class that writer records:

Student A : What's the matter with you?

Student B : I have lost my sandals

Student A : When was it lost?

Student B : After zuhur prayer

Student A : Why don't you buy the new one?

Student B : I'm broke today

Student A : A month ago I lost my sandals too after subuh prayer.

Student B : So, we had better lock our sandals

Student A : Ah you are . . .

d. In a Dormitory

There are some programs that have been hold by dormitory students who life there, the programs are English discussion that hold on Saturday afternoon at 15:30-16:30 P.M, giving vocabularies every night before sleeping only Saturday night and evaluating the vocabularies in weekly that is on Thursday night, daily English activities and etc, every students are be hoped able to master in English, especially they understand what did his friends talking. Here is a conversation from students in a class that writer records:

Student A : What a shocking!

Student B : isn't? What happened to you?

Student A : I entered language court last night because I was speaking native

language : "ih dèa ku belay nanjung ka hetě"

Student B : What were you punished by?

Student A : To stand under the sun this morning!

e. In a Canteen

Canteen is a place for resting students after studying in a class, enjoying or buying something for eating, drinking or else like accompany his/her friends to buy cake or drink while rest but the

students still controlled by punishment students to talk in English language because there are investigates who always writes to students that speaks other language. So, here the students have to speak in English that show he/she was doing what was him learning and practicing about vocabularies that have getting and memorizing, if no the students will be punished by language section.

Some punishments for saying Indonesia language phases are:

- e.1. Stands under the sun while write word or words that said in Indonesia and make it into a story sentences one paper.
- e.2. Write 10 vocabularies and make it into English sentences one word one paragraph.
- e.3. Getting the punishment as an addition speaker on speaking contest or muhadarah weekly meeting on Thursday morning at 10.00-11.15 a.m.

Note: For students who have punishment have to be investigates and notes to students who speaks other language.

3) Patterns of Students for Beginning Speaking

Every body has any ways and strategies how to begin for speaking in English, here the steps of Junior High School of Hidayatul Insan students Palangka Raya:

a. Memorizing the vocabularies

The process of memorizing begun at 06.15-06.30 a.m before enters to class. The vocabularies were given by language section are five

vocabularies everyday, the phases are the language section say one by one the words loudly and followed by students after that order to students who were showed for making example sentences orally.

The vocabularies that were given by language section everyday must be written, memorized and repeated until really remember also used in daily dialogue or conversation.

The phases of punishments for absent students are:

a.1. Everybody of student who absent from following vocabularies one times, will be ordered to do push up for boy and sit up jump for girl as much as twenty times and have to write and memorize ten new vocabularies.

a.2. Who did the same mistake, then he or she has to follow working together as long as 3 days or make arrangement writing as much one paragraph.

b. Practicing the Vocabularies in Interaction

In order remember about vocabularies every student must be practiced in daily life like in a class, dormitory, mosque, canteen, library and anywhere. Here students can practice the vocabularies that were giving by language section by speaking contest or muhadarah as a speaker in front of audiences that held in weekly meeting on Thursday morning at 10.00-11.15 a.m. also try them to brave speak orally in foreign language.

c. Self confidence in speaking

Someone who wants fluently in foreign language must brave to say in English words although his saying incorrect in pronunciation or grammar but next he/she has to correct in reading, listening, writing and certainly in speaking while open to dictionary and try to practice how the correct pronunciation is?

Here an advantage for students who life in dormitory can follow the English discussion programs that held on Saturday afternoon at 15:30-16:30 P.M to practice their language but for students who don't life in dormitory they can follow in speaking contest or muhadarah that held in weekly meeting on Thursday morning at 10.00-11.15 a.m.

The teachers said to students in discussion or speaking contest "Ignore about grammar first and don't be shy or afraid to say words in English language because we study from our mistakes". Its means no human being is perfect without mistakes but from mistakes there are wishing to repair its.

Every student is being hoped able to interact in English; especially in Junior High school of Hidayatul Insan Palangka Raya area where the students have to speak in foreign language by discipline even though not fluently like foreigners but the important is the students understand each other and minimally know what are his friends talking and know the meaning as their password in speaking: "Don't panic guys".

C. Students' Interaction Frequency

1. Always

The students who awarded that English as International language and as school rules that made for students future next time. So, they always speak English language in order that the vocabularies given weren't lost from their brain.

2. Sometimes

The awarding every students has different each other, so before say something to his friends they have to turn right or turn left.

3. If needed

The students who don't aware yet the English language as international language and as daily conversation in a school but they are use the English language if there meeting in muhadarah or speaking contest only.

4. Forced

The students who speak if forced by teachers or language section because they want their purposes and language understood by friends soon.

D. The Difficulties of Students in Interaction to Each Other in English Orally

As we know no street is pure from stones also in using other language in which it is not our mother tongue. So, the students have some difficulties those are;

a. Grammar

Every language has differences in structural like Indonesian language, Arabic language and also in English language. The problems of students side is the arranging of tenses/grammar in English itself that make the students bored so they regard that English is difficult and don't brave to begin and try in arranging from word to word like say something in English alone in front of mirror or write it into book one line or more everyday continually but if those don't be tried, it is will be caused the students silent, afraid and panic if interact with his friends who have been have fluently in speaking even though wrong in grammar.

Here the students feel that act and try in writing are much needed but there are extra curricular activities like boy scout, speaking contest, letter course, etc that make their time limited to practice in writing as well as.

b. Pronunciation

Mouth and tongue of human being are same but there are differences in sound and voice of every country. The beginning students in studying foreign language have those problems. The students are often forgetting how to say the pronunciation English words as well. Those are depend on students it selves because their teachers who teaching that language methods have been order them in order to open dictionary as soon as and try to practice in saying the English words as pronunciation spelling well and listen or look the mouth of foreigner when watching TV or movie that in English programs certainly.

c. Lack of Vocabularies

Lack of vocabularies that remembered by students who make difficult in talking each other. This is cause of lack of motivate and consider from them selves to apply also practice.



Chapter IV

CHAPTER IV

CLOSURE

A. Conclusion

Based on the result of analysis Chapter III, it can be concluded that the use of English in interaction among students in Islamic Junior High School students of Hidayatul Insan Palangka Raya are through these steps: In a Classroom where the teacher has to do something before teaching-learning process like:

1. - **For teachers:** Preparing; Present (expressing/presentation); Organizing comparison and unite of subject material; Formulate/conclude; Application; The teacher hopes to students can apply the subject of material lesson that have were taught especially in English area like: in a Library, in a Mosque, in a Dormitory, and in a Canteen.
 - **For students** : Always ;Sometimes; If needed and Forced
2. The difficulties of students in interaction English language each other orally are; inside motivation, Using grammar,Pronunciation, and Lack of vocabularies.

B. Suggestions

There are some suggestions that will be proposed for the English Teachers, and the School Institution:

1. The English teachers
 - a. English teachers can choose and use the appropriate method in teaching so, can make situation in the class more enjoy.

- b. The teacher should be able to manage the available time in order that the teaching learning purpose can be achieved well.
- c. The teacher should improve their ability to create the media an interesting in order that the students do not feel bored or stress but hopefully in studying.

2. The School Institution

- a. For the School Institution should provide the equipments and environment in order to support teaching learning process, especially for English Lesson.
- b. Media is one of the important things in order to support in teaching learning process, for example English Book, Dictionary and soon.

Based on the result in this study, the use of English interaction in second of junior high school of Hidayatul Insan Palangka Raya is able to apply it more intensive by students who always try to speak every meet with his friends as partner.

