THE STUDENTS' PERCEIVED IMPACTS OF SCHOOL-WIDE ENGLISH LANGUAGE POLICY ON THEIR ENGLISH SPEAKING ABILITY

THESIS

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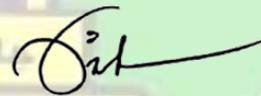
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Menyatatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Students' Perceived Impacts of School-Wide English Language Policy on Their English Speaking Ability

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka sepenuhnya akan menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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Ultimately, I hope this thesis is beneficial for readers and future researchers. I believe that this thesis might have some weaknesses. Therefore, any suggestions and improvements from readers are greatly appreciated.

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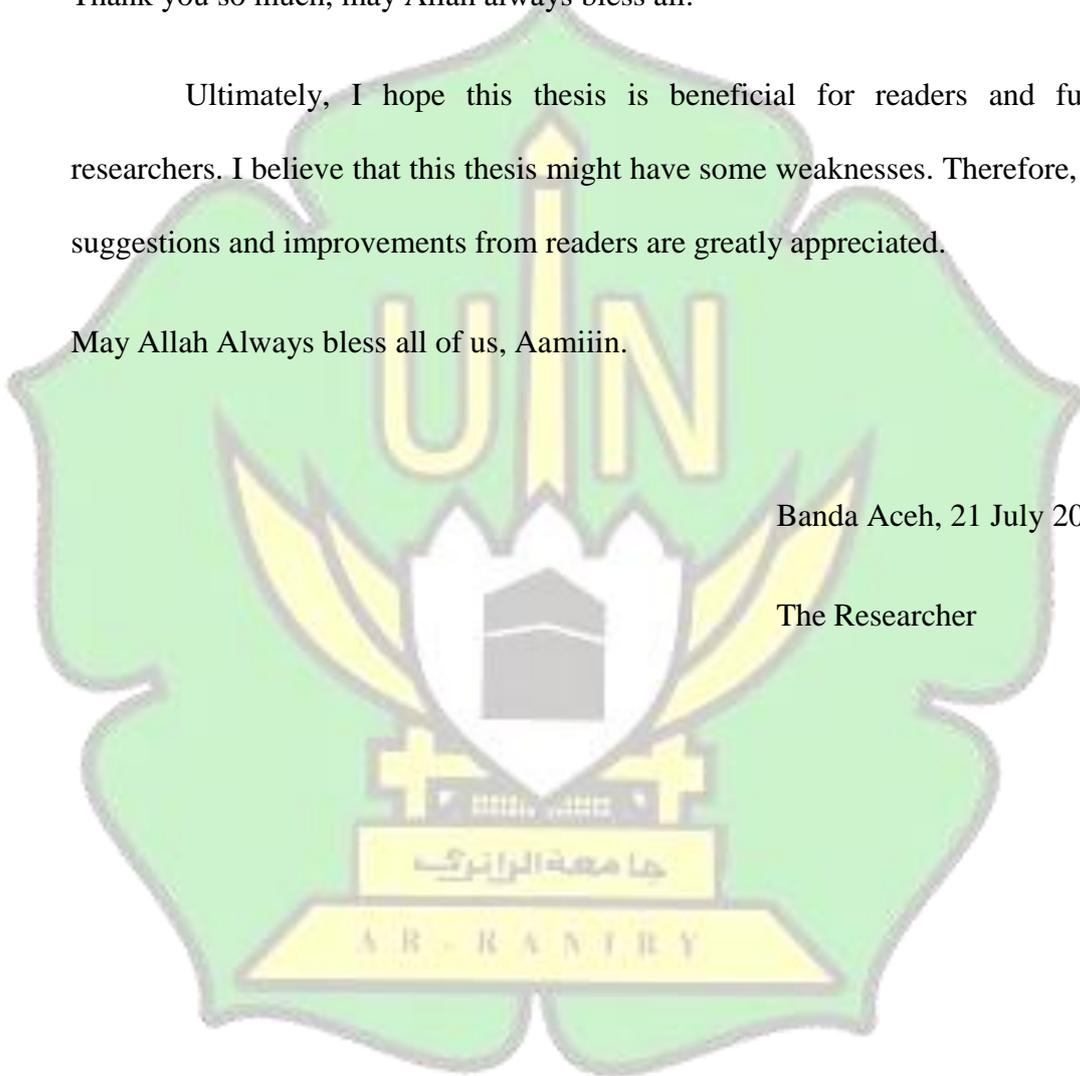
ABSTRACT

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Keywords   :Students' Perceived impacts, English language policy, English speaking ability.

This study aims to find out the students' perceived impacts of school-wide English language policy on their English speaking ability. The study employs qualitative methods and questionnaire technique to collect data from thirty students at Darul Ulum Modern Islamic Boarding School. The findings showed that all respondents have a positive view toward English language policy because it assists them to increase their English speaking ability. Almost all students agree that the English language policy provides many benefits for them when used in the policy of practicing speaking and is a very effective policy because it makes it easier for them to speak English. Furthermore, during the implementation of this policy, students can build the motivation and confidence to speak English fluently, practice orally through daily communication, and create a good English learning environment.

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CHAPTER 1

INTRODUCTION

This chapter explains the issues related to the English language. These issues have been studied in the past and at present. Therefore, this chapter provides evidence for the importance of speaking ability. In general, this chapter contains the background of the study, research questions, aims of the study, significance of the study, and terminology.

A. Background of Study

Speaking is one way to express ideas, feelings, and thoughts orally. It is one of the most important skills for learning English. To enable students to communicate, we must use language in real-life situations. According to Gert and Strohner (2008), speaking is defined as "speech or utterances with the intention of being recognized by the speaker, and the receiver processes the statements in order to recognize their intentions." In addition, Rebecca (2006) explains that speaking is the first step for children to acquire language; it is part of most people's daily involvement in language activities and has become a major driver of language change. It also serves as our primary source of information to understand bilingualism and language contact.

For many language learners, speaking English has become the most important way to communicate, especially for people from other countries. Unfortunately, many problems have been found in both formal and informal English education. According to Oxford (1990), learning to speak English is difficult for students because they are afraid of grammatical mistakes. The ability

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to speak English requires not only appropriate linguistic aspects, such as grammar, vocabulary, pronunciation, and fluency, but also the self-confidence to practice it in oral communication. Therefore, Habiburrahim et. al. (2020) state that English students struggled with speaking because they were anxious due to low self-confidence and lack of time to think about ideas and construct sentences.

The English language policy is a program used to improve English language ability, especially in speaking. Through the English language policy, students will enjoy speaking English because it increases their abilities and confidence. Students will be more active, and the English language policy will get them accustomed to speaking English. The English language policy has been implemented in some boarding schools. Every boarding school has a different purpose for applying this program.

The English language policy was designed and executed for two weeks every month. The goal of this policy is to help students improve their English ability and develop the habit of speaking well in English. In improving students' speaking ability, they have to involve themselves in activities that can improve their abilities.

Previous research has already focused on the implementation of the English language policy. Wahyuni, Basri, and Mashuri (2014) revealed that the English language policy has been implemented to improve students' speaking skills and give them the confidence to speak to anyone without fear. Furthermore, Nurmawati (2018) discovered that an English language policy was quite effective

in improving students' speaking ability. There were musyrifahs as tutors who guided students to use English as their communication module as guidance for musyrifah and students for the teaching learning process.

In order to improve their speaking skills, students must involve themselves in activities that can improve their speaking ability. One of them is to follow the English policy implemented in Islamic boarding schools. Students benefit from implementing an English policy, as they can practically speak English every day for two weeks, making it easier for them to improve their vocabulary, pronunciation, and speaking ability.

Several other studies have also been conducted on English policies aimed at improving speaking ability. However, only a portion of the research pays attention to aspects that students feel to improve speaking ability, and students' perceived benefits from English language policies are still lacking. Therefore, it is important to find answers to overcome this research gap while considering the practical benefits that can be utilized by educators concerned with this research. This research will be useful as an evaluation material for educational institutions implementing English language policies to improve students' English-speaking abilities. English teachers apply the English policy as a strategy to train students' ability to speak English. Eventually, the results of this study are expected to attract and increase students' interest in improving their speaking ability. Therefore, it is critical to find out the students' perceived impacts of school-wide English language policy on their English speaking ability.

B. Research Question

Based on the statement, the researcher conduct a research concerning: "What are the students' perceived impacts of school-wide English language policy on their English speaking ability?"

