THE IMPLEMENTATION OF ENGLISH SPEAKING AREA AT THE ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH IN ACADEMIC YEAR 2020/2021 : TEACHERS AND STUDENTS PERCEPTION

THESIS

Submitted as A Partial Requirements For the degree of Sarjana

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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Assalamu'alaikum Warohmatullahi Wabarokatuh

     After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that thesis of :

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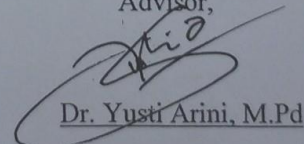
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     Thank you for the attention.

Wassalamua'alaikum Warohmatullahi Wabarokatuh.

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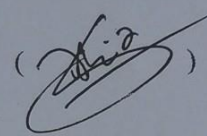
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RATIFICATION

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iii

MOTTO

"Give them ease and do not complicate. Give good tidings and do not make them

run away."

- HR. Bukhari and Muslim-

"There isn"t difficulties that can"t be solved by effort, diligence, and prayer if you

want to be respected, you must respect yourself."

(Q.S : Al- Mukmin : 60)

"Believe in yourself and all that you are. Know that there is something inside you

that is greater than any obstacle."

- Christian D. Larson-

DEDICATION

This thesis is dedicated to:

1. My parents who always supports and facilitates the researcher in everything until the researcher can receive to the current stage.

2. My husband who has supported and assisted in the process of preparing this research to the end.

3. My Almamater UIN Raden Mas Said Surakarta, supervisors, and examiners which has facilitated researchers to be able to complete this research to the end..

PRONOUNCEMENT

Name   : Yasmin Rikhanabila

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I hereby sincerely state that the thesis titled "THE IMPLEMENTATION OF ENGLISH SPEAKING AREA AT THE ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH IN ACADEMIC YEAR 2020/2021 : TEACHERS AND STUDENTS PERCEPTION" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 16 June 2023

Stated by,

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this thesis. This goes to :
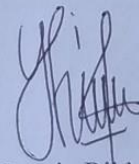
1. Prof. Dr. H. Mudofir, S.Ag., M.Pd. as Rector of The State Islamic Institute of Surakarta.

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The researcher reliazes that this thesis is still far from being perfect. The researcher hopes this thesis is usefull for the reseacher in particular and readers in general.

Surakarta, 16 June 2023

The Researcher,

Yasmin Rikhanabila

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TABLE OF CONTENT

ABSTRACT

Yasmin Rikhanabila.2023. "The Implementation of English Speaking Area at the Eleventh Grade of MA Plus Al-Mashduqiah In Academic Year 2020/2021 : Teachers and Students Perception". Thesis: English Language Education, Culture and Language Faculty.

Advisor : Dr. Yusti Arini, M.Pd

Key words : English Speaking Area, Teachers Perception, Students Perception.

The purpose of this research is to analyze the describe the implementation of English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah in the academic year 2020/2021: teachers and students perception. It is conducted to know the teachers' implementation of the English Speaking Area of MA Plus Al-Mashduqiah. The researcher also wants to know 1) how the teachers' implementing English Speaking Area, 2) what are the obstacle in implementing about English Speaking Area 3) what are the teachers and students perception about English Speaking Area.

The researcher use a qualitative method. The researcher collects the data by observations, interviews and documentations. The data are from the field notes, documentation (recording). The techniques of analyzing data are data analysis, data presentation, and drawing conclusions. The subject of this research is the teachers and students of MA Plus Al-Mashduqiah. The object of this research is the Implementation of the English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah. The researcher draws conclusions about the implementation of the English Speaking Area.

Based on the observation and interview the researcher concluded that the implementation of English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah by the English teacher are; The techniques that are used by the teachers at MA Plus AL-Mashduqiah is; (1) giving examples and (2) giving motivation. The methods used to implement the English Speaking Area are (1) giving new vocabulary, (2) holding competitions such as dramas, speeches, (3) conversations. The teacher gives views to teachers and students that this English Speaking Area will become a culture if they are accustomed to foreign languages. The obstacles experienced when implementing the English Speaking Area; (1)new students who do not know that at this school are required to speak English, (2) students' lack of confidence to speak English, (3) educational background because each child has a different educational background, (4) cultural factors, environmental factors as well as facilities and infrastructure. Teachers and students have differences about EnglishSpeaking Area 1) very positive for the development of students in the field of English, 2) very supportive because students will be motivated to speak English, 3) Can improve foreign language skills (English).

CHAPTER I

INTRODUCTION

A. Background of Study

In this recent era, English as an international language is increasingly needed by people in the world, Indonesian society is one of them. In Indonesia English is as a Foreign Language still not Second Language, therefore some Indonesian are still unfamiliar with the use of English as a daily communication. From the aspect of learning English theory side, there are four skills, these are; listening, reading, writing and speaking skills. These four skills are related between one and another, but most of people emphasize the ability to speak as a measure of one's success in learning a language. Alfitri (2012:6) states that when thinking about English skills, the four skills of listening, reading, writing, and speaking immediately come to mind. Among these four skills, speaking is very interesting to discuss because speaking is a language skill that is used daily to interact. According to Thornbury (2005: 8) speaking is a production which is part of daily activities that involve interaction; This means that if someone is able to communicate well then he will be able to interact with the community.

Nunan (2003:48) is stated that speaking is more difficult than writing or listening and reading. Many people feel that speaking a new language is more difficult than reading, writing, or listening for two reasons. Firstly, unlike reading or writing, speaking occurs in real time. Usually the person you are talking to is waiting for you to speak right then and there. Secondly, when you

speak, you cannot edit and revise what you want to say, as you can do in writing.

English Speaking Area is one of the fields of English study program that requires all students and teachers to communicate using English. English students are required to speak English in this area. If they do not speak English, they will be punished by the teachers. This English Speaking Area will certainly make it easier and faster for students to learn English because students must always speak English in this area. The need for the application of this field can make students excited to continue learning so that they can speak English well. The English Speaking Area is also very effective in inviting students to speak English.

In the English speaking area at MA Plus Al-Mashduqiah, teachers certainly have many ways to implement it. The trick is to give vocabulary to students and apply the vocabulary in speaking. Not only that, teachers implement this program by holding competitions between students.

In implementing the English speaking area program at Ma Plus Al-Mashduqiah, teachers and students have different perceptions. Apart from perception, the English Speaking Area also has different obstacles for teachers and students.

Perception is a process in which an individual can understand an object based on his experience, and is also one of the processes in himself towards the object he gets based on environmental stimuli, which are received by his five senses. Perception is very important in the English Speaking Area because it can have an impact or influence on student learning outcomes. If the program

is good then it can be continued otherwise, if it is not good then it is eliminated for the school.

According to Thoha (2015: 141-142), "Perception is essentially a cognitive process that everyone experiences in understanding information about their environment, either through sight, hearing, appreciation, feeling, and smell."Students' perceptions of programs can be favorable or unfavorable to someone or something. It can also be interpreted as the process of determining the meaning of what is sensed, which implies the ability to give meaning to stimuli.Everything that is obtained in the environment, whether seen, heard, lived, tasted, and smelled, will be processed into information for action. Student perception is considered as an important variable in this study because it is a very decisive process to get the meaning that is felt by students.

In this research, the researcher is interested in learning how the teacher implements the English speaking area, the obstacles of English speaking area, as well as teacher and student perceptions about the English speaking area by observing its application in schools. To get more information about the English Speaking Area program, researchers conducted initial observations at MA Plus Al-Mashduqiah in July 2021. After making initial observations, researchers also interviewed three of the school's teachers, namely Mr. Bachori as the school principal. MA Plus Al-Mashduqiah and two other teachers, as well as 26 class XI students in July 2021 for more in-depth information. From initial observations, all students who live in dormitories, and the school environment, still need teachers to actively support them in applying their English speaking skills in the English speaking area.

Based on the background above, the researcher is interested in conducting research on the English speaking area at MA Plus Al-Mashduqiah with the title:**THE IMPLEMENTATION OF ENGLISH SPEAKING AREA AT THE ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH IN ACADEMIC YEAR 2020/2021 : STUDENTS AND TEACHERS PERCEPTION.**

B. Identification of the Problems

According to the explanation in background, there are several problems identified English Speaking Area, those are as follows:

1. How the teachers implement about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

2. What are the obstacles in implementing of English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah?

3. How the perceptions of teachers and students about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

C. Limitation of of the Problems

The researcher limited the research subjects to the heads of MA Plus Al-Mashduqiah, English teachers and students of MA Plus Al-Mashduqiah. Researchers have chosen the head of MA Plus Al-MAshduqiah, 2 teachers and 26 students as research subjects.

In this study, researchers limit the scope of the problem. This research focuses on the English Speaking Area at MA Plus Al-Mashduqiah. It includes:

1. The teachers implement about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

2. The obstacles in implementing about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

3. The perceptions of teachers and students about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

D. Formulation of the Problems

The main problem formulations of this research are as follows;

1. How do the teachers implement about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah?

2. What are the obstacles in implementing about English at the eleventh grade of MA Plus Al-Mashduqiah?

3. What are the perceptions of teachers and students about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah?

E. Objectives of Study

The research objectives are as follows;

1. To describe the teachers implement about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

2. To describe the obsctacles in implementing at the eleventh grade of MA Plus Al-Mashduqiah.

3. To describe the perceptions of teachers about English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah.

F. Benefit of Study

1. Theoretical Benefit

a. The results of this study can be used as input in the process of teaching English, especially regarding the teacher's implementation of the English Speaking Area, the teacher's perception about English Speaking Area and students' perceptions of the English Speaking Area.

b. The results of this study can be used as a reference for those who wish to conduct research in the English Speaking Area.

2. Practical Benefit

a. For Students

The results of this study can motivate students to speak English in their class or during the English Speaking Area program.

b. For Teachers

The results of this study can be used as a reference for teachers' perceptions of the English Speaking Area.

c. For Other Researcher

This research can develop the author's knowledge about how students and teachers perceive English in schools.

d. For the Reseacher

This research is also used as one of the requirements for taking a bachelor's degree in English Education.

G. Definition of Key Terms

To clarify the key terms used in this study, several definitions are presented.

1. Speaking

Marry Ann, (2000: 3) states that speaking is a process of creating and sharing meaning by using verbal and non-verbal symbols in different contexts.

2. English Speaking Area

   Speaking Area is an area where a certain language is spoken. So, the English Speaking Area is an area where English language is spoken.

3. Perception

   Kotler in Damarjati (2013: 22) "perception as the process of how one selects, organizes, and interprets information inputs to create a meaningful overall picture.

4. Teacher's Perception

   Mangkunegara (in Arindata, 2002) suggests that teacher's perception is a process of giving meaning to the environment, in this case the teachers' perception includes the interpretation of the object.

5. Student's Perception

   Perception involves all sides of the individual itself. For example, the first side is the thinking process, where the thinking process talks about the process of knowing something, how someone knows something (Walgito, 1999:47).

CHAPTER II

LITERATURE REVIEW

A. **Theoritical Review**

1. **Speaking**

   a. **Definition of Speaking**

   Speaking is the productive oral skill, and consists of producing systematic verbal utterances to convey meaning (Nunan, 2003:48). It means that speaking skill is the process of expressing ideas, opinions or anything we want to share. Speaking is a productive skill and it could be separated from listening. So it is a media that connects us with other people in social relationships and friendship.