It is like Mr. H. Gunawan, S.Pd. said as a teacher class in junior high school of Hidayatul Insan Palangka Raya: "learning is an effort process of someone to obtain new purposes based on experience result in interaction area or field"

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Curriculum vitae

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B. The Parent's Identity

- Father's Name : Muhammad Barnawi
- Mother's Name : Siti Biyan (The Late)
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APPENDICES

DATA SISWA
MTs. HIDAYATUL INSAN FII TA'LIMIDDIN PALANGKA RAYA
TAHUN PELAJARAN 2008/2009

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Kelurahan : Langkai
Kabupaten/ Kota : Palangka Raya
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No	Nomor Induk	Nama	L/P	Alamat	Nama Orang Tua	Ket
1	2	3	4	5	6	7
1	16/511	M. Amrullah	L	Jl. Cemara	Sabirin Muchtar	
2	16/512	Wahyu	L	Jl. Mendawai	M. Syamsa	
3	16/513	Lukman	L	Jl. Kalimantan	Ngadimo	
4	16/514	Alvindi	L	Jl. Sulawesi	Bahrudin	
5	16/515	Bajuri	L	Jl. P. Samudera	Sairani	
6	16/516	M. Yusuf	L	Jl. Flamboyant	Hamzah	
7	16/517	Nur K. Nufus	L	Jl. Flamboyant	Zulkifli	
8	16/518	Aldi	L	Jl. Antang No. 07	Suryani	
9	16/519	Arman	L	Jl. Mangku Raya	Sudianoor	
10	16/520	Sulaiman	L	Jl. Mahir Mahar	Darmawan	
11	16/521	Adzi Ahmadi	L	Jl. Sulawesi	Wahidin	
12	16/522	M.Gujali Rahman	L	Jl. Sulawesi	Safruddin	

13	16/523	Rusdawati	P	Jl. Kalimantan	Mas'ut (Alm)	
14	16/524	Rosita	P	Jl. Kalimantan	Salamat	
15	16/525	Sunarti	P	Jl. Kalimantan	Hendra. AF	
16	16/526	Susilawati	P	Jl. Kalimantan	Gazali Rakhman	
17	16/527	Nurmutmainnah	P	Jl. Yossudarso	Madiansyah	
18	16/528	Supiyana	P	Jl. Kalimantan	Muriyanto	
19	16/529	Murniati	P	Jl. Mendawai	H. Wardaniansyah	
20	16/530	Rahimah	P	Jl. G. Obos	Suriyansyah	
21	16/531	Nor Sholaiha	P	Jl. Krakatau	Imlan	
22	16/532	Siti Nurjainah	P	Jl. Kalimantan	M. Saepullah	
23	16/533	Siti Khadijah	P	Sebagau	Gatriyanto	
24	16/534	Desy Mahdianty	P	Jl. Palangka Raya	H. Marjuni	
25	16/535	Siti Muriyana	P	Jl. Ir. H. Juanda	Sahudi	
26	16/536	Rima Amelia A.	P	Jl. A. Yani	Armain (Alm)	
27	16/537	Risma Sepianti	P	Jl. Rajawali	M. Nur Yakin	
28	16/538	Noor Mutmainnah	P	Jl. Antang	Itina Zahari	
29	16/539	Yuliani	P	Jl. Bhayangkara	Yatmuji	
30	16/540	Haryadi	L	Jl. A. Yani	Supian Imbran	
31	16/541	Muhammad Amin	L	Jl. RTA. Milono	H. M. Mahlan	
32	16/542	Muhammad Alfi	L	Jl Kalimantan	Mujaeir Rachman	
33	16/543	Susilawati	P	Jl. Kalimantan	Darmawi	
34	16/544	Noriyah	P	Jl. Kalimantan	Bostami	
35	16/545	Veni Hartati	P	Jl. Mutiara No. II	Suriansyah	
36	16/546	Nur Kahayan. N	L	Jl. A. Yani	Aliyansyah	
37	16/547	Wahyu	L	Jl. Kalimantan	Erwin	
38	16/548	Maulida Khairilah	P	Jl. G. Obos	Ahmad Zaini	
39	16/549	Dhadi Sugiarto	L	Jl. Bukit Hindu	Ponijan	
40	16/550	Umar Said	L	Jl. Flamboyant	H. Usman	
41	16/551	Rosita	P	Jl. Sulawesi	Safruddin	
42	16/552	Masrini	P	Jl. Cilik Riwt	Anang Masri	

43	16/553	Wahyu Beni	P	Jl. Kalimantan	Tarmizi	
44	16/554	Sunarti	P	Jl. Kalimantan	Suharjo	
45	16/555	Rusdawati	P	Jl. Kini Balu	Mahadi	
46	16/556	M. Amirullah	L	Jl. Kalimantan	M. Rifa'i. G	
47	16/557	Risma Sopianti	P	Jl. Kalimantan	Umar	
48	16/558	M. Yusuf	L	Jl. Mangku Raya	Darmawan	
49	16/559	Adi Akbar	L	Jl. Manduhara	Agus Sulaiman	
50	16/560	Siti Khadijah	P	Jl. Wisata	Ruskani	
51	16/561	Sulaiman	L	Jl. Dr. Murjani	Arifin	
52	16/562	Lestari	P	Jl. Sulawesi	Syarifuddin	
53	16/563	M. Khairuddin	L	Jl. Sulawesi	M. Zaini	
54	16/564	Siti Nurjainah	P	Jl. Sulawesi	Burhanuddin	
55	16/565	Eko Purwanto	L	Jl. Sulawesi	Purwanto	
56	16/566	Anita	P	Jl. Sulawesi	Ilham	
57	16/567	Reza	L	Jl. Sulawesi	M. Syaukani	
58	16/568	M. Riyadi	L	Jl. Sulawesi	A. Baihaqi	

DATA SISWA
MTs. HIDAYATUL INSAN FII TA'LIMIDDIN PALANGKA RAYA
TAHUN PELAJARAN 2008/2009
Alamat: Jl.Sulawesi No. 76 Telp.(0536)3309852 Palangka Raya Kal-Teng 73111

Madrasah : MTs. Hidayatul Insan
 Alamat : Jl. Sulawesi No. 76 Telp.(0536)3309852 Palangka Raya
 Kecamatan : Pahandut
 Kelurahan : Langkai
 Kabupaten/ Kota : Palangka Raya
 Propinsi : Kalimantan Tengah

KELAS VIII A

No	Names	Place Of Date Birth	Original of School	Explanation
1.	M.A	Palangkaraya, 17 th -01-95	SD	M A L E
2.	WY	Palangkaraya, 13 th -11-95	MI	
3.	LK	Gunung Mas, 07 th -06-96	MI	
4.	AL	Palangkaraya, 28 th -02-95	MI	
5	BJ	Palangkaraya, 20 th -02-95	MI	
6	MY	Palangkaraya, 05 th -05-92	MI	
7	NKF	Palangkaraya, 31 st -10-95	MI	
8	AR	Kasongan, 08 th -08-95	SD	
9	A	Sebangau, 01 st -12-96	SD	
10	SL	Palangkaraya, 07 th -05-94	SD	
11	AA	Palangkaraya, 05 th -05-92	MI	
12	M.G	Palangkaraya, 11 th -06-95	MI	

13	RAA	Palangkaraya.	09 th -08-94	SD	F E M A L E
14	RS	Cianjur,	08 th -10-94	SD	
15	RSD	Martapura,	19 th -02-94	MI	
16	RST	K.Kapuas,	24 th -03-95	SD	
17	S	Baturaya	11 th -07-94	SD	
18	S	Palangkaraya.	02 nd -03-95	SD	
19	N	Talingke,	01 st -02-94	SD	
20	S	Amuntai,	19 th -09-95	SD	
21	M	Palangkaraya.	02 nd -07-94	MI	
22	R	Palangkaraya,	27 th -02-96	SD	
23	NS	Palangkaraya.	04 th -09-95	SD	
24	SN	K.Kapuas	05 th -01-95	SD	
25	SK	Palangkaraya.	23 rd -12-95	SD	
26	DM	T. Jutuh,	11 th -12-95	MI	
27	SMY	Palangkaraya.	24 th -08-96	SD	
Sum of				SD	
				MI	11

