

**STUDENTS' PERCEPTION TOWARD ENGLISH SPEAKING
PROGRAMS IN AL-MANAR**

THESIS

Submitted by:

MURSYIDA ULFAH

NIM. 150203094



FAKULTAS TARBIYAH DAN KEGURUAN
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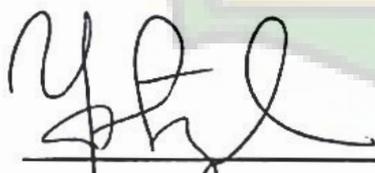
by:

MURSYIDA ULFAH

NIM. 150203094

Approved by:

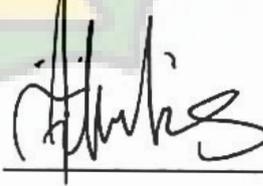
Main Supervisor,



Yuni Setianingsih, M.Ag

Date: 18 / 12 / 20

Co-Supervisor,



Fitriah, M.Pd

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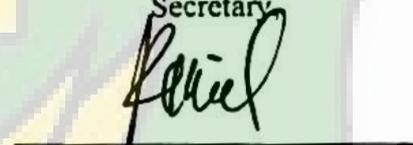
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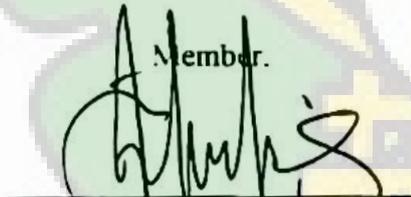
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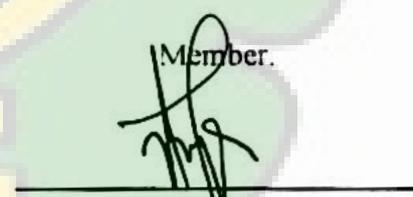
Secretary


Ikhwana Dhivah, S. Pd.

Member.


Fitriah, M. Pd.

Member.


Alfiatunur, M. Ed.

Certified by:


KEMENTERIAN Agama
The Dept of Faculty of Education
Universitas Islam Negeri Ar-Raniry Banda Aceh
Dr. M. Rizali, S.H., M.Ag.
03091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Mursyida Ulfah
NIM : 150203094
Tempat/tanggal lahir : Aceh Besar, 14 November 1997
Alamat : Gp. Manee Dayah, Kec. Darul Kamal, Aceh
Besar, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perception toward English Speaking Programs in Al-Manar

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

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Saya yang membuat surat pernyataan,



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RIBURUPIAH
Mursyida Ulfah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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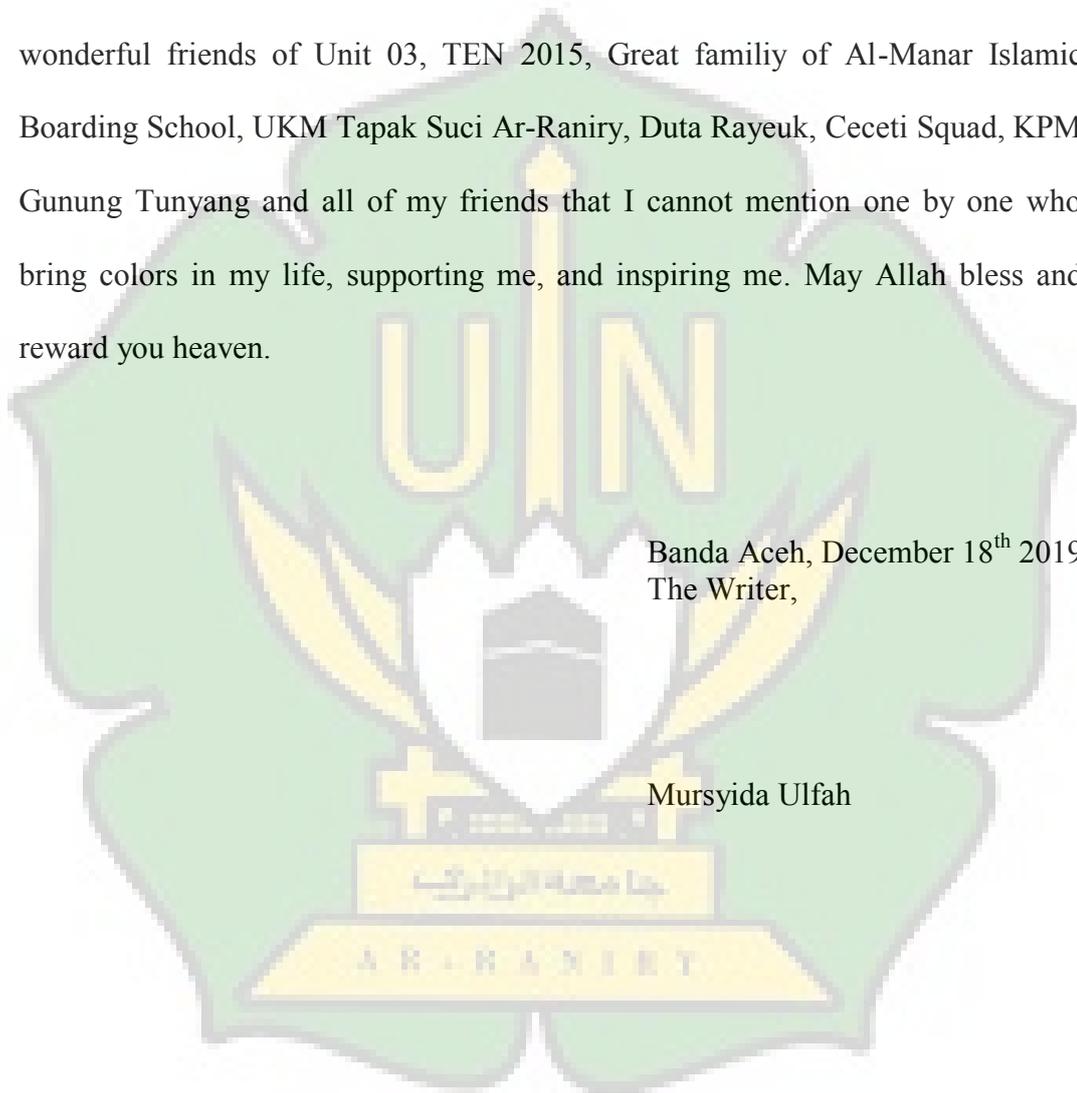
I would like to express my sincere gratitude to my supervisors, Yuni Setianingsih, M.Ag and Fitriah, M.Pd for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, I want to thank to all of English language education lecturers and staff who have inspired, lectured and assisted me during my study in this department. May Allah grant you heaven and make ease your way.

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The Writer,

Mursyida Ulfah



ABSTRACT

Name : Mursyida Ulfah
NIM : 150203094
Faculty : *Fakultas Tarbiyah dan Keguruan*
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Co-Supervisor : Fitriah, M.Pd
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This study was conducted based on the fact that some students of Al-Manar Modern Islamic Boarding School do not have a proper ability in speaking English while they have been treated by many programs by the school system, even though speaking ability is important in preparing students' higher education and future career. Therefore, the purpose of this study were to explore students perception toward English speaking programs conducted in their school and the challenges or common problem they found during involved in the programs. To achieve this end, a qualitative descriptive design was utilized in this study. The data of this research were collected by using in-depth interview. The participants were ten students who were chosen purposively based on a criterion that they have been living in Al-Manar more than two years and actively participated in the programs. The result of the data pointed out that all students had positive perception toward English speaking programs aimed to increase students' speaking ability. They believed that speaking ability enhances their future career and useful to built a good communication to the people around the world, especially in this modern era. Furthermore, in practicing speaking, students faced some challenges including feel forced by the programs, students' difficulties in pronunciation, lack of self intention, and unsupporting environments sometimes happened. To deal with all those challenges, students consciously aware that forcing helps them built their own intention in order to come over all challenges they got.

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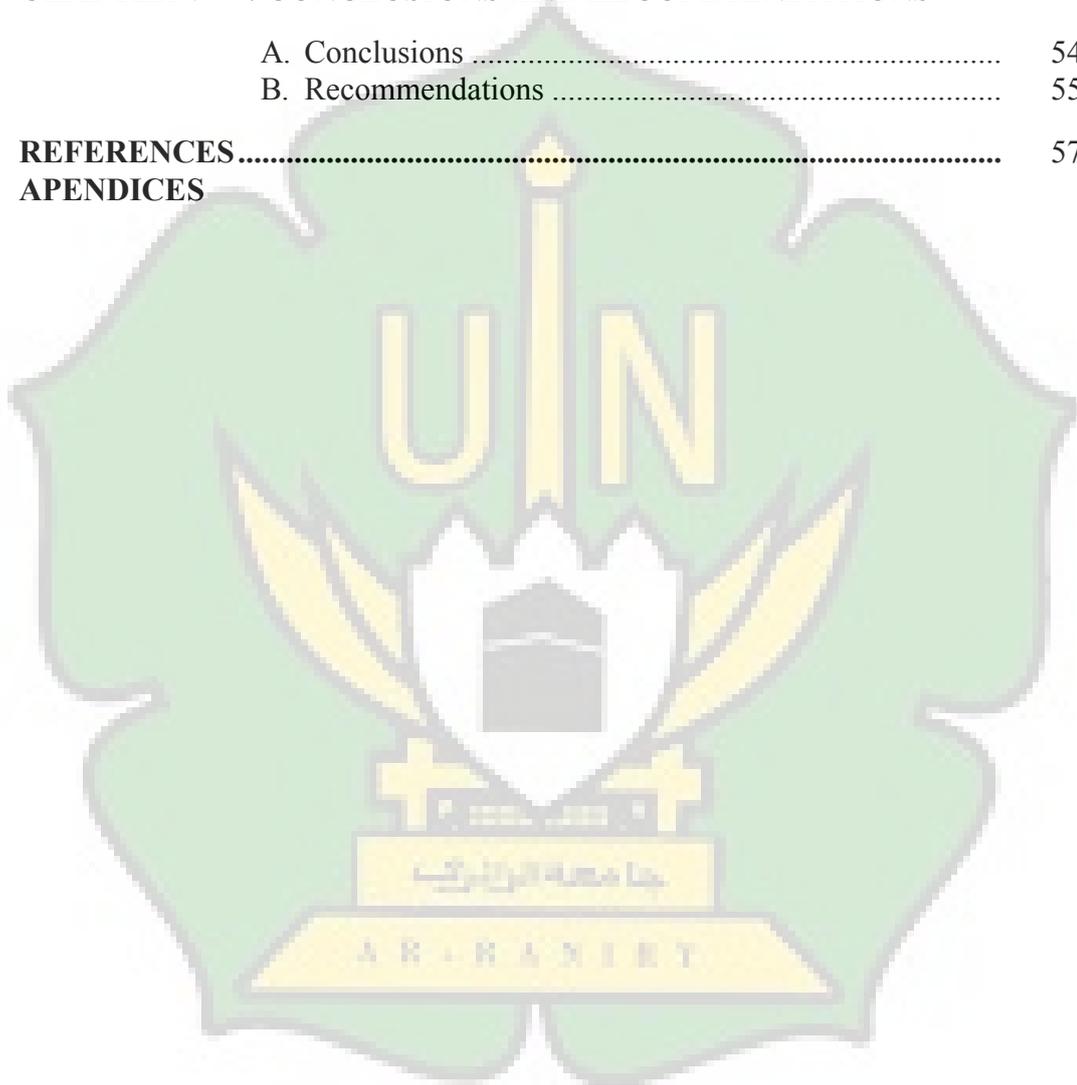
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CHAPTER I

INTRODUCTION

This chapter consists of background of study of the research, research questions, objectives of study, terminology and significance of study.

A. Background of Study

Speaking skill as one of four skills should be mastered in learning English holds a crucial role to unite people with different mother tongue. All aspects are very important to have a good ability in English, especially for students as the learner. Likewise speaking, which help students convince their ideas to other people and build a good communication around them. Speaking become a very popular skill for some people because the main function of language itself is to speak to other people, as Ur (1999) stated that of the four skills, speaking is considered to be the most important skill. Learning speaking become the greatest interest for foreign language learners. Also according to Richards (2002) A large percentage of the world's language learners study English in order to develop proficiency in speaking. In short, the ability of mastering English is measured by the result in speaking skill or oral communication. Moreover for students that they are demanded to speak up by English not just for the benefit of school, but also for their better future.

However, mastering speaking skill is not easy for some students that English as their foreign language. That is caused by many cases, it can be because

of lack of vocabulary, short of facilities, an unsupported environment, an erroneous treatment, even the blocking might be from internal factors of the students such as; low motivation and self confidence, over anxiety, and no intention to obtain the language.

As a matter of fact, the researcher has observed one of the boarding school that implement two main languages in daily conversation, English language and Arabic language. Al-Manar is one of many boarding schools in Aceh Besar which conduct an English and Arabic week for students which means the students must speak English when English week time and so do Arabic. Language becomes a crucial issue and one of the main target of this boarding school. Even they have a language section to control every single word come out from students' mouth specifically, by activating scofflaw or students who broke the rule to be the spyer of other students.

According to Hammer (1991) Speaking activities can give students enormous confidence and satisfaction, and with intensive teacher guidance can encourage them in their further study. Thus, to support students' speaking ability, the language section strive many ways by conducting several speaking programs including vocabulary distribution every morning, conversation time once a week supported by Daily Conversation book consist of daily dialogues, and public speaking night twice a week to build students' character in speaking.

In spite of providing many chance to practice their language, in fact students still low in producing the language itself. They still confuse when they are asked to explain something by the teacher. Many students still break the 'no-

indonesian-language' rule in a daily life, and some other still feel embarrassed to communicate by English. Actually students will have a good ability in speaking as the impact of the given some treatments as mentioned above. This issue is considered by the researcher as the crucial problem that should be solved by knowing the obstacles beyond teachers' controlling based on students' perspective.

Based on the explanation above, the researcher be disposed to conduct a research to know students' perception toward speaking programs, does the treatment affect them or not, and what are the common problem faced by students in practicing English language. The researcher believe that it is important to conduct this research because it will give contribution in teaching and learning English, especially in speaking ability at Al-Manar and other boarding schools. This research try to focus on the problem from students' side and to get an information from their perception.

B. Research Question

Based on the explanation above, the researcher intends to conduct research to answer two main questions:

1. What are students' perception toward English speaking programs?
2. What are the common problem faced by students in practicing daily speaking?

C. The Objectives of the Study

There are some objectives of study that should be drawn up to ensure the objectives of this research. They are as follows:

1. To find out students' perception toward speaking programs.
2. To find out the common problem faced by students in speaking.

D. Terminology

a. Students' Perception

A student is a learner who is gaining knowledge by the control of teacher. According to Oxford Learner's Pocket Dictionary (2000) student is a person who is studying at a college/university. Yet, the student means here is the learner who is studying English at the school, especially at Al-Manar Islamic Boarding School at third grade of Junior High School.

While perception is the awareness of something through the sense. In other words it is the ability to see, hear, understand or become aware of something. Perception is the process information instruction. it means that perception is the ability to conclude an occurrence in an idea.

Thus, students' perception the researcher means here is the way of Al-Manar students' thinking about how English speaking program in their boarding school is running. How they interpret and give their perception to be a clear opinion about speaking programs in Al-Manar.

b. Speaking programs

According to Cora and Knight (2006) that speaking is performing and producing oral language to convey a message in different situation and in appropriate context. Speaking also a productive skill which is putting elements of language together to perform or construct the intended message.

Speaking program is a language program of speaking that contain many speaking activities. The program means a set of plan designed to support the process of teaching speaking in order to make easier in learning process. It applied to support students' learning speaking trough many interesting activities.

Thus, the speaking programs the researcher means here is a set of program which support speaking ability that conducted by language section of Al-Manar Modern Islamic Boarding School which consist:

1. Vocabulary delivery

This activity is expected to increase students' glossary to ease them in speaking English. In every morning after *Subuh*, usually at 05:30 until 06:30, this activity will be done every day except in Tuesday and Friday. all students are required to go outside of the mosque. They will go the place which has already divided by OSPA. Each gender of the students is separated to different classes. In the class, teacher and member of OSPA will contribute two new vocabularies for Senior High School student. The member of OSPA will write the vocabulary on the white board and other students will write down the vocabulary on their notebook. Then, the OSPA's member reads the vocabulary

loudly and the other students will reply the pronunciations. After that, each word will be elaborated into sentences. These vocabularies will be examined in Language Examination for every Semester. If students forget to bring their notebook, they will be punished by teacher or OSPA. Usually, running on the field is the punishment for them and for female students are required to stand in front of dorm memorizing some additional vocabularies.

2. Daily conversation

Every Friday morning, students are required to do some conversation with their friends. They are provided with a conversation book consists of several conversation texts about daily activity. The book is sold in the school in the first year they enter the boarding school. On every Tuesday' morning, usually at 05:30, students are required to go the specific place and the member of OSPA will ask them to repeat the text together. They should remember the text and find their partner to do the conversation in Friday. In Friday's morning or after *Subuh* prayer, students make two lines and face each other. In that position, they do conversation about vacation or anything else that was memorized in Tuesday before. It takes 30 minutes to do this program. While they are speaking, teachers are monitoring and controlling their activity. Daily conversation activity helps students arrange sentence correctly by applying vocabularies they have from vocabulary delivery every morning.

3. Public speaking

Public Speaking trains students to have a good persuasion mentality to stand in front of many people expressing their idea, the program is held every Thursday and Friday night, this program is done differently in two nights start at 21:00 and ended at 22:00. Thursday night is specifically for Indonesian speech and for Friday night the speech depends on what language week is applied. Alternately, students are divided into three big groups; each group has the member of OSPA as a guide. The three big groups also will be divided into five small groups which are consisted of 7-8 students. The name of each group will be named after by *Shahabah* (Rasulullah's friends) name. Students are chosen to do speech in front of other students.

This activity will be done separately between female and male students. In the class, they will perform their speech for 5- 7 minutes long. There are supervisors for each class. Before memorize the text, they have to submit their text to the language supervisor in Wednesday's night. So, they can prepare it well the next day. The class will be decorated by the group which has performed in the previous week. They also will show any performance or entertainments sometimes to make the class fun. If a student does not write the text, he will be punished to stand out of the class and write the text at that time. And for who does not remember the text yet, they will be asked to stand out of the class and remember it immediately.

c. Al-Manar Islamic Boarding School

Al-Manar is one of many boarding schools located in Aceh Besar which is implemented boarding system where the student should stay at dormitory or dayah area. This kind of boarding school also implements a modern system, according to Mr. Ikhrum M.Amin, M.Pd as the head master of Al-Manar modern islamic boarding school the “modern” here means they combine between dayah salafi system with formal school system. Al-Manar also apply two basic languages, they are arabic language as the religious language, and English language as the international language for better communication in the future.

E. Significances of the Study

1. Theoretical Significance

For English education department, this research is expected will be useful in increasing learning system.

2. Practical Significances

a. For Institution

The result of this reseach as an input to enhance the education system of Al-Manar Islamic boarding school, especially in learning language system in supporting and covering students’ need.

b. For English Teachers

This research is expected to be as a crucial information for English teacher of Al-Manar Islamic boarding school which draw students’ perception of speaking program and it’s effect. Also to motivate teachers in teaching his or her

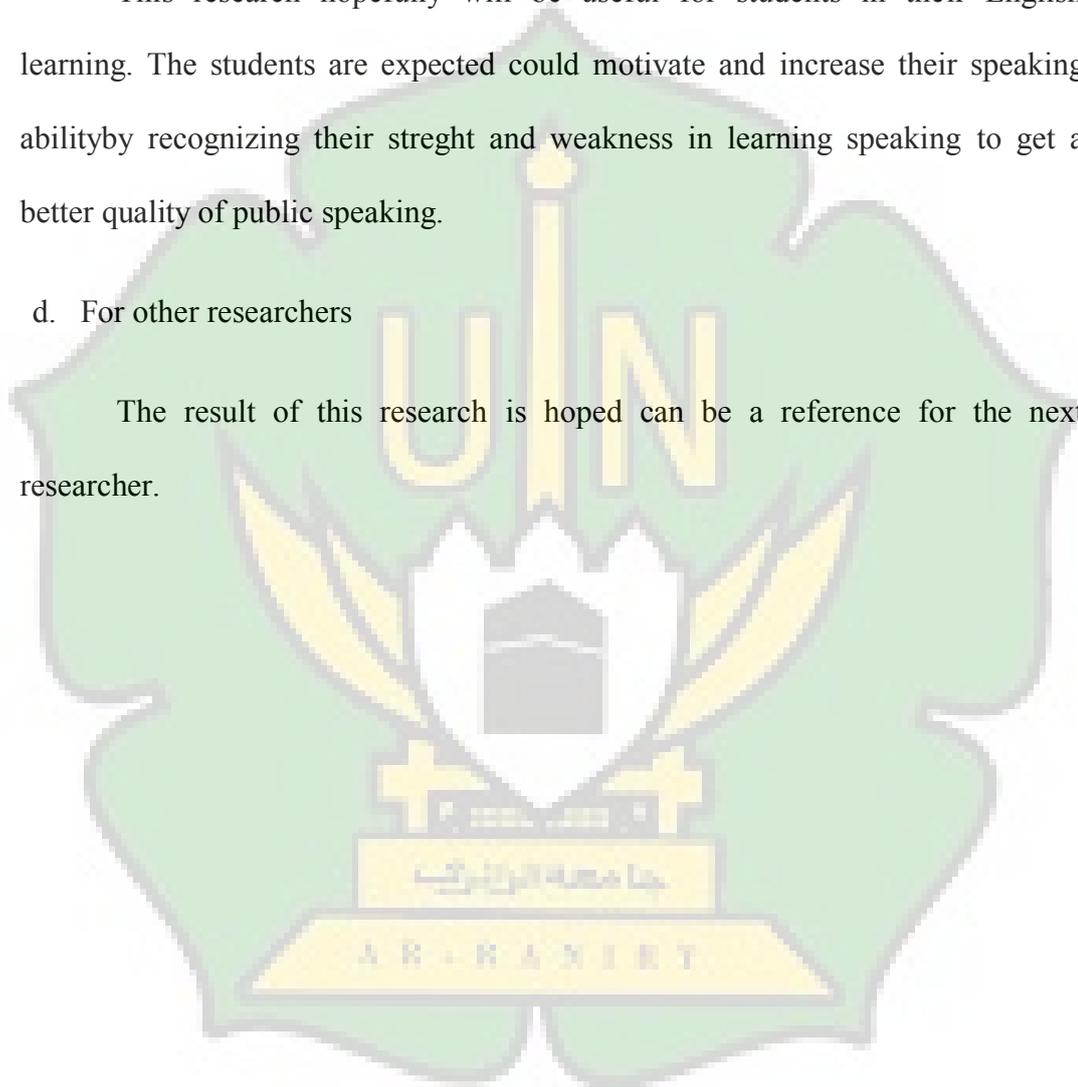
students by recognizing students' need and could find the best way to engage students deeper in public speaking program itself.

c. For the Students

This research hopefully will be useful for students in their English learning. The students are expected could motivate and increase their speaking ability by recognizing their strength and weakness in learning speaking to get a better quality of public speaking.

d. For other researchers

The result of this research is hoped can be a reference for the next researcher.



CHAPTER II

LITERATURE REVIEW

In this chapter, the writer reviews some theories about speaking and it covers the definition of speaking and the purpose, teaching speaking, and English speaking program that consist of vocabulary delivery, daily conversation practice, and public speaking performance.

A. The Nature of Speaking

1. Definition of Speaking

Speaking is the delivery of language through the mouth. It is created by sounds using many parts of body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the way how human communicate with others, everyone needs to speak to express his or her ideas, as Florez (2005) cited in Ulviana (2011) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is spontaneous and open ended, but it is not completely unpredictable.

Speaking involves at least two people; a speaker and a listener, they talk each other to change information about what they see and they hear. Unconsciously, people interact not only through the words, but also through facial expression, gesture and body movement.

2. Purpose of Speaking

Basically the main goal of speaking itself is for communication. According to Arsjad and Mukti U.S. (1993) as cited in Ulviana (2011), speaking is the ability to say the words, convey thoughts, ideas and feelings. A speaker should understand the target of speaking and try to do the communication to the listener, so the thought can be effectively conveyed.

There are four categories of general objective of speaking as stated by Taringan (1990):

a) Entertaining

Speakers can engage to his audience by drawing them in, by being interesting, by never being boring and inspire your audience to take action by reaching their emotion. It means that the speaker has to keep engaged to his audience, attract listeners with a variety of ways, such as humor or adventure stories to create a pleasant atmosphere among the audience.

b) Informing

Informing means to give some information or explain something to other people.

c) Stimulating

Speaking is also for stimulating, this is more complex purpose than the others, in which the speaker has to convince the audience and it will be really optimal when he or she can achieve audience interest.

d) Convincing

The aim of speaking also to convince audience about something through a convincing conversation, along with opinions, facts or evidences with expectation that the something intended might be changed. Speaking as one of English skills that should be mastered by all of students to have a better communication in informing or convincing ideas to another people.

3. Teaching Speaking

It should be teachers' obligation to take a responsibility of his or her students' progress in achieving speaking ability. It is important for teachers to encourage students to speak English, if not they will never do. Students usually do not use English to communicate with other people, they often feel reluctant to do that in the public. If it happens continuously, they will never improve their speaking ability. Sugiharti (2007) in her research reported that students do not feel comfortable to speak English in front of others, moreover for Indonesian students which English as foreign language. Therefore, teachers' motivation is needed to create a speaking English class. At least, they have supportive English environment for practicing.

According to Nunan (2003), there are two principles in teaching speaking, they are:

1) Give students a practicing with both fluency and accuracy

At the intermediate level of study, the learners must be given an opportunities to improve their fluency as well as accuracy. Accuracy means using the target meaning correctly, they can convince their ideas and make the interlocutors understand about the point delivered. The teacher should not emphasize any one aspect of speaking. Rather, students should get practice on both fluency and accuracy.

2) Use group work or pair work

To improve students' speaking, they need to be given enough opportunities to speak, especially in the classroom. In other words, students talk time must be more than teacher. In line of teaching speaking principles by Nunan, Nematovan (2016) also suggested that in teaching speaking teachers should provide maximum opportunity for students to speak up the target language by providing a rich environment contains collaborative work, authentic materials and tasks, and shared knowledge. According to Nunan (2003), pair work and group work can be used to increase the amount of time that learners get to speak in the target language during in the class. In this way, students will get chance to interact and practice the language with other students.

Brown (2000) stated that a person will look as a good foreign language speaker if he or she can practice it fluently and easily understood. As a non native

speaker sometimes it will be difficult if the target language rarely practiced. The target of speaking ability for foreign language teachers can be classified into three levels, those are:

- 1) Enough: This lowest target aims at improving an ability to speak on prepared topics, using common idioms and the language used is understandable.
- 2) Good: The goal of this level is a speaking ability with a normal speed to a native speaker of the target language, without making mistakes in grammar and vocabulary.
- 3) Excellent: The highest target of this level is when the speaker can speak near native speaker.

The classification is needed to measure the level of ability, by knowing the grade teacher will be able to prepare an appropriate material and strategy to increase students' ability.

B. English Speaking Program

Program is a plan of things that are done to accomplish specific result. Speaking programs the researcher means here is a set of plan designed to support the process of teaching learning activities in order to reach the goal of an institution. The programs run with a purpose to guide the students to have a good academic achievement focusing on the development of students' speaking mastery, students are able to communicate in English by participating in the English speaking program activities.

Boarding schools are the institutions that provide English speaking program for students, the implementation of it should be based on the program supporting students learning speaking through speaking activities. According to Hammer (1991) speaking activities can give students enormous confidence and satisfaction, and with intensive teacher guidance can encourage them in their further study. Therefore, a good speaking activity should be highly support students' speaking ability. To most of people, mastering speaking is the most important aspect of learning a second language, and the success is measured in terms of the ability to carry out a conversation in the target language (Nunan, 1999).

To be successful in speaking, students have to reach some characteristics of successful speaking activities. According to Ur (1999), there are four characteristics of successful speaking activities, they are:

- 1) Learners talk a lot. Most of learning time must be allocated to an activity that is occupied by learners talk. By increasing learners' talking time, it allows them to talk more.
- 2) Participant is even. Classroom discussion in not dominated by an active participant, all students get a chance for speaking and contribution in evenly distributed.
- 3) High motivation. Learners are intent to speak because they are interested in the topic and have something new to practice.
- 4) Language is acceptable level. Sometimes learner do not understand what other learners saying, therefore it is necessary to have an appropriate of how to

clarify avoiding mistakes between the speaker and listener (Hammer, 2001). They have to express themselves in utterances that are acceptable in their language level and comprehensible to each other.

Al-Manar Islamic Boarding School that implements bilingual system conduct many programs to support students speaking ability. Yet, here are three English speaking programs the researcher focuses on to know how are students perceive the speaking program and what are the problems or challenges often faced by them in implement English speaking.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a list or collection of words and phrases usually alphabetically arranged and explained or defined. In Oxford Dictionaries stated that vocabulary (*noun*) is the body of words used in a particular language. Thus, vocabulary refers to all the words of a language, or to the words used by a particular person or group. It is also a fundamental thing people should have if they want to speak the target language, especially English language.

There are many ways how the speaker can achieve the vocabulary, one of all is acquisition. Acquiring vocabulary is happened for those who live in 'English speaking area' which accustomed by the language. David Crystal (2005) stated that by age two, spoken vocabulary usually exceeds 200 words. Three-year-olds have an active vocabulary of at least 2000 words, and some have far more. By

five, the figure is well over 4000. The suggestion is that they are learning, on average, three or four new words a day.

The vocabulary of English is currently 70 to 80 percent composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one. Evidence of this may be found in the fact that it is quite easy to create a sentence without words of Latin origin, but pretty much impossible to make one that has no words from Old English (Ammon Shea, 2014).

Thus, based on explanation above the conversation the researcher means here is one of English speaking program conduct by Al-Manar Islamic Boarding School to increase students' glossary that ease them in speaking. Every morning all students will be given two new words in English classified based on grade, there are one supervisor to be responsible and expropriate for each grade and will be guided students to master the words. Afterward, in the afternoon they will recall the words given in the morning together in front of dormitory. The programs are run every day to accustom students with English.

b. Teaching Vocabulary

Learning vocabulary is an important part of students' development process. Vocabulary a fundamental learner should have before they start to speak and express something, and before having a conversation to other person. Having enough vocabulary is crucial for second language learner.

The way how teachers teach vocabulary to the learner also hold an important role in teaching learning process. There are some effective vocabulary instructions that can be practiced by teachers while teaching the learners:

1) Create a Word Map

Word maps are graphic organizers that help students learn new words by associating it with its antonyms, synonyms, writing their own definition or using the word in their own sentence. Word map activities allows students to think about vocabulary in several ways, and further make connections with each word in relation to other words they already know.

2) Music for Memorization

Music has always been a great tool to help with memorization. Catchy beats and hooks often make vocabulary retention and recall stickier for students. It allows students to memorize at their own pace.

3) Root Analysis

Instead of teaching the definition of a word, it is better to teach root words. Teaching the meanings of specific root words and have they guess what the definition is. Students can take these root words and use them to decipher words they don't know in the future.

4) Personalized Lists

Teacher should empower students to build their own vocabulary lists. Students will come across new words they don't know every day in readings and discussions across the content areas. When students pick out their own words, not only will they be more motivated to learn them, but it allows the vocabulary lists to be personalized to each student, too.

5) Use Context Clues

With this instructional approach, the teacher provides reading passages or sentences with new vocabulary words embedded in them. Students then attempt to guess the definitions. Teaching vocabulary through context clues encourages critical thinking skills and helps them make connections to the word, ultimately helping them remember its meaning.

In fact, there are many ways and strategies for teacher which really helps in teaching vocabulary in which vocabulary is a fundamental thing everyone should have in order to speak English.

2. Conversation

a. Definition of Conversation

According to Richard and Schmidt (2000), conversation is more than just exchanging information. When people engaged in conversation, they share common principle of conversation that leads them to interpret each others' utterances.

Conversation is an interactive form; it is an informal talk involving two or more people. Gabor (1999) in his book stated that conversation is a main way to express idea, opinion, goal, and feeling to those speakers comes into contact with. Speaker and listener should be able to follow the flow of a topic in it. So it can be concluded that conversation in an activity consist of speaking and listening, it is conducted by two people or more including speaker and listener which enable them to interact each other, as the purpose of conversation itself is to communicate and to maintain social relationship.

Daily Conversation as one of many programs to enhance students' speaking ability also implemented in Al-Manar as a great exercise that able to habituate students' tongue to speak English. In this program students' will stand in line with their own partner and start to talk with given theme. The theme will be determined and changed every week based on guidebook.

b. Teaching conversation

Learning a language cannot be separated from speaking. In conversation, two people or more interact each other trough asking and giving for information, they learn English on purpose of communication. Brown (2000) stated that non-native speakers have been using English increasingly as a tool for interaction among them. In teaching conversation, there are some steps which can be carried out by a teacher trough the technique as follow:

- 1) Introduce the conversation orally while the students close their book that contains the material of conversation. The teacher also should make the

explanation interesting so students do not feel asleep during learning (Hammer, 1998)

- 2) Let students open their book if they still do not understand the situation and the meaning of certain expression.
- 3) Ask students to listen and imitate what the teacher says.
- 4) Practice together as the partner of the whole students.
- 5) Divide students into two groups to replace the teacher's role.
- 6) Pair students to practice the conversation alone.

Some steps above could be implemented in teaching learning speaking especially for elementary and intermediate level. Using the techniques could help students build their knowledge about how to pronounce well by imitating the teacher and cooperate with their pair in practicing conversation.

c. Conversation elements

1) Question and answer

There are some major elements in conversation; question and answer help students analyze the phonetic and syntactic design of English.

2) Comment

Comment used when we converse-either in the form of simple remarks ("It looks like going to snow.") or in the answer form ("You are right!")

3) Exclamation

Exclamation in conversation is an element that not frequently used as question and answer or comment. It is a result from unexpected circumstances in the non linguistic or linguistic environment (Dobson, 1997).

The element above is very important in conversation because joining this activity need at least two people, the speaker and listener. The speaker asks question while the listener will answer or comment to the speaker, with the result that there is an interaction between speaker and listener.

3. Public Speaking

a. Definition of Public Speaking

According to Templeton & Fitzgerald (1999) as cited in Yee and Zainoel Abidin (2014, p.127), “public speaking is having a speaker to stand before the audience delivering a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience”. It is a structured process or act to perform speech to a group of people in order to inform, influence, or entertain the listener.

This activity trains students to speak confidently in the public. Practicing it regularly will help student reduce their anxiety. To be an effective public speaker requires physical coordination, mental concentration, content organization, skill practice, and a great deal of experience (Fujishin, 2009).

b. Types of Public Speaking

As one of the greatest goal of speaking, there are various types of public speaking itself. But they can generally be grouped into three categories based on their intended purpose; informative, persuasive, and entertaining.

1) Informative speaking

The primary purpose of informative speaking is to share knowledge or information to audience. According to Chivers & Shoolbred (2007) purpose of informative presentation can be describe about new political event, organize a set of important thing, or present about the topic given, there are many reasons for making an informative speech to deliver to the audience.

2) Persuasive speaking

Persuasive speaking is a type of speaking which aimed to influence other people to change or reinforce specific belief, value, and behavior, in this speech type, speaker needs to have a strong content and present it in a clear way (Chivers & Shoolbred, 2007).

3) Entertaining speaking

Entertaining speaking is a speech designed to attract audiences' attention and amuse them while delivering it. It involves the united of speaking design ranging from introduction to wedding toast, presenting and accepting awards, after dinner speech and motivational speech.

c. Benefits of Engaging in Public Speaking

Learning basic skills associated with public speaking will find the way how to be able to speak effectively in the public with some benefits, including:

1) Influencing people

Giving a speech convincingly in public could influence the audience. Speaker can change people though by convincing them on the speech.

2) Developing leadership skill

Practicing public speaking regularly can build confidence to speak up in front of audience. This skill is very important to be own by a leader, he or she could influence his member and follower by giving a speech.

3) Becoming a good leader

A good leader requires a special skill, especially in the way of thinking. Practicing public speaking help people create a comprehensive insight that needed by a leader.

Related to the research that was conducted by Dra.Rahmah, M.Hum in SMK BM Taman Siswa Lubuk Pakam Sumatera Utara, about how public speaking could improve students' speaking achievement. In the research, she found that students' ability increase 31.25 % trough public speaking task and she believed that public speaking is one of the best fun strategies to teach students and accustom them with speaking English.

In conclusion, Public Speaking as a media for students to show up their style in speaking really helpful to increase students' confident in speaking, they are guided how to speak in the public and to attract attention from audience.

C. Perception

1. Definition of Perception

Perception is a process by which people regard, analyze, retrieve, and react to any kind of information from the environment. According to biological science perception is human sensory experience of the world around and involves both recognizing environmental stimuli and actions in response to these stimuli. Trough the perceptual process, people gain information about properties and elements of the environment that are critical for survival. Perception not only creates experience of the world, it allows people to act within environment.

Perception includes the five senses; touch, sight, sound, smell, and taste. It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements. It also involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar scent.

In educational life, perception is really needed to measure the level of learning itself, moreover for students as the main character of learning that receive any treatment and being focus on. Students' perception considered as one of crucial thing to recognize some problems that might be happened during the learning process, so that education will be better by improving in period of time.

Based on explanation above, the researcher focuses on students' perception in which how students react, analyze and regard some speaking programs implemented in Al-Manar Islamic Boarding School.

2. Factors Affecting Perception

- The Situation

There are many factors affecting perception and situation is one of them. The situation happening will influence one perception stated by someone. Time, work setting and social setting give a big impact for one perception.

- The Target

Target also influence the perception, the result will be different from different target. It is based on size, intensity, background, novelty, proximity, and motion.

- The Perceiver

Several characteristics of the perceiver can affect perception. When an individual look at the target and attempts to interpret what he or she, that interpretation is heavily influenced by personal characteristics of individual perceiver, accordingly to attitudes, motives, interests, experiences, and expectation.

3. Process of Perception

- a.Reception: In this process, a person receives the information trough stimuli.

b. Selection: this is governed by two types of factors:

- External factors: These are size, intensity, proximity, motion and novelty.
- Internal factors: These are attitude, motives, experiences, interests and expectations.

d. Organization: It is the process by which sort stimuli into a meaningful pattern.

It involves the following:

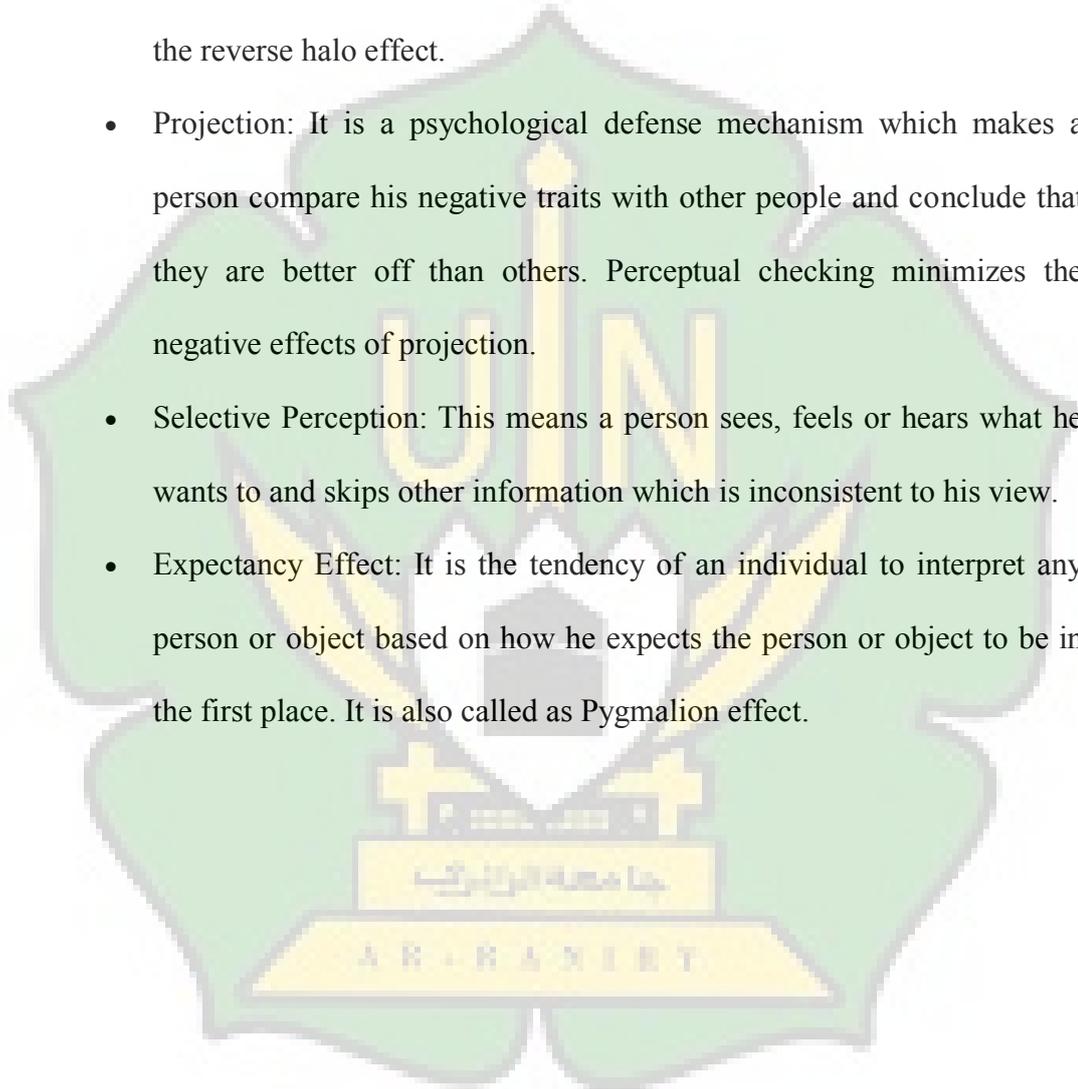
- Grouping: Assembling of stimuli on the ground of similarity
- Proximity: This is the closeness of stimuli to one another that affects perception.
- Closure: It is the ability to organize stimuli so that together they form a whole pattern

e. Interpretation: It is the formation of an idea about the information that is sensed, selected and organized. It involves the following phenomena; primacy effect, selective perception, stereotyping, halo effect, projection and expectancy effect. They are the types of perceptual errors:

- Primacy/ Recency Effect: The first impression is given the most important which is known as the primacy effect. Recency effect, on the other hand, is that human beings remember latest events more than the less recent ones.
- Stereotyping: It is the effect caused by forming a certain belief about the category of stimuli and generalizing that notion to encounters with each member of that category. In reality, there is a difference between

the perceived notion of each category and the actual traits of the members.

- Halo Effect: It is the process of generalizing from a comprehensive analysis to a single attribute or trait. A negative halo effect is known as the reverse halo effect.
- Projection: It is a psychological defense mechanism which makes a person compare his negative traits with other people and conclude that they are better off than others. Perceptual checking minimizes the negative effects of projection.
- Selective Perception: This means a person sees, feels or hears what he wants and skips other information which is inconsistent to his view.
- Expectancy Effect: It is the tendency of an individual to interpret any person or object based on how he expects the person or object to be in the first place. It is also called as Pygmalion effect.



CHAPTER III

METHODOLOGY

In this chapter consists of population and sample, research design, data collection and data analysis.

A. Population and Sample

The population of this research is students or called as *santri* of Al-Manar Modern Islamic Boarding School. There are six grades which consist of three grades for Junior High School and three other for Senior High School. The sample are two students from third grade of Junior High School, four from first grade of Senior High School, one from second grade of Senior High School, and three from third grade of Senior High School. The researcher determines the participant of the study because they were top rating of the class and they have participated the speaking programs for more than two years, therefore the researcher believes that they have a potency to provide rich information for the research.

The researcher decides to interview the ten students about their perception on how English speaking program is running and what are the common problem that often faced in practicing the language in a daily life. In consequence, the researcher uses purposive sampling as stated by Mackey and Gass (2005, p.92) that “purposive sampling is a sample selected in order to elicit a particular type of data. The sample may or may not be representative of the population at large”.

B. Research Design

This research used a qualitative method and applied descriptive design. Which qualitative research itself is procedural resulting in descriptive data orally and textually from people and their observable behaviour, in addition, Mackey & Gass (2005) state “the term qualitative research can be taken to refer to research that is based on descriptive data that does not make up (regular) use of statistical procedures”. Besides, descriptive design is used to describe characteristic of a population or phenomenon being studied.

Descriptive studies are aimed at finding out "what is," so observational and interview methods are frequently used to collect descriptive data (Borg & Gall, 1989). Lambert (2012) added that descriptive qualitative is a viable and acceptable label for a qualitative research design. Qualitative methods have led to the labeling of many research studies as phenomenology, grounded theory, or ethnography, when in fact these studies failed to meet the requirements of such qualitative approaches.

C. Data Collection Procedure

The researcher decided to collect the data by using interview to find the students' perception on English speaking programs and what are the common problem faced by them in implementing speaking. Interview could be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.” (Boyce, C. & Neale, 2006)

In this study, the researcher used semi-structured interview to gain the data from the students. Semi-structured interview itself is contained both components of structured and unstructured interviews. In semi-structured interviews, interviewer prepares a set of same questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify or further expand certain issues. This method is used to find out the common problem faced by students in speaking implementation. The researcher prepared 6 questions for students in the interview guide.

The six questions are to find out students' perception and thought on English speaking programs to enhance their vocabulary mastering and speaking ability. The first question is to answer the first research question of the study about students' perception toward English speaking program, how the system implemented in Al-Manar Islamic Boarding School. Two rest questions are about the common problem challenge students in practicing speaking. To answer this question, researcher asked them about the advantages and disadvantages of the system, whether they like the system or not, how many words that they possibly memorized, how often they involved in the activities and other interest to gain the data. Then, researcher conducted the conclusion of the data whether the system was effective for students or not.

In-depth interview was a qualitative research technique that involved conducting intensive individual interviews with a small number of respondents to investigate their perception to specific idea, program and situation, Boyce and

Neale (2006). So, face to face interview was done to gain a better understanding of various students' perspective.

D. Data Analysis

There are some steps which used to analyze the data of the study, According to Creswell (2003), Generic steps for analyzing qualitative data are:

- Organize and prepare the data for analysis.
- Read through all the data. A first general step is to obtain a general sense of the information and to reflect on its overall meaning. What general ideas are participant saying? What is the tone of the ideas? What is the general impression of the overall depth, credibility and use of the information? Sometimes, qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.
- Begin detail analysis with a coding process. Coding is the process of organizing the material into “chunks” before bringing meaning to those chunks. It involves taking data or pictures, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an *in vivo* term)
- Use the coding process to generate a description of the setting or people as well as categories of themes for analysis.
- Advance how the description and themes will be represented in the qualitative narrative.

- A final step in data analysis involves making an interpretation or meaning of the data. “What were the lessons learned” captures the essence of this idea (Lincoln and Guba 1985). These lessons could be the researcher’s personal interpretation, couched in the individual understanding that the inquirer brings to the study from her or his own culture, history, and experiences.

In a qualitative research, data analysis and data collection typically happen simultaneously (Creswell, 2008; Creswell, 2009; Lodico, Spaulding, & Voegtle, 2010; Merriam, 2009; Moustakas, 1994). As the researcher transcribed each interview, there were lots of significant statements in the participants responses. Hence, the researcher needs to listen the audio several times to obtain valid information from participants’ statements. The researcher began to write the main problems that participants do experienced, and then read and reread the statements, and began to see common ideas.

The researcher went back over the interviews to highlight similar meanings and ideas in the same style. Then the researcher cut out highlighted passages and grouped them together. These units were broken down and coded into “cluster of meanings” (Creswell,2003, p. 55). Afterwards, the researcher took each highlighted cluster and reread notes, then began to see themes and subthemes emerge from the researcher focus. The researcher organized a written structure of a main theme with supporting subthemes. After reviewing each student’s description, the researcher integrated the participants’ perceptions and experiences in a written format to reveal the themes.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this qualitative study is to describe students' perception toward English speaking program in one of Islamic boarding school in Aceh Besar, Al-Manar. This study was constructed to answer two main research questions "What are students' perception toward English speaking programs?" and "What are the common problem faced by students in practicing daily speaking?". Semi-structured interviews were conducted to gain an understanding of the real experiences of students on speaking programs conducted by Al-Manar Islamic Boarding School.

This chapter discusses the findings and discussion of the research. It consists of the result of the interview and the explanation about students' perception on English speaking program conducted by Al-Manar and the challenges faced by them during joining this program and practicing daily speaking.

A. Findings

To know the findings of this study, the researcher displayed the results by describing the date. Furthermore, the findings were found based on interview to gain the data from the students to know how they experience English speaking programs in Al-Manar which focus on three programs, they are; morning vocabulary delivery, daily conversation, and public speaking. To answer the research questions in this research, the interview was analyzed to

identify students' perception of the effectiveness of English speaking programs that aimed to increase their speaking ability, and the common problem they faced during involved in these programs.

In this part, the researcher discusses the result of interview that was held from 21 November 2019 to 30 November 2019 which involved 10 female students as the sample. Two students from third grade of Junior High School, four from first grade of Senior High School, one from second grade of Senior High School, and three from third grade of Senior High School. The researcher used an interview for data collection to answer the research question which four questions to answer the first research question, and two other to answer the second that focus to describe the students' perception on English speaking program in Al-Manar Islamic Boarding School.

The data required for this research were collected through a semi-structured interview. The topics of the question that were asked in the interview are as follow:

- a) Students perception on how important English speaking ability for students is
- b) The overall perception of English speaking program of Al-Manar Islamic Boarding School
- c) The way how the programs upgrade students' speaking ability.
- d) How the programs should be run effectively based on students experience.
- e) Common problem challenge students during joining the programs.

f) Students' critical thinking on the negative effects may be happen followed by the reason.

In obtaining the data from students through interview, there are some interrelated ways which were used to analyze the data. Preparing the data for analysis, this first step involved interviewing the participants, transliterating the results of interviews, typing up field notes, sorting and arranging the important data depends on the purpose of the study. Interview had been done by asking some questions to ten participants. The researcher recorded the participants' answer with an audio recorder which each participant spent 15 until 20 minutes, furthermore the results was transcribed into the transcript. Each participant got the same question in general, caused by semi-structured interview; there are some students who got additional questions to guide them to give specific answer and to find much deeper information. The chosen students in this study as the participants were: MR, FM, NA, NH, ED, MT, SS, AM, HB, and SA.

The next step was begun with the data analysis, the researcher reads and comprehends the data which provided a general sense of the information and gave an opportunity to reflect its overall meaning. This step consisted of summarizing the results, comparing the results with the past literature and theories, advancing the limitations of the study and ending it with suggestions for future results.

Analysis of the research question was divided based on interview question topic, each section consisted of the results of the study to report students'

perception toward English speaking programs implemented in Al-Manar Modern Islamic Boarding School, the results are as followed:

1. The Result of Students' Perception

a) Students' Opinion about the Importance of English Speaking Ability for Students in this Modern Era

The first question is aimed to gain students' consciousness of the importance of English speaking ability, the researcher emphasize at the end of the question by "in this modern era" to know how aware students are of nowadays atmosphere. Most of responses remarked that having a good speaking ability in English is important, it help them built a good communication with another people.

As stated that:

"It's very important as we live in this modern era, of course if we do not expand our English speaking ability, how to built a communication with other people who don't speak Indonesian, the ability should be mastered by students as young generation that will be the leader in the future" (MR)

In relation to this concern, other participants stated that:

"As our motto that 'By mastering language, the world is in our grasp', we should be able to speak English because by English we can go anywhere and built a nice relationship to other people from other country, like in Lampuuk there are some foreigners" (NH)

"Speaking English is important, it help us to develop ourselves to be brave to speak to foreigner in Tsunami museum" (HB)

The participants mentioned above agreed that speaking ability is functioned for built a communication to other people to expand their relation. Other response is shown below have a little different idea that the purpose of speaking ability is to continue her study abroad:

“I think it’s very important having a good ability in speaking English because Insya Allah I want to continue my study to overseas, if I can’t speak English how could I understand the lesson there, and how to interact to other people”. (MR)

The researcher found that all participants gave a good responses of the importance of English speaking ability, they said consciously that mastering English speaking ability is affected their future.

b) Students’ Perception on English Speaking Programs in Al-Manar

Majority of the participants agreed that English speaking program that implemented by their school which aimed to enhance students speaking ability gave a functional effect for themselves. The following are some students’ responses:

“The three programs are proper enough in which vocabulary delivery is really helps students having many vocabularies as a basic thing to speak up. So do daily conversation which help us to develop the vocabularies we have in practicing speaking trough daily conversation.” (AM)

“I think and I believe that all programs are really good to support students to have better speaking ability that vocabulary delivery helps us to have many vocabularies to speak up. Next, daily conversation informs us to use the correct form of English sentences. I love public speaking so much because it help me to built my confidence to be brave speak up in

front of many people, how to persuade audience to believe what we say”
(FM)

In relation to this concern, other participants said:

“The program is very useful, by giving two vocabularies every day, how much we get vocabularies in a week, in a month or even in a year, so vocabulary delivery really helps beginner students to explain something in English. Sometimes we get the new idioms from daily conversation too, and that two we can apply it into action, that is public speaking, expressing ourselves by English language in front of many people, in addition we also learn more about pronunciation”. **(NA)**

“Those are really useful for us to increase speaking ability, by vocabulary delivery we know vocabulary we don't know before and we can use it in daily speaking. By daily conversation we know how to use vocabulary in a right sentence. And from public speaking we learn about confidence, how to stand in talk in the public. It's very useful for our life, as a student I feel comfortable now with English”. **(SS)**

From responses mentioned above, the researcher can conclude that almost all students have the same opinion about a good impact of the three programs for themselves. They stated that vocabulary delivery is useful to enhance their glossary as a fundamental thing to start to speak up, daily conversation also treat them how to use the vocabularies they have into a correct sentences, they are also provided some new idioms to upgrade their style in speaking, furthermore what they get in morning vocabulary and daily conversation could be applied in the action of public speaking that boost them to be brave to stand in the public with their ideas. Over all participants' responses agreed that the three programs are interrelated each other for one function, increasing students' speaking ability.

c) The Ways the Programs Upgrade Students' Speaking Ability

According to the participants' responses, the students gave different way how these programs influence their speaking ability. It can be concluded into some points such as compulsion strategy, sensitivity to the wrong form, and motivational teacher.

1. Compulsion strategy

Based on the interview result, some students actually feel forced by the program, thus they also explain that the forcing is help them to achieve the target, their responses are as followed:

“Actually sometimes I feel under pressure to do the program, it is like force me, but I realize that the forcing also affected me so much where I can be more confident now by talking in front of people by public speaking program, although sometimes it's not easy to talk in front of many people moreover by English. My speaking ability increase which I couldn't speak English when I was at firsts grade of junior high school, but now I am in second grade of senior high school, I confidently speak English with my friends, and pronunciation is also better now”. (AM)

In relation to this concern, other participants stated that:

“Public speaking forces me to have a confidence of course by preparing well, once I used to cry when my turn was coming for performance, because I am too afraid, I can't imagine what things I have to speak although in fact I've made the guider text. But I realize it now that everything need to process and forcing me to be better is one of them. Now I have got the result that I am confident enough to give information by English in front of my juniors, I never feel nervous more”. (MR)

“I remember when I was at elementary school without any treatment yet, without any practice I can't speak English like today, since I have been studying in this boarding school, we are trained to speak English

everyday and we must use the vocabulary we got to our daily speaking and of course in public speaking". (SS)

Based on statements above, it is clearly highlighted that students sometimes feel under pressure with the program applied that demand them to have some target ability that have decided by the system, in other hand they also aware of themselves, they realize that the programs also help them much in increasing their speaking ability.

2. Sensitivity to the wrong form

The more students learn about English with many treatments given, the more they care about the arrangement error of the sentences, it affects their ability to better each day. Studying Grammar take a role actively in correcting the phraseology. Some students' responses are shown as the following:

"Before enter this school I already have a quite basic of English, it is because my father like to watch English movie. After being here with vocabulary addition some words I want to say but I don't know English word. After studying Grammar and practice it in daily conversation and public speaking I be more sensitive to the wrong structure of English, so I correct them little by little, until my speaking ability increase surely".

(ED)

In addition, other participant said that:

"I was not able to arrange the words in English correctly, but now I feel better. For example like I used to say 'wait me yes' if I want to ask my friend to wait me, but now I accustomed to say 'Just wait a minute'. Vocabulary delivery, daily conversation and public speaking program are really affected my speaking ability, we practice it unconsciously.

(SN)

As stated above, the researcher can conclude that the treatment given affected students to correct their phrase step by step. By understanding the real rule of English structure, students more careful to what they speak, as a result, the quality of students' speaking ability increase more.

3. Teachers' motivation

Teacher is always being a role model for the students in learning process, it has been teachers' obligation to find many strategies to grasp the target of study. A good teacher will give a good impact too for their students, teacher with a good characteristic, competent, and motivating should be needed by students. Beside their own motivation, teacher's suggestion always influence students precisely, the students' statements are as following:

"I feel more interested in English when I see my teacher more attractive and have something new day by day". (AM)

"The programs influence me so much, start from the way how teacher practice it to me with a good pronunciation, I will copy it as good as I can. Also there is the leader of language section, lead and watch us always to speak up and correct it little by little". (MR)

In addition, other participant said:

"I was so afraid to stand and talk in front of many people, but once Ustazah said to me 'Do not afraid to another people, they are your friends as same as you', so I try to be confident and now Alhamdulillah at least I can speak English to other people". (NH)

According to responses above, teacher should be more aware of students' accomplishment, especially the way how to motivate them to feel the sense of study, not just for understanding but more for their life provisions in the future. Teacher do not realize which motivation could be effective for students, but the most important is never ignore students' achievement even a small thing

d) Students' Opinion How these Programs should be run Effectively

There are always advantages and disadvantages in a program, suggestion might be come from many sides. Students as the object of the study, they reserve the right to express their idea about what they experience, let their critical thinking work actively by involve them with some statements. This question let the students to think what actually they want to have a good program, the statements are as followed:

“The vocabulary delivery must be more attractive to engage students interested to be curious about the vocabulary every day, moreover in the early morning that most of students still feel asleep in order to up their spirit. For public speaking I hope there are many event that challenge students to increase their speaking ability, it also can be a motivation for each students to be brave interestingly expressing themselves. For public speaking activity, maybe we can change the place to get a better atmosphere, not should be always in the classroom. Outside gives us more imagination and fresh ideas, added by singing activity will be more interesting”. (FM)

“Maybe we can add singing an Indonesian song sometimes. And for public speaking I think students should be given free choices to perform what theme they want based on their capability in speaking”. (NH)

In relation to this concern, other participants said:

“Let’s get more attractive activity when vocabulary delivery maybe it will be interesting, like go around and get new vocabulary from what we see directly. Let the student use their imagination in changing the text of daily conversation based on what we need. And for public speaking the students should develop the text by themselves not copying others, because if we make by ourselves I feel more remember and understand what will we talking about to increase students critical thinking”. (SS)

“Maybe the teacher can give an attractive activity when vocabulary delivery, it can be by story around us, so students can imagine and I think it’s easier for students to remember. And sometimes we can hold public speaking outside of the classroom to change the situation be more interesting, and more preparation for speaker so they can go confidently”. (NA)

Most of students agreed that an attractive activity should be added to influence students’ interest in order they are more motivated in learning English and upgrade their speaking ability. They asked for some activities that more interactive like going around to obtain more sense of memorizing vocabularies and increase students’ curiosity, attractive strategy to make daily conversation program more interesting, and change atmosphere of public speaking sometimes to gain fresh condition.

Some other students have a different idea about this case, they assume that self awareness of the students also lead them to the target of the program, the statements are as followed below:

“The students should more aware of the advantages we get from public speaking it can increase our confident and speaking ability. The students should on the track, practice what they got from the program so the result will be real. The environment should support student’s intention, teacher and friends can be best supporter to go forward”. (ED)

In addition, other participant said:

"More students' awareness of speaking English, and more controlling from teachers in order they don't speak bahasa". (MT)

Self awareness being a principal factor to enhance speaking ability, it is also inseparable of teachers' controlling; it is very useful with a possibility of students often doing wrong while practicing, other participant said that:

"I feel lack of controlling from teacher, how students use their vocabulary into sentences, and from sentences to public speaking. Sometimes we feel confused is the grammar of what we speak in correct or not. I think students need more motivations, it can be by holding a competition more often than before". (AM)

2. The Result of Common Problems Faced

a) The Challenges or Common Problems faced by Students during Experiencing these Programs

1. Students' Difficulties in Pronunciation

Based on the interview result, study revealed that most students' response one of the most difficult challenges is pronunciation, lack of pronunciation ability might be distract their confidence in practicing daily conversation. Some students' responses are shown as following:

"It's hard for pronunciation, sometimes feel lazy to speak the correct sentence, supported by my friends that they still not serious in practicing language, they use incorrect words as a translation from Indonesian form, it's not suitable to what we get from daily conversation". (ED)

“The pronunciation is hard, and it is embarrassed to speak with incorrect grammar. Actually I prefer Arabic than English; I’m not really interested in English”. (HB)

In addition, other participant said:

“Next, I’m still uncomfortable the way how to pronounce the word because I feel shy when my pronunciation is weak”. (NA)

According to mentioned statements above, the researcher found that pronunciation becomes a crucial part to increase students’ speaking ability, without it students feel uncomfortable enough in practicing English speaking. Their intention unconsciously decreases until they are not motivated to always practice English.

2. Students Lack of Self Intention

Laziness becomes an important part that should be solved by own self, all external factors can’t affect students if there is no intention as an internal factor. In fact, many factors might be hamper students’ intention lower, it can caused by tired by any other task given in the school, and full activities all day.

An example of the students’ response who said that is shown below:

“Yeah I got many challenges, first of all is my intention come late. I aware lately to practice language better in order I got the result earlier, I’m too lazy before so I regret for it”. (MU)

In addition, other student said:

“Sometimes I feel lazy and tired comes from myself to memorize what teacher had given, it’s comfortable to use our own structure”. (SS)

3. Unsupporting Environment

Majority of the participants agreed that environment is really important in learning process. The following are some of students' responses:

“The environment is one of them, if there is a friend who does not speak English while we are speaking English, it disturbs my intention and consistency when I ask something in English but my friends reply in bahasa”. (AM)

“Sometimes I feel lazy to speak the correct sentences, supported by my friends that they still not serious in practicing language, they use incorrect words as a translation from Indonesian form, it's not suitable to what we get from daily conversation, environment is so influence ourselves”. (ED)

The researcher found that all participants indicated supported environment really important in learning process. As well as, they hope their confidence is not decreased by their friends around them.

b) Negative Effects Formed Unconsciously

Dealing with the programs supported by many other activities will take students' energy exactly, but students as an object of the study should be prepared for all probability might be happened. Students are expected to have a good capability treated by these programs, all the programs of course directed to have a good impact for them, but sometimes negative effects might be happened while the function of the programs is not it, unconsciously what is not expected come accompany the purposes.

Most of participants realize some negative effects of these positive programs happened to themselves, some of the students' responses are shown below:

"Sometimes I feel like I don't like English anymore because so much rule. Sometimes I don't enjoy speaking English because full of assignment".

(ED)

"Sometimes we memorize the vocabulary is just for avoid punishment, so we forget it easily after that. I feel like under pressure sometimes, it makes us not really comfortable to study English because so many things should memorize". (HB)

"Caused by too much punishment we get if we break the rule, we are being lazy sometimes to join the program again, the last our intention is buried because of punishment until make students sometimes pretend to be sick in order they do not need to join public speaking program". (NH)

Some of them stated that negative effects come from the punishment given if they break the rule, and some other stated the different idea about the negative effects:

"For some students standing in front of people expressing themselves it's like a motivation how to be better for next appearance, but for some other they feel like trauma to speak up in English in front of many people with limited vocabulary and ability they have, so they feel stressed in every turn to public speaking, in addition the audience sometimes not pay attention well to the speaker". (NA)

In addition, other student said that:

"Students are stressed by many thing should memorized, but if there is no force to memorize maybe many students will don't know what they get now. Students still memorize just to avoid punishment. But I feel more positive effect than the negative". (SS)

As a result, obtaining some negative effects from the positive program happened among the students, the participants feel under pressure with the punishment that they considered it is too heavy, teacher should always care and guide them in order to minimize the negative effects itself. In contrary, there are some participants do not agree with above statement, the results are shown below:

“I think no, because I believe that all rules considered aimed for students to have a better speaking ability, not to decrease it all”. (FM)

“I think no negative effects. All is well”. (MR)

“Nothing” (MT)

B. Discussion

This section includes data collection from interview, the researcher did not find any serious obstacles while gathering the data, the students were very helpful and approved to be interviewed; as a result the interview was going effectively. The researcher elaborated some important points as parts of the research findings in order to answer the research questions.

The aim of this study is to explore students' perceptions about English speaking programs which purposed to increase students' speaking ability. The result of this study are presented in two main points based on research questions. The points are; students' perception toward English speaking programs in Al-Manar, and the common problem faced by students while involved in the programs. This research cannot be definitive, but it is suggestive of a number of

many interesting insights into how the students perceive the implemented speaking programs.

The first point of this study was asking students about their perception toward the importance of having speaking ability in English, especially in this modern era, based on the result of the interview, all participants responded positively toward how important English speaking ability is, all of them agreed that English speaking ability is really important. They considered that by having a proper English speaking ability, it can built a good relationship to all people around the world, because as a student that will be always seeking for knowledge and information, it is not impossible if one day they are forced by the situation where they must use it, they will be somewhere one day that compel them to speak English. Now is a very appropriate time to expand their ability to be better, consequently they must use this golden time to take many advantages for themselves.

The second point is asking students' opinion about the programs implemented in their school, Al-Manar Islamic Boarding School which here the researcher limited the program into three programs, they are; morning vocabulary delivery, daily conversation, and public speaking. Most of participants responded enthusiastically that the programs impact them many advantages in increasing their speaking ability, students agreed that vocabulary delivery each morning that gave them two vocabularies every day and should be repeated together, ease them to have glossary as the fundamental then it can be applied in daily conversation. As mentioned by Cohen and Macaro (2006) who said that one of the strategies to

teach students vocabulary is by giving them a chance to repeat the word often. Furthermore, practicing daily conversation with their friends unconsciously let students to use their glossary into conversation. Most of them also really interested and challenged in public speaking, which they are treated to have a mentality to persuade other people in the public, they considered that public speaking is not just teach the language, but also the attitude to be the best among other, in consequence, beside having a knowledge, students also able to share it to another people.

Next, the third point of this study was asking students about the way how the three programs mentioned above influence and upgrade students' speaking ability. There are various responses from participants, all of them agreed that the programs upgrade their speaking ability, rather than when they was at first grade of Junior High School, now their ability is better. But some students have a different focus of the way the programs influence them, for some participants teachers' motivations is really help them to stay strong in involved in the programs, some other stated that they are feel forced sometimes, thus they realize that without any forcing, they might be difficult to control themselves if just based on their own awareness, as a result students aware more to the error phrases sometimes they made. In consequence, students are able to produce correct phrases temporarily. Thus, there are many ways how these programs upgrade students' speaking ability.

The fourth question is requiring students to establish their critical thinking about how the programs should be run effectively based on their perception

toward what they have experienced the programs. Most of the responses of the participants suggest the program should be added by any attractive activity and more interaction, in order to motivate and give spirit for students, As Cook (2001) said that interaction is needed in the classroom. By interacting with other learners and the teacher, learner will increase their language skill and social skill. Some other also said that students' self awareness as a modality for students to develop their capability, students should be on the track with the result will exist clearly, because without any intentions, no one can built spirit in ourselves.

In the fifth question, participants told some challenges or common problem they face during involved in the English speaking programs. Pronunciation became the first factor at all in which a hard pronunciation sometimes will affected students' desire in practicing English, added by few unsupported friends around that ridicule if there was something heard weak. Laziness became the next challenge where the participants lose control of their intention to study more and practice a lot, it is also caused by there are many other task or assignment given for the students. Some other students thought that limited time preparation also become a problem where they cannot prepare well with the decided time.

The last point is about negative effects that might be formed from the programs, in this question the researcher wants to know is there any negative effect experienced by students unconsciously, some students considered that punishment will damage students effort that some students do the activities just to avoid punishment without gaining any other advantages from the programs. In

contrary, most of participants believe that there is no negative effect from these positive programs.

All of these inputs are given by the participants in order to make English speaking program in Al-Manar Modern Islamic Boarding School become better. Based on all their responses, the researcher concluded that speaking programs hold by Al-Manar is really good for all of students and help them especially for increasing their speaking ability.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study related to how students perceive English speaking programs implemented by Al-Manar Islamic Boarding School to enhance speaking ability and proposes some recommendations to the school administrator, teachers, and future researcher based on the data analyzed in the previous chapter.

A. Conclusions

Upon the conclusions of this study, the results were categorized into two points; students' perceptions and their challenges in involving English speaking programs. The point of perceptions covers the importance of English speaking ability for students, students' awareness of English speaking ability, the way how the programs affected them, and students' expectation about how the programs could be more influential. Overall, the students perceive that English speaking programs influence their speaking ability. In addition, boarding school is a suitable environment to practice English speaking.

Furthermore, most of the students faced some challenges during involved in the programs, such as students difficulties in pronunciation, lack of self awareness, feel forced even unsupported environment sometimes happened. Among all of them, lack of self intention from students is the most difficult reason which impeded the expansion of students' ability itself.

In addition, some negative effects happened without pretension to the students that trouble their eagerness in developing speaking ability. Luckily, more students are conscious with the condition and they know that all efforts they have given is affected themselves, certainly supported by teachers and friends motivation among them. In essence, all those challenges were solved based on the situation of the students.

In conclusion, English speaking programs really helpful for students' speaking ability as the fundamental for them to prepare future study and career, even though there were some deficiencies that offend the process. Thus, students should give their best effort to obtain the best output too.

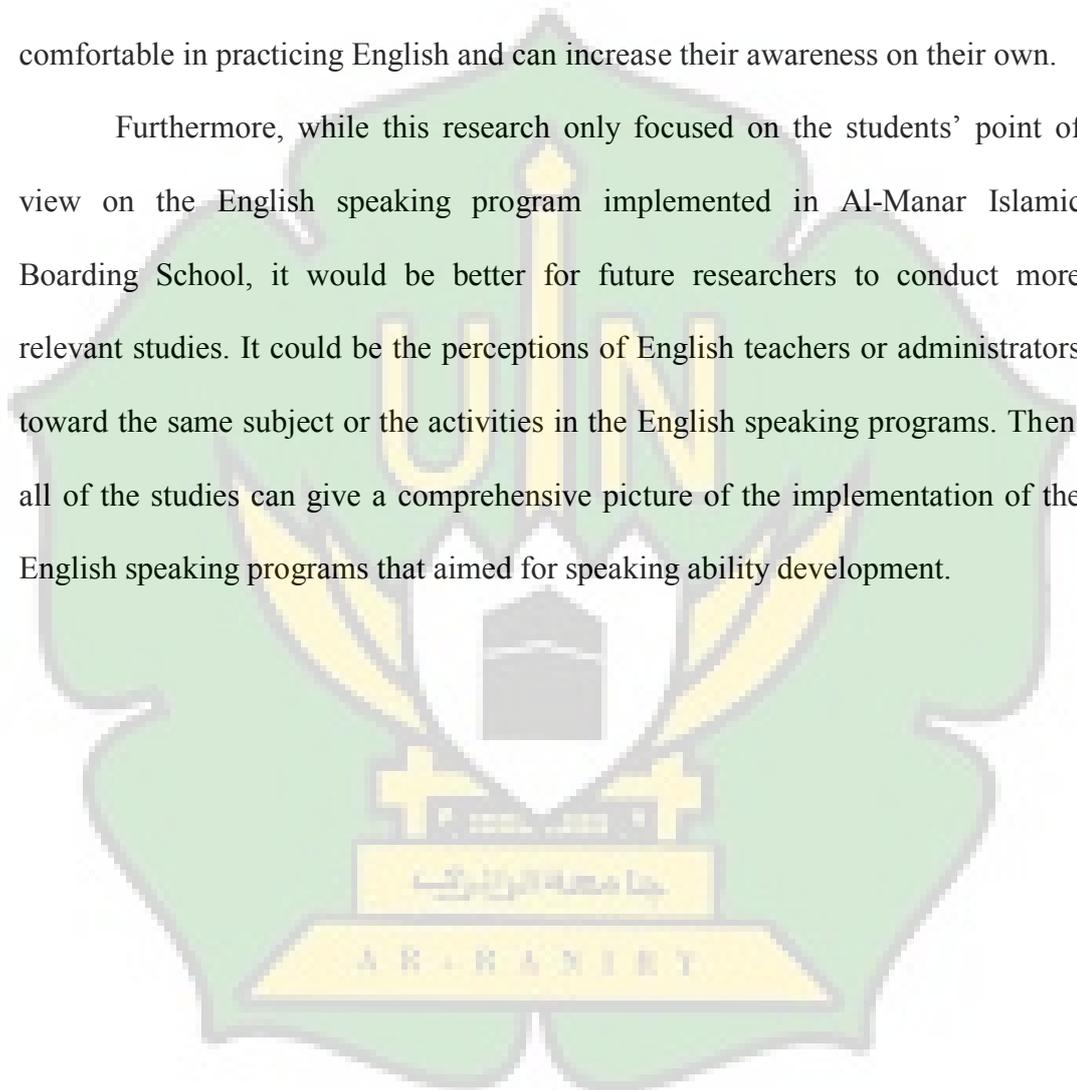
B. Recommendations

Based on the findings of the research, researcher would offer some suggestions to the school administrator, teachers and future researcher to maximize the implication of this study.

For the school administrator, the researcher hopes that English speaking program can be more developed by adding any interesting activities, some attractive program can be included to motivate students more in practicing speaking. The school administrator may reflect on this study to design good additional programs based on students' experiences and expectations on the program. It gives a good impact on language development system to prepare students with better English speaking ability.

Teachers as the controller of the students' activity should have more extract strategies to engage students and help them keep on the track in ordering the rule based on students' perception or even can be more advance, make students' pleasure of the study as the first concerning, as a result students feel comfortable in practicing English and can increase their awareness on their own.

Furthermore, while this research only focused on the students' point of view on the English speaking program implemented in Al-Manar Islamic Boarding School, it would be better for future researchers to conduct more relevant studies. It could be the perceptions of English teachers or administrators toward the same subject or the activities in the English speaking programs. Then, all of the studies can give a comprehensive picture of the implementation of the English speaking programs that aimed for speaking ability development.



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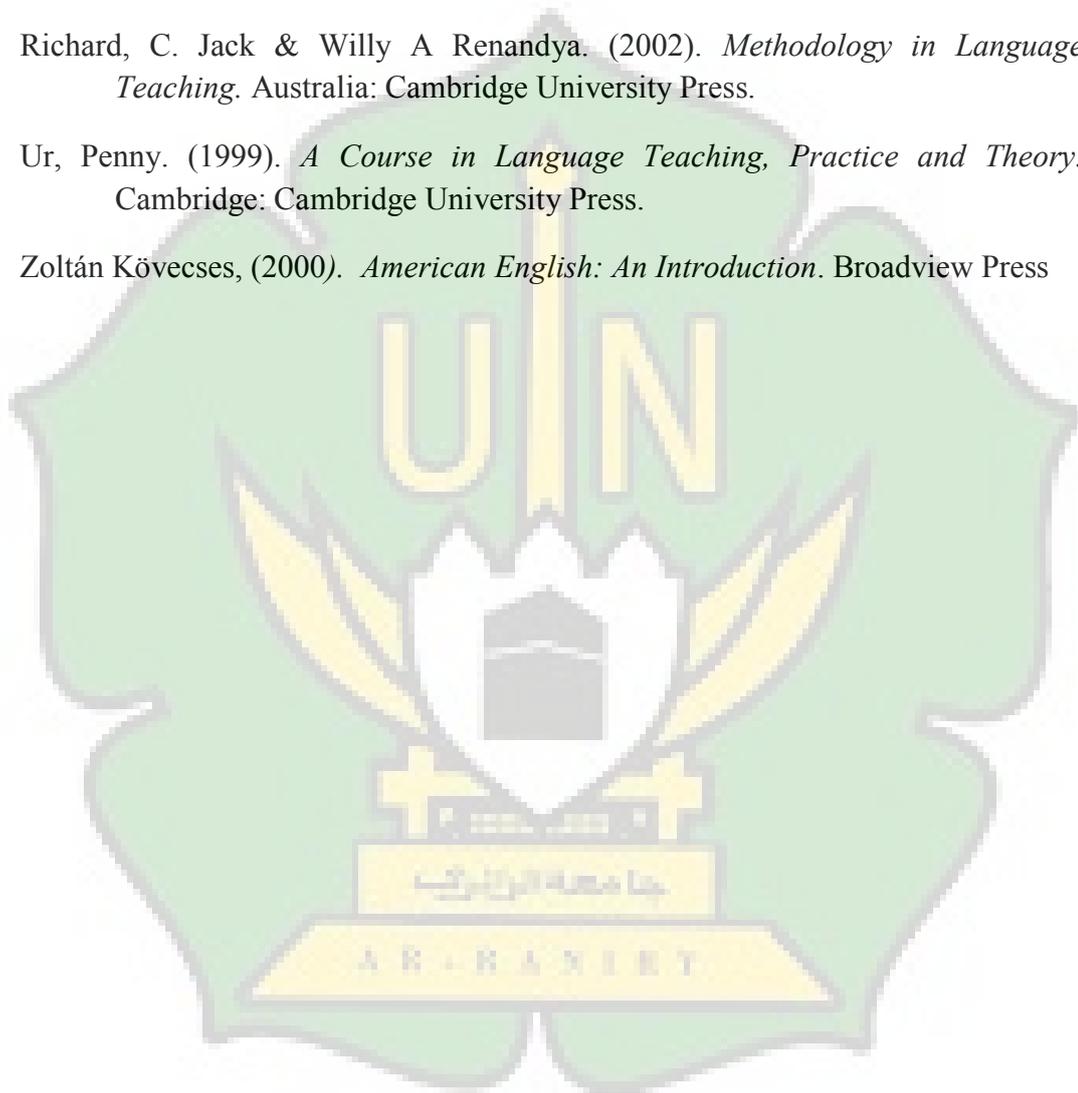
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : ftk.uin.ar-raniry.ac.id

Nomor : B-14357/Un.08/FTK.1/TL.00/09/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 30 September 2019

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : MURSYIDA ULFAH
N I M : 150203094
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t : Darul Kamal Aceh Besar

Untuk mengumpulkan data pada:

Pesantren Modern Al-Manar Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Perception toward English Speaking Programs in Al-manar

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


R. Mustafa



معهد المنار الحديث للتربية الإسلامية
PESANTREN MODERN
AL-MANAR
Lam Permai Cot Irie Aceh Besar

SURAT KETERANGAN PENELITIAN

Nomor : 137/Pimpes-d/1/2020

Pimpinan Pesantren Modern Al-Manar Lampermai Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini :

Nama : Mursyida Ulfah
NIM : 150 203 094
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar raniry
Universitas : Universitas Islam Negeri Ar Raniry Banda Aceh

Benar ianya telah melakukan penelitian di Pesantren Modern Al-Manar Gampong Lampermai Cot Irie Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar dengan judul skripsi "Students' Perception toward English Speaking Programs in Al Manar". Dan kepadanya diwajibkan untuk menyerahkan 1 (satu) eksemplar skripsi yang sudah tercetak sebagai laporan hasil penelitian.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 10 Januari 2020

Pimpinan Pesantren,

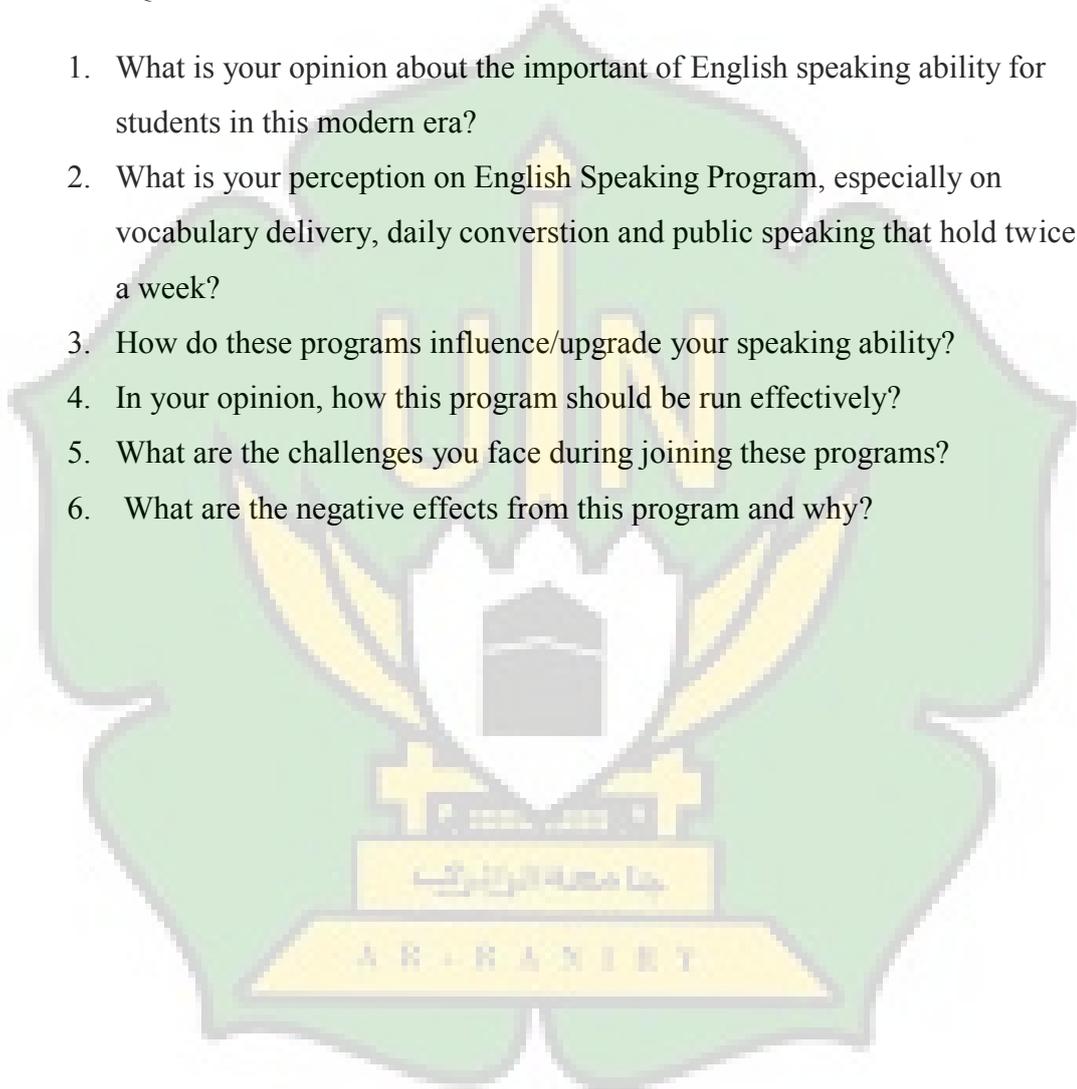


KHRAM M, AMIN, M.Pd

Interview Instrument

6 Guide Questions

1. What is your opinion about the important of English speaking ability for students in this modern era?
2. What is your perception on English Speaking Program, especially on vocabulary delivery, daily conversation and public speaking that hold twice a week?
3. How do these programs influence/upgrade your speaking ability?
4. In your opinion, how this program should be run effectively?
5. What are the challenges you face during joining these programs?
6. What are the negative effects from this program and why?



7. What is your opinion about the important of English speaking ability for students in this modern era?

- English as a global language is important for us for study and know about other country more, because more information nowadays use English language with a sophisticated technology. (AM)
- I think it's important because more technology use English, like near of us handphone, the basic system of handphone use English so if we master English it will easy for us to operate it, moreover English as an international communictaion tool, many information served in English so we should understand it. (ED)
- It's so important to practice English as an international language everyday and everytime, we as a student in this modern era should master many information through out English. (FM)
- my opinion in this modern era nowadays studying English is crucial for students, because there are many study program using English as tool, example like using handphone and laptop that use English as a basic language, having an English speaking ability ease us to study. (HB)
- It's very important because now in this modern era all technology develop quickly, of course if we don't expand our English speaking ability how to built communication with another country. So the ability should mastered by students as young generation that will be the leader in the future. (MR)
- It's very important for students having speaking ability in this modern era, because technology use English as a basic language. (MT)
- As our motto is by mastering English language the world is in our grasp. We should study English because by English we can go anywhere and built a good relationship to other people who don't speak Indonesian, like in Lampuuk there are some foreigners. (NH)
- Speaking ability is so important for students as a milenial nowadays because all technology now use English as a basic language such as

compute, handphone, and many other information. And it's more important in social life because we as a santri we have to know too about the information nowadays, the world develops quickly. We don't know one day we will be in some place where no one speak bahasa.

(NA)

- On my opinion, English is very important for students, because in this modern era most of technology use English, so we must understand English to be able to operate computer as a tool. I mean English is international language so we have to focus. Nowadays many transaction using online system so if we master English well will ease us to understand many things. (SS)

8. What is your perception on English Speaking Program, especially on vocabulary delivery, daily conversation and public speaking that hold twice a week?

- The three program are proper enough in which vocabulary delivery is really help students having many vocabularies as a basic thing to speak up. So do daily conversation, help us to develop the vocabularies we have accompanied by adviser, in contrarary the students like pressed to memorize it without aware. But over all these programs really increase speaking ability for students. (AM)
- I think and I believe that all programs are really good to support students to have better speaking ability that vocabulary delivery help us to have many vocabularies to speak up. Next, daily conversation inform us to use the correct form of English sentences. I love public speaking so much because it help me built my confidence to speak up in front of many people, how to persuade audience to believe what we say, I can learn from many interesting experiences. (FM)
- All programs are good, by given vocabularies everyday the students have a basic to practice the language, daily conversation also important

how to interact with friends or partners using English. Moreover public speaking that help us increasing the confidence to speak in front of people. (MR)

- The program is very useful, by giving two vocabularies everyday, how much we get vocabularies in a week, in a month or even in a year, so vocabulary delivery really help beginner students to explain something in English. Sometimes we get the new idioms from daily conversation too, and that two we can apply it into action, that is public speaking, expressing ourselves by English in front of many people, in addition we also learn more about pronunciation. (NA)
- Those are really useful for us in increasing speaking ability, by vocab delivery we know vocab we don't know before and we can use it in daily speaking. By daily conversation we know how to use the right sentences. And from public speaking we learn about confidence, how to stand and talk in front of people. It's very useful for our life, as a student I feel comfortable now by English. (SS)

9. How do these programs influence/upgrade your speaking ability?

- Actually some students feel forced to do so, to do the program. I feel more interested in English when I see my teacher more attractive and have something new day by day. But if there is no force maybe we can't speak English until now. Forcing also affected me so much where I can be more confident by talking in front of public in public speaking program, although sometimes it's not easy to stand in front of many people with English. My speaking ability increasing that I can't speak English when I was at first grade of Junior High School, but now I confidently speak English with my friends, and pronunciation is also better. (AM)
- Actually before enter this boarding school I already have a basic in English, in home I with my father often watch English movie so I

accustom to listen English language in home. And I like English song since I was at Elementary School so I like to explore English before. After being here with vocabulary addition still not really fluency, some words I wanna say but I don't know English word. After studying Grammar and practice it in daily conversation and public speaking I be more sensitive to the wrong structure of English, so I correct them little by little, until my speaking ability increase surely. (ED)

- All programs give me a positive effect, when I practice it much I feel better day by day in speaking. I got many advantages from this programs. (FM)
- Of course, but because I'm not really prefer in English so I don't really dominate in English. When I was newly to be here, I can't speak English even little bit, now at least I can introduce myself in English, especially in vocabulary. (HB)
- The programs influence me so much, start from the way how teacher practice it to me with a good pronunciation, I will copy it as good as I can. Also there is the leader of language section that lead and watch us always to speak up and correct it little by little. From these programs I got many vocabularies and confidence and I satisfied of it. Public speaking force me to have a confidence of course by preparing well, I used to cry when my turn was coming for performance because I'm afraid, I can't imagine what things I have to speak although actually I've made the text, but I realize that everything need to process and now I've got the result that I'm confident enough to give information by English in front of my juniors, I never feel nervous more. (MR)
- I feel a significant result if I imagine how hard I speak English when I was at first grade of this boarding school. (MT)
- Firstly before going to this boarding school, I know nothing about English moreover for speaking, treated by many programs like vocabulary delivery, I have a basic to go forward to let myself speak by knowing glosary. I'm so afraid to stand and talk in front of many

people, but once ustazah say to me “Do not afraid to another people, they are your friends as same as you”, so I try to be confident and now alhamdulillah at least I can speak English to other people. (NH)

- I was not able to arrange the words in English correctly, but now I feel better. For example like I used to say ‘wait me yes’ if I want to ask my friend to wait me, but now I accustomed to say ‘Just wait a minute’. Vocabulary delivery, daily conversation and public speaking program are really affected my speaking ability, we practice it unconsciously.

(NA)

- I feel the increasing in studying English now, I remember when I was at elementary school without any treatment without any practice I can’t talking like now, since studying in this boarding school, we are trained to speak English everyday and we must use the vocabularies we got to our daily speaking, and of course in Public Speaking. My English increasing too much here, senior help me by giving some new vocabularies that I don’t know, and I do so to my junior, we help each other. Vocabulary delivery help me to have a glosary that I need it when I speak, daily conversation help me how to arrange words in sentences well and public speaking really increase my self believing. (SS)

10. In your opinion, how this program should be run effectively?

- I feel lack of controlling from teacher, how students use their vocabulary into sentences, and from sentences to public speaking. Sometimes we feel confused is the grammar of what we speak in correct or not. I think students need more motivation, it can be by holding a competition more often thn before. (AM)
- The students should more aware of the advantages we get from public speaking it can increase our confident and speaking ability. The students should on the track, practice what they got from the program so the result will be real. The environment should support students

intention, teacher and friends can be best supporter to go forward.

(ED)

- The vocabulary delivery must be more attractive to engage students interested to be curious about the vocabulary everyday, moreover in the early morning that most of students still feel asleep in order to up their spirit. For public speaking I hope there are many event that challenge students to increase their speaking ability, it also can be a motivation for each students to be brave interestingly expressing themselves. For public speaking activity, maybe we can change the place to get a better atmosphere, not should be always in the classroom. Outside give us more imagination and fresh ideas, added by singing activity will be more interesting. (FM)
- Of course, firstly in delivering vocabularies that the sisters who give vocabulary can't be a role model for us in practicing the language, they just give us vocabularies an ask us to use it in our daily life but so do not they, it's not good for language development. For daily activity it's not effective if just two person practice it in front with determined text. And for public speaking, on my opinion it's not effective in the classroom, we should go outside finding for better atmosphere to make participant more fresh that will decrease nervous. (MR)
- More students awareness of speaking English, and more controlling from teachers in order