   Speaking is one of the English skills used to express ideas and to communicate with other people in the entire world for a variety of reasons such as: relationships, business, networking, overseas traveling, etc. Speaking is a skill which means not only to be known or learnt, but also to be practiced. Speaking is not about what should be said only but what people should listen from you to know and to understand each other. It determines how long it is listened to, how well it is understood, and applied between two people or among people.

   To know and understand what speaking is, there are some definitions of Speaking as the following: According to Walter aand Woodford (in Cambridge School Dictionary.

2008), "Speaking is to say something using your voice or to make a speech to a large group of people".

According to Walter (in Cambridge Advanced Learner's Dictionary, 2008), "Speaking is :

1) To say words, to use the voice, or to have a conversation with someone",

2) To (be able to)talk in a language",

3) To give a formal talk to a group of people".

4) To show or express something without using words".

According to Haynes and Jacarian (2010:149), "Speaking is retell, summarize, discuss, share, tell, persuade, argue, report, recite, describe, comment, explain, sing, echo, repeat, read aloud, present, talk, say, whisper, chant, announce, ask, and answer. They imply that the language is produced by sound in order to express ideas and feelings to other people, to inform news, report, etc, and to do something relating to the sound.

According to Nunan (2003:48) speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. It means that speaking is how to make meaningful sounds to communicate with one another.

According to Richards, (2008:19) the mastery of speaking skill in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course

on the basis of how much they feel they have improved in their spoken language proficiency. It states that speaking skill is a main goal in learning English as a foreign language or a second language before mastering other skills of English Language such as: listening, reading, and writing.It is also a measurement how well and successful people learn English.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

b. **The Importance of Speaking**

Humans are programmed to speak before they learn to read and write. In any given situation, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.

English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking

is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.

Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English we should use the language in real communication and ask them to do the same process. Richards and Rodgers stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills (Jack. C Richards. & Rodgers, 2001:131). For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then improve their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.These statements have been supported by Baker and Westrup who said that learners who speak English very well can have greater chances for better education, finding good jobs, and getting promotion (Joanna Baker & Heather Westrup, 2003:94).

From those theories, it can be concluded that the importance of speaking is to help create understanding, to help express oneself to

others, to help a person grow socially in his personal and professional life and to help avoid conflict.

c. The Component of Speaking

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with the component of pronunciation, grammar, vocabulary, and fluency.

1) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. They are two features of pronunciation, phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

2) Grammar

According to Hornby (1995:517), grammar is one of the language components. Hornby says that grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

3) Vocabulary

According to Hornby (1995:1331), vocabulary is the total number of the words in a language. It means that vocabulary plays that important role in speaking.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997:4).

From the definition above, it can be concluded that someone who wants to speak a foreign language has to know the rules of the language, like grammar, vocabulary, pronunciation and word-formation, and to apply them properly in communication.

d. Basic Types of Speaking

In the classroom activity, designing appropriate assessment tasks in speaking begins with the specification of objective (Brown, 2003: 141). Those objectives may be classified in term of several types of oral production performance are:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply imitate a word, phrase or sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element intonation, stress, rhythm, and juncture). This is the appearance of students who practice several phonological and grammatical aspects. Usually, students work on assignments in pairs. For example, it is hard including reading paragraphs, dialogs, and information from a chart.

3) Responsive

Responsive assessment tasks include interaction and test comprehension. Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive

tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterances. A good deal of students' speech in the classroom is responsive short replies to teacher or students initiated questions or comments. The stimulus is almost always a spoken prompt with perhaps only one or two follow up questions or retorts.

4) Interactive

Interaction can take the two forms of transactional and interpersonal. Transactional language carried out for the purpose of exchanging specific information is an extended form of responsive language. Then, interpersonal exchanges carried out the purpose of maintaining social relationships rather than for transmission of facts and information.

5) Extensive

Extensive speaking tasks involve complex, relatively lengthy stretches of discourse. There are frequent variations on monologues, usually with minimal verbal interaction. Extensive speaking tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

From those theories, it can be concluded that In the classroom activity, designing appropriate assessment tasks in speaking begins with the specification of objective Intensive Extensive speaking tasks that involve complex, relatively lengthy stretches of discourse. There are frequent variations on monologues, usually with minimal verbal interaction. Extensive speaking tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited.

e. The Problems of Speaking

Speaking is a hard skill to do, especially in learning foreign languages. The hardness of speaking comes from some characteristic of spoken language that is hard to be possessed. There are some characteristics of difficulties it classify by (Brown, 2000: 270) includes:

1) Clustering

Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through such a clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken languages.

3) Reduced Forms

Constructions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality in speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as students speak allows manifesting a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial Language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language, and they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of students' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation pattern convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without- interlocutors would rob speaking skill of its richest components, the creativity of conversational negotiation.

From those theories, it can be concluded that the problem of speaking is that the hardness of speaking comes from some characteristic of spoken language that is hard to be possessed. There are some characteristics of difficulties it classify by interaction.

f. The Functions of Speaking

According to Richards (2008: 21), the function of speaking in human interaction expanded in three parts: talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires teaching approaches.

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as Transaction

Talk as interaction refers to situations where the focus is on what is said or done. The message and making itself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

2. English Speaking Area

a. The Concept of English Speakong Area

Rivaldi A (2009:20) stated that in all education processes in school, campus, and education institutions, they provide English education activity to represent a most fundamental and very essential activity in the learning process. Speaking is one of productive skills in

oral mode. I like the other skills. It is more complicated and it seems at first and involves more than just pronouncing words by gate and states that an interaction (speaking) can be signed by routinely, as a conventional way in presenting the information that can be focused on information and interaction. Accurately and Fluency in speaking are achieved by a series of situational dialogues and conversation in their daily life.

The development of speaking skills during a teaching-learning process, it is necessary to consider a number of factors that influence this process. Oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact are only a small part of what developing speaking skills makes.

They need to speak English as a habit to master their speaking. Language learners are often too embarrassed and shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in my type of interaction, whatever the participants' language skill levels.

The Senate of Canada, (2011:9) stated Quebec's English speaking communities' challenges and realities in various sectors affecting their development. It highlights some success stories with

regard to the development of these communities. There are several criteria of English Speaking Area in Quebec's English-speaking communities such as community life education, social services, culture unique to the English-speaking communities and media.

From the definition above, the researcher can conclude that the concept of the English Speaking Area is an area to communicate verbally using English. English Speaking to improve students' ability to speak English.

b. Problem Factors in Implementing the English Speaking Area

In learning English Speaking Area, some students will make problems or errors when they try to utter words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it needs explanation. According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue;

1) Inhibition

The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and are simply shy in speaking English.

2) Nothing to say

The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students often lack confidence and less

vocabulary in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say.

3) Low participation

The students have low participation when they speak, this means that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother tongue use

The students usually use their mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones-to keep to the target language.

According to Juhana (2012:101) here, there are some psychological factor that faced by the students in English Speaking Area, they are;

5) Fear of Mistake

As argued by many theorists, fear of mistakes becomes one of the main factors of students" reluctance to speak in English in the classroom. With respect to the fear of making mistakes, According to Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students" fear of

being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

6) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students" learning activities in the classroom especially in the class of speaking. Actually, the students feeling shyness makes their mind go blank or that they will forget what to say.

7) Lack of Confidence

It is commonly understood that students" lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others are talking, showing that the students lack confidence to communicate.

From the above understanding, the researcher can conclude that the problem of implementing the English Speaking Area at MA Plus Al- Mashduqiah is the psychological factor of the students, the

presence of fear, shame and lack of confidence in students to apply to the English Speaking Area at MA Plus Al-Mashduqiah.

3. Perception

   a. Definition of Perception

   Perception is basically a process that occurs in one's observation of others. Perception is also interpreted as a process of understanding information conveyed by other people who are communicating, relating or collaborating with each other. So everyone will not be separated from the process of perception.

   The following is the understanding and definition of perception according to experts. According to Kotler in Damarjati (2013: 22) "perception as the process of how one selects, organizes, and interprets information inputs to create a meaningful overall picture".

   Meanwhile, according to Thoha (2015: 141-142), "Perception is essentially a cognitive process experienced by everyone in understanding information about their environment, either through sight, hearing, appreciation, feeling, and smell." Everything that is obtained in the environment, whether seen, heard, internalized, tasted, and smelled, will be processed as information for action.

   Furthermore, according to Robbins's opinion in Damarjati (2013:22) "perception in relation to the environment, namely as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment".

Based on the opinions of several experts, it can be concluded that perception is the whole process of the human mind regarding a person's perspective and understanding of an object that is in their environment through observation, knowledge and experience.

b. **Concept of Perception**

According to Walgito (1999:47), perception involved all sides of the individual itself. Such as, first sides are the process of thinking, where in the process of thinking talk about the process of knowing something, how someone knows something. Etymologically, the word "perception" originates from the Latin word, perspire", (to perceive). Perceiving ideas and concepts is viewed from two dimensions, first is the conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning and knowing or for motivating a particular action or reaction. The second is the result or product of the act of perceiving.

Instinctive knowledge has been used to define or explain the term perception. These include awareness, understanding, sense, impression, idea, taste, notion, recognition, observation, consciousness, conception, apprehension, discrimination. Putting the semantic connotations together, Fazio and Williams explain perception as:

"Those subjective experiences of objects or events that ordinarily result from stimulation of the receptor organs of the body.

This stimulation is transformed or encoded into neural activity (by specialized receptor mechanisms) and is related to more central regions of the nervous system where further neural processing occurs".

According to Kreitner and Kinicki, (2001: 173) perception is a mind, idea, belief, what you think about something and how you see or understand something. Perception is a cognitive process that enables us to interpret and understand our surroundings. Perception is a set of mental actions that regulate sensory impulses into a more meaningful (Wade and Tavris, 2009). Goldstein, (1984:3) stated perceptions refer to experiences caused by stimulation of the senses and our main goal will be to try to understand how stimulation of the senses results in these experiences.

This integration process may involve other processes such as memory and may be affected by a person's past experiences. Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Another reason to study perception that can help people become more aware of the nature of their own perceptual experiences. It means in order to give an opinion or share knowledge about something people should have experienced first so that they perceive something real, by perceiving something people can also be more aware of it. Perceptions are usually thought to be more complicated experiences elicited by complex, often meaningful, stimuli

(Goldstein, 1984:2). Meanwhile, the means of stimulus is all about making the receptor more active. Based on that stimulus can come from within and come from outside the related organism according to Caplin (In Walgito, 1980:99). Given their nature as the result of higher-order processes, perceptions are often linked to physiological activity in the brain (Goldstein, 1984:2).

According to Luthans (2001: 183), individual life cannot be separated from the environment, in psychological activities, both the physical environment and social environment. From that the individual directly receives stimulus and this is related to perception. The key to understanding perception is to recognize that it is a unique interpretation of the situation, not an exact recording of it.