**Education Students Background of at MTs Hidayatul Insan
Palangkaraya**

No	Names	Place and Date of Birth	Original of School	Explanation
1.	M.A	Palangkaraya, 17 th -01-95	SD	
2.	WY	Palangkaraya, 13 th -11-95	MI	
3.	LK	Gunung Mas, 07 th -06-96	MI	
4.	AL	Palangkaraya, 28 th -02-95	MI	
5	BJ	Palangkaraya, 20 th -02-95	MI	
6	FI	Palangkaraya, 08 th -08-95	MI	
7	M.AL	Palangkaraya, 31 st -10-95	MI	
8	AB	Kasongan, 15 th -03-95	SD	
9	HR	Banjarmasin, 07 th -12-94	SD	
10	SL	Palangkaraya, 07 th -05-94	SD	
11	M.YS	Palangkaraya, 05 th -05-92	MI	
12	M.G	Palangkaraya, 11 th -06-95	MI	
13	NA	Talingke, 01 st -02-94	SD	
14	RS	Palangkaraya, 08 th -10-94	SD	
15	RSD	Martapura, 19 th -02-94	MI	
16	RST	K.Kapuas, 24 th -03-95	SD	
17	AR	Palangkaraya, 04 th -08-95	SD	
18	IK	Palangkaraya, 16 th -11-94	SD	
19	NI	Palangkaraya, 08 th -10-94	SD	
20	AS	Basarang, 07 th -04-95	SD	
21	FR	Palangkaraya, 13 th -04-95	MI	
22	RA	Palangkaraya, 27 th -02-95	SD	
23	SN	Palangkaraya, 09 th -08-94	SD	
24	DS	Palangkaraya 02 nd -08-95	SD	
25	SK	Palangkaraya, 23 rd -12-95	SD	
26	DW	Amuntai, 19 th -09-95	MI	
27	SM	K. Kurun, 05 th -01-95	SD	
Sum of			SD	16
			MI	11

No	Original of School	Sum	%
1.	Elementary school (SD)	16	0.59
2.	Institution of learning (MI)	11	0.41
Average		27	1

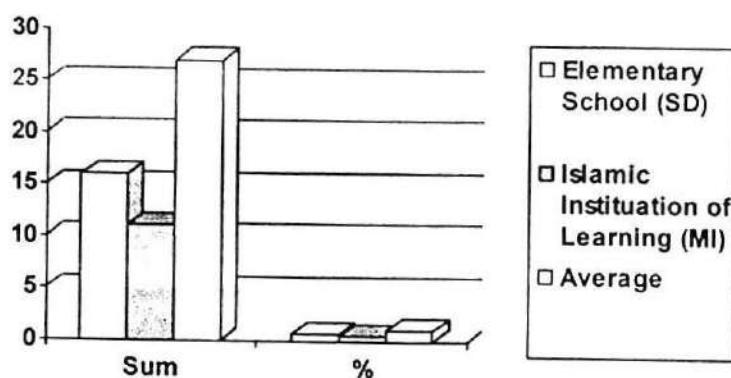


Chart
Students Background of at MTs Hidayatul Insan
Palangkaraya

From Questionnaire data was dug as follow:

- a. "M.A said that he was choose this school because his house near from school" (M.A Questionnaire)
- b. "W.Y said that he was chosen this school because failed to go into MTs.N Model I Palangkaraya" (W.Y Questionnaire)
- c. "L.K said that he was chosen this school because he wants to be a useful people for next future" (L.K Questionnaire)
- d. "A.L said that he was chosen this school because he wants learn how is to stand alone from his parent" (A.L Questionnaire)

- e. "B.J said that he was chosen this school because different than other school that is Islamic boarding school" (B.J Questionnaire)
- f. "F.I said that he was chosen this school because there is a dormitory student and can follow all of the programs here" (F.I Questionnaire)
- g. "M.AL said that he was chosen this school because it's school always wins if there are contests" (M.AL Questionnaire)
- h. "A.B said that he was chosen this school because this school always wins if there are contests" (A.B Questionnaire)
- i. "H.R said that he was chosen this school because it is discipline school to the rules" (H.R Questionnaire)
- j. "S.L said that he was chosen this school because it is bilingual school those are Arabic and English language" (S.L Questionnaire)
- k. "M.YS said that he was chosen this school because it is cheapest school than other private school" (M.YS Questionnaire)
- l. "M.G said that he was chosen this school because my parent order him to school here" (M.G Questionnaire)

Reason of Students who were Chosen This School

No	Names	Reason	Other Reason
1.	M.A		M.A said that he was chosen this school because his house near from school
2.	WY	“W.Y said that he was chosen this school because failed to go into MTs.N Model I Palangkaraya”	
3.	LK		L.K said that he was chosen this school because he wants to be a useful people for next future
4.	AL		AL said that he was chosen this school because he wants learn how is to stand alone from his parent
5	BJ	BJ said that he was chosen this school because different than other school that is Islamic boarding school where have a formal school	
6	FI		F.I said that he was chosen this school because there is a dormitory students and can follow all of the programs here
7	M.AL		M.AL said that he was chosen this school because it's school always wins if there are contests
8	AB		A.B said that he was chosen this school because it's school always wins if there are contests”
9	HR		H.R said that he was chosen this school because it is discipline school to the rules

10	SL	"S.L said that he was chosen this school because it is bilingual school those are Arabic and English language"	
11	M.YS		M.YS said that he was chosen this school because it is cheapest school than other private school
12	M.G		M.G said that he was chosen this school because my parent order him to school here"
13	NA	NA said that she was chosen this school because different than other school that is Islamic boarding school where have a formal school	
14	RS		RS said that she was choose this school because his house near from school
15	RSD	"RSD said that she was chosen this school because different than other school that is Islamic boarding school where have a formal school	
16	RST	"RST said that she was chosen this school because different than other school that is Islamic boarding school where have a formal school	
17	AR	"AR said that she was chosen this school because failed to go into MTs.N Model I Palangkaraya"	
18	IK		IK said that she was chosen

			<p>this school because his house near from school</p>
19	NI		<p>NI said that she was chosen this school because it is cheapest school than other private school</p>
20	AS	<p>AS said that she was chosen this school because different than other school that is Islamic boarding school where have a formal school</p>	
21	FR		<p>FR said that she was chosen this school because it is cheapest school than other private school</p>
22	RA		<p>R.A said that she was chosen this school because his house near from school</p>
23	SN		<p>SN said that she was choose this school because his house near from school</p>
24	DS		<p>DS said that she was choose this school because his house near from school</p>
25	SK		<p>SK said that she was choose this school because his house near from school</p>
26	DW		<p>DW said that she was chosen this school because his house near from school</p>
27	SM	<p>SM said t at she was chosen this school because it is bilingual school those are Arabic and English language</p>	

Palangka Raya, August 16th 2006

To the honorable,
The Chief of Committee of Thesis Proposal Seminar

Bismillahirrahmaanirrahim.

Assalamu 'alaiku wr. wb.

This thesis is written by:

Name : AHMAD SULA

Reg. Number : 0201120040

Title : THE USING OF ENGLISH IN STUDENTS INTERACTION AT
SECOND YEAR OF ISLAMIC JUNIOR HIGH SCHOOL
HIDAYATUL INSAN PALANGKA RAYA (An Evaluation Research)

He is allowed to enroll at the level of the programme proposal seminar, which is held by the committee. It is one of the partial fulfillment of the requirements for the degree of programme of stratum one (S1) in English Education Study Programme of Tarbiyah Faculty.

Therefore, we expect that this thesis proposal can be examined soon.

Wassalamu 'alaikum wr. wb.