C. The Aim of Study

The aim of this research is to find out the students' perceived impacts of school-wide English language policy on their English speaking ability.

D. Significance of Study

The researcher expected that the English policy could be one of the effective policies used to improve speaking ability and solve the problem of conveying ideas when speaking English so that it can increase self-confidence in speaking English.

This research is expected to provide new insights into improving their speaking ability by using English language policy, an exciting and interesting technique for English students. Hopefully, students can obtain benefits that will help them improve their speaking ability easily and effectively.

Furthermore, the findings of this research can be used as a reference for future researchers conducting similar research. Finally, the researcher hope that this research can be useful to researchers and readers as a source of additional data or information that can increase knowledge related to English language policy in improving English-speaking ability.

E. Terminologies

To avoid misunderstandings, the researcher defined the following operational definitions:

1. English language policy

The English language policy is a program implemented to improve students' ability to speak English. Through this policy, students practice speaking English on a daily basis. Therefore, it can build students' confidence in speaking English. According to Kaplan and Baldauf (1997) explains that English Language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in society, groups or systems. In addition, Spolsky (2004) defined language policy as the formulation and proclamation of an explicit plan or policy, not only in a written formal document, but also in language use.

2. Speaking

According to Nirmawati (2015), speaking is a productive language learning skill. It includes communicative performance and other important elements, such as pronunciation, intonation, grammar, and vocabulary.

In the context of speaking, the goal is not only to send information, but also to use the correct language. According to Collins (1986), oral communication occurs when two or more people interact to exchange ideas. The meaning of speaking is that the speaker conveys information to the listener. The speaking skill in this study was the students' ability to communicate using English fluently.

BAB II

LITERATURE REVIEW

In this research, the researcher will discuss some theories and theoretical frameworks related to the topic of English speaking, English language policy, and all the activities of the program.

A. Concept of Speaking

1. Definition of Speaking

Speaking is an important skill for learning English. Furthermore, speaking is also one of the central elements of communication and the great significance for the people interaction in their daily activities. Through speaking, people can easily interact and communicate with each other. In other words, English ability is measured by the results of speaking ability in oral communication.

Speaking is a productive skill, it consist of producing systematic verbal utterances to convey meaning. According to Cooper (2010) explains that speaking skill is productive skill because someone does activities for using his speech organs successfully, while receptive skills are therefore need someone else to listen to what has been said to react to what has been never before succeed.

Moreover, Burns and Joyce cited in Shiaman Abd El Fattah Torky (2006) stated that speaking is defined as an interactive process that can build meaning productively, receiving, and processing information. Through

speaking people can communication orally to express their idea, feeling, and thought each other. Meanwhile, Payne (1994) suggests that speaking is skill that required the simultaneous use of an ever-growing number of different abilities. He adds that there are five components of speaking ability. They are pronounciation, grammar, vocabulary, fluency, comprehension.

From the definition above, it can conclude that speaking is one productive skill of English to communicate with the others to accomplish certain objectives by expressing their opinions, intentions, hopes, and points of view between inter-locutor.

2. **Function of Speaking**

The function of speaking in learning English is to interaction using English with the wider community. Usually, someone can master English not only by learning but also from the influence of the environment. People who often use English in daily conversation are faster to master speaking than people who learn but do not practice their English conversation. Therefore, by practicing English in daily conversation, a person can develop competence in oral communication.

Brown and Yule (as cited in Sari, 2019) there are three part versions of Brown and Yule's framework namely speak as interaction, speak as transaction and speak as performance. In other words, the main purpose of speaking is to interact in social relationships and also to proceed normally in the form of dialogue.

a. Speak as interaction

Indeed, speaking in the form of interaction is difficult to master because not everyone can interact well, if she or he want to master speaking as part of an interaction, she or he need natural and good communication with other people so that speaking as an interaction is created. However, students who are just learning a second language will find that it is difficult to master and they will find it difficult to present a picture if they interact directly with the other language, usually they will lose words and forget what they want to say in their second language. However, by the time interacting frequently, students will get used to it and later will be able to speak English as a form of their interaction. In addition, speaking as interaction needs some skills, such as how to start conversations, choosing the topics, chatting, recounting personal experiences and events, taking turns, reacting and interrupting to others, and it also requires some characteristics.

Speak as interaction is the same as a conversation that functions as a daily social interaction. According to Richards (2021) conversation and small talk are examples of interactional talk. Small talk has an important role in social interaction, usually students who do not often do small talk will avoid the social environment and feel awkward if they join their environment. Therefore, skills are needed so that students can master small talk.

b. Speak as transaction

The second types of speaking are focus on what is done or said, and try to understand with precision and also clarity, rather than how the

participants do social interaction. Speaking as the transaction is a process in which the sending and receiving of messages takes place continuously in a communication. As we know, the word transaction has to do with the exchange process in a relationship, what is exchanged in this transaction is the message that is conveyed and received both verbally and non-verbally.

There are some main skills in speaking as the transaction such as explaining the needs, describing something, confirming the information, asking questions, making suggestions, testing opinions and also clarifying understanding and comparing.

c. Speak as performance

The third type of speaking is performance, which refers to public speaking that delivers information such as announcement, grief assignments and also speeches. The comparison between speak as an interaction or transaction, speak as performance has a recognizable and there is monologue-based format. This type of speaking is evaluated on how effective it is for the listener. In addition, oral performance is affected by some factors. To help students overcome some problems in language learning, teachers require to find out the factors that influence students' speech performance. The factors suggested by Hoang and Ngoc (2015, cited in Jahbel, 2017) include:

1) Performance conditions (time pressure, planning, performance standards and support),

2) Emotional factors (such as motivation, trust, and anxiety),

3) Auditory ability

4) Feedback in oral activities.

3. Purpose of Speaking

The purpose of speaking is communication. Speakers must be able to speak effectively in order to be understood by listeners. Tarigan (2008) described that speaking has some purpose, which are:

a. To inform

Informative speaking is used to give knowledge and clarify relationships between various elements. Students will receive the information provided by the teacher. Thus, it can be concluded that the goal is to provide understanding to students.

b. To entertain

In this purpose, an appropriate media that used is story telling. For instance, when the teacher explains to students about narrative text, the teacher must be able to use an interesting method. One of them is the story telling method. This method can make students excited to learn and students can also understand the content of narrative texts clearly.

c. To persuade

Usually, conditions like this can be applied during the teaching and learning process. The teacher must be able to explain the material in detail such as providing examples that match the material to be explained. For instance, when the teacher wants to get a student's score from an oral test, the teacher must give a deadline for students to answer questions as quickly as possible. Students who want to answer a question must raise

their hand first. It is used to persuade the students to be the first and make the students active in the class during the teaching and learning process.

d. To discuss

Some decisions and planning are done through deliberate speaking. Students asked to discuss carefully in order to provide suggestions and consider facts. By doing in this activity, the students know the elements of speaking: clarification, orderliness, evidence, argument, and straight thinking.

4. Components of Speaking

Speaking is not only producing word orally. However, students need to obtain speaking components to have a good speaking ability. Syakur in mora (2010) explains there are five components of speaking ability: Comprehension, fluency, grammar, vocabulary, pronunciation.

a. Comprehension

One of the most important factors in speaking ability is comprehension. Comprehension is how a person learns and understands information conveyed by others. Meanwhile, Hornby (1995) explains that comprehension is the ability to understand and an exercise aimed at improving or testing one's understanding of a language (written or spoken). When communicating with other people, one must be able to express all his thoughts, therefore one must be able to master a lot of vocabulary, so that the information or things conveyed can be easily

understood by the listener. Good understanding of information will create good communication as well.

b. Fluency

Based on the Oxford online dictionary (2020) fluency is the ability to speak or write a language, especially a foreign language. According to Lan (2010), being able to speak fluently can get across in the communicative intent with not so much hesitation and so many pauses that can cause breakdown in the communication. Fluency is very necessary in speaking ability. Fluency is a measure of the extent to which speakers use the language quickly and confidently, without hesitation to make mistakes and are able to do the right word search. One must speak correctly so that the listener can understand what is being said. For EFL students, fluency is something that is very important to master, because if someone is fluent in English, it means they have very good ability in speaking.

c. Grammar

According to Lin (2010) states grammar is the central heart of language and as a tool to help students understand correct language structure. Grammar is called the heart of language because grammar is a very important aspect in strengthening a language and fluency in speaking. Therefore, grammar is a very important factor in English speaking ability. The speaker can speak English correctly if the speaker can master the grammatical structure. Likewise, with listeners, they can understand what is conveyed by the speaker.

d. Vocabulary

Vocabulary is an important component in language learning. According to Diamond and Gutlohn (2006) defines vocabulary is knowledge of words and word meanings. If a language learner has a large vocabulary, it will be easier for them to communicate and express their ideas in spoken or written form. Limited vocabulary is also an obstacle for language learners in convoying ideas or message to listener. For instance, we explain the meaning of fully by stating that it is the inverse of empathy; similarly, we understand that cheap is the opposite of expensive (Harmer, 2001). From the explantion above, it can conclude that a vocabulary is a group of words used to make sentences that aims to convey ideas or message to other in spoken and written form.

e. Pronunciation

Pronunciation is a way that someone does to produce a clearer language when speaking. Pronunciation is related to the phonological process. The phonological process is a branch of linguistics that discusses how to pronounce a language correctly. When someone has a clear pronunciation in speaking, the listener will more easily understand what they mean.