Perception is largely learned based on the environment and experience. Perception is suitable with reality, because of interpretations of the situation. Walgito, (1980: 99) stated perception is a process that is preceded by the sensing process is a process of receiving the stimulus by individuals through sensory devices or also called sensory. Sensory to rage refers to our ability to maintain a one to one (but rapidly decaying) image of a sensory experience (Borger and Seaborne, 1982:140). All sensory devices are used to receive stimuli from the outside. According to Branca, Woodworth and Marquiz (in Walgito, 1980:100) the sensor apparatus is a link between individuals and the outside world.

According to Davidoff (in Walgito, 1980: 100) it can thus be argued that the stimulus is received by the sense apparatus that is meant by sensing and through the sensing process the stimulus becomes meaningful after being organized and interpreted. Perception is an integrated process in the individual against the stimulus it receives according to Moscowitz and Orgel (In Walgito, 1980: 100). Because perception is an integrated activity within the individual. So what is in the individual will participate actively in the process of perception. Based on the above, perception can be expressed based on feelings, ability to think, experience, stimulus, different from each other.

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue or skin. On the other hand, perception refers to the one's ultimate experience of the world and typically involves further processing of sensory input. Perception involves more process of thinking as a result of the information received from the sensory systems regarding certain things or events. It is the output process where the judgments or beliefs were produced by an individual and it influenced the way they think and feel.

According to Campbell (1967), perception is defined as something that is being observed and what is and what is said about

it. Perception is a process where one will form an impression about someone or something. Perception is constructed as a result of individual observation towards certain things or events occurring around them which will produce certain perception. The perception then affected their attitude towards certain or objects of attitude.

From the definition above about perception, the researcher concluded that perception is a cognitive process, a mind, idea, belief, what do you think about something and how you see or understand something. Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Another reason to study perception that can help people become more aware of the nature of their own perceptual experiences.

c. **The Types of Perception**

According to Sunaryo (2004: 94), perception is divided into 2 types of perception, namely:

1) External Perception

External Perception is a perception that occurs because of stimuli that come from outside the individual self.

2) Self-Perception

Self-Perception is perception that occurs due to stimuli originating from within an individual.

According to Irwanto, after individuals interact with perceived objects, the perception results can be divided into two, namely;

3) Positive perception.

Perception that describes all knowledge (whether or not you know it or not) and the response that continues with the effort to use it. It will continue with the activeness or accept and support the perceived object.

4) Perception.

Perceptions that describe all knowledge (whether or not you know it or not) and responses that are not in harmony with the object being perceived. It will proceed with passivity or reject and oppose the perceived object

From the explanation above, it can be concluded that the types of perception itself is to help humans recognize and understand the conditions around them.

d. The Component of Perception

Perception is a process that involves organizing, identifying and interpreting sensory inputs for the purpose of representation and understanding of the environment. When a sensory organ is stimulated, the receptors send signals to the nervous system for perception to take place. According to Saks and Johns (In Pawar and Sapre, 2014) the components of perception are perceived experience, motivational state and emotional state affected on his/ her perception. The person who becomes aware about something and comes to a final understanding.

1) The perceiver

This refers to a person whose awareness is focused on the stimulus and thus begins to perceive it. There are many factors that may influence the perceptions. The three major factors include motivational state, emotional state and experience. All of these factors, especially motivation and emotion, greatly contribute to how the person perceives a situation. Oftentimes, he or she may employ the so called "perceptual defense", which means that the person only perceives what he wants to perceive, even though the stimulus acts on his or her senses.

2) The Target

This includes the object of perception. It is something or someone who is being perceived. The amount of information gathered by the sensory organs of the perceiver affects the interpretation and understanding about the target.

3) The Situation

The environmental factors, timing and degree of stimulation also affect the process of perception. These factors may render a single stimulus to be left as merely a stimulus, not a precept that is subject for brain interpretation. However, ambiguous stimuli may sometimes be transducer into one or more precept. When this occurs, a process called "multistage perception" occurs.

From the above explanation it can be concluded that perception is a process that starts from sight to form responses that occur in individuals so that individuals are aware of everything in their environment through their senses and provide judgment.

e. **The Factors Affecting of Perception**

According to Rachmat (2012:54) influencing factors happening perception, as follows:

1) Functional Factors

Functional factors come from needs, past experiences and other things which are included in what are known as personal factors. Krech and Crutchfield (Rakhmat, 2012: 55) formulated the proposition that perception is functionally selective. This postulate means that the objects that are under pressure in perception are usually objects that fulfill the goals of the individual who performs the perception.

2) Structural Factors

Structural factors that determine perceptions come from outside the individual, such as the environment, education, culture, applicable laws, values in society greatly influence a person's perception of something.

According to Toha (2016: 149-157) states that the factors that influence a person's perception are as follows:

1) Internal Factors

feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs as well as interests, and motivation.

2) External Factors

Family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, things that are new and familiar or unfamiliar to an object.

Another opinion about the factors that influence perception according to Gilmer in Danarjati, 2013: 22) states that "perception is influenced by various factors, including learning factors, motivation, and paying attention to preceptor or perceiver when the perceptual process occurs. And because there are several factors that are subjective influence, then the impression obtained by each individual will be different from one another.

Based on the factors above, it can be concluded that a person's perception can be influenced by several internal and external factors, namely perception (perceiver), the perceived object, and the context of the perceptual situation.

4. **Teachers Perception**

   a. **Definition of Teachers Perception**

      The Big Indonesian Dictionary (KBBI) states that, perception is interpreted as a direct response (acceptance) of something.

The term perception is usually used to express the experience of an object or something experienced. Perception in the general sense is someone's view of something that will make a response to how and with what someone will act.

Kotler (2000) in Isthofiyani (2014) states that teacher perception is the process by which a person chooses, organizes, and interprets information input to create a meaningful picture of this world. This perception will depend not only on physical stimulation but also the relationship between stimulation with the surrounding terrain and on one's condition.

Robbins (1996: 124) states that, "Teacher perception is the process by which individuals organize and interpret their sense impressions to give meaning to their environment". Perception in relation to the environment, namely as a process in which individuals organize and interpret their sense impressions to give meaning to their environment (Robbins, 2003:77).

Mangkunegara (in Arindita, 2002) argues that teacher perception is a process of giving meaning or meaning to the environment, in this case perception includes the interpretation of objects. Acceptance of stimulus (Input), organizing the stimulus, and interpretation of the stimulus that has been organized by influencing behavior and attitude formation.

Teacher's perception is an active process that plays a role, not only the stimulus that affects it but also the individual as a whole with

his experiences, motivations and attitudes that are relevant in responding to the stimulus. Individuals in relation to the outside world always make observations to be able to interpret the stimuli received and sensory organs are used as a link between the individual and the outside world. The process of observation can occur, it requires an object that is observed by the senses that are good enough and attention is the first step as a preparation in making observations (Walgito, 1993: 56).

Leavitt (in Rosyadi, 2001) states that, teacher perceptions become two views, namely a narrow and broad view, a narrow view defines perception as a vision, how a person sees something, while a broad view defines it as how someone views or interprets something. Most of the individuals realize that the world as seen is not always the same as reality, so it is different from a narrow approach, not just looking at something but rather on understanding it.

Teacher perception means an analysis of how to integrate our application to things around the individual with the impressions or concepts that already exist, and then recognize the object. Example as follows: it is the first time an individual encounters a fruit that we did not recognize before, and then someone tells us that the fruit is called a mango. The individual then observes and examines the form, taste, etc., from the fruit carefully, then the concept of the mango arises in the mind (memory) of the individual, then the individual will

use the impressions and concepts that we have to recognize that what we see it is mango (Sukardi, 2010).

Hidayat (2013: 60) states that perception is a person's ability to see something at issue. Basically perception can only be owned by someone according to their attitude.

From the definition above, it can be concluded that the teacher's perception is a process of how the teacher selects, organizes and interprets the input of information and experiences that exist and then interprets them to create a meaningful overall picture.

b. **The Process of Teachers Perception**

Walgito in (Hamka, 2002) states that, teacher perception is something that occurs in the following stages: the first stage is the process of capturing a stimulus by the human senses, the second stage is the process of continuing the stimulus received by the receptors (sensory devices) through the nerves sensory nerves, the third stage is the process of arising of individual awareness about the stimulus received by the receptor, the fourth stage is the result obtained from the process of perception in the form of responses and behavior. Opinions of experts have been put forward, that the process of perception is through three stages, namely: the stage of receiving the stimulus, the stage of processing the stimulus through selection and organizing information, and the stage of stimulus change received by the individual.

Alport (in Mar'at, 1991) states that the process of teacher perception is a cognitive process that is influenced by individual experience, horizons, and knowledge. The experience and learning process will give shape and structure to the objects that are captured by the five senses. Knowledge and horizons will give meaning to objects captured by individuals, and ultimately the individual components will play a role in determining the availability of answers in the form of individual attitudes and behavior towards existing objects.

Newcomb in Arindita (2003) states that, the nature that accompanies the process of teacher perception is that individuals perceive someone as the person himself. Perception is influenced by the psychological state of the perceiver, in the sense that only certain information is received and absorbed. The same collection of information can be arranged into patterns in different ways.

c. **The Factors Affecting of Teachers Perception**

Robbins (1996:124-126) stated that there are three factors that affect teacher's perception as follows: Principles of perception, targets, and situations. Fadil (2020) states that the factors that influence perceptions are basically divided into 2 namely Internal and External Factors.

1) Internal Factors

Internal Factors are present in the individual that affect the teacher's perception.

2) External Factors

External Factors that influence perception are:

a) The Size and Placement of The Subject or Stimulus,

b) The Color of The Subject,

c) The Uniqueness and Contrast of the Stimulus,

d) The Intensity and Strength of the Stimulus, Motion or Movement.

From the several factors that affect teachers' perception that has been mentioned above, it can be concluded that teachers receive information and interpret it through several stages, namely through the sensory system, the attention process, and the perception process.

d. The Concept of Teachers Perception

The teachers and the English Speaking Area play an important role in the teaching learning process. The teacher is a facilitator, adviser, surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, and planner who are able to develop not only the students' ability in learning but also the students' behavior. On the other hand, the English Speaking Area has a big impact on school activities. The teachers' perception has a significant influence on the educational system especially in the teaching and learning process.

The teachers' opinion is able to influence the learning procedures, techniques, strategies, methods, materials, and the

classroom situations. Rakhmat (cited in Diniah, 2013) stated that personal, structural and cultural factors influence the perception. Personal factors contain needs, experiences, motivations, hope, attentions, emotions, and situations. Stimulus intensity, number of stimulus, and stimulus contradiction are the structural factors.

From the definition above, it can be concluded that teachers' perception is an activity of sensing, interacting and providing an assessment of someone who is professional in teaching, guiding and educating (as a teaching staff), on physical objects and social stimuli.

5. **Students Perception**

    a. **The Concept of Students Perception**

    Perception is when someone thinks about something that they learn to measure their attitude toward using something, whether they agree or not about the method or about something that they learn (Hong: 2003). It means that students have their own opinion toward something that they get from the teaching learning process and how they reach toward it. Students' perceptions are students' point of view toward something that happened in a learning process class and produce it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003: 15).