Advisor I



Dr. H. KHAIRIL ANWAR, M.Ag
ORN. 150 250 157

Advisor II



RAHMADI NIRWANTO, S.Pd
ORN. 150 321 414

Hal : Mohon diseminarkan
Seminar Proposal Skripsi

Palangka Raya, No^r ber 2009

Kepada
Yth. Ketua Panitia Seminar
Proposal Skripsi
di-
Palangka Raya

Assalamu'alaikum wr. wb.

yang bertanda tangan di bawah ini:

Nama : Ahmad Sula
NIM : 0201120040
Semester : XV (Lima Belas)
Jurusan : TARBIYAH
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : **THE USE OF ENGLISH IN STUDENTS'
INTERACTION OF ISLAMIC JUNIOR
HIGH SCHOOL OF HIDAYATUL INSAN
PALANGKARAYA.**

Pembimbing : 1. Dr. H. Khairil Anwar M.Ag
 2. Dra. Halimah, M.Pd

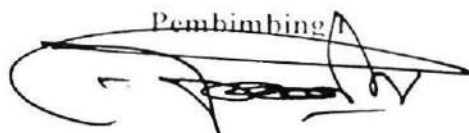
dengan ini mengajukan kepada Ketua Panitia Seminar Proposal Skripsi untuk dapat diperkenankan mengikuti seminar proposal skripsi.

Bersama ini saya lampirkan 7 (tujuh) eksemplar proposal skripsi saya.

Demikian atas perkenan dan kerahmatan Bapak Ibu diucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Mengetahui

Pembimbing I


Dr. H. Khairil Anwar M,Ag

NIP. 196301181991031002

Pembimbing II



Dra. Halimah, M.Pd

NIP. 19671226 199603 2 003

Palangka Raya, Nopember 2009

**To the honorable,
The Chief of Committee of Thesis Proposal Seminar**

Bismillahirrahmaanirrahim.

Assalamu'alaiku wr. wb.

This thesis is written by:

Name : AHMAD SULA

Reg. Number : 0201120040

Title : THE USE OF ENGLISH IN STUDENTS' INTERACTION
 OF ISLAMIC JUNIOR HIGH SCHOOL OF
 HIDAYATUL INSAN PALANGKARAYA.

Had passed the seminar proposal program. He is allowed to enroll at the level of the institution seminar, which is held by the committee. It is one of the partial fulfillment of the requirements for the degree of program of stratum one (S1) in English Education Study Program of Tarbiyah Faculty.

Therefore, we expect that this thesis proposal can be examined soon.

Wassalamu'alaikum wr. wb.

Mengetahui,

Advisor I



Dr. H. Khairil Anwar M.Ag

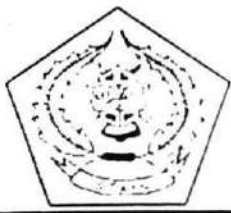
NIP. 196301181991031002

Advisor II



Dra. Halimah, M. Pd.

NIP. 19671226 199603 2 003



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/ *SB* /2008
Hal : Pergantian Pembimbing II Skripsi

Palangka Raya, 29 Juli 2008

Kepada
Yth. Sdr. Ahmad Sula
NIM. 0201120040

Assalamu'alaikum Wr, Wb.

Berdasarkan surat permohonan saudara tanggal 21 Juli 2008 perihal pergantian pembimbing II untuk skripsi saudara yang berjudul:

“The Using of English in Students’ Interaction at Islamic Junior High School Hidayatul Insan ”

Dikarenakan pembimbing II yaitu Bpk. Rahmadi Nirwanto, S.Pd melanjutkan studi S2, maka dengan ini ditetapkan perubahan pembimbing skripsi saudara:

1. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Demikian surat ini dibuat untuk dipergunakan sebaik-baiknya dan kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



[Signature]
Dra. **HAMDANAH. HM, M. Ag**
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
3. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II

Palangka Raya, 5 Juli 2007

Kepada Yth,
TIM Penerima Judul Skripsi TBI
di-
Palangka Raya

Assalamu'alaikum Wr.Wb.

Dengan ini mengajukan permohonan penerimaan judul atas nama:

Nama : AHMAD SULA
NIM : 0201120040
Jurusan : Tarbiyah
Prodi : Tadris Bahasa Inggris
Semester : XI (sebelas)
Judul skripsi : STUDY ON SPEAKING PRACTICE ON SECOND YEAR
STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL
HIDAYATUL INSAN PALANGKA RAYA

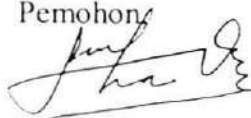
Bersamaan dengan ini sebagai bahan pertimbangan, saya lampirkan Bab I judul skripsi, blanko mengikuti seminar proposal, KHS nilai mata kuliah Research Methodology.

Demikian permohonan ini saya sampaikan, besar harapan saya semoga judul ini dapat diterima.

Wassalamu'alaikum Wr.Wb.

Mengetahui,
Dosen Penasehat Akademik


Drs. H. Abdul Qodir, M.Pd
NIP. 150 244 629

Pemohon


AHMAD SULA
NIM. 0201120040



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat: Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 7 Agustus 2008

Nomor : Sti.15.8/TL.00/ 1135 /2008
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi/Penelitian.

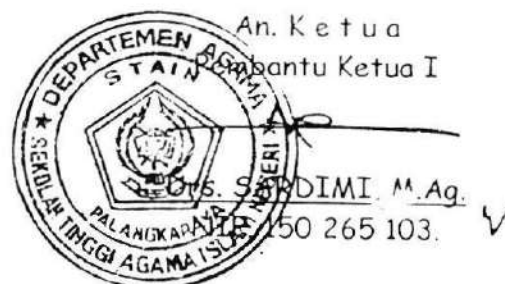
Kepada

Yth. Kepala Kantor Departemen Agama
Kota Palangka Raya.
di -
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

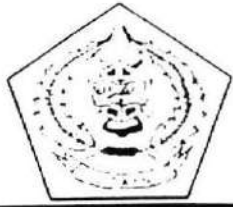
Nama : Ahmad Sula
N I M : 020 112 0040
Jurusan/Prodi : Tarbiyah / TBI.
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : MTs Hidayatul Insan Palangka Raya
Judul Skripsi : "THE USING OF ENGLISH IN STUDENTS' INTERACTION AT ISLAMIC JUNIOR HIGH SCHOOL HIDAYATUL INSAN
Metode : Observasi, Wawancara dan Dokumentasi
Waktu Pelaksana : 2 (Dua) bulan, terhitung sejak tanggal 8 Agustus s/d 8 Oktober 2008.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.



Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala MTs Hidayatul Insan Palangka Raya
3. Arsip



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/ 386 /2008
Hal : Pergantian Pembimbing II Skripsi

Palangka Raya, 29 Juli 2008

Kepada
Yth. Sdr. **Ahmad Sula**
NIM. 0201120040

Assalamu'alaikum Wr, Wb.

Berdasarkan surat permohonan saudara tanggal 21 Juli 2008 perihal pergantian pembimbing II untuk skripsi saudara yang berjudul:

“The Using of English in Students’ Interaction at Islamic Junior High School Hidayatul Insan ”

Dikarenakan pembimbing II yaitu Bpk. Rahmadi Nirwanto, S.Pd melanjutkan studi S2, maka dengan ini ditetapkan perubahan pembimbing skripsi saudara:

1. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Demikian surat ini dibuat untuk dipergunakan sebaik-baiknyadan kami kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dr. H. Khairil Anwar, M.Ag sebagai Pembimbing I
3. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II

PERSETUJUAN DESAIN SKRIPSI

JUDUL : THE USING OF ENGLISH IN STUDENTS' INTERACTION OF ISLAMIC JUNIOR HIGH SCHOOL HIDAYATUL INSAN PALANGKA RAYA

NIM : 020 112 0040

JURUSAN : TARBIYAH

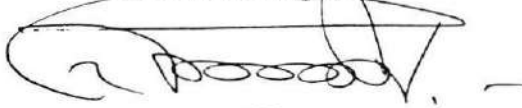
PROGRAM STUDI : TADRIS BAHASA INGGRIS

Setelah kami teliti dan diadakan perbaikan seperlunya, berdasarkan catatan hasil seminar, maka kami menyetujui proposal tersebut untuk dijadikan bahan melakukan penelitian.