Gilakjani (2012) explains that pronunciation is a habit that can produce sound. The habit of producing sound can be obtained by repeating it over and over again and correcting it if there is a wrong pronunciation.

This pronunciation aims to produce a meaning from the sound that someone says.

5. Improving Speaking Ability

Usually, in boarding schools, there are some programs as activities to improve and increse students in language learning, for example:

a. Memorizing Vocabulary

Usually, memorizing vocabulary is one of the activities in boarding school. This activity aims to improve and increase students' vocabulary, so students can use the vocabulary they already know to practice in daily activities. Many researchers believe that vocabulary is the most important thing in language learning. Related study by Dakhi and Fitria (2019) shows that vocabulary is the basis for communication. The importance of vocabulary is as the basis for human communication, vocabulary as the reflection of social reality, vocabulary as an academic ability predictor and vocabulary as an emotion booster.

Vocabulary is a major part of language, someone who learns language must start by remembering vocabulary. When we want to convey ideas, of course, we need words to form into sentences. Therefore, it is said that vocabulary greatly affects the success of one's language learning. Likewise, students who live in boarding schools are equipped with vocabulary so that they can speak English or Arabic. Several skills that can help students to remember vocabulary such as flashcards, listening and association, reading more, brute force repetition, uses each vocabulary elements to make phrases

and sentences, learning the key sounds, using cognates, diglot weaving,
create a list and take a vocabulary test.

b. Conversation Practice

Conversation or known as dialogue is an essential function in human
life. Everyone communicates their thoughts to others, so talking means we
are interacting with other people. The dialogue exercises also apply to
students in boarding schools. It is usually they do in their daily conversation
in each of their activities. Each student ought to perform activities based on
the theme presented to them. In addition, Kayi (2006) mention some
activities that promote the use of a second language in her diary as follows:

1) Role-playing

A way for students to learn their speaking is role-playing. Students
pretend to be in various social environments and then play various social
roles. In role-playing activities, teachers provide students with data, such
as who they will be and their thoughts or feelings.

2) Brainstorming

Based on a given topic by the teacher, students are able to generate
and specify their ideas through brainstorming. Depending on the context,
both individual and group brainstorming are an effective ways for
students to generate and specify their ideas quickly and freely. The proper
feature of brainstorming is that students will not be criticized for their
ideas, so students will share their new ideas through brainstorming,
students will stimulate their brains to think creatively, spontaneously and

logically. Therefore, in this method, it is very necessary to determine the goal first, and then students will easily know what they want to talk about in their conversation.

3) Story telling

Students can briefly summarize a story they heard from anyone or videos, or they can make up their own stories and tell it to their classmates. Storytelling can cultivate innovative thinking. You can also help students express their ideas in the structure of the beginning, middle and end, as well as the necessary roles and background of the story. Students can also tell riddles or jokes. For example, at the beginning of class, the teacher gives a short story or short videos. Then after watching the videos given students can retell the story to their classmates. In this way, the teacher will not only take care of the students' oral ability but also attract the attention of the whole class to give their care to the classmates that retell the story.

4) Picture description

Another way is using pictures in oral activities, this way is simply providing students with pictures and asking them to describe the content of the pictures. For this activity, students can form some groups, and each group will get a different image. Students will discuss the image with their group, then the speaker of each group describes the image to the whole class. This activity encourages students' creativity and imagination, as well as their public speaking skills and confidence.

B. Concept of English language Policy

1. Definition of English language Policy

According to Wang and Wong (2004) Language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system. In addition, Spolsky (2004) defined language policy as the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document about language use. In some Islamic Boarding Schools, especially Darul Ulum Modern Islamic Boarding School, English teachers have implemented language policies to improve English speaking ability. According to Paudel (2009), policy implementation would be delegated to someone in a very powerful position at the top, most likely an important senior manager. From here, the policy moves through several ranks (lower than the senior's) to be implemented in small or large steps, while there appear to be expectations of implementation at each rank level. At the lower end (bottom), there would be those, who are normally not powerful individuals, who would be implementing or not implementing the policy.

English language policy is a program to train and familiarize students with English as a second language. The program aims to get students accustomed and daring to use English in school activities whether they are learning, meeting teachers, talking with friends in small or big communities in school environments. English policy is a program in which students must

speak the English language on the appointed day and there is a special day to explore students' talents in using English.

English language policy is a learning strategy used by two or more people to communicate. English policy can improve students' speaking ability if they practice every day. For example, in Islamic boarding schools, they carry out English language policy effectively and will automatically improve their English ability, especially in terms of speaking. Through these English language policy, students find it easier to learn a language, because the vocabulary or material they learn in class will be applied in daily activities. Thus they can build confidence in speaking a foreign language without any worries of making mistakes.

English language policy aims to improve speaking fluency through daily communication. This program is commonly employed in modern schools or student dormitories, where students are required to talk in foreign languages such as English and Arabic language through students' conversational routines in their daily communication.

The implementation of English language policy is a language education program that includes setting up foreign language practices outside the classroom. It aims to familiarize students in the practice of speaking a foreign language. Therefore, all abilities that want to improve require habit and practice every day to become more skilled. It is important to make language practices that not only introduce their language skills, but also their

own beliefs and experiences in the ability to introduce talents, ideas, feelings and other learning factors.

Based on explanation above, it can be concluded that English language policy is a set of rules and guidelines for language education that encourages students' speaking improvement through daily communication. The communication which happens in daily life would be students habits to use English as students' speaking and English environment which built by daily conversation method encourages students to have positive behavior toward their studying. It can also be stated as the activities in talking or interpersonal communication which expresses authentic thoughts and ideas which happens between two or more people which happens to every day.

2. Advantages and disadvantages of English Language Policy

English language policy aims to accustom in practicing foreign language speaking. According to Rahmanita Sari (2017) there are several benefits of implementating the English Language Policy to improve English speaking ability:

a. Can encourage student fluency and students confidence in speaking English.

With the implementation of English language policy, students are expected to be able to learn and continue to try to always speak good and correct language. With students practicing a lot in language, they will be able to speak English fluently and also by continuing to practice speaking English, so students will be more confident in speaking English with other people.

b. Can be practiced in and outside the classroom.

In the English language policy at the Islamic boarding school, students are not only required to speak in class but they are also required to practice it outside the classroom with friends or teachers in the Islamic boarding school environment. Of course, before the English language policy is carried out or practiced, students must first know the basic material in learning speaking and also the components in speaking.

c. More students will practice orally through the English Language Policy

Usually, students learn English more often in the classroom to read, written texts, or even just listen to the teacher who is explaining the material. Through English language policy, students are required to practice continuously to speak English. Keep practicing saying English words or sentences every day at the Islamic boarding school. Because, speaking skill are not enough to rely solely on learning in the classroom without practicing at all in speaking

d. Increasing speaking ability will be faster through the English language policy

Through the English language policy, students will find it easier and faster to improve or develop their speaking ability using English. Because during this program students will become accustomed to having conversations or speaking in English.

e. Can create a good English learning environment.

Holding or running the English language policy at the Islamic boarding school, it will make the Islamic boarding school environment a good and effective place to speak English. Students will get used to using English in their daily activities. A supportive environment is also very important for education or teaching, especially in language learning. If the environment is not supportive and appropriate, then the effectiveness of speaking English will be difficult to apply. On the other hand, if the environment is supportive, students will not be shy or embarrassed in speaking English.