    Adediwura, (2007:165-167) in their academic journal elaborate the theories of perception by taking some experts' explanations. First, they take the theories as postulated by Allport (1966) who defines perception as the way people judge or evaluate

others. The second, Eggen theories (2001) see perception from the cognitive dimension as the process by which people attach meaning to experiences.

It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory.

From the definition above, it can be concluded that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception (Adediwura, 2007: 166).

Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore have minds already preoccupied with memories and reactions that inventory for data collection will measure (Adediwura, 2007:165).

From the definition above, it can be concluded that students' perception can be interpreted as the views or responses of students by concluding information and interpreting messages based on experiences about certain objects or events that are preceded by sensing process in a problem solving or social situation.

B. Previous Related Studies

Based on the observations of the literature that the researchers have done to date, there are several research results related to the English area and students 'perceptions and teachers' perceptions. Among the relevant research results are as follows:

The first thesis by Ahmaddin (Khairun University) entitled "Exploring Students' Problems in Applying Full English Speaking Area at English Study Program of Khairun University". Based on these results, there are similarities and differences in research. These similarities are the objectives of the study. The purpose of this study was to determine whether or not the students experienced problems in applying to the full English Speaking Area. While the difference in this study is data collection. Researchers collected data by interviewing students. The type of interview the researcher used was face-to-face interviews.

The second thesis by Choirul Fuadi from STAIN Palangka Raya is entitled "Student's Perceptions of the Implementation of English in Ma'had Al-Jami'ah STAIN Palangka Raya". Based on these results, there are similarities and differences in research. These similarities are the objectives of the study. The purpose of this study was to determine how student's perceptions of the application of the English Speaking Area in school. The difference from this research is the way of data collection. In this study, data collection using questionnaires and interviews.

The next first journal by Maya Sari Setyowati from IAIN Curup Indonesia with the title "Student's Perception Toward English Zone in

English Study Program of IAIN Curup ". Based on these results, there are similarities and differences in research. These similarities are the objectives of the study. The purpose of this study was to determine how student's perceptions of the English zone at school. The difference from this research is the data collection. In this journal research the data collection uses observation and questionnaires.

The journal is entiled "Teachers Perception of Curriculum Changes in Indonesia". The study was conducted by Ihsana El Khuluqo, Connie Chairunnisa and Abdul Rahman Ghani. The similarity is about teachers perception.The different is how it collects data and object the data.

The journal is entitled "An Analysis of Factors Influencing Learners' English Speaking Skill". The study was conducted by Lai-Mei Leong& Seyedeh Masoumeh Ahmadi from School of Educational Studies, Universiti Sains Malaysia, Malaysia and University of Guilan, Rasht, Iran. The similarity is to discuss speaking terms, the importance of speaking, speaking performance characteristics, speaking problems, and the factors that affect speaking performance to consider the speaking needs of their language learners in the context of teaching and learning English. The difference is how it collects data and objects.

From the previous studies, it can be concluded that there were some similarities and the differences of the previous study with the researcher topic. The first, it discussed the same method with the researcher topic that was analysis of English Speaking Area. The difference is between quantitative researcher and object. Second, the

similarities is the "English Speaking Area". The difference is collecting data and objects. The last, the similarities is that they use the same method and are different from the object.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research has used qualitative research methods. Qualitative research is an approach to studying social phenomena; the genres are naturalistic and interpretive, and they employ a variety of methods of inquiry. Some of the characteristics of qualitative research are: taking place in nature, using several interactive and humanistic methods, Marshall (1999:2). The term naturalistic indicates that research is natural, in normal situations without manipulating conditions, emphasizing the description of nature.

Sugiyono (2008:8) states that the process of collecting data or phenomena is called natural data collection. From the above definition that natural sources are direct data sources, and researchers are key instruments in qualitative research. This type of research is a case study. Mulyana (2008:201) states that a case study is a comprehensive explanation of several aspects of an individual, group, organization (society), program, or social situation. The case study in this research is the researcher who tries to describe the perceptions of teachers and students in the English Speaking Area program at MA Plus Al-Mashduqiah. Thus, the qualitative descriptive method in this study aims to find out how the teacher implements the English Speaking Area, what are the obstacles of English speaking area and to how the teacher's and the student's perception of the MA Al-Mashduqiah of the English Speaking Area.

B. Research Setting

a. Place of Research

This research was conducted at MA Plus Al-Mashduqiah, SMA in Probolinggo Regency, East Java. MA Plus Al-Mashduqiah is located on Jl. Ir. H. Juanda No. 370, Patokan, Kraksaan, Probolinggo Regency, East Java, 67282. MA Plus Al-Mashduqiah is one of the National Standard Schools in Probolinggo.

b. Time of Research

In terms of time, researchers have conducted research in July, 01 2021 - July, 26 2023. Complete activities can be seen in the following schedule.

ACTIVITIES	TIME
Doing Pra Research	April 2021
Creating Thesis Proposal Chapter I,II,III	April 2021 - June 2021
Seminar Thesis Proposal	June 2021
Doing Research	June 2021 - July 2021
Creating Thesis Chapter IV, and V	June 2021 - Feb 2023
Submitting Thesis Chapter IV and V	March 2023-June 2023

Figure 3.1 Schedule Time of Research

C. Research Subject

To the researcher has chosen the head of MA Plus Al-Mashduqiah school, 2 teachers and 26 eleventh grade students of MA Plus Al-Mashduqiah as research.

D. Data and Source of the Data

Data is defined as raw and organized information. The data that has been taken by the researcher includes the discourse of observation and interviews. For the purposes of this study, data were obtained directly from research respondents and were in the form of interview transcripts, and interview results.

E. Research of Instrument

In this research, researchers act as data collectors and as instrument active data collectors in the field using interview guidelines. According to Arikunto (2015:203), "instrument research is a tool or facility used by researchers in collecting data so that their work is easier and the results are better, in the sense that it is more accurate, complete and systematic so that it is easier to process.

As the opinion of Bogdan and Biklen in Djam'an Satori (2011: 62) states that "Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument". That is, qualitative research has a natural setting as a direct source of data and the researcher is a key instrument. The point is the researcher as the main data collection tool. In qualitative research what is tested is the data

According to opinion Sugiyono (2018:307) states that: Qualitative research instrument The main thing is the researcher himself, but after the research focus becomes clear, it can be developed instrument simple research, which will be expected to complete the data and compare with data that has been found through observation and interviews.

As for instrument used in this study are:

1) The interview was used as a guide for conducting interviews with informants regarding the English Speaking Area at MA Plus Al-Mashduqiah which is related to the way teachers implement the English Speaking Area, teacher and student perceptions of the English Speaking Area.

2) Documentation used to obtain supporting data and information related to the English Speaking Area at MA Plus Al-Mashduqiah which is related to how the teacher implements the English Speaking Area, teacher and student perceptions of the English Speaking Area in the form of student formats and conditions, photos and audio recordings during the research.

F. Technique of Collecting the Data

Researchers must know the data collection procedures in qualitative research. Based on the view of Cresswell (2009: 178) data collection techniques in qualitative research involve three basic types. There are observations, interviews, and documentation. In this study, researchers used observation, interviews, and documentation as data collection techniques.

From the assumptions above, the techniques that the researcher uses in this study are as follows:

1) Observation

In this study, the observations made were direct observations of researchers on the object under study. Observations were made, then recorded in a notebook. Researchers conduct and record data about the elements that appear in the object of research. The initial activity carried out by the researcher was to first ask for permission from the MA Plus Al-Mashduqiah school and begin observing research locations, interviews and documentation related to the English Speaking Area at MA Plus Al-Mashduqiah. Observations were made during school.

2) Interview

Interview is a data collection technique used by researchers by asking questions directly to the informant/informant concerned. In this data collection technique, the researcher only conducted unstructured interviews, namely only collecting data which was the core of the problem that was asked of teachers and students as resource persons with questions based on interview guidelines used to determine teacher perceptions. and students about the English-speaking area at MA Plus Al-Mashduqiah.

3) Documentation

The documentation method is used by the researcher to complete the data from the interview method, so that the data obtained will be more reliable if it is supported by documents related to the implementation of the English speaking area system at MA Plus Al-Mashduqiah. Researchers use notebooks, tape recorders and cameras so that interview results can be well documented and minimize data loss.

G. The Trustworthiness of The Data

In analyzing the data, researchers also need to analyze the validity of data sources to strengthen the data, so that researchers believe in the truth and completeness of the data (Afrizal, 2015: 168). When researchers collect data by triangulation, actually researchers collect data which also tests the credibility of the data, namely checking the credibility of the data by using various data collection techniques and various data sources (Sugiyono, 2015: 330).

The triangulation technique used as an examination technique in this study is to utilize the use of sources and techniques. Technical triangulation means that researchers use different data collection techniques to obtain data from the same source. Researchers used observations, interviews, and documentation for the same data source simultaneously. Source

triangulation means getting data from different sources with the same technique (Sugiyono, 2015:330)
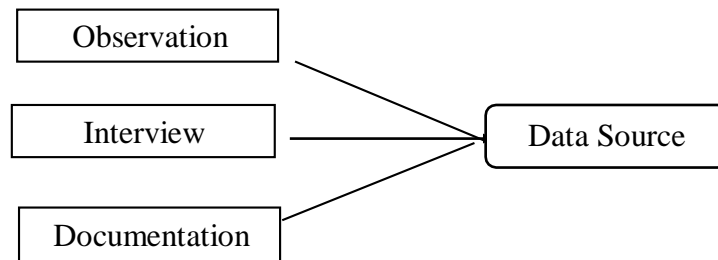
Figure 3.1 Technique of Triangulation

According to Patton in Moleong (2013:330) triangulation with source means comparing data to re-examine the level of trustworthiness of information obtained through time and different tools in qualitative research, this can be achieved by:

1) Comparing the observed data with interview data.

2) Comparing what people say in public with what they say in private.

3) Compare what people say about the research situation with what they say over time.

4) Comparing one's situation and perspective with the opinions and views of others.

5) Comparing the results of interviews with the contents of related documents (Lexy J. Moleong, 2013:331).

Method triangulation technique can be done by researchers in collecting data using different methods, checking the validity of data sources using different methods. Based on the research, the triangulation method used by the researcher is to compare different data obtained from different methods, namely observation, interviews, and documents, namely

data triangulation. According to Susan Stainback (1988) in Sugiyono (2015:330) triangulation is the goal not to determine the truth about the same social phenomenon, but the purpose of triangulation is to increase one's understanding of whatever is being investigated.

Researchers have obtained data from the principal of MA Plus Al-Mashduqiah, English teachers and students at MA Plus Al-Mashduqiah to answer the formulation of the problem in this study. In this study, researchers have compared the results of observations, interviews, and document.

H. Technique of Analyzing Data

According to Moleong (2017: 248) data analysis is an effort done by working with data, organizing data, sorting it out into something that can manage, seek and find patterns, discover what is important and what is studied, and decide what is told to other people.

Meanwhile, data analysis according to Sugiyono (2015: 244) is a process of searching and systematically compiling data. The data obtained by this researcher through observation notes, interviews, and documentation. This data analysis technique is by organizing the data into categories, then describing the data into units, after that carrying out the synthesis, followed by compiling it into patterns, then the researcher will choose which data are important and which will be studied by the researcher and the researcher will make a summary so that it can be easily understood by the researcher himself or others.