Palangka Raya, 1 Agustus 2008

Menyetujui,

Pembimbing I,



Dr. KHAIRIL ANWAR, M. Ag
NIP. 150 250 157

Pembimbing II,



Dra. Halimah, M.Pd
NIP. 150 278 004

Mengetahui,
Ketua Jurusan Tarbiyah



Dra. Hamidah HM, M. Ag
NIP. 150 246 049

**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
TAHAP I SEMESTER GANJIL TAHUN AKADEMIK 2007/2008
STAIN PALANGKA RAYA**

**SURAT KETERANGAN
Nomor: 07/PAN-SMR/X/2007**

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palang a Raya, menerangkan bahwa:


N a m a : Ahmad Sula
N I M : 0201120040
Jurusan/Prodi : Tarbiyah/TBI
Judul Proposal : The Using of English in Students Interaction of Islamic Junior High School Hidayatul Insan Palangka Raya (An Evaluation Research).

Telah melakukan Seminar Proposal Skripsi pada tanggal 28 September 2007 di Aula STAIN Palangka Raya dengan Penanggap Utama : Drs. H. Abdul Qodir M.Pd dan moderator : Agus Handi S., S.Pd.I, dan dinyatakan lulus/dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 3 Oktober 2007

PANITIA SEMINAR


Ketua,


Dakir, M.A
NIP. 150327384

Sekretaris,


Tri Hidayati, SHI
NIP. 150318856

**Mengetahui:
Pembantu Ketua I,**


Drs.Sardimi, M.Ag
NIP. 150365103

CATATAN HASIL SEMINAR

Penyaji / NIM : Ahmad Sula / 020 112 0040
Jurusan/Prodi : Tarbiyah / TBI
Judul : The Using of English in Students' Interaction
at Second Year of Islamic Junior
High School *Idaratul Insan*, Palangka
(An Evaluation Research)
Penanggung Utama : Drs. H. Abd. Qadir, M Pd
Pembimbing : 1. Drs. H. Khairul Anwar, M Pd
2. Renaldi Nirwanto, S Pd

CATATAN PERBAIKAN:

1. Chapter I → The title should be Review of the Key words.
2. Method of the Study in Chapter I should be included in Chapter II
3. Mention the places of the interaction in your proposal.
4. Include the environments.
5. Look to the curriculum which is used first.
6. Consider the teaching-learning process, materials used, and whether the curriculum works well or not.
7. Focus your research in English Interaction
8. Revise the styles of writing.

Palangka Raya, 28 Sept 2007

Moderator,

Agus Handi S.
Agus Handi S.

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok a, b, atau c.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Rima Amelia Agustid
Ttl : Pulangka Ruyat, 3-3-1994
Jenis kelamin : Perempuan
Tempat / sekolah : MTS Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang di: utukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
 a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

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- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : M. Yusuf
Ttl : 10 Maret 9-5-1992
Jenis kelamin : Laki-laki
Tempat / sekolah : di HI JL Sulawesi
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
 a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
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a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
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- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
 a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
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Identitas siswa

Nama : Susiawati
Ttl : Amuntai 19 September 1993
Jenis kelamin : Perempuan
Tempat / sekolah : Pon-pen HIF
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. H idayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
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 a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

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- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Desy Mahayanty
Tgl : 7 JulaH - 11 Desember 1995
Jenis kelamin : Perempuan
Tempat / sekolah : JLN Sulawesi
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
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- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
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- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Siti Murgainah
Ttl : Kuala Lumpur, 5 Januari 1995
Jenis kelamin : Perempuan
Tempat / sekolah : Mts. Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
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 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
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- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

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- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : **ALVINDI**
Ttl : **Sebangau 1-12-1996**
Jenis kelamin : **Laki-laki**
Tempat / sekolah : **HIF**
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
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a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
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- Pilihlah jawaban yang menurut anda anggap cocok **a, b**, atau **c**.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Dewi
Ttl : Amuntai, 5 Mei 1994
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan Fita'Umiddin
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
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a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
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Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok a, b, atau c.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : DHADY
Ttl : PALangka Raya 16-1-1995
Jenis kelamin : laki-laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
- a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a.. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : M. Khoirudin
Ttl : B. Hanga 18 Desember 1995
Jenis kelamin : Laki-laki
Tempat / sekolah : Hidayatul Wasdan Fita' Iminidin
No telp / Hp : 081251431343

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : ADZIE . Ahmadi
Ttl : P. RAYA 05 - MEI - 1995
Jenis kelamin : Pria / Laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
 a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
 a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b,** atau **c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : M. RIDUWAN
Ttl : P. Raya - 24 - January - ~~1995~~ 1995
Jenis kelamin : Laki - laki
Tempat / sekolah : Hidayatul Insan.
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana pembagian jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana tanggapan anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a**, **b**, atau **c**.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : MUHAMMAD GUNOF
Ttl : 11 APRIL 1994
Jenis kelamin : LAKI-LAKI
Tempat / Sekolah : HIDAYATUL INSAN
No telp / Hp : 0855241042223

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana pembagian jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana tanggapan anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : M. G. RAHMAN
Ttl : 11-6-1995
Jenis kelamin : laki-laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. H idayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Rahman
Ttl : 1998
Jenis kelamin : Pria
Tempat / sekolah : Surabaya / Mts. Hidayatul Insan
No telp / Hp : -

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a.. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
 a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
 a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : SUPIYANA
Ttl : Baturaya, 11 Juli, 1999
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan Fito' Limiddin
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
 a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. H idayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B.inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- a. Pilihlah jawaban yang menurut anda anggap cocok a, b, atau c.
- b. Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : MURAHATI
Tgl : 2 Juli 1994
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

1. Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
2. Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
3. Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
4. Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
5. Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
6. Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
7. Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
8. Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
9. Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
10. Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kos-kata b. Grammar c. Pengucapan d. Berbicara
11. Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. H idayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
12. Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
13. Bagaimana *tinggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
14. Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
15. Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B.inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Sulaiman
Tgl : P. Raya, 7 Mei, 1994
Jenis kelamin : Laki-laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 Guru Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan di sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok a, b, atau c.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Sunarti
Ttl : Pekanbaru, 02 - Agustus - 1995
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan Ft. Cimindin
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : S. Muri Yana
Ttl : P. raya - 21 agustus 1996
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
 a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Siti Hadiyah
Ttl : P. Raya 23, Mei, 1995
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : ARMIANI
Ttl : 8-8-1995
Jenis kelamin : laki-laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Normulmanah
Ttl : Talingke 1 - Februari - 1994
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Bajuri
Ttl : Palangka Raya, 20 Feb, 1995
Jenis kelamin : Laki-laki
Tempat / sekolah : H.I.F
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
 Kosakata b. Grammar Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : ALDI
Ttl : Palangkaraya, 28.02.1995
Jenis kelamin : Laki - laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp : -

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Rosita
Ttl : Kuala Lumpur 24 Maret 1995
Jenis kelamin : Perempuan
Tempat / sekolah : Hidayatul Insan Fita Ulu Pandan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
 a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a**, **b**, atau **c**.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Muhammad Amfullah
Ttl : Palangka Raya, 17 - 1 - 1995
Jenis kelamin : Laki - laki
Tempat / sekolah : Mts. Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Rusdawati
Ttl : Martapura 19 April 1994
Jenis kelamin : Perempuan
Tempat / sekolah : Ponpes Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
 a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : NOR SHOLAHHA
Ttl : 4-9-1995
Jenis kelamin : PR
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
 Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
a. Bagus Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a**, **b**, atau **c**.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Nur. K. Wufus
Tgl : P. raya 31-10-1998
Jenis kelamin : Laki-Laki
Tempat / sekolah : Ponpes Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a**, **b**, atau **c**.
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Fisma Septanti
Tgl : Cianjur, 8 oktober 1999
Jenis kelamin : Perempuan
Tempat / Sekolah : Hidayatul Insan Fatahimudin
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
 a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
 a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
 a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan- pertanyaan berikut.

Identitas siswa

Nama : Wahyu A
Ttl : Palembang, 13-11-1995
Jenis kelamin : Laki-laki
Tempat / sekolah : Jl. Sulawesi / Hidayat
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
 a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
a. Kosakata b. Grammar c. Pengucapan d. Berbicar..
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. H idayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

DAFTAR PERTANYAAN KUESIONER UNTUK SISWA

Petunjuk pengisian :

- Pilihlah jawaban yang menurut anda anggap cocok **a, b, atau c.**
- Jawaban tidak berpengaruh terhadap nilai sekolah, oleh karena itu di mohonkan keikhlasannya dalam menjawab pertanyaan-pertanyaan berikut.

Identitas siswa

Nama : Lukman
Ttl : ~~Surabaya~~ Surabaya Mas ~~1991~~ 7 Juni 1989
Jenis kelamin : Laki-laki
Tempat / sekolah : Hidayatul Insan
No telp / Hp :

- Sejak kapan anda menjadi siswa Mts. Hidayatul Insan?
a. 2005 b. 2006 c. 2007 d. 2008
- Dimana anda sekarang tinggal?
 a. Asrama Pon-pes b. rumah c. Kost d. Ikut orang
- Apakah anda sering melakukan percakapan B. Inggris dengan teman-teman anda?
a. Ya b. Tidak c. kadang-kadang d. Bila ingin
- Setelah melakukan latihan percakapan B. Inggris, bagaimana perasaan anda?
a. Senang b. Terpaksa c. biasa-biasa saja d. Membosankan
- Bagaimana cara guru menyampaikan B. Inggris terhadap siswa (i)?
a. Selalu berbahasa Inggris b. Campuran c. Berbahasa Indonesia d. Berbahasa daerah
- Menurut anda seberapa penting penggunaan percakapan B. Inggris yang telah anda lakukan?
a. Sangat penting b. Penting c. Kurang penting d. Tidak penting
- Jika anda tekun melakukan percakapan B. Inggris, faktor apa saja yang mempengaruhi ketekunan anda ?
a. Guru b. Motivasi sendiri c. Teman-teman d. Orang-tua
- Siapakah orang yang paling berpengaruh mendorong anda dalam melakukan percakapan B. Inggris dengan teman-teman anda ?
a. Orang-tua b. Guru c. Teman-teman d. Motivasi sendiri
- Apakah anda betul-betul serius dalam melakukan percakapan B. Inggris dengan teman anda ?
 a. Ya b. Tidak c. Terpaksa d. Biasa-biasa saja
- Apakah kendala yang sering anda temui ketika melakukan percakapan B. Inggris dengan teman anda ?
 a. Kosakata b. Grammar c. Pengucapan d. Berbicara
- Bagaimana tanggapan anda terhadap pergaulan siswa (i) Mts. Hidayatul Insan ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *pembagian* jadwal yang ditentukan oleh guru dalam penggunaan percakapan B. Inggris ?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Mendukung
- Bagaimana *tanggapan* anda terhadap jadwal B. Inggris yang ditentukan sekolah?
 a. Bagus b. Kurang bagus c. Tidak bagus d. Sesuai/pas
- Apakah anda tekun / aktif dalam melakukan percakapan B. Inggris ?
 a. Ya b. Tidak c. Biasa-biasa saja d. Malas
- Bagaimana kemampuan anda setelah sering melakukan percakapan dalam B. Inggris ?
a. lancar b. tidak lancar c. kurang lancar d. Biasa-biasa saja

B. KEADAAN SISWA

No	Kelas	Kelompok Belajar	Keadaan Siswa Bulan Lalu			Mutasi						Keadaan Siswa Bulan ini		
						Keluar			Masuk					
			Lk	Pr	Jml	Lk	Pr	Jml	Lk	Pr	Jml	Lk	Pr	Jml
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	I	1	14	16	30	-	-	-	-	-	-	17	19	36
2	II IPA	1	2	5	7	-	-	-	-	-	-	3	5	8
3	II BAHASA	1	6	6	12	-	-	-	-	-	-	9	9	18
4	III IPA	1	5	1	6	-	-	-	-	-	-	2	6	8
5	III BAHASA	1	5	13	18	-	-	-	-	-	-	6	7	13
JUMLAH		5	32	41	73	-	-	-	-	-	-	37	46	83

C. KEADAAN GURU DAN PEGAWAI TATA USAHA

No	Nama / Nip	Gol / Ruang	Jabatan	Bidang Studi	Ijazah Terakhir	Bertugas di Madrasah ini TMT	Ket
1	2	3	5	6	7	8	9
1	H. Harmain I. S. Pd. I	-	Kepala Sekolah	B.Indo (2) B.Arab (3)	PM. GONTOR	2001	GTY
2	Desi Erawati, M. Ag	III B	Wakamad I	Sosiologi (2 MA)	S2. UNMUH MALANG	2002	GTY
3	Syukron Katsiron, S.Hi	-	Wakamad II	Akidah A (2)	PM. GONTOR	2001	GTY
4	Abdul Latif	-	Guru Bid Study	B. Arab (1,2)	PM. GONTOR	2005	GTY
5	M. Arni	-	Wali Kelas	Fiqh (3)	STIBA	2004	GTY
6	May Arif	-	Guru Bid Study	Akidah A.(1)	PM. GONTOR	2005	GTY
7	Dimas	-	Guru Bid Study	Qur'an Hadits (1,2)	PM. GONTOR	2005	GTY
8	Syamsul Hadi	-	Guru Bid Study	SKI (3)	PM. GONTOR	2005	GTY
9	H. M. Arni	-	Guru Bid Study	Fiqh (1,2)	PONTREN	2005	GTT
10	Dedi Suryadi, S.Pd	-	Guru Bid Study	Fisika (1,2)	FKIP UNPAR	2001	GTT
11	R Nursolechah S.Pd	-	Guru Bid Study	Matematika (3)	FKIP UNPAR	2005	GTT
12	Tri Ratna, S.Pd	-	Guru Bid Study	Kimia (1,2)	FKIP UNPAR	2003	GTT
14	M. Bakri, S.Pd	-	Guru Bid Study	PPKn (1,2,3)	FKIP UNPAR	2007	GTT
15	Jumiati A. N, S.Pd	-	Guru Bid Study	IPS (1,2,3)	FKIP UNMUH	2005	GTT
16	Siti Minah, S, Pd	-	Guru Bid Study	Biologi (1,2)	FKIP UNPAR	2005	GTT
17	H. Gunawan, S.Pd	-	Guru Bid Study	B. Inggris (3)		2006	GTT
18	Faridah, S.Pd	III B	Guru Bid Study	B. Indonesia		2006	GN

E. INVENTARISASI

No	Jenis Barang Inventaris	Jumlah Barang	Keadaan Barang	Diperoleh dari Sumber dana	Jumlah dana	Tahun Pengadaan
1	2	3	4	5	6	7
1	Komputer dan Printer	1 Set	Rusak Ringan	DEPAG RI / Pusat	-	-
2	Mesin Ketik	1 Buah	Baik	DEPSOS Kodya	-	-
3	Kalkulator	1 Buah	Baik	YAYASAN	-	-
4	Mesin Jahit	9 Buah	Rusak Berat	DEPSOS Kodya	-	-
5	Meja Kepala	1 Buah	Baik	YAYASAN	-	-
6	Kursi Kepala	1 Buah	Baik	YAYASAN	-	-
7	Lemari Kepala	1 Buah	Baik	DEPSOS Kodya	-	-
8	Meja dan Kursi Guru	5 Buah	Baik	YAYASAN	-	-
9	Papan Tulis	4 Buah	Baik	YAYASAN	-	-
10	Meja Murid	25 Buah	Rusak Ringan	YAYASAN	-	-
11	Kursi Murid	41 Buah	Rusak Ringan	YAYASAN	-	-
12	Jam dinding	4 Buah	Baik	BDN Palangkaraya	-	-
13	Kursi Tamu	1 Set	Rusak Berat	KANDEPSO	-	-

F. BARANG BANTUAN YANG DIPEROLEH DALAM TAHUN PELAJARAN INI

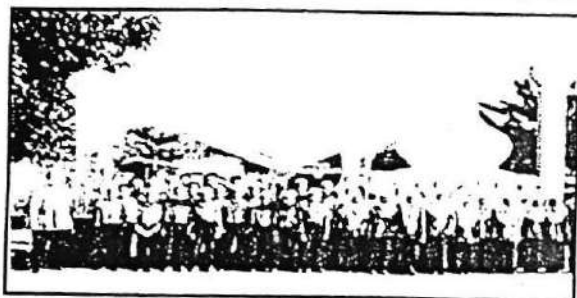
No	Nama / Jenis Bantuan	Diperoleh dari instansi Swasta	Jumlah	Besarnya bantuan	Tanggal menerima	Keterangan
1	2	3	4	5	6	7

Palangka Raya, 28 Juli 2007

Kepala Madrasah

H. HARMAIN IBROHIM, S. Pd. I

PONDOK PESANTREN HIDAYATUL INSAN FII TA'LIMIDDIN
 HIDAYATUL INSAN FII TA'LIMIDDIN
 JL. SULAWESI NO. 77 TELP. (0536) 3309850 PALANGKA RAYA



Visi : Sebagai Lembaga Pendidikan Islam Yang Berjiwa Pondok Pesantren Membina Generasi Muda Muslim untuk siap menjadi Kader Pemimpin Umat, Menjadi Tempat Ibadah, Sumber Ilmu Pengetahuan Islam dan Bahasa Al-Qur'an dengan Acuan perpaduan antara Imitaq (Iman dan Taqwa) dan Iptek (Ilmu Pengetahuan dan Teknologi)

MISI

- ☞ MENCETAK GENERASI YANG BERIMAN, BERTAQWA, BERAKHLAK MULIA, CERDAS TERAMPIL, DAN MANDIRI DAN SIAP MENGABDI KEPADA UMAT
- ☞ MENGUTAMAKAN PEMBIASAAN KEHIDUPAN ISLAMI BAG SISWA DALAM KEHIDUPAN SEHARI-HARI
- ☞ MENGAJARKAN ILMU PENGETAHUAN AGAMA DAN UMUM SECARA SEIMBANG

SEJARAH SINGKAT DAN PERKEMBANGAN

Latar belakang yang menjadi motivasi pendirian Pondok Pesantren Hidayatul Insan Fii Ta'limiddin adalah melihat dari kondisi kehidupan beragama di Kota Palangkaraya yang pada waktu itu sangat kurang ditandai dengan terbatasnya jumlah pemuka agama yang dapat memimpin umat dan pola perilaku masyarakat yang kurang islami dan bertentangan dengan norma hukum yang berlaku.

Embrio Pondok Pesantren dimulai dari Majelis Ta'lim yang dikelola oleh KH. Ibrohim. Kemudian Majelis Ta'lim tersebut berkembang dan atas usul dari masyarakat dan juga keinginan umat dari pendiri, maka pada tahun 1987 didirikanlah Pondok Pesantren Hidayatul Insan Fii Ta'limiddin walaupun sarananya waktu itu belum memadai.

Pendidikan diawali dengan membuka Pendidikan Diniyah yang kemudian terus berkembang dan mendapat perhatian besar dari masyarakat. Dengan perkembangan berikutnya maka didirikanlah lembaga

Pesantren, dimana Pondok Pesantren terjadi bencana kebakaran yang menghabiskan seluruh bangunan Pondok Pesantren dan hanya menyisakan Masjid saja. Akan tetapi seluruh pengurus Pondok Pesantren tetap bertekad terus melaksanakan pendidikan walaupun dalam kondisi yang memprihatinkan.

Pada tahun 1999 Pondok Pesantren Hidayatul Insan Fii Ta'limiddin mulai mengarahkan kiblat pendidikannya ke Pondok Modern Gontor setelah satu putra almarhum KH. Ibrohim menamatkan pendidikannya di Pondok Modern Gontor. Dan mulai saat itulah Pondok Pesantren Hidayatul Insan Fii Ta'limiddin mengadakan kerja sama dengan Pondok Modern Gontor ke Pondok Pesantren Hidayatul Insan Fii Ta'limiddin untuk mengabdikan dirinya dalam pembinaan santri dan santriwati.

Setelah pendiri yaitu KH. Ibrohim meninggal dunia pada tahun 1999 maka kepemimpinan dipegang oleh Drs. H. Ahmad Sanusi Ibrohim dan H. Harmain Ibrohim, S.Pd.I

LEMBAGA PENDIDIKAN YANG DISELENGGARAKAN

NO	LEMBAGA	JUMLAH GURU	JUMLAH SISWA
1.	Madrasah Aliyah	25 Org	108 Org
2	Madrasah Tsanawiyah	23 Org	170 Org
3	Madrasah Ibtidaiyah	20 Org	242 Org
4	Salafiyah Ula	6 Org	80 Org
5	Salafiyah Wustho	5 Org	50 Org
7	TKA/TPA	8 Org	60 Org
	Jumlah	87 Org	718 Org

KEGIATAN SISWA

A. AKADEMIK

Kegiatan belajar mengajar menggunakan kurikulum terpadu yaitu perpaduan secara integral pola pendidikan umum (kurikulum nasional) yang berbasis kompetensi dan pola pendidikan pesantren Modern Gontor.

B. EKSTRA KURIKULER

Kegiatan ini bertujuan untuk membantu siswa mengembangkan dirinya yang berkarakter cerdas kreatif dan mandiri serta menumbuhkan bakat yang terpendam.

Kegiatan ini bertujuan untuk membantu siswa mengembangkan dirinya yang berkarakter cerdas kreatif dan mandiri serta menumbuhkan bakat yang terpendam.

A. Ekstra Kurikuler Yang Di Wajibkan

1. Latihan kepramukaan (Setiap Kamis Sore)
2. Latihan Muhadarah (Latihan pidato Bahasa Arab, Inggris & Indonesia (Setiap Kamis Siang Setelah Sholat Dhuhur)
3. Kursus Bahasa Arab (Senin sore Ba'da Asar) dan Inggris (Rabu Sore Ba'da Asar)

B. Ekstra Pilihan

1. Qasidah Rebana Dan Hadrah
2. Kaligrafi dan Letter
3. Seni Lukis dan lukis Balik kaca
4. Seni Drama dan Pantomim

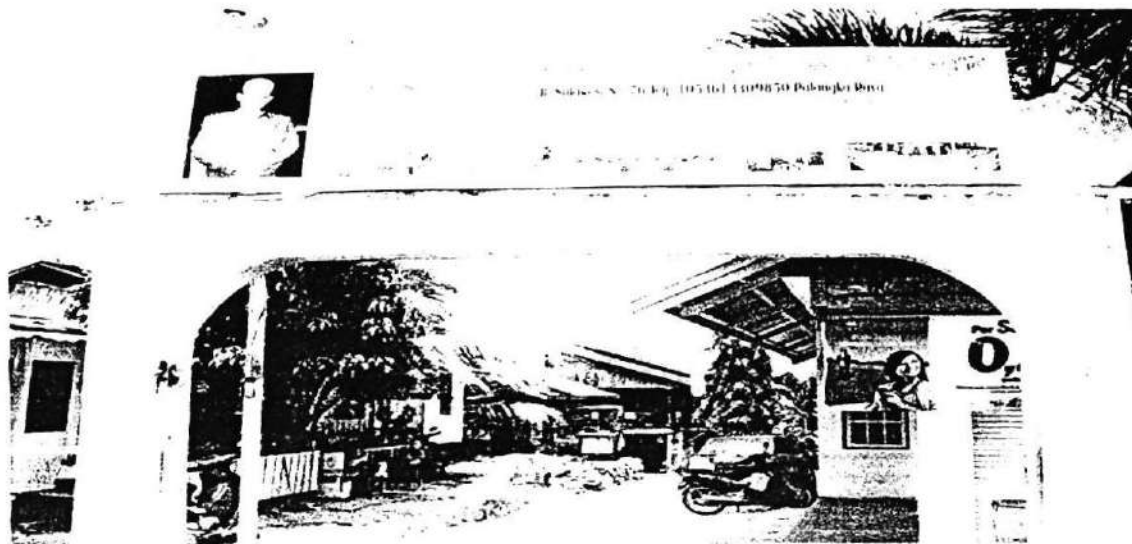
C. KEGIATAN PENUNJANG

1. Pembagian kosa kata Bahasa Arab dan Inggris 30 menit sebelum pelajaran dimulai
2. Kursus bahasa
3. Muhadatsah/conservation atau percakapan bahasa Arab dan Inggris
4. Sholat Dhuha Berjamaah
5. Tadarus Al-Qur'an setiap hari sebelum Sholat Dzuhur
6. Sholat Dzuhur Berjamaah
7. Pengajian 2 kali sebulan
8. Kemah Pramuka setiap akhir tahun

PRESTASI

Diantara beberapa prestasi santri yang pernah diraih :

1. Meraih Dua puluh dua kejuaraan pada kemah bakti dan latihan pramuka (KBLP) tingkat Prop. Kal-Teng 2005, Dan terbaik satu Regu Putri pada Perkemahan pramuka Santri Nasional di Cibubur 2006
2. Meraih delapan kejuaraan pada MTQ tingkat kota Palangkaraya tahun 2005, 10 Kejuaraan MTQ Kota 2006, dan 15 Kejuaraan MTQ Kota 2007, dan 5 Kejuaraan Pada MTQ Prov Kal-Teng 2008
3. Sebagai duta Kal-Teng pada lomba pidato Bahasa Arab dan Indonesia pada porseni Pondok Pesantren tingkat Nasional Ai-Zaytun Jawa Barat tahun 2001
4. Sebagai duta Kal-Teng pada lomba pidato Bahasa Arab, Inggris dan Indonesia, Rebana Putra, Puisi pada porseni Pondok Pesantren tingkat Nasional Palembang tahun 2003.
5. Meraih medali pada lomba pidato, puisi, cipta puisi dan silat pada porseni pontren Tingkat Nasional ke III di Medan tahun 2005, Meraih Medali Perunggu Pada Porseni Pontren Nasional 2007



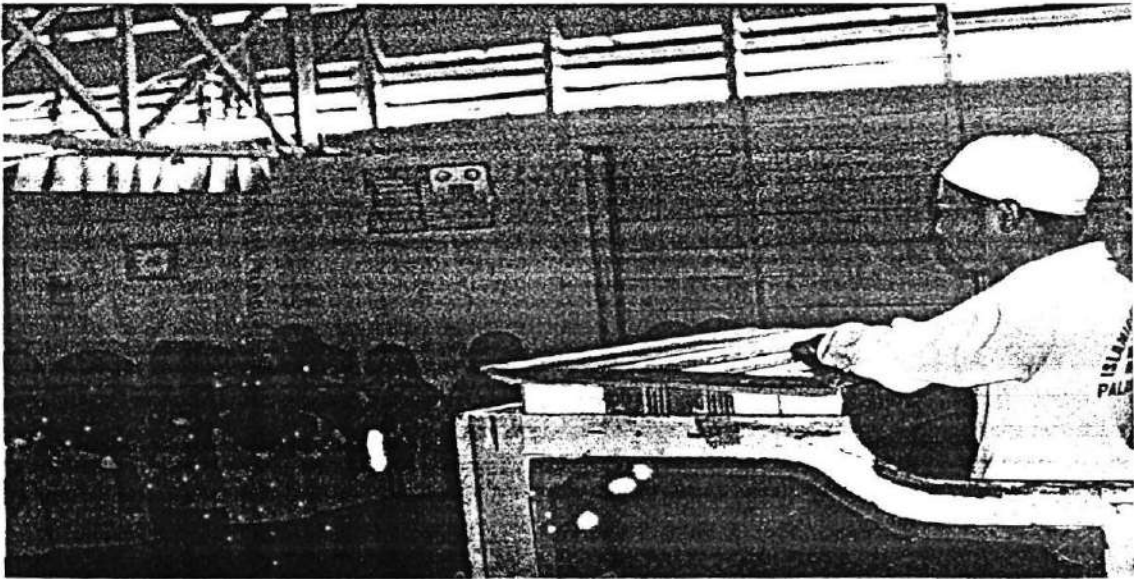
The Door of Hidayatul Insan Gate



The Moslem area of Hidayatul Insan Gate



A mosque of Hidayatul Insan Palangka Raya



Speaking contest of Students



A writer are asking to English teacher



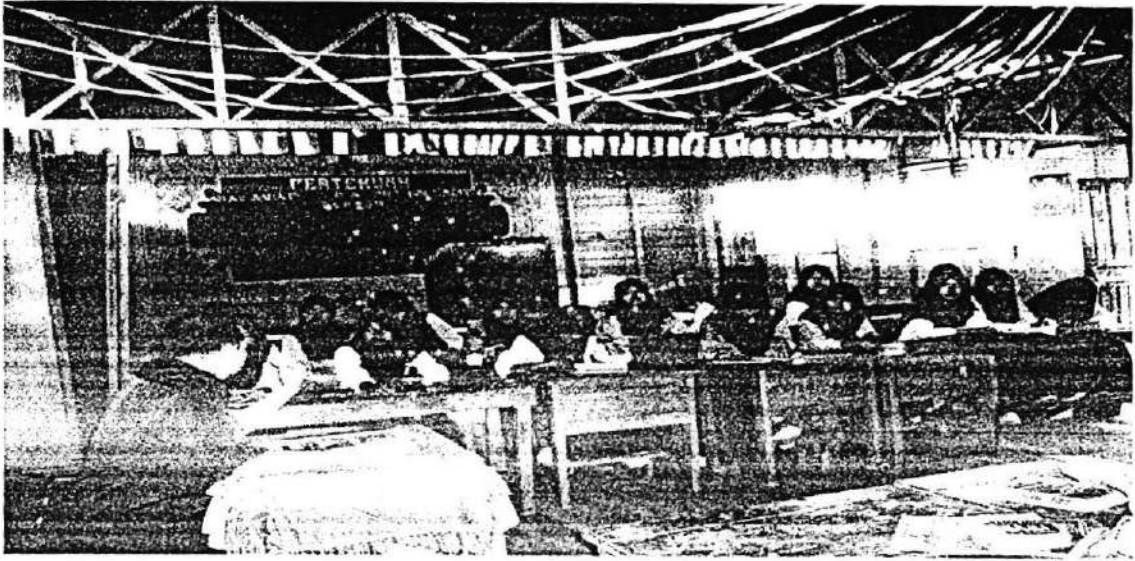
The Students are Making Conversation English in a Cafeteria School



The Students are discussing in a class



The Students are Speaking in a Class



The students are studying in a class



The Students are Resting while Speaking in English