



Students' Perception on the Implementation of English Week Program in Islamic Boarding School

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Abstract

This research aims to investigate the students' perception on the implementation of English week program and how was the program applied. The participants were 34 students, the researchers used stratified technique sampling to take four students of each class. The researcher used questionnaire to collect data from participants. The questionnaire consists of 20 questionnaire items. The students have positive perception on the implementation of English week program. it could be seen from the result of questionnaire item number 12 "the students should follow program is applied on English week" where there were 24 students (70%) agreed about the program. Meanwhile, 10 students (30%) disagreed about the program.

Keywords: English Week; Perception; Speaking

Introduction

In the present era of globalization, the ability to speak English is very important because people around the world had been more and more interconnected and integrated. According Khamkhien (2010), speaking is considered to be the most important in a second or foreign language. It is the ability that requires the process of communicative competence pronunciation, grammar, and vocabulary.

According to Kayi (2006), speaking refers to the gap between linguistic expertise concerns with language structure and language content. Students needed to master speaking skill to communicate easily. Speaking enabled students to convey information to people through conversation. In fact, there were several difficulties that are often encountered by the student in practicing English speaking skill. According to Harmer (2002) Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion (p.345). Moreover, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Regarding this, Brown (2001) states that the shyness and anxiety are considered as the main causes of students reluctance to speak. Furthermore, students should practice speaking more to make them be used in using their English speaking skill and learn more about English by implementing English conversation program in their life such as English Day Program (EDP) or English Week Program (EWP) as Fikri's research implemented on his research (2018), entitled "Students' perception toward Speaking Practice on English Week".

According to Hasanah and Syafri (2015), English Day Program (EDP) is Based on two approaches in teaching language, namely Communicative Language Teaching (CLT), which accentuates the students to use the language rather than know the language, and Community Language Learning (CLL) which is primarily directed to reduce anxiety of the students to communicate in a foreign language where the teachers' role is to be a counsel or for the students. EDP had implemented in the junior and senior high school student in Indonesia. As stated by Suryani, Rozimela, and Adnan (2013), when the they were in Darul Hikmah junior high school as an instructor for an events called English party, around four days, the writer was

communicating in English with the student. In fact, this school was implementing English week for the student in every month. Furthermore, the researcher said that the students were actively communicative in English although sometimes there were some mistakes in grammar.

According to the students' perception in Misbahul Ulum was written by Fikri (2018), when he was in Misbahul Ulum junior high school as the investigator. He found that students were less motivated to practice English on English week. There were many rules that should be followed by students, especially the rules that had been applied by English department.

Based from the explanation, the implementation of this program had already implemented to the senior high school as the main program to learn English more. Furthermore, this research investigated the students' perception in islamic boarding especially in South Indralaya.

The researchers observed to the senior high school students in Al-Ittifaqiah Islamic boarding school in Indralaya. The researcher conducted the students' perception on the implementation of English Week Program (EWP). Moreover, this research was conducted at boarding school named Al-Ittifaqiah as the place of the investigation. Al-Ittifaqiah located in Indralaya Selatan (Intan): South Tebing Gerinting, Kecamatan South Indralaya, Kabupaten Ogan Ilir, South Sumatera.

Reviewing these related studies, it was obvious that none of the problem concern with the students' perceptions of the EWP, whereas students' perceptions played a very important role to succeed learning because students were at the center of every learning process. In fact, According to students' perception in Islamic Boarding School Misbahul Ulum was written by Fikri (2018), there were also many student got confident on it to get English knowledge more and could influence their speaking skill. Then, the fact that found by the researcher's observation for the research to the school are. (1) during the implementation of this program, there were many students did not feel confident to practice their English outside the classes and many of the students used their body language to speak each other, (2) sometime the students whispered their words ear by ear to get the conversation clearly. Slameto (2010), describes perception as a process that involves the entry of messages or information into the human brain, through human perception of continuous relationships with the environment. This relationship is done through the senses, namely the senses sight, listener, touch, taste, and smell. (p.102).

Based on the explanation above, the researcher decided to conduct research on students' perception in practicing English by the title Students' Perception on the Implementation of English Week Program at Al-Ittifaqiah Islamic Boarding School.