Because this research uses a qualitative approach, the technical analysis of the data was carried out by the researcher at the time of the research, namely when the research was taking place and the research was carried out after the data collection was complete. Where the data obtained will be analyzed carefully and thoroughly before being given in the form of a perfect report.

There are three data analysis techniques used in qualitative research, namely:

1) Reduction

According to Sugiyono (2018: 247-249) Data reduction is summarizing, choosing the main things, focusing on important things that are in accordance with the research topic, looking for themes and patterns, in the end providing a clearer picture and making it easier to do research. further data collection. In reducing data, you will be guided by the goals to be achieved and have been predetermined. Data reduction is also a process that requires high intelligence and depth of insight.

In this case the researcher will take important data and information from the results of interviews and documentation contained in MA Plus Al-Mashduqiah. This process will be carried out by researchers on an ongoing basis when research is carried out by simplifying data that is still relatively common.

2) Data Presentation (data display)

The next step after data reduction is presenting the data. According toSugiyono (2018: 249) in qualitative research, data presentation can be done in shape tables, graphs, flowcharts, pictograms and the like. Through the presentation of these data, the data can be organized, arranged in a pattern of relationships, so that it will easy to understand. In addition, in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like, but what is often used for presentation data in qualitative research is with narrative text.Through presentation of the data, then the data is organized, and structured so that it will the more easy to understand. In this research, after the researcher has done data reduction, the next step is that the researcher will present the data. Presentation of data used in qualitative research is with narrative text. The data presented in this study is a collection of information about parents' and teachers' perceptions of the English Speaking Area system at MA Plus Al-Mashduqiah.

3) Conclusion

According to Miles and Huberman in Sugiyono (2018: 345), step third in the process of data analysis, namely drawing conclusions and verification data. Drawing conclusions is the last stage where the conclusions in this qualitative research will

answer all the formulations of the problems that were formulated from the beginning by the researcher.

According to Sugiyono (2018:345), the initial conclusions presented are still temporary, and will change if no strong supporting evidence is found at the next level of data collection. But when the conclusions presented at an early stage are supported by valid evidence and consistent when the research returns to the field to collect data, the conclusions put forward are credible conclusions.

Thus the conclusions in qualitative research may be able to answer the formulation of the problem that was formulated from the start, but maybe not, because as has been stated that the problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field.

In analyzing the data from this study, researchers used descriptive qualitative analysis. After the research was carried out and the data collected, both the results of interviews ,the data was processed and then analyzed, resulting in a final conclusion. In processing the data that is processed is the things that are listed and recorded in field notes resulting from interviews or observations, so that the resulting data is in the form of words, sentences, pictures or symbol.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. **Research Findings**

This chapter is divided into two sub chapters, namely research finding and discussion. The research findings present the result of the data analysis of the implementation of English Speaking Area at the eleventh grade of MA Plus Al-Mashduqiah in academic year 2020/2021 : teachers and students perception.

1. **The Implementation of English Speaking Area of MA Plus Al-Mashduqiah in Academic Year : 2020/2021.**

Based on observations and interviews with teachers, researchers found a system way. English Speaking Area is working. The English Speaking Area at MA Plus Al-Mashduqiah is a school program where students must speak English. The English speaking area is the language of communication inside and outside the classroom. This system is also the motto or slogan in this school which is language based. Not only speaking, teachers also explain lessons using English. This requires all students and teachers to speak English. This English Speaking Area is held every 2 weeks. Every morning students will get vocabulary that students don't know yet. English Speaking This area can develop students' knowledge in using foreign languages. Teachers have a way to implement the English Speaking Area system so that the English Speaking Area system is easy to practice. The way the teacher implements the system includes giving views to teachers and students

that this foreign language will become a culture if we are used to foreign languages, besides that the teacher gives an example to students so that students have the motivation to speak English well so that students have an interest in language. Teachers will also reprimand students who violate if students do not speak English. The English Speaking Area system has penalties for students who violate it. There are various penalties for students who do not speak English. Examples of these punishments include writing an essay in English as much as 1 sheet of notebook, finding and memorizing new vocabulary, sunbathing in the middle of the field, making as many English conversations as possible. provided by the school is colored orange. For male students will be given a punishment with hair cut bald.

2. **The Obsctacles in Implementing of English Speaking Area at the Eleventh Grade of MA Plus Al-Mashduqiah in Academic Year : 2020/2021.**

Based on observations and interviews with teachers, researchers found the obstacles about English Speaking Area of MA Plus Al-Mashduqiah. The English speaking area at MA Plus Al-Mashduqiah has obstacles for teachers and students, namely the lack of student discipline to speak English, the majority of students are not aware of the importance of language, there is still a lack of teachers from outside or from the national English department, students find it difficult to speak English. Furthermore, the obstacles for teachers with the English Speaking Area are that there are students who like or don't like English.

Female students must feel afraid and not confident to speak English, teachers also do not supervise students in practicing the English Speaking Area system.

3. **The Perception of Teachers and Students about The English Speaking Area of MA Plus Al-Mashduqiah in Academic Year : 2020/2021.**

Based on observations and interviews with teachers, researchers found the perceptions of teachers and students about English Speaking Areaof MA Plus Al-Mashduqiah.

Teachers and students have different perceptions. from there is an English speaking area system at MA Plus Al-Mashduqiah. Teacher perception to English Speaking in this area, among others, the teacher feels happy to appreciate this system because this system is a supporting factor for knowledge or social support communication from students. The Perception Another thing from the teacher is that the teacher feels that there is an English Speaking system in this area positive for the development of students in the field of English because they are assisted in understanding English texts both in class or when there are competitions related to English. Then the perception of students with the English Speaking Area is that students strongly agree because students are accustomed to speaking English. In the environment school will equip the souls of students who are fluent in English when they are involved in social life. then the perception of students with the English

Speaking Area students feel happy because there are many benefits for students who will learn more English vocabulary.

B. Discussion

Based on data interview, observation, and document, at MA Plus Al-Mashduqiah, the researcher wrote some discussion to answer the question research and had compared with theory related in the previous chapter:

The following is the discussion data about the English Speaking Area:

1. The Implementation of English Speaking Area in MA Plus Al-Mashduqiah

Based on the results of interviews conducted by the author with the head of MA Plus Al-Mashduqiah and 2 other teachers. The implementation of the English Speaking Area received a positive response from the teachers at MA Plus Al-Mashduqiah, but there were still those who complained about the English Speaking Area system.

Following is the opinion of the Head of MA Plus Al-Mashduqiah Mr. Bashori stated regarding the English Speaking Area that: *"The English Speaking Area system at MA Plus Al-Mashduqiah requires students to speak English. The English Speaking Area at MA Plus Al-Mashduqiah has a positive impact on the development of students' speaking in English. In addition, students will be motivated when participating in English competitions such as making magazines, English speeches, and dramas. With this English Speaking Area, teachers are motivated to develop their abilities"*

In implementing the English Speaking Area, of course, the teacher must first study and fully understand the system before applying it to students. For this reason, the school assigned MA Plus Al-Mashduqiah teachers to take part in the English Speaking Area system.

From this statement it can be concluded that the teachers do not fully understand implementing the English Speaking Area because the assessment of activities is only limited to vocabulary in the morning and speeches even though there are other activities and competitions that can be carried out and also the teachers have tried by adding the ability method to motivate students to participate in this English Speaking Area system.

2. **The Perception of Teachers and Students of The English Speaking Area in MA Plus Al-Mashduqiah**

Based on the results of interviews that the researcher conducted with the teacher. The teachers and students perception of the English Speaking Area at MA Plus Al-Mashduqiah, namely the English Speaking Area, is very positive for students' development of students in English.English This Speaking Area motivates students to speak English and other activities in English. English Speaking Area requires students to speak English. English Speaking Area is quite helpful for students because speaking is a habit. If you are not used to speaking, students will have difficulty speaking English. With two new vocabulary words, it will increase the number of vocabulary students have. The English Speaking Area has punishment for students who

violate the system. The punishment for students who violate include push ups, running. For students who are caught using the local language, students will receive a punishment of having their hair cut off for male students and for female students will be punished by wearing a colorful headscarf according to what has been prepared. The English Speaking Area is also experiencing constraints for MA Plus Al-Mashduqiah students. These obstacles include the lack of outside teachers, then another obstacle, namely the many students who have difficulty speaking English.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusion

Based on the research and discussion, the following conclusions are obtained:

1. Teachers implement the English Speaking Area by giving examples to students so that students have the motivation to speak English well so that students have an interest in speaking.

2. The obstacles to the English Speaking Area Namely lack student discipline to speak English, the majority of the students are not aware of the importance of speaking, teachers also don't supervise students in practicing the English Speaking Area system.

3. The perception of teachers and students about the English Speaking Area, namely the English Speaking Area is very positive for students' development in English. English Speaking Area motivates students to speak English as well as activities in other areas of English. English Speaking area is quite helpful for students because speaking is a habit. If you are not familiar with the language, it will be difficult for students to speak English.

B. Suggestion

Based on the conclusions above, the suggestions that can be submitted by researchers are as follows:

1. For the Principal.

Mentoring and training should be carried out in the English speaking area for the implementation of learning and assessment to improve the ability of teachers to apply to the English speaking area.

2. For teachers

Should still learn English speaking area for teachers to apply the system that well.

3. For student

Students should prepare themselves so that when the English speaking area is implemented, students can do well in the class.

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APPENDICES

OBSERVATION

Observation

Day/Date	Description of Observation Results
Thursday, July, 1, 2021	On the morning of July 1 2021 at around: 09.00 WIB I visited MA Plus Al-Mashduqiah and was greeted with a shady and cool school atmosphere and the joy of students and girls who were enjoying their first break.

That morning I came to school with the intention of submitting a thesis proposal and at the same time asking the principal for permission to begin the observation and asking the principal for help so I could cooperate in the observation process. Besides that, I intend to make an appointment with the principal to conduct an interview.

After I conveyed my intent and purpose, the head of the school happily welcomed and gave time on Tuesday 13 July 2021 at: 08.00 WIB. After that I went home and prepared everything needed at the time of the interview. |

Interview 1

Day/Date	Description of Observation Results
Thursday, July, 13, 2021	In the morning around: 09.00 WIB I went straight to the principal's office to conduct an interview and it turned out that the principal was already waiting for me. About thirty minutes I did the interview until 09.30 WIB. The results of the interview that I found were that the principal thought that the English speaking area had a positive impact on students' development language of MA Plus Al-Mashduqiah students. The English speaking area has programs namely drama performances, speech contests and weekly conversations. After conducting an interview with the school principal, he advised me to make observations in eleventh grade Science and eleventh grade Tahfidz.

Interview 2

Day/Date	Description of Observation Results
Thursday, July, 13, 2021	After conducting an interview with Mr Bashori, I continued the interview with Mr Feri Ferdianto.I did an interview around 10.00 - 10.30. The results of the interview that I found were Mr. Feri Ferdianto of the opinion that Mr. Feri Ferdianto Really supports the existing English speaking area because this system makes students more confident to speak English.