Based on the explanation above, it can be concluded that English language policy provides many benefits for students, especially in improving speaking ability. This English language policy can help students improve their speaking ability and can be a way for students to become proficient in speaking English.

According to Rahmanita Sari (2017) argues that the English language policy has several weaknesses in improving speaking ability, including:

a. Requires more people and resources to manage and oversee the implementation of this policy.

The application of the English language policy cannot be managed by one or two people. So, teachers and ustazah (guidance counselor) must work together in implementing this program. The application of this policy will not succeed if no one controls it and students will also not be motivated in

learning. Thus, teachers must be able to make students excited about improving their speaking ability.

b. Can add pressure on students who are less motivated to learn speaking ability

This problem often occurs in any school, especially in Islamic boarding schools. There are some students who always feel cannot speak English, especially in terms of public speaking. Many students feel pressured due to lack of motivation so that violations often occur due to students not speaking English in daily activities. So the solution is that teachers and ustazah must be able to apply interesting strategies in improving language ability.

c. Can only be applied in specific place such as, boarding school, dormitories, and other.

This English language policy is only effectively applied in Islamic boarding schools, dormitories, and others. Because there are administrators who can manage and monitor students' language progress. If this program is applied in public schools, it will be difficult for students. Most public schools do not have a goal of improving language ability. In contrast to boarding schools, which prioritize students to speak English through this English language policy, it will teach students to speak English until they have good confidence to keep practicing.

3. The Obstacles of English Language Policy

In implementation of English language policy, there are several factors that can hinder the learning process or learning achievement. Learning achievement is the result obtained by students after following the learning process in the form of changes in behavior, knowledge, skills and others. These factors will hinder students in implementing the English language policy.

According to Saad and Usman (2014) explains that the low performance of English is the dominance of the mother tongue, inadequate learning facilities and media, resulting in the growth of negative attitudes of students towards learning English and the use of inappropriate methods. Then, a study conducted by Souriyavongsa et.al (2013) entitled "Factors cause students low English language learning" argues that English teachers had inadequate training, did not affect the language performance and students' interest in speaking English.

Based on the explanations of the experts above, it can be concluded that there are several obstacles of English language policy:

a. Mother Tongue

Many students find it difficult to communicate when they want to study a foreign language or want to start a conversation in a foreign language since they are unfamiliar with each other's mother tongue. Therefore, to study or speak a foreign language, students must start from the very beginning.

b. Inadequate Facilities

Facilities are one of the basic components in language learning. Students will be able to follow the learning process easily if the facilities are complete. Students will not feel bored when the teaching and learning process takes place.

One of the fundamental components of learning a language is facilities. Students would be able to apply the learning process with ease if the facilities are comprehensive. Students won't frequently experience learning-related boredom. Therefore, in order to facilitate learning, the instructor has to have an effective tool or method.

c. Instructional media or material.

By learning a language, of course, there must be materials and media that have been provided beforehand. Materials and media have an important influence on language learning. It will make students enthusiastic about learning and listen to the teacher's explanation carefully during the learning process. Therefore, teachers must have their creativity in applying learning programs and teachers must be able to make students interested in speaking foreign languages in class.

d. Negative attitude

The attitude or behavior of students has a very big influence in the learning process, including language learning. There are some negative behaviors of students when learning a foreign language (English):

a) Students consider themselves unable to speak English. They are not interested in English so they don't want to try to learn.

b) The low self-confidence of students in learning foreign languages, especially English. They think that learning English is difficult and they will not be able to understand words or sentences in English. So they always think that they will not be able to speak and master English well.

c) Students who are learning a foreign language often give up. Due to the fact that Indonesia classifies English as a foreign language (EFL), many students do not care about English without knowing the importance of mastering the language. They give up in learning English because they find it difficult to pronounce words, they do not understand the meaning of the words or sentences being studied, and they always do not understand English.

C. Previous Studies

Several related studies about English language policy on English speaking ability had been conducted. The implementation of language policy at pesantren. As has been found in a research by Khodaifi (2021), on a bilingual education program: teachers and students' perception and its challenges in pesantren context. Bilingual education program is supposed to be one of the programs that become solution for student whose difficulties in foreign language, even it is believed to help future career of students. Therefore, Pesantren being famous with Islamic curriculum implement bilingual education program. This study

investigates teachers and students' perception along with the challenges of bilingual education in the Pesantren context. This study employed descriptive qualitative in which interview was used as primary tool to collect data. The findings reveal that both teachers and students have positive perceptions toward bilingual education. However, there are some challenges encountered such as having difficulties finding appropriate bilingual model, different motivation students have and time management due to another program that existed in Pesantren.

Kagure (2010), this study investigates the difficulties encountered in implementing Kenya's language in education policy, which promotes mother tongue-based learning. This paper argues for greater resource allocation, political will, and clearer policy objectives to achieve the goals of an effective mother tongue-based education system in Kenya, using a literature review, ethnographic studies, research findings, and interviews with linguists and sociologists.

Research conducted by Susanti (2006) this study found that attending English course was influential significantly toward English speaking skill. Some factors of attending English course that Influence the English speaking skill of the students at the eight consist of instructor's skill, English course material or curriculum, program of English course, student motivation amount of the students in learning process and English course facility. There is a significant different between the speaking ability of the students who have never taken English course with the students who have taken English course.

Furthermore, Mawir (2007) ''students' perception on the influence of English extra class toward speaking skill''. This study discovered that the English extra-class program was an effective way to improve students' English skills. Therefore, the management of English extra-class programs must be improved to reach the target.

Based on the previous studies, it can be concluded that there are many ways to teach students speaking ability. Each method has a unique characteristic that is different, but generally aims to teach speaking ability. It can be observed that the research is similar to what the researcher will do. However, the researcher would like to focus on her research dealing with the students' perceived impact of English language policy on their English-speaking ability.
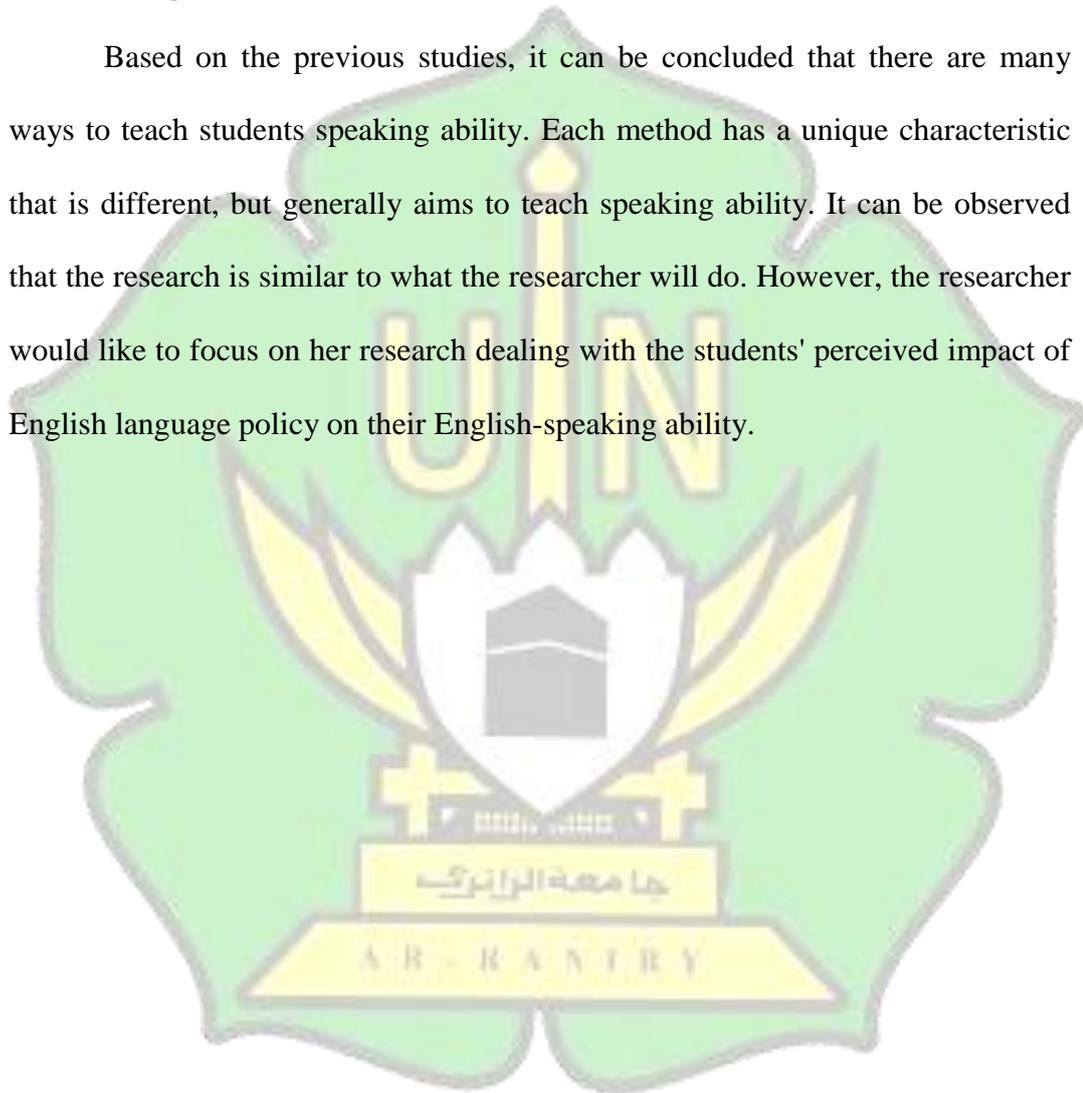
BAB III

RESEARCH METHODOLOGY

The methodology of the research is very important in every research project as a guideline to attaining the objective of the study. This chapter provides information about the methodology of the research that the researcher applies in this study. It needs research design, research location, population and sample, method of data collection, and method of data analysis.

A. **Research Design**

Based on the research question, this study applied qualitative research to determine students' perceived impacts on English language policy. It is used to find a deep understanding and accurate information of English language policy. According to Creswell (2012) Qualitative research is a method for exploring and understanding the meaning of an individual or group that is ascribed to a problem or social phenomenon, where the research process involved questions and procedures that arise from the participant's setting, data analysis inductively building from a particular to a general theme, and the meaning of the data is interpreted. Qualitative methods aim to improve understanding of the research problem. In a nutshell, qualitative research is a type of research that emphasizes someone's interpretation and understanding of their experience in order to understand social reality and solve a problem (Mohajan, 2018). While, a case study is qualitative strategy that focuses on investigating phenomena in real-life contexts in detail regarding individuals' background, nature, character,

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experiences, beliefs, and perceptions (Yin, 2003). Therefore, it was suitable since this study to find out more about students' perceived impacts of school-wide English language policy.

B. Research Location

This research was conducted at the Darul Ulum Modern Islamic Boarding School, which is located at Jl. Syiah Kuala, Bandar Baru, Kuta Alam, Banda Aceh. Darul Ulum Modern Islamic Boarding School is used to develop qualified students and as a place to increase foreign languages such as Arabic and English. Therefore, to apply the English language policy, Darul Ulum Modern Islamic Boarding School divides into two activities, namely dormitory activities and academic activities. The main activity carried out in the hostel is learning languages (Arabic and English). While, the academic activities carried out are debates, speeches, dramas, storytelling, and others.

C. Population and Sample

1. Population

According to Sugiyono (2011), "population" is a general area consisting of subjects or objects that have certain qualities and characteristics identified through research to be studied and concluded. Furthermore, Arikunto (2010) stated that the entire research subject is the population.

Based on the description above, it can be concluded that the population is the research subject, who has a certain identity that will be found in the research. The population method is feasible if the number of

research subjects is kept to a minimum. The populations in this study were students at the Darul Ulum Modern Islamic Boarding School.

2. Sample

The Cresswell (2011) sample is a group of individuals with some common defining characteristics that the researcher can identify and study. In this case, the sample technique that researcher used is purposive sampling. According to Sugiyono (2013), purposive sampling is a technique for selecting information based on specific criteria. The sample for this research was second-grade students of Junior High School at the Darul Ulum Islamic Boarding School.

D. Method of Data Collection

The data collection techniques used by researchers is a questionnaire. Sugiyono (2013) defines a questionnaire as a data collection method that involves asking respondents to respond to a set of questions or written statements. This questionnaire is used to collect the information needed to assist this research. In this study, researchers used five alternative answer choices for respondents.

In this case, the researcher measured the questionnaire by using Likert Scales. There were five alternative answers chosen by the researcher: strongly agree, agree, neutral, disagree, and strongly disagree. There are some procedures for collecting data. The procedures were as follows:

1. The researcher would describe how to complete the question before giving it to the respondent.

2. Students were distributed instruments and given 30 minutes to answer questions in the questionnaire.

3. The researcher collected the instrument from the respondent.

4. The researcher analyzes of the questioner's result.

E. Method of Data Analysis

The researcher focused on data analysis after collecting data through questionnaires. Data analysis is used to find out the students' perceived impact of English language policy on their English speaking ability.

The questionnaire data was observed to acknowledge the information accurately and generally in the process of analysis. First, the questionnaire filled out by the students were sorted to verify the data's credibility. Then, the data was combined and categorized to into several parts. The questionnaire was elaborated by calculating the percentage of students' response to each statement. Finally, questionnaires were classified into tables with descriptions to compare and contrast. Through this analysis step, students' responses to perceived impacts of English language policy could be comprehended.
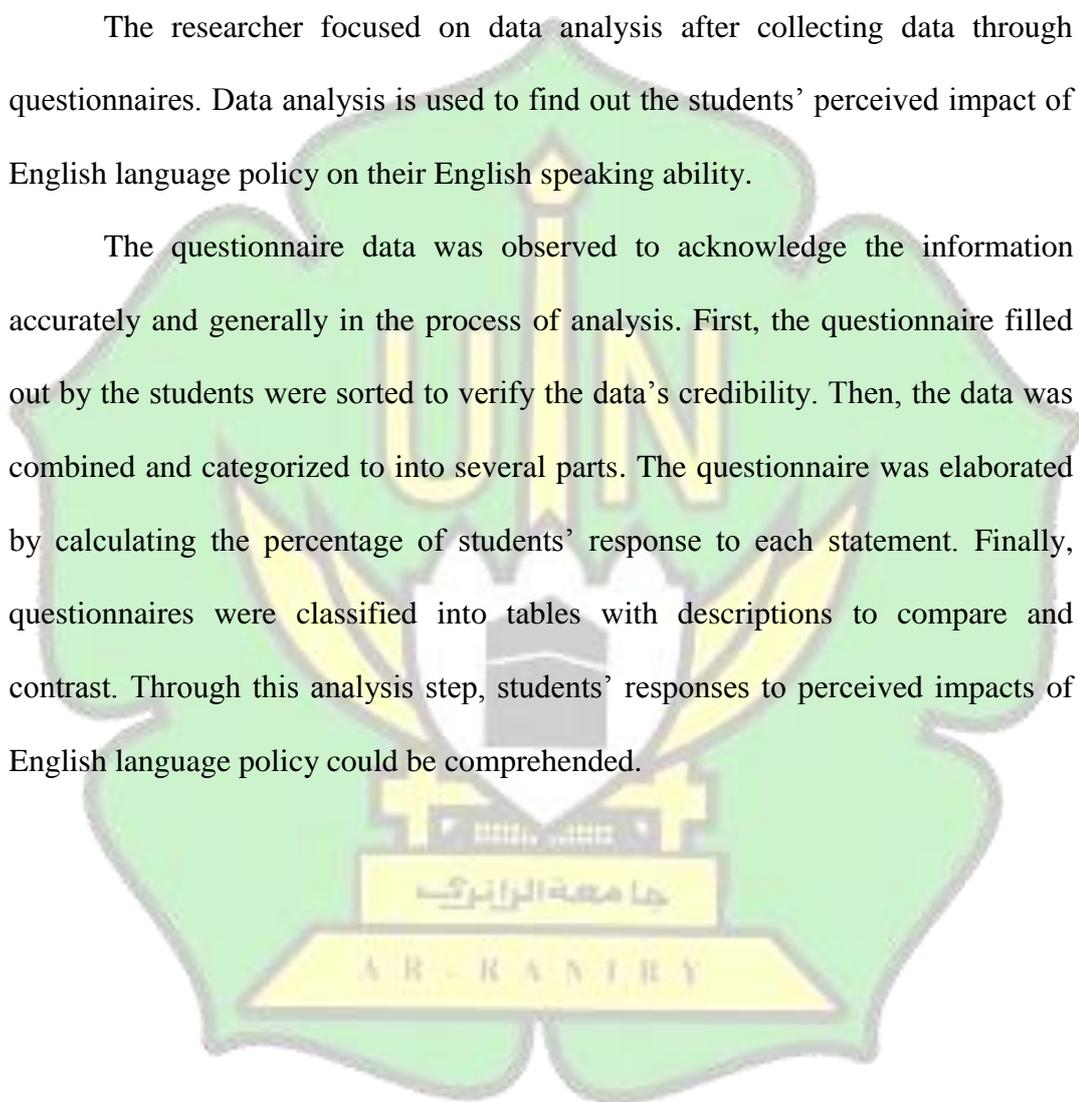
CHAPTER 1V

FINDING AND DISCUSSION

This chapter explains the findings and discussion the research. This includes research findings as well as discussions about students' perceived impact of English language policy on their English speaking ability. The results are displayed based on data from questionnaire and organized based on the theme and significance of the research questions.

A. **Finding**

1. Students' demography

According to the data, 30 students responded to the questionnaire. The researcher took second graders of junior high school at the Darul Ulum Modern Islamic Boarding School. It is a school that implements English language policies to encourage students to speak English in all activities.

2. An analysis of the questionnaire

The first section of the questionnaire explored students' perceived impact of English language policy. This questionnaire has sixteen statements with 5-point Likert options. Students were asked if they perceived impact of English language policy based on their understanding: 1: strongly disagree; 2: disagree; 3: neutral; 4: agree; 5: strongly agree.

Table 4.1
Students' perceived impact of English language policy

No	Statement	1	2	3	4	5
1	I always use English in daily communication	0%	0%	30%	30%	40%
2	The implementation of the English language policy has an important role in my speaking	3.3%	6.7%	16.7%	33.3%	40%
3	The English language policy program can train me to speak English fluently.	0%	3.3%	26.7%	36.7%	33.3%
4	The English language policy really helps me in speak English.	0%	0%	20%	26,7%	53.3%
5	The English language policy can increase my confidence when speaking English.	0%	3.3%	20%	33.3%	43.3%
6	I find it easy to speak English at the boarding school.	0%	3.3%	26.%	36.7%	33.3%
7	I am not stressed out when speaking English in the classroom	3.3%	20%	36.7%	16.7%	23.3%
8	The English language policy is effective in improving my English, especially in speaking skills.	0%	13.3%	50%	20%	16.7%
9	The English language policy gives me the opportunity to practice speaking English fluently.	3.3%	6.7%	20%	23.3%	46.7%
10	I always practice speaking English wherever I meet my friends.	0%	6.7%	23.3%	26.7%	43.3%
11	As long as there is the English language policy, my speaking is better than before.	0%	0%	10%	40%	50%
12	The English language policy can motivate me to improve my English.	0%	0%	10%	23.3%	66.7%
13	The English language policy is interesting and enjoyable.	0%	0%	20%	33.3%	46.7%
14	During the implementation of the English language policy, I'm easily communication in English what I want to say.	0%	6.7%	23.3%	33.3%	36.7%

15	Students should be active in the English language policy.	3.3%	6.7%	20%	30%	40%
16	It necessary to improve English language policy.	0%	3.3%	16.7%	23.3%	56.7%

The 4.1 demonstrates that there are several statements that students mostly choose. First, 6 participants (20%) disagree with the statements not stressed out when speaking English. Then, 15 participants (50%) choose neutral that the English language policy is effective in improving English. Meanwhile, the implementation of English language policy can improve English speaking (40%). The last statement mostly choose strongly agree by respondents is the English language policy can motivate to improve my English (66.7%).

The table above shows that students' perceptions of English language policies can improve their speaking abilities. Students generally agree that an English language policy is effective because it motivates them to continue practicing speaking English. Furthermore, they will not be pressured by the implementation of this policy. English language policy has a positive impact on students' fluency in speaking English.

B. Dicussion

This study aims to find out the students' perceived impact of English language policy on their English speaking ability. This discussion was based on the results of research that has been carried out with 30 respondents using questionnaire. A questionnaire was used to answer this research question. The questionnaire consisted of 16 items. The results of the questionnaire showed that

most respondents had a positive view of English language policy because it assists them in increasing their English-speaking ability.

From the results of the analysis, the students' responses to the questionnaire showed that they can perceive the impacts of the English policy. As shown in table 4.1, students can build motivation and confidence to speak English fluently, practice orally through daily communication, and create a good English learning environment. This finding was supported by a previous study that investigated the same issues in various contexts. It is related to the study from Musdhalifah and Satriani (2021), discovered that students can be helped to engage in language learning while also being motivated to speak English using effective and efficient media approaches. Therefore, students need motivation and interesting methods for practicing speaking English, such as daily communication activities every week to build confidence when speaking English. Moreover, Khodaifi (2021) found that the most common challenge encountered by language institution staff was time management of control and students' motivation. These issues are related to the language institution staff and students. The staff had limited time to control the students to follow the policy, which meant that they could not control the students all the time. Learners had problems with their motivation to learn a language.

Based on the research findings and discussion above, it can be concluded that English language policy has a positive view of students' English speaking ability. This was confirmed by the results of the questionnaire. English language policy can be an alternative program that has a positive impact on students.

However, every learning system has shortcomings. There are deficiencies in every application of the English language policy. Therefore, this can be overcome by providing an interesting and interactive method or approach so that students do not feel bored or participate well in class. Teachers must become more active in carrying out this program so that students are motivated to practice speaking English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS, AND

LIMITATIONS

This chapter is divided into three sections: conclusions, recommendations, and limitations of the study. The first section will explain a summary of the findings. The second section explains how this study will benefit future research. The final section explains the limitations of this study.

A. Conclusions

This study examined how students perceive the impact of English language policy on their English-speaking ability. Based on the results of the findings and discussion, it can be concluded that students' responses about the perceived impacts of English language policy on their English-speaking abilities are related to the advantages of English language policy. Furthermore, the English language policy offers many benefits that students' experience, and English language policy is an effective program that can make it easier for students to practice speaking.

Furthermore, during the implementation of this policy, students can build the motivation and confidence to speak English fluently, practice orally through daily communication, and create a good English learning environment.

B. Suggestions

Based on the conclusions above, the researcher provides the following suggestions:

1. To English teachers

   a. The teacher should apply an interesting or effective method in teaching, so that it will change the atmosphere in teaching and learning. It can be a solution to avoid students' bored and motivate them to express their ideas. Teachers are also expected to provide feedback to students to create ideal interactions between students and teachers.

   b. The teacher must be sure that students understand the material that has been explained.

2. For students

   a. Students should motivate themselves to hone their speaking skills to improve their speaking skills. Students should learn more about aspects that must be considered when speaking, such as vocabulary, pronunciation, grammar, fluency, and comprehension.

   b. Students should be active in learning process and do not be shy or afraid in practice speaking in English.

3. For other researchers

   a. Improve knowledge related to English language policy.

   b. The researcher hopes that future researchers will use this research as a reference and source for further research. This study has several limitations. Therefore, the researcher suggests that future researchers

to find out the students perceived impacts of English language policy and take more samples and meetings for more accurate results.

c. Develop this research to contribute to English learning, especially in speaking skills.

C. Limitations

This study was conducted in accordance with the appropriate research procedures. However, this study has some limitations. This study was only conducted on female students who served as research subjects; therefore, the results may be different when applied to male students. Therefore, researchers hope that other researchers can continue this research to delve deeper into the application of English language policy to students' English-speaking ability.
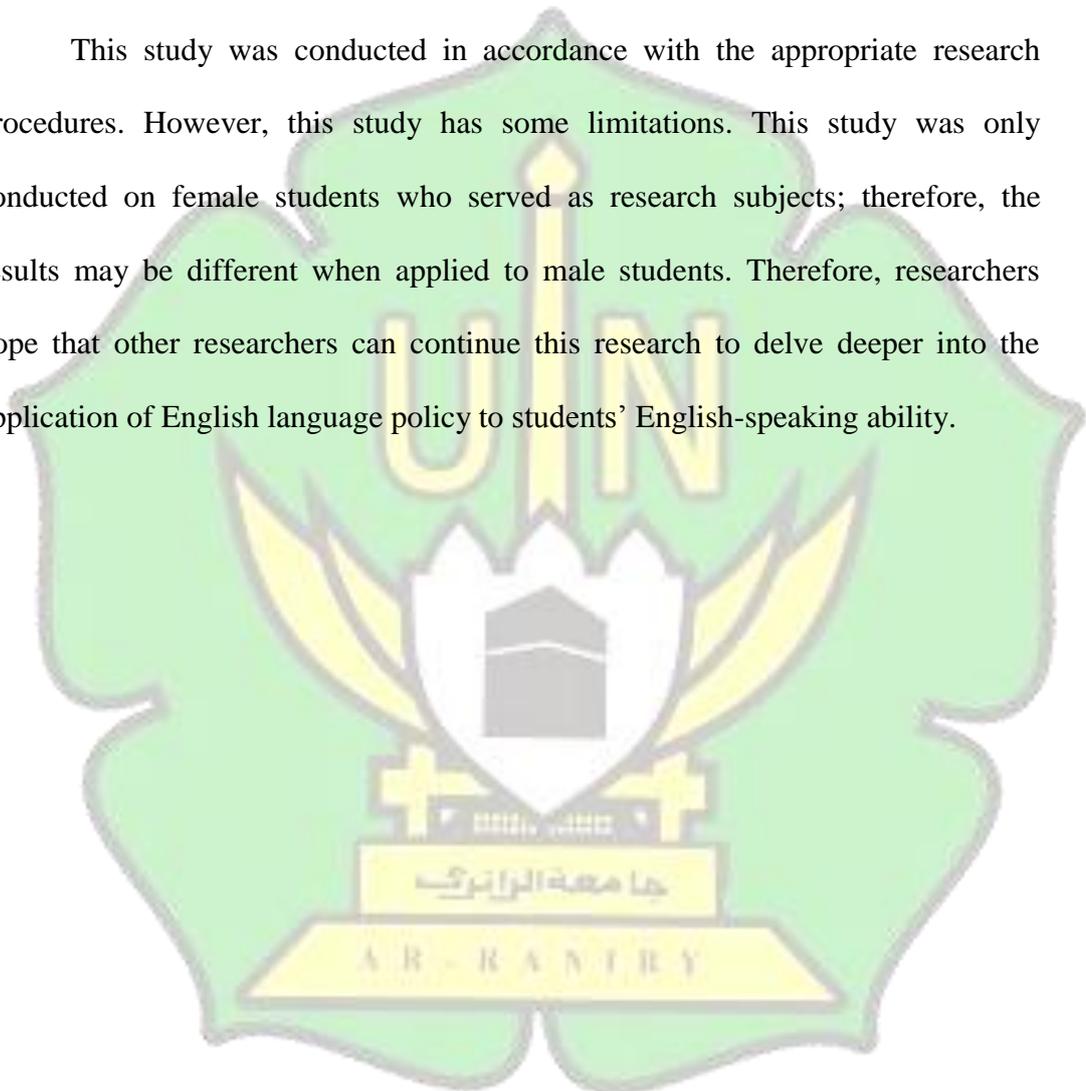
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APPENDICES

Appendix A: Appointment Letter of Supervior

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 8347/Un.08/FTK/KP.07.6/08/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2285/Un.08/FTK/KP.07.6/1/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal **03 Januari 2023**

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: **Nomor: B-2285/Un.08/FTK/KP.07.6/1/2023** tanggal **30 Januari 2023**
KEDUA		Menunjuk Saudara:

1. Dr. Luthfi Auni, M.A.   Sebagai Pembimbing Pertama
2. Fithriyah, S.Ag., M.Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Nasrah**
NIM	:	**180203236**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Students' Perceived Impacts of School-Wide English Language Policy on Their English Speaking Ability**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Agustus 2023

Dekan,

Saiful Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-6017/Un.08/FTK.1/TL.00/05/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah MTS Swasta Darul Ulum
2. Kepala Kantor Kementrian Agama Kota Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NASRAH / 180203236**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Tungkop, Darussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Daily Conversation Program to Improve Students' English Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Mei 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 17 Juni 2023   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Recommendation Letter from The Kementrian Agama Kota Banda Aceh

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor	: B -3094/Kk.01.07/4/TL.00/05/2023	19 Mei 2023
Sifat	: Biasa	
Lampiran	: Nihil	
Hal	: **Rekomendasi Melakukan**	
	Penelitian	

Yth, Kepala MTs Swasta Darul Ulum
Kota Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, nomor : B-6017/Un.08/FTK.1/TL.00/05/2023 tanggal 19 Mei 2023, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama	:	**Nasrah**
NIM	:	180203236
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X (Sepuluh)

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala,

Zym

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar- Raniry;
3. Mahasiswa Yang Bersangkutan.

Appendix D: Confirmation Letter from School

YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TSANAWIYAH DARUL ULUM YPUI BANDA ACEH
Jl. Syiah Kuala No. 5 Gp.Keuramat Kec.Kuta Alam
KOTA BANDA ACEH – 23126

NSM	1	2	1	2	1	1	7	1	0	0	0	4

SURAT KETERANGAN
Nomor : B-471/MTs.01.07.6/PP.005/2023

Kepala Madrasah Tsanawiyah Swasta Darul Ulum YPUI Banda Aceh, menerangkan bahwa :

Nama   : **NASRAH**
NIM   : 180203236
Program Studi   : Pendidikan Bahasa Inggris
Semester   : X

Benar yang namanya tersebut di atas telah melakukan penelitian/pengumpulan data dalam rangka penyelesaian tugas akhir (Skripsi), di MTs Darul Ulum YPUI Banda Aceh dengan judul *" The Influemce of Daily Conversation Program to Improve Studemts' English Spaking at MTsS Darul Ulum YPUI Banda Aceh"*. Mulai tanggal penelitian 29 Mei s.d 02 Juni 2023.

Demikian surat keterangan kami sampaikan untuk dapat dipergunakan seperlunya.

Banda Aceh, 06 Juni 2023

Kepala,

M a h d i, S.Ag
NIP. 197203191999051001

APPENDIX E: Questionnaire

Di bawah ini tersedia pernyataan mengenai penerapan pembelajaran bahasa

Inggris melalui English language policy.

1. Bacalah dengan teliti petunjuk sebelum anda menjawab

2. Tulislah identitas anda pada tempat yang telah disediakan

3. Anda diminta memberikan tanda cek (√) pada kolom yang sesuai dengan

   pendapat anda

4. Pada setiap pernyataan disediakan 5 pilihan jawaban, pilihlah jawaban

   sesuai dengan keadaan anda dengan jujur. Kejujuran anda sangat

   membantu.

Keterangan:

a. (SS)   : Sangat Setuju)

b. (S)   : Setuju

c. (N)   : Netral

d. (TS)   : Tidak Setuju

e. (STS)   : Sangat Tidak Setuju

IDENTITAS RESPONDEN

Nama   :

TTL   :

Kelas   :

No	Pernyataan	SS	S	N	TS	STS
1	Saya selalu meenggunakan Bahasa Inggris dalam berkomunikasi sehari-hari.					
2	Penerapan English language policy mempunyai peranan penting dalam kemampuan berbicara saya.					
3	English language policy dapat melatih saya untuk berbicara bahasa inggris secara lancar.					
4	English language policy benar-benar membantu saya dalam berbicara bahasa Inggris.					
5	English language policy dapat meningkatkan rasa percaya diri saya ketika berbicara bahasa Inggris					
6	Saya merasa mudah untuk berbicara bahasa Inggris di pesantren					
7	Saya tidak merasa tertekan ketika berbicara bahasa inggris di kelas.					
8	English language policy sangat efektif dalam meningkatkan bahasa Inggris saya, khususnya dalam kemampuan berbicara.					
9	English language policy memberikan kesempatan kepada saya untuk berlatih berbicara bahasa Inggris secara lancar					
10	Saya selalu berlatih berbicara bahasa Inggris dimanapun saya bertemu dengan teman-teman saya.					
11	Selama adanya English language policy kemampuan speaking saya meningkat daripada sebelumnya.					
12	English language policy dapat memotivasi saya untuk meningkatkan bahasa Inggris saya.					
13	English language policy sangat menarik dan menyenangkan.					
14	Selama penerapan English language policy, saya mudah berkomunikasi dalam bahasa Inggris apa yang ingin saya katakan.					
15	Siswa harus aktif untuk ikut serta					

No	List of Statements	SA	A	N	D	SD
	dalam English language policy.					
16	English language policy perlu ditingkatkan lagi.					

No	List of Statements	SA	A	N	D	SD
1	I always use English in daily communication					
2	The implementation of the English language policy has an important role in my speaking					
3	The English language policy program can train me to speak English fluently.					
4	The English language policy really helps me in speak English.					
5	The English language policy can increase my confidence when speaking English.					
6	I find it easy to speak English at the boarding school.					
7	I am not stressed out when speaking English in the classroom					
8	The English language policy is effective in improving my English, especially in speaking skills					
9	The English language policy gives me the opportunity to practice speaking English fluently.					
10	I always practice speaking English wherever I meet my friends.					
11	As long as there is the English language policy, my speaking is better than before.					
12	The English language policy can motivate me to improve my English.					
13	The English language policy is interesting and enjoyable.					
14	During the implementation of the English language policy, I'm easily communication in English what I want to say.					
15	Students should be active in the English language policy.					
16	It necessary to improve English language policy.					

The result of questionnaire

Responden	Pernyataan (X)																Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	Total
1	5	4	4	5	4	4	5	5	5	5	5	4	4	4	5	5	73
2	5	5	4	5	3	4	4	3	4	3	5	5	4	5	3	5	67
3	5	5	5	3	3	4	4	3	4	4	5	5	5	4	5	5	69
4	4	4	3	5	5	4	3	3	5	5	4	5	4	3	5	4	66
5	3	4	4	3	4	4	4	3	5	5	5	5	5	3	5	5	67
6	3	3	4	5	5	3	3	4	4	2	3	3	4	3	4	5	58
7	4	2	4	5	5	5	4	3	5	3	4	5	3	4	2	5	63
8	5	3	3	4	4	3	5	2	3	4	4	5	5	5	4	5	64
9	5	4	5	5	4	3	2	2	5	3	4	5	5	4	1	3	60
10	4	5	5	5	5	5	3	5	5	5	5	5	5	3	5	5	75
11	5	4	2	4	5	4	3	3	5	5	5	4	3	2	3	4	61
12	3	5	4	3	5	5	2	3	3	3	5	5	4	4	2	4	60
13	4	5	5	5	5	5	3	3	5	5	4	5	5	5	4	5	73
14	3	4	3	4	5	5	5	4	5	5	4	4	3	5	3	5	67
15	5	5	4	3	4	3	3	4	3	5	5	5	3	4	4	3	63
16	3	5	5	4	3	4	3	3	4	4	3	5	5	4	5	5	65
17	5	5	5	4	3	5	5	3	2	3	4	5	3	5	5	5	67
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19	3	1	3	3	5	4	5	5	4	5	5	3	4	2	3	2	57
20	4	4	5	5	5	5	3	3	5	4	4	4	4	5	5	5	70
21	5	3	4	5	5	5	2	5	4	4	5	5	4	3	5	4	68

22	4	4	5	5	5	4	3	4	5	5	5	5	5	4	5	5	73
23	5	4	3	3	4	4	4	3	5	5	4	4	5	5	4	4	66
24	4	3	3	4	4	4	3	4	4	4	4	5	4	3	4	4	61
25	3	5	5	5	4	3	1	2	3	5	5	3	3	5	3	5	60
26	5	5	4	4	3	3	2	3	5	4	5	4	4	5	5	3	64
27	3	2	4	5	5	5	2	3	3	5	3	4	5	4	4	3	60
28	3	3	4	5	3	3	3	2	1	3	5	5	5	3	3	4	55
29	5	5	3	5	4	5	5	5	5	4	4	5	5	5	5	5	75
30	4	5	5	4	4	3	2	4	3	2	4	5	5	5	4	5	64
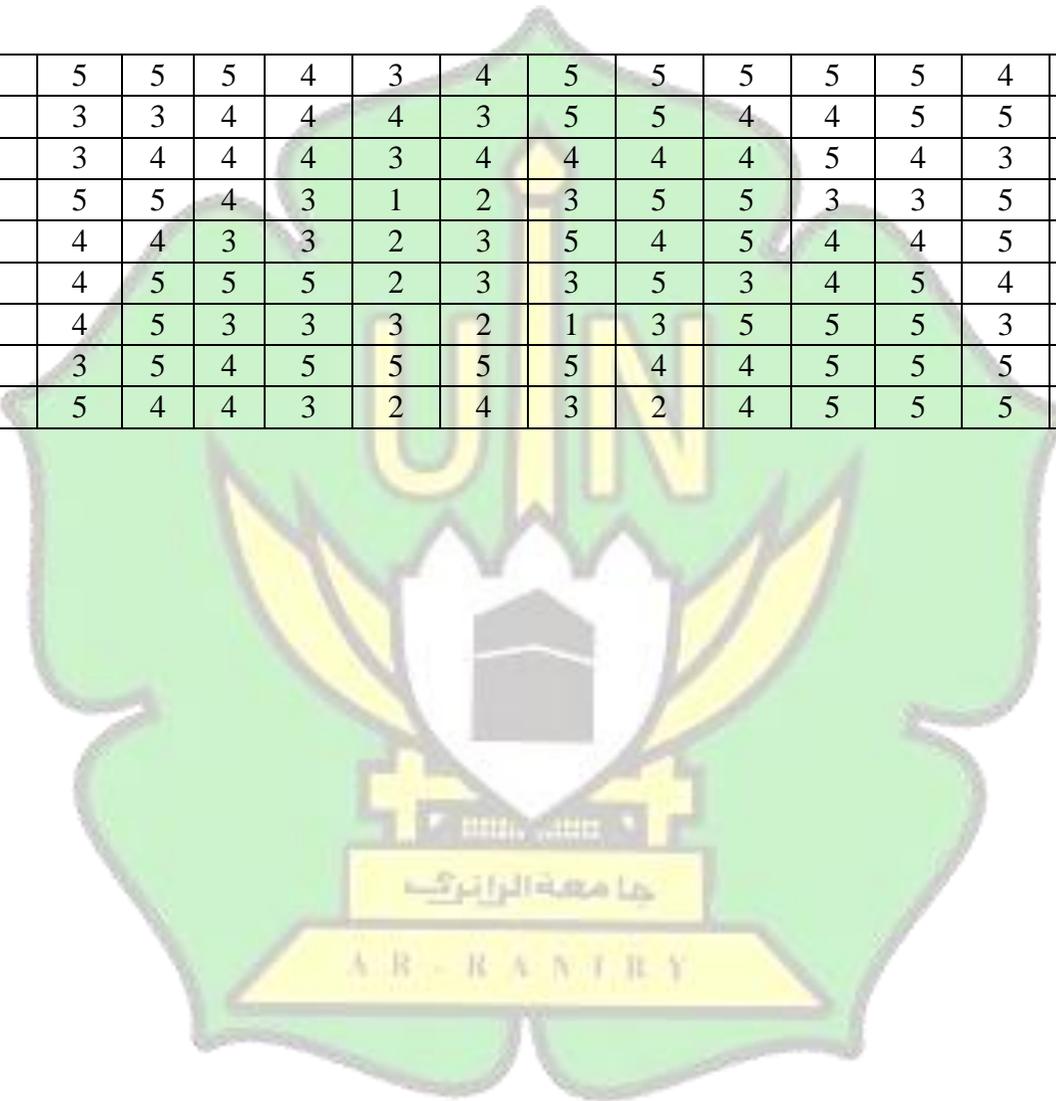
Appendix G: Documentation

The researcher administer questionnaire

The sudents are responding to the questionnaire

Autobiography

Personal Identify

Name : Nasrah

Place/Date of Birth : Samalanga, 14 March 2000

Sex : Female

Religion : Islam

Nationality : Indonesia/Acehnese

Marital Status : Single

Occupation/Re. No. : Student/180203236

Address : Jln. Mesjid Raya, Gampong Meuluem, Kecamatan Samalanga, kabupaten Bireuen.

Phone Number 082274486954

Email : nasrahyusuf14@gmail.com

Parent

a. Father's Name : M. Yusuf Abakar
b. Mother's Name : Nazariah
c. Address : Gampong Meuluem

Educational Background

a. Primary School : SDN 6 Samalanga (2006-2012)
b. Junior High School : MTSN Samalanga (2012-2015)
c. Senior High School : MAN 1 Samalanga (2015-2018)
d. University : UIN Ar-Raniry (2018-2023)

Darussalam, 21 July 2023

The Researcher

(Nasrah)