Method

The researchers used qualitative method to collect the data. The participant of in this research was the students from the senior high school student especially the eleventh-grade students of Al-Ittifaqiah Islamic boarding school. The population of this research were 138 students. They were on the different kind of classes, there

were IPK, IPA and IPS. Arikunto (2019) stated that if the population were >100 students, therefore the population could be taken as 20 % until 25 %. therefore, the researchers used stratified sampling technique, it is a type of probability sampling. According to Creswell (2012), Stratified sampling is a procedure in which the researcher stratifies the population on some specific characteristics or groups, then he chose the sample randomly in each group. In this case, the researcher only conducted the research for male students, so there were three kinds of the classes, they were IPK, IPA, and IPS. The researcher chose 4-5 students of each class randomly. Totally, the participant was taken from the population were 34 students, that was only 25 % from the population.

Table 1. The Population of the Participant

No	Class	Number of Students
1	XI Keagamaan 1 (Excellent Al Qur'an)	18
2	XI Keagamaan 2 (Kitab Kuning)	21
3	XI Keagamaan (Reguler)	15
4	XI IPA 1 (Excellent Al Azhar)	27
5	XI IPA 2 (Excellent MIPA)	18
6	XI IPA 3 (Reguler)	26
7	XI IPS 1 (Excellent Social)	11
8	XI IPS 2 (regular)	12
Total		138

There were 20 question items in the questionnaire. It was distributed to 34 students of eleven grade student at Al-Ittifaqiah Islamic boarding school to collect their perception about the implementation of English week program. There were four columns for each statement that had been chosen by the students (strongly disagree, disagree, agree, and strongly agree).

In analyzing the data from the questionnaire, the following formula was used:

$$P = \frac{f}{N} \times 100\%$$

f : The frequency being searched for its percentage

N : Number of cases (number of frequencies/number of individuals)

P : presentation number

(Sudijono, 2017. P.43)

Results

The Result of the Distributed Questionnaire

There were 20 items in the questionnaire. It was distributed to 34 students of eleven grade student at Al-ittifaqiah Islamic boarding school to collect their perception about the implementation of English week program. There were four columns for each statement that had been chosen by the students; strongly disagree, disagree, agree, and strongly agree. The researchers analysed the data by using formula percentage. Furthermore, the result of the distributed questionnaire was presented below

The Result of the First Aspect in the Questionnaire

The first aspect of the questionnaire is ***the students' perception on the rules on English week program***. This aspect was showed in the questionnaire number 1, number 2, number 3, number 4 and number 5.

Table 2. The result of questionnaire number 1 "the rules of English week program applied by Al-ittifaqiah Islamic Boarding school should be followed by the students"

No	Option	F	Percentage
1	Strongly Agree	7	20%
	Agree	16	47%
	Disagree	5	15%
	Strongly Disagree	6	18%
Total		34	100%

Table 2 showed the statement *about "the rules of English week program applied by Al-ittifaqiah Islamic Boarding school should be followed by the students"*. Almost all the eleven grade students showed the agreement about the rule implemented by language department of Al-ittifaqiah Islamic boarding school. This statement was proved by the result of 7 (21%) students chose "Strongly Agree" and 16 (47%) students chose "Agree". It was stated that almost all the students agree about the rule and ready to follow all the rules that implemented by language department of Al-ittifaqiah Islamic boarding school.

Table 3. The result of questionnaire number 2 "the implementation English week program for Learning English had been applying inside and outside the classroom"

No	Option	F	Percentage
2	Strongly Agree	5	15%
	Agree	12	35%
	Disagree	11	32%
	Strongly Disagree	6	18%
Total		34	100%

Table 3 reflects the answer of the statement “*the implementation English week program for Learning English had been applying inside and outside the classroom*”. The eleven-grade student have the different perceptions about this implemented rule by language department of Al-ittifaqiah Islamic boarding school. It could be seen on the table, there are 17 (50%) students chose “strongly agree” and “agree” while 17 (50%) students else chose “strongly disagree” and “disagree”. It indicated that not all the students agree about this rule implemented by English department of Al-ittifaqiah Islamic boarding school.

Table 4. The result of questionnaire number 3 “*all the students communicate using English language on English week program*”

No	Option	F	Percentage
3	Strongly Agree	10	29%
	Agree	9	27%
	Disagree	7	20%
	Strongly Disagree	8	24%
Total		34	100%

Table 4 shows that almost all the eleven grade students express agree the statement about “*all the students communicate using English language on English week program*” implemented by language department of Al-ittifaqiah Islamic boarding school. This statement was proved by the result of 10 (29%) students chose “Strongly Agree” and 9 (27%) students chose “Agree”. Moreover, there were 15 (44%) students shows disagreement about this statement because they could not speak English and used to be silent. It indicated the students agree to speak by using English language during the program implemented.

Table 5. The result of questionnaire number 4 “*the students who do not communicate using English language will be punished on English week*”

No	Option	F	Percentage
4	Strongly Agree	7	20%
	Agree	14	42%
	Disagree	7	20%
	Strongly Disagree	6	18%
Total		34	100%

Table 5 conveys the statement about “*the students who do not communicate using English language will be punished on English week*”. Almost all the eleven grade students agree about the rule implemented by language department of the school. It was proved by the

result of 7 (20%) chose “Strongly Agree” and 14 (42%) students chose “Agree”. It indicated the students who do not speak by using English language will get the punishment by language department during the implementation of English week program.

Table 6. The result of questionnaire number 5 “the students communicate in English language on English week program by perforce”

No	Option	F	Percentage
5	Strongly Agree	6	18%
	Agree	7	20%
	Disagree	7	20%
	Strongly Disagree	14	42%
Total		34	100%

Table 6 shows the statement about “the students communicate in English language on English week program by perforce”. Almost all the eleven grade students disagree about the statement. This statement was proved by the result of 14 (42%) students chose “Strongly Disagree” and 7 (20%) students chose “Disagree”. This result indicated that the students did not speak by perforce during the implementation of English week program.

The Result of Second Aspect in the Questionnaire

The second aspect of the questionnaire is *the students' perception on communication strategies on English week program*. This aspect was showed in the questionnaire **number 6, number 18, number 19 and number 20**

Table 7. The result of questionnaire number 6 “the students choose to be silent if they can't communicate in English language on English week program”

No	Option	F	Percentage
6	Strongly Agree	10	29%
	Agree	12	35%
	Disagree	8	24%
	Strongly Disagree	4	12%
Total		34	100%

Table 7 appears the result from the statement about “the students chose to be silent if they cannot communicate in English language on English week program”. Almost all the eleven grade students show agreement about the statement. This result was proved by the result of 10 (29%) students chose “Strongly Agree” and 12 (35%) students chose “Agree”. it indicated that the students chose to be silent if they cannot speak English during an English week program implemented by language department of the school.

Table 8. The result of questionnaire number 18 “the students should improve their skill by memorizing some vocabularies on English week program”

No	Option	F	Percentage
18	Strongly Agree	15	44%
	Agree	7	20%
	Disagree	8	24%
	Strongly Disagree	4	12%
Total		34	100%

Table 8 establishes about statement “the students should improve their skill by memorizing some vocabularies on English week program”. The result shows that more than a half of the eleven grade students show agreement about this statement. It was proved by the result 15 (44%) students chose “Strongly Agree” and 7 (20%) students chose “Agree”. This result indicated that the students agreed to improve their skill by memorizing some vocabularies on English week program implemented by language department of the school.

Table 9. The result of questionnaire number 19 “memorizing some vocabularies will help students in communicate on English week program”

No	Option	F	Percentage
19	Strongly Agree	17	50%
	Agree	7	20%
	Disagree	4	12%
	Strongly Disagree	6	18%
Total		34	100%

Table 9 shows the statement about “memorizing some vocabularies will help students in communicate on English week program”. The result explains that more than a half of the eleven grade students show agreement about this statement. This agreement was proved by the result of 17 (50%) students chose “Strongly Agree” and 7 (20%) students chose “Agree”. This result indicated that the students agreed about memorizing some vocabularies will help them in speaking English during the implementation of English week program.

Table 10. The result of questionnaire number 20 “language department will help students to communicate in English week program”

No	Option	F	Percentage
20	Strongly Agree	9	27%

Agree	12	35%
Disagree	7	20%
Strongly Disagree	6	18%
Total	34	100%

Table 10 shows the statement about “language department will help students to communicate in English week program”. The result shows that language department has a contribution on English week program. This agreement was proved by the result 9 (27%) students choose “Strongly Agree” and 12 (35%) students choose “Agree”. It indicated that language department contributed to the student for the implementation of English week program in Al-ittifaqiah Islamic boarding school.

The Result of Third Aspect in the Questionnaire

The third aspect of the questionnaire is *the students' perception on the programs implemented on English week program*. This aspect was showed in the-questionnaire **number 9, number 12, number, 13, number 14, number 16 and number 17.**

Table 11. The result of questionnaire number 9 “the lack of time for English week (a week)”

No	Option	F	Percentage
9	Strongly Agree	11	32%
	Agree	8	24%
	Disagree	7	20%
	Strongly Disagree	8	24%
Total		34	100%

Table 11 conveys the statement about ***“the lack of time for English week (a week)”***. The result that there are 11 (32%) students who chose option “Strongly Agree” and there are 8 (24%) students chose option “Agree”. In this result has a few differences of final result between “Agree” and “Disagree” is 12%. This explanation indicated that student agreed about a week enough for English week.

Table 12. The result of questionnaire number 12 “the students should follow programs is applied on English week”

No	Option	F	Percentage
12	Strongly Agree	9	26%
	Agree	15	44%
	Disagree	4	12%
	Strongly Disagree	6	18%
Total		34	100%

Table 12 shows the statement about “the students should follow programs is applied on English week”. It shows almost all the eleven grade students agree about all the student to follow the programs that is implemented by English department on

English week program. It could be seen from the result of 9 (26%) student chose “Strongly Agree” and 15 (44%) students chose “Agree”. This result indicated that the students showed agreement to join the program that is applied during the implementation of English week program.

Table 13. The result of questionnaire number 13 “the effectiveness of language correction program to improve students’ English language”

No	Option	F	Percentage
13	Strongly Agree	12	35%
	Agree	12	35%
	Disagree	4	12%
	Strongly Disagree	6	18%
Total		34	100%

Table 13 shows the statement about “the effectiveness of language correction program to improve students’ English language”. It shows mostly all the eleven grade students show agree about the statement. It was proved by the result of 12 (35%) students chose “Strongly Agree” and 12 (35%) students chose “Agree”. This result indicated that the students agreed about the effectiveness of language correction program implemented on English week program in Al-ittifaqiah Islamic boarding school.

Table 14. The result of questionnaire number 14 “lack of the programs to increase students’ motivation in speaking practice”

No	Option	F	Percentage
14	Strongly Agree	5	15%
	Agree	12	35%
	Disagree	12	35%
	Strongly Disagree	5	15%
Total		34	100%

Table 14 shows the statement about “the lack of the programs to increase students’ motivation in speaking practice”. The result that there are 5 (15%) who chose option “Strongly Agree” and there are 12 (35%) students chose option “Agree”. While 5 (15%) students chose “Strongly Disagree” and 12 (35%) chose “Disagree”. In conclusion, a half of the students showed an agreement, and a half of the students showed a disagreement about this statement.

Table 15. The result of questionnaire number 16 "the lack of the programs to increase students' motivation in speaking practice"

No	Option	F	Percentage
16	Strongly Agree	10	29%
	Agree	10	29%
	Disagree	8	24%
	Strongly Disagree	6	18%
Total		34	100%

Table 15 shows the statement about "The students should follow vocabularies program (Dauroh) on English week program". Almost all the eleven grade students show an agreement about this statement. It was proved by the result from the table 10 (29%) students chose "Strongly Agree" and 10 (29%) chose "Agree". This result indicated that the students showed agreement to join vocabularies program (Dauroh) on English week program that is implemented by language department in Al-ittifaqiah Islamic boarding school.

Table 16. The result of questionnaire number 17 "the lack of vocabulary that given every day on English week program"

No	Option	F	Percentage
17	Strongly Agree	16	47%
	Agree	10	29%
	Disagree	5	15%
	Strongly Disagree	3	9%
Total		34	100%

Table 16 shows about the statement "the lack of vocabulary that given every day on English week program". Almost all the eleven grade students show an agreement about this statement. It was proved by the result of 16 (47%) students chose "Strongly Agree" and 10 (29%) students chose "Agree". This result indicated that the students agreed about the lack of vocabularies that given every day during the program implemented.

The Result of Fourth Aspect in the Questionnaire

The fourth aspect of the questionnaire is *the students' perception on the punishment on English week program*. This aspect was showed in the **questionnaire number 7 and number 8**.

Table 17. The result of questionnaire number 7 "the effectiveness of punishment based on Jasus system that is applied on English week program"

No	Option	F	Percentage
7	Strongly Agree	7	20%
	Agree	15	44%
	Disagree	3	9%

Strongly Disagree	9	27%
Total	34	100%

Table 17 presents the statement about “the effectiveness of punishment based on Jasus system that is applied on English week program”. Almost all the eleven grade students show agreement the statement about the effectiveness of punishment. it was proved by the result of 7 (20%) students chose “Strongly Agree” and 15 (44%) students chose “Agree”. This statement indicated that the students agree about the effectiveness of punishment on the implementation of English week program.

Table 18. The result of questionnaire number 8 “the punishment based on Jasus system should affected students’ social value”

No	Option	F	Percentage
8	Strongly Agree	15	44%
	Agree	7	20%
	Disagree	8	24%
	Strongly Disagree	4	12%
Total		34	100%

Table 18 shows the description of statement about “the punishment based on Jasus system should affect students’ social value”. Almost all the eleven grade students show an agreement to this statement. The perception was proved by the result 15 (44%) students chose “Strongly Agree” and 7 (20%) students chose “Agree”. This statement indicated that Jasus system affected the students’ value in implementing an English week program in Al-ittifaqiah.

Discussion

After collecting and analyzing all the data taken from the eleven grade students of Al-ittifaqiah islamic boarding school, the researcher got the answers from the students and the questionnaire divided twenty questions in the questionnaire into four aspects. They are *the students’ perception on the rules on English week program, the students’ perception on communication strategies on English week program, the students’ perception on the programs implemented on English week program and the students’ perception on the punishment on English week program.*

The first aspect is the students’ perception on the rules on English week program. It was proved by the question number 1, 2, 3, 4 and 5. It could be seen in

the table and the description above that most all the student showed an agreement on the rules that implemented on English week program.

Besides the questionnaire number two that explains about the implementation of English week program inside and outside the classroom. It showed student have the different perception on the implementation inside the classroom, 50% students have the positive perception while 50% have the negative perception on this aspect. Moreover, few of them showed a disagreement on the rules of English week program, they felt compelled to speak by using English language.

The second aspect is the students' perception on communication strategies on English week program. It was proved by the question number 6, 18, 19, and 20. Most of all the student showed an agreement about the strategies that is implemented by language department and the students agreed to memorize some additional vocabulary during the implementation of English week program. The purpose of this strategy is to make the student easier to speak or communication by using English language.

The third aspect is the students' perception on the programs implemented on English week program. It was proved by the question number 9, 12, 13, 14, 16 and 17. The result gave the description that the students always participated all the program that was applied inside English week program in Al-ittifaqiah islamic boarding school. However, the students got deficiency in one of programs, it is lack of time allocated for English week program.

The last aspect is the *students' perception on the punishment on English week program*. It was proved by the question number 7 and 8. This result showed the effectiveness of the punishment (Jasus system) that is applied by language department to keep the rules implemented on the implementation of English week program. This system affected the students value on the implementation on English week program in Al-ittifaqiah islamic boarding school.

Then, it could be concluded that the students have possitive perception on the implementation of English week program in Al-ittifaqiah islamic boarding school. it could be seen from the result of questionnaire item number 12 "*the students should follow program is applied on English week*". where there were 24 students (70%) agreed about the program. Meanwhile,10 students (30%) have negative perception on the implementation of English week program in Al-ittifaqiah islamic boarding school.

Every morning after praying *subuh* and every afternoon before praying magrib all the students have to go to the yard and they have to memorize few of vocabularies. It is called Dauroh. The students have to make the circle just by their dormitories. Furthermore, the students who do not speak by using English language will be mentioned by the announcement of Jasus system in every evening before they will go to bed. Jasus system is a method that used by language department in Al-ittifaqiah islamic boarding school to search for accurate information secretly.

In this research Jasus system can be defined as a punishment applied to those who do not communicate by using the official languages such as Arabic and English language.

Furthermore, the punishment usually are the student's head get bold or the student should walk over the yard and says "lets speak English and Arabic language" loudly. Moreover, in every Saturday morning all the students have to practice their memorizing of vocabularies in speaking practice. Usually, the students have to look for a friend to practice it and make some conversation. The best conversation will be chosen by language department to get the king of an English week program winner in that season. Moreover, that are the activities happening in every English week program implemented.

Conclusion

This research focused on students' perception on the implementation of English week program in Al-ittifaqiah Islamic boarding school. Based on the result of data analysis above, the researcher can conclude that more than a half students have a good perception on the implementation of English week program was applied in Al-ittifaqiah islamic boarding school. However, few of them did not have a good perception on the implementation of English week program by many reasons. Different perceptions explain that a few of the students have many kind of perceptions on the rules, communication strategies, the programs during the implementation and about the punishment that used by language department. Moreover, most of the students showed an agreement about this program implemented by the school, they feel like this program will help and motivate them to study and improve their English skill.

Based on the result on the result of the research, the researchers would like to give some suggestion as follow:

1. Teacher

As the supervisor of the education, the teacher should add some program to improve the student ability on English language, for example: speaking program before teaching-learning begin or the teacher probably can make a competition in every English week program implemented such as speech competition, debate competition, scramble competition and each other.

2. Students

The students should be brave to speak and practice about what have they learned on English week program. Do not afraid to communicate even though with a bad grammar because practice makes perfect.

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