Interview 3

Day/Date	Description of Observation Results
Thursday, July, 13, 2021	After conducting an interview with Mr Feri I continued the interview with Mr Munawar Hamidi.I did an interview around 13.00-13.30. The results of the interview that I found were Mr. Munawar Hamidi of the opinion that Mr. Feri Ferdianto Really supports the existing English speaking area because this system makes students more confident to speak English.

INTERVIEW 1

Day/Date   **: Thursday, July, 13, 2021**

Time   **: 09.00-09.30 WIB**

Informants   **: Akhmad Bashori, M.Pd.I**

Place   **: Office**

2. Jelaskan bagaimana sistem English speaking area di sekolah?

3. Bagaimana persepsi/tanggapan bapak tentang English speaking area di sekolah?

4. Bagaimana cara guru mengimplementasikan sistem English speaking area ini?

5. Apakah siswa disini pernah melanggar sistem tersebut?

6. Apa hukuman untuk siswa yang melanggar sistem English speaking area?

7. Apa saja program atau kegiatan dalam sistem English speaking area di sekolah?

8. Bagaimana dampak positif tentang sistem English speaking area di sekolah?

9. Bagaimana dampak negatif tentang sistem English speaking area di sekolah?

INTERVIEW 2

Day/Date : **Thursday, July, 13, 2021**

Time : **10.00-10.30 WIB**

Informants : **Feri Ferdianto**

Place : **Office**

1. Jelaskan bagaimana sistem English speaking area di sekolah?

2. Bagaimana persepsi/tanggapan bapak tentang English speaking area di sekolah?

3. Bagaimana cara guru mengimplementasikan sistem English speaking area ini?

4. Apakah siswa disini pernah melanggar sistem tersebut?

5. Apa hukuman untuk siswa yang melanggar sistem English speaking area?

6. Apa saja program atau kegiatan dalam sistem English speaking area di sekolah?

7. Bagaimana dampak positif tentang sistem English speaking area di sekolah?

8. Bagaimana dampak negatif tentang sistem English speaking area di sekolah?

INTERVIEW 3

Day/Date   : **Thursday, July, 13, 2021**

Time   : **13.00-13.30 WIB**

Informants   : **Munawar Hamidi**

Place   : **Office**

1. Jelaskan bagaimana sistem English speaking area di sekolah?

2. Bagaimana persepsi/tanggapan bapak tentang English speaking area di sekolah?

3. Bagaimana cara guru mengimplementasikan sistem English speaking area ini?

4. Apakah siswa disini pernah melanggar sistem tersebut?

5. Apa hukuman untuk siswa yang melanggar sistem English speaking area?

6. Apa saja program atau kegiatan dalam sistem English speaking area di sekolah?

7. Bagaimana dampak positif tentang sistem English speaking area di sekolah?

8. Bagaimana dampak negatif tentang sistem English speaking area di sekolah?

INTERVIEW 4

Day/Date : **Thursday, July, 15, 2021 – Tuesday, July 20, 2021**

Time : **09.00 – 10.30 WIB**

Informants : **Students' Eleventh Grade (IPA)**

Place : **Eleventh Grade (IPA)**

1. Jelaskan bagaimana sistem English speaking area di sekolah?

2. Bagaimana persepsi/tanggapan anda tentang English speaking area di sekolah?

3. Bagaimana cara guru mengimplementasikan sistem English speaking Area ini?

4. Apakah anda disini pernah melanggar sistem tersebut?

5. Apa hukuman untuk siswa yang melanggar sistem English speaking area?

6. Apa saja program atau kegiatan dalam sistem English speaking area di sekolah?

7. Bagaimana dampak positif tentang sistem English speaking area di sekolah?

8. Bagaimana dampak negatif tentang sistem English speaking area di sekolah?

INTERVIEW 5

Day/Date   **: Wednesday, July, 21, 2021 – Monday, July 26, 2021**

Time   **: 09.00 – 10.30 WIB**

Informants   **: Students' Eleventh Grade (Tahfidz)**

Place   **: Eleventh Grade (Tahfidz)**

1. Jelaskan bagaimana sistem English speaking area di sekolah?

2. Bagaimana persepsi/tanggapan anda tentang English speaking area di sekolah?

3. Bagaimana cara guru mengimplementasikan sistem English speaking area ini?

4. Apakah anda disini pernah melanggar sistem tersebut?

5. Apa hukuman untuk siswa yang melanggar sistem English speaking area?

6. Apa saja program atau kegiatan dalam sistem English speaking area di sekolah?

7. Bagaimana dampak positif tentang sistem English speaking area di sekolah?

8. Bagaimana dampak negatif tentang sistem English speaking area di sekolah?

Nama: TAisya Ardilla J.

Kelas: II

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1.) sistem speaking area di pondok AL-mashduqiah ini yaitu setiap hari, setiap waktu kita speaking area selalu dimana pun kita berada.

2.) tanggapan saya bagus karena setiap harinya selalu memakai bahasa 1 minggu bhs. inggris dan 2 minggunya Bhs. arab.

3.) melalui tazwidul mufrodat dan mengulangi apa yang kita dapatkan.

4.) pernah, hukumannya yaitu masuk mahkamah bagian bahasa dan di beri tugas untuk mengerjakan sesuatu yang kita belum pernah mengetahui / juga bisa buat compos dan banyak macamnya.

5.) tidak ada, yah tergantung diri sendiri (individual) itu karena yang merasakan berbeda - beda.

6.) Dampak positifnya : baik, bagus dan lancar berbahasa inggris dengan orang lain dan bisa memahami apa yang orang lain bicarakan (katakan.

Dampak negatifnya : Banyak santri/wati jarang memakai bahasa inggris karena kurang latihan lebih sering memakai bahasa arab karena lebih mudah

QUESTIONERS

Nama: Reṣa jennatul H

Kelas: 11

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Setiap pagi kita akan mendapatkan kosa kata yang belum kita ketahui dan Setiap hari Selasa dan Jumat kita pasti melakukan Muhadatsah/Percakapan

2. Menurut Saya English speaking di pondok lumayan bagus, karena setiap harinya kita mendapatkan kosa kata yang belum kita ketahui dan itu sangat mempengahui kecerdasan kita.

3. dengan cara menghukum yang melanggar dan memberikan arahan Setiap kali ada yang melanggar. karena di pondok adalah Bahasa adalah mahkota pondok.

4. Pernah, bagi santriwati yang melanggar akan di hukum angat tangan membuat cerita 1 - 3 lembar berbahasa Inggris. atau

5. ada, Terkadang santriwati lebih nyaman dan terbiasa menggunakan bahasa arab.

6. dampak dampak positifnya : kita bisa dengan mudah memahami dan lebih mengerti jika ada bacaan atau tulisan yang berbahasa Inggris. dan jika kita bisa berbahasa Inggris. kita dengan mudah untuk kemana - mana.

dampak negatif : Terkang lidah kita sulit untuk melafatkan Bahasa arab.

Nama: Agna Choirul Aqila

Kelas: 11

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

① Sistem English speaking area dipondok digunakan untuk sehari-hari, siswa diwajibkan untuk berbicara dengan bahasa Inggris dan arab. dan dilarang keras untuk berbicara bahasa Indonesia apalagi bahasa daerah dan bayi santri yang melanggar akan diberi hukuman oleh bagian bahasa.

② menurut saya itu sangat bagus, banyak manfaatnya santri juga akan lebih banyak mengetahui kosa kata bahasa Inggris, karna kosa kata akan lebih mudah diingat jika dipraktekan atau digunakan.

③ · Cara ustad/ustadzah mengimplementasikan dengan cara setiap sesudah solat subuh santri akan diberikan vocabularies (kosa kata inggris) maa sebunyak 2 kosa kata dan 2 kosa kata tersebut dimasukkan kedalam kalimat inggris, dan juga setiap 1 minggu 2 kali santri diberi waktu u/ conversation bersama teman yang lain dan setiap 1 bulan satu kali santri diberi waktu u/ listening lagu bahasa inggris dan juga diwaktu sekolah (KBM) santri mendapatkan pelajaran bahasa inggris dan grammar.

④ Iya pernah & santri dihukum membuat compos/mencari vocabularies.

⑤ Kendalanya adalah rasa malas.

⑥ dampak positif. santri akan menguasai bahasa Inggris dampak negatif. dan sebagai bakal u/ masa depan.

dampak negatif - kesulitan dalam berbicara (prononcahon)

QUESTIONERS

Nama: Herlerlg khoirotul istiqomah

Kelas: XI B

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar

   sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika

   ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok

   /sekolah?

Jawaban: 1.) sistem english speaking area / english are dipondok suya
digunakan setiap hari ~~dan berjalan dengan lancar~~ ~~atau setiap waktu~~. kita harus
berbahasa inggris tapi ada juga waktu untuk
berbahasa Arab. karena dipondok ini menggunakan
bahasa inggris dan bahasa arab.

2.) tanggapan saya ~~tentang~~ english speaking area di
pondok ini bagus dan berkembang karena saya merasakan
saya (santri juga) bisa berbahasa inggris ataupun bahasa arab.

3.) dengan memberi kosa kata baru dan dengan
sabar untuk mengajari kita dan menegur santri yang melanggar.

4.) Ya pernah, Jika ada yang melanggar maka hukumannya
membuat composition / insya' dan jika ada salah satu
dari kita menggunakan bahasa madura maka hukumannya
lebih berat yaitu memakai kerudung pelanggaran.

5.) Ya, salah satunya kita sulit untuk berbicara,
mengingat atau menghafal.

6.) ~~dapat~~ dampak positifnya kita dapat /bisa berbahasa asing dan tidak
tidak mudah ditipu orang jika kita dinegara orang lain. Dampak negatifnya
kita bisa berbahasa arab dan sulit untuk memahami pelajaran arab.

QUESTIONERS

Nama: Alifia Dwi Sugianti

Kelas: XI

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1) Dipondok ini menggunakan / di wajibkan menggunakan 2 bahasa yaitu bahasa inggris dan bahasa arab, setiap 2 minggu bahasa/ penggunaan bahasa akan di ubah 2 minggu menggunakan bahasa inggris dan 2minggu lagi menggunakan bahasa arab.

2) Menyenangkan dapat bercakap menggunakan bahasa inggris dan cukup baik.

3) Menjelaskan dari dasar materi, cara membaca dan penjelasan-penjelasan yang lain, dan mudah dipahami oleh para santri

4) Pernah . hukumannya mengarang sebuah cerita menggunakan bahasa inggris, mencari kosa kata dan di hafalkan

5) ada, kendalanya yaitu malasnya para santri untuk menerapkan English speaking area di pondok tetapi, kebanyakan atau rata-rata santri Al-mashduqiah suka dengan bahasa inggris.

6) Positif: Dapat melafadzkan /mengucapkan bahasa inggris dengan benar, menambah kosa kata yang tidak diketahui, memudahkan kita untuk pergi ke luar negeri

Negatif : Terpakunya santri pada bahasa inggris tidak baik karena diIndonesia santri bisa menggunakan banyak bahasa selain bahasa inggris

QUESTIONERS

Nama: Syarifatul lailiyah

Kelas: XI⁶

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. speaking area dipondok, jika ingin berbicara dengan /harus bahasa inggris dan itu wajib dilakukan

2. tanggapan saya dengan speaking area dipondok itu sangat menyenangkan dan juga karena itu kita bisa mengelilingi dunia dengan menggunakan bahasa inggris

3. dengan sabar dan telaten, karena itu cara terbaik yang dilakukan ustad/ustadzah dipondok agar semua murid mengerti apa yang dijelaskan oleh ustad/ustadzah.

4. iya. mencari kosa kata yang tidak diketahui, buat compos/insya' 1 lembar dan khusus bagian bahas dipengurus kamar 2 1 lembar kertas volio, kalau pakai bahasa madura memakai kerudung warna oren bagi anggota dan pengurus beda

5. kesulitan dalam mengingat/menghapal, dalam membacanya

6. positif = saya bisa mengetahui banyak kosa kata, dan dengan itu saya bisa mengelilingi dunia

negatif = tidak ada memahami

QUESTIONERS

Nama: Inayatul laili

Kelas: II

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban: 1. dengan mempraktekkannya dalam kegiatan sehari-hari

2. sangat bagus untuk pondok atau sekolah karena mempermudah dalam memahami pelajaran yang berbahasa Inggris.

3. dengan adanya bimbingan khusus tiap pagi hari tentang bahasa.

4. pernah, dengan membuat composition, mencari vocabularies dan speech menggunakan bahasa inggris.

5. ada. kendalanya ketika ada acara-acara penting yang menggunakan waktu pagi.

6. Dampak positif ⇒ - Mempermudah mempelajari atau memahami Pelajaran berbahasa Inggris

Dampak negatif ⇒ - sulit untuk memahami pelajaran yang bukan bahasa Inggris ~~tetteh~~ Yaitu Bahasa arab.

Nama: Imliyaz Mungalul M

Kelas: 11 (×1⁸)

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1) Sistem English speaking area di pondok dijadwalkan, yaitu 2 minggu setelah Arabic speaking area maka selama 2 minggu setelah itu English speaking area.

2) Tanggapan saya tentang English speaking area yaitu u/ mengajari, membiasakan, meningkatkan kualitas pelajar/santri dalam English speaking area (berbahasa inggris)

3) Caranya yaitu adanya pembelajaran yang berkaitan dengan English seperti; Bahasa Inggris, grammar, compos. serta pembuatan kalimat dalam bahasa inggris yang di atur oleh pengurus organisasi.

4) Pernah, hukuman fisik ex: sit up. serta pembuatan composition

5) Kendalanya yaitu mayoritas pelajar/santri tender suka dalam arabic speaking area, kurangnya fasilitas, rasa malas yang mungkin dimiliki sebagian anak/santri dalam English speaking.

6) dampak positif, agar terbiasa dalam English speaking dan juga memudahkan.
   dampak negatif, menyulitkan pelajar ketika tidak tahu kosa kata sehingga ia harus membuka/mencari kosakata dalam kamus.

Nama: Nadiatul Jannah

Kelas: II

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban: 1. Di pondok Al-Mashduqiah menggunakan 2 bahasa yakni bahasa arab dan Inggris. Dalam 2 minggu menggunakan bahasa arab dan 2 minggu sisanya menggunakan bahasa Inggris dalam bercakap di segala tempat.

2. Sudah cukup baik

3. Dengan memberikan kosa kata baru tiap harinya, disetiap pagi hari

4. Iya pernah, membuat compos (karangan), menghafal dan mencari kosa kata baru

5. Ada, terkadang masih kurang tepat dalam cara penyampaian atau cara baca. sehingga menimbulkan kesalahan dalam arti.

6. dampak positif : Dapat mengembangkan pengetahuan santri sehingga santri pandai dalam bercakap menggunakan bahasa asing.
dampak negatif = sulit menguasai bahasa arab, sedangkan di pondok Al-Mashduqiah menggunakan 2 bahasa yakni arab dan Inggris.

Nama: Devi Maria Ulfa

Kelas: XI

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Di pondok, Santri diwajibkan memakai bahasa inggris disetiap saat, jika ada salah satu santri memakai bahasa Indonesia, maka akan disanksi / di hukum.

2. Baik. Karena Santri yang dibiasakan untuk berbicara bahasa inggris di lingkungan pondok. Akan membekali jiwa Santri pandai berbahasa Inggris ketika terjun dalam kehidupan masyarakat.

3. Ustadz / Ustadzah memberikan kosa kata baru disetiap harinya.

4. Ya pernah, hukumannya membuat karangan berbahasa inggris sebanyak 1 lembar buku tulis

5. Ada, Kendalanya adalah dalam pelafan kata. Kekeliruan dalam melafalkan kalimat yang berbahasa inggris akan yang jauh beda dengan penulisannya

6. Positif.. Santri akan mengetahui bagaimana berbicara Menggunakan bahasa inggris. dan terbiasa jika Untuk tampil didepan umum dengan berbahasa inggris.

Negatif.. Santri akan mementingkan hal-hal yang berbahasa inggris dari pada hal-hal yang berbahasa Indonesia.

QUESTIONERS

Nama: Inayatur Robbaniah

Kelas: X1⁶

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

- Di Pondok saya, sistem english area di terapkan dalam percakapan sehari - hari dan hal ini bergantian dng arabic area selama dua minggu sekali

- Hal ini sangat bagus sekali untuk mengembangkan bahasa

- Dengan mengadakan lomba pidato bahasa inggris atau dng bimbingan huruf

- Pernah, hukuman yang di berikan bermacam - macam seperti: maping compotition, looking for vocabularies, and other

- ada, kendalanya ialah dalam melafatkannya / Pronounsition

- Positif: dapat meningkatkan kwalitas bahasa siswa/i

- Negatif: Sulit untuk memahami bahasa arab

91

Nama: Alfira Ismi Adawiyah

Kelas: 11 (Xi^B OF Al-Mashduqiah)

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1) Sistem english speaking area di pondok diberi waktu 2 minggu untuk berbicara bahasa inggris untuk minggu ke-3 dan ke-4 menggunakan bahasa arab; dan jika di pagi hari diberi vocabularies dan making sentense dan setiap 1 bulan 1 kali ada listening entah itu lagu maupun convertation.

2) Bagi pecinta inggris, Speaking english is easy but, untuk mereka yang tidak suka Bahasa Inggris, Speaking English is difficult. dan ketika English speaking area mereka yg tidak suka berbahasa Inggris maka akan melanggar, dan menurut saya English speaking area di pondok itu cukup baik untuk dilestarikan.

3) menghukum yg tidak memakai bahasa Inggris, memberi vocabularies dan listening.

4) Pernah, hukumannya : making composition and sit up.

5) Pasti ada, ketika kita tidak tau kosa kata yg ingin kita ucapkan, kita masih harus bertanya dan mencari di kamus, otomatis kita harus membawa kamus setiap saat.

6) Positif, kita bukan hanya mengetahui tapi juga menerapkan negatif, menyulitkan santri yang bahasa Inggris. menyukai

92

QUESTIONERS

Nama: farhanah khana H

Kelas: 11

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. di pondok seluruh santri diwajibkan berbahasa sesuai waktunya karena kami memakai sistem 2 bahasa, dan seminggu sekali bahasa wajib diganti, hamp seluruh santri dipesehariannya menggunakan bahasa inggris jadi dapat melatih kita sepura lancar berbahasa

2. Sangat bagus dan menyenangkan

3. Jika santri menggunakan bahasa selain bahasa yg wajib digunakan maka akan terkena sanksi

4. iya. membuat compos 1 lembar, dijemur, dsb

5. tidak

6. positifnya kita dapat mengetahui lebih dalam, dalam berbahasa dan akan menjadi bekal kedepanya

7. negatif terlalu memikirkan sanksi supaya lebih cepat selesai

QUESTIONERS

Nama: FARIDA DEWI

Kelas: XI

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. dipondok ini Bahasa inggris digunakan dalam percakapan sehari-hari sehingga santri mampu berbahasa inggris dengan lancar

2. Menurut saya Bahasa inggris ini mudah Bagi siapa yang mau mendalaminya, di pondok ini diwajibkan memakai bahasa inggris sehingga santri bisa Meskipun butuh waktu lama.

3. Mewajibkan kita berbahasa inggris every day, dan menggunakan kosa kata yang sudah diberi, Jika tidak mengetahui kosa kata tersebut maka santri harus memakai isyarat

4. ia. Pernah. Membuat compos/cerita menggunakan bahasa inggris sebanyak 2 lembar dan berjalan sambil jongkok

5. saya rasa kendalanya ada pada diri sendiri, Jika kita sadar bahwa bahasa inggris itu penting. Maka kita akan selalu memakai bahasa itu.

6. dampak positifnya: kita bisa bercakap memakai bahasa inggris, dan mempermudah untuk faham Jika kita ke Luar negeri nanti. karena with Language You are at on any where

QUESTIONERS

Nama: Hosnatul hazinah

Kelas: XI

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Sistemnya adalah dengan mewajibkan seluruh siswa berbahasa dalam percakapan sehari-hari dengan bahasa inggris Dan pemberian 2 kosa kata bahasa Inggris. Inggris setiap harinya untuk hari Senin dan jumaat dialog antar Siswa dengan bahasa inggris

2. Sangat bagus bama dengan adanya diwajibkannya tee siswa berbahasa Inggris dalam kegiatan sehari-hari akan menjadi membesari para siswa untuk lebih menguasai bahasa inggris.

3. Pemberian vocabularies setiap harinya. adanya lomba-lomba seperti Pidato, Mengarang, bercerita, dan berbagai lomba lomba berbahasa lainnya

4. Pernah. hukuman untuk anggota - membuat compos I lembar,
   - Angkat tangan
   - keliling area dengan membawa kamus
   - Pidato
   - Pemakaian kerudung pelanggaran dan bundo pelanggaran
   hukuman untuk pengurus = membuat compos 2 lembar

QUESTIONERS

Nama: Fieyananda F.H.
Kelas: 6 G IPA TAHFIDZ

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Di pondok ini memiliki sistem yg bagus dan teratur dalam pembelajaran & pengembangan bahasa inggris. Salah satu contohnya adalah diadakan kegiatan percakapan /conversation pada setiap hari selasa & jum'at dan juga latihan pidato bahasa inggris dalam 2 minggu sekali dan juga penambahan vocabularies, di setiap harinya dua vocabularies.

2. Persepsi sudah sangat bagus, karena menerapkan sistem per minggu, satu minggu wajib berbahasa arab, dan satu minggu wajib berbahasa inggris.

3. Santri yg melanggar bahasa (contohnya berbahasa indonesia) akan dikenakan sanksi, dan untuk yg berbahasa daerah akan dikenakan sanksi botak untuk santri putra.

4. Iya, pernah dalam jongkok, lari lapangan, dll.

5. Ada, santri kesusahan dalam mengucapkan pronountation dalam berbahasa inggris. Jadi, santri lebih suka berbahasa arab.

6. Dampak positive: santri bisa berbahasa inggris dg baik & benar lebih
   " negative: santri yg telah dikenakan sanksi dapat membuat santri tidak nyaman.

96

Nama: MOH FARHAN

Kelas: 6 G(T)   PP. AL-MASHDUQIAH

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1) Sistem English Speaking area di Pondok Pesantren AL-Mashduqiah Sangatlah terjaga. Setiap Harinya santri diwajibkan memakai Bahasa asing : arab & English

2) Jika suatu lembaga memiliki sistem English speaking area sangatlah bagus

3) Dengan adanya Hukuman bagi santri yang memakai bahasa indonesia dan apalagi berbahasa daerah dan Setiap Paginya ada Penambahan kosa kata Arab maupun inggris

4) Perna, Hukumannya bagi yg berbahasa indonesia adalah Jalan Jongkok keliling lapangan sebanyak 5 kali
   - Jika berbahasa daerah hukumannya adalah botak /gundul

5) Tidak ada

6) (+) Agar santri betul² bisa berbahasa
   (-) Tidak ada

Nama: ahid fatlah ath-thoriq

Kelas:

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Di pondok pesantren Al-Mushduqiah ini memiliki sistem yang baik dan bagus, didalam pembelajaran berbahasa Inggris seperti diadakannya latihan berpidato Bhs. Inggris, dalam cepekan: conversation yang dilaksanakan dua kali dalam satu pekan, perlombaan yang mencakup 2 bahasa (Arab dan B. Inggris). serta diwajibkannya percakapan dalam kegiatan sehari-hari kita dengan 2 bahasa.

2. Tanggapan saya tentang English speaking Area di sini sangat bagus, hanya saja kurangnya pelatihan mengenai kaidah B. Inggris.

3. Dengan peraturan yang mewajibkan English speaking.

4. Saya sendiri pernah dan PASTI setiap siswa/i di sini pernah melanggar sistem tersebut. dan hukumannya pun bertingkat. yaitu jika melanggar peraturan satu kali maka maka akan dikenakan sanksi lari lapangan dan berteriak "Language is our crown", jika melanggar peraturan dua sampai seterusnya maka hukumannya akan dikali lipat sesuai dengan pelanggarannya tersebut.

5. Ada, yaitu kurangnya kaidah didalam B. Inggris membuat saya kesulitan untuk menerapkannya sehingga kesalahan dalam mengucapkan berkomunikasi pun sering terjadi.

6. Dampak positif: bertambahnya kualitas didalam berbahasa Inggris.

   Dampak negatif: keluhan santri dengan hukuman yang berlaku.
   yang

98

QUESTIONERS

Nama: A. Rou Mu'tasim Billah

Kelas: XII .

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. sistem english speaking area di pondok merupakan program pondok. yg mana santri pondok harus berbicara sesama teman memakai bahasa inggris. tak hanya berbicara, guru² pun menerangkan Pelajaran memakai bahasa inggris. Dan disini diajari membuat pidato dan berpidato memakai bahasa inggris

2. sangat bagus karna kita dilatih belajar berbahasa inggris, berbicara menggunakan bahasa inggris dll

3. - setiap hari santri diberi kosa kata, dan disuruh membuat kalimat memakai bahasa inggris
   - dan diwajibkan para santri untuk berbicara memakai bahasa inggris setiap harinya apabila ketahuan memakai bahasa indonesia maka dikenai hukuman bagi si pelanggar

4. ya, saya pernah ketahuan berbicara memakai bahasa indonesia sama pengurus bagian bahasa. saya dihukum jalan jongko dengan jarak 50 m. sebanyak 5 kali.

5. ya, santri banyak yg kesulitan berbicara bahasa inggris

6. Dampak positif ialah santri bisa berbicara bahasa inggris

99

QUESTIONERS

Nama: M. Sauqi

Kelas: XII

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Sistem speaking area di pondok cukup bagus. Diparenapan pondok memang mewajibkan bagi santrinya untuk berbicara bahasa asing yaitu bahasa arab dan bahasa inggris. dan sistem speaking english area ini berjalan secara bergantian 2 minggu. dan pergantian diubah ke speaking arabic area. dan pergantian 2 speaking ini selalu berjalan dg lancar.

2. tentang english speaking sudah mulai bagus. karena di tiap 1 pekan, disana kita menerapkan latihan percakapan tiap 1 pekan 2 kali.

3. mengimplementasikan secara pengajaran dan penerapan tatap muka di kelas. dan memberi kosa kata yang belum diketahui oleh santri.

4. pernah, dihukum seperti :
   • jongkok keliling lapangan
   • di botak
   • menjadi mata² bagi santri yg berbahasa indonesia
   • lari lapangan.

5. ada, masih kekurangan guru/pengajar dari luar atau dari perguruan/jurusan english nasional.

6. positif :
   • santri bisa berbahasa asing
   • bisa menerapkan dan melanjutkan ke jenjang yang lebih tinggi

   Negatif :
   • masih kurangnya dalam penerapan kepada santri baru
   • kurangnya berbahasa asing, sehingga terjadinya bahasa yang tak sesuai.

QUESTIONERS

Nama: Muhammad Jadidul Ilqon

Kelas: 6 G Tahfidz (3 MA)

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Di pondok kami para santri diwajibkan berbahasa inggris setiap hari. Setiap pagi kami juga menerima setidaknya 2 kosa kata baru. Barang siapa yang melanggar peraturan berbahasa inggris ini dengan berbicara menggunakan bahasa indonesia maupun bahasa daerah, Maka akan ~~mendapat~~ dimasukkan ke dalam persidangan (MAHKAMAH) dan akan diberikan sanksi setingkat pelanggaran yang dilakukan.

2. Cukup membantu karena bahasa merupakan suatu kebiasaan. Jika tidak terbiasa berbicara maka tidak akan bisa berbahasa. Ditambah lagi dengan adanya 2 kosakata setiap hari maka menambah jumlah kosakata yang kami punya. Walaupun kami tidak tahu dalam akademik, tapi speaking English kami bisa.

3. Sebagaimana yang telah saya jelaskan pada jawaban pertama.

4. Tentu saja, manusia pasti pernah melakukan kesalahan. Bagi yang berbahasa indonesia akan di kenai sangsi fisik (push up, schot jump, lari, jongkok) ~~dikenai~~ dan yang berbahasa daerah (Madura, Jawa, Sunda) akan dikenai sanksi botak bersih (sampai rambut tidak ada sama sekali). Kadang sanksi dapat bertambah dan tidak akan pernah berkurang.

5. Ada. Yang paling banyak (Mayoritas) adalah kendala masyarakat dan lingkungan. Banyak orang yang kurang menyadari pentingnya bahasa karena tidak sedikit dari kami yang berasal dari desa.

Nama: Hasby 'Iman Hafid

Kelas: XII C tahfids

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Sistemnya dengan menggunakan sebuah organisasi untuk menggerakkan Peraturan bahasa di pesantren Al-Mashduqiah, juga mengadakan Pelatihan setiap minggunya sebanyak 2x.

2. tanggapan saya sangat bagus, karena bahasa adalah sebuah ilmu untuk berkomunikasi dengan orang lain. apalagi bahasa Inggris sebagai Internasional language.

3. Dengan mengadakan mahkamah /hukuman bagi para Pelanggar bahasa. serta mengadakan pelatihan /kursus.

4. ya, jongkok, lari lapangan, push up dll.

5. Ada, karena kurangnya belajar, guru luar yang tidak tahu bahasa Dll.

6. Dampak positive : Bekal bagi santri untuk hidup Bermasyarakat dan mencari pekerjaan.
   Dampak negative : tidak ada.

QUESTIONERS

Nama: Mohammad Iqbal

Kelas: XII G MTI

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. al-hamdulillah sistemnya berjalan dengan lancar. Pengaturan juga baik sebab diatur dan ditetapkan dengan pihak-pihak pondok dengan pengaturan yang baik dan tak adanya tanggung jawab yang besar bagi kami selaku pelajar di sini.

2. Menurut saya sangat baik apabila pondok /sekolah mengadakan sistem tersebut. Karena tak lain bahwa semua itu adalah pendidikan yang memang harus dilalui oleh pelajar untuk meningkatkan skill² yang mereka miliki.

3. Dengan cara memberikan bimbingan kpd siswa / siswi tentang sistem pembelajarannya. Juga mewajibkan para santri untuk selalu mempraktekkan ilmu yang sudah mereka dapatkan. dan yang pasti saya selaku pengurus di pondok ini untuk memberikan contoh yang baik kpd santri² yang lain serta motivasi diri bagi mereka.

4. tentu. ya.. tak lain apabila kami menemukan salah satu santri melanggar ketetapan yang telah ada dalam sistem berikut maka kami akan menjatuhkan hukuman sebagai sanksi bagi mereka yang melanggar. diantaranya: Push up. sit up. lari lapangan. menulis compos. menulis vocabularies dan menghafalkannya.

5. Ya, salah satunya: komunitas dari para santri mempunyai bahasa asing yang lain namun perilaku tersebut akan diseimbangkan sehingga para santri menulis skill yg sama.

6. dampak positif ketika para santri telah menggunakan bahasa english dgn baik bahkan pada waktunya.
   dampak negatif saat mereka menggunakan bahasa lain ketika minggu english.

Nama: IFAN SYIFAUDDIN.

Kelas: XII G.

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. Sistem English Area di Pondok sudah bagus. diterapkan bahasa inggris/digunakan dalam kegiatan santri dan telah menjadi bahasa resmi yang ada di pondok ini.

2. Tanggapan saya tentang English Area ini tentu bagus karena dapat meningkatkan Potensi santri di dalam berdialog memakai bahasa inggris.

3. Memberi kosa-kata /vocabularies kepada santri setiap pagi. dan mewajibkan santri untuk berbicara dengan Berbahasa Inggris di setiap harinya.

4. "Pernah" → jongkok, lari. dan mencatat orang yang berbicara tidak memakai bahasa inggris.

5. ada → kurangnya ~~Resetisan kesesuai kesuasa~~ disiplin yang ada di dalam jiwa para santri untuk terus ~~kontrol ke kesusa~~ beristiqomah dalam berbahasa.

6. Positif : santri bisa berbahasa inggris.

Negatif :

Nama: Luffian Nuri Romadhon

Kelas: 6 G

1. Jelakan bagaimana sistem English speaking area /English area di pondok atau sekolah?
2. Bagaimana persepsi/tanggapan anda tentang English speaking area di pondok atau sekolah?
3. Bagaimana cara ustad/ustadzah mengimplementasikan sistem English Speaking area?
4. Apakah anda pernah melanggar sistem tersebut? Apa hukuman bagi siswa/i yang melanggar sistem tersebut?
5. Apakah ada kendala saat menerapkan English speaking area di pondok atau sekolah? Jika ada, apa kendala-kendalanya?
6. Bagaimana dampak positif dan negatif tentang sistem English speaking area di pondok /sekolah?

Jawaban:

1. mewajibkan santri / siswa berbicara bhs inggris disetiar tempat waktu dan keadaan

2. sangat bagus untuk di adakan dan pasti menyenangkan

3. memberi vocabularies setiap pagi dan pembelajaran khusus untuk bhs inggris dan memberi penekanan wrd yg melanggar

4. tidak, biasanya yg melanggar akan masuk court / mankomah dan di mankomah tsbt akan di jelaskan apa saja hukumannya

5 - santri masih belum terbiasa dg bhs inggris
  - kebanyakan dari mereka terbiasa dg -- Arob

6 POSITIF : menambah wawasan
           Berani bicara bhs inggris

negatif : Santri tertekan untuk bicara bhs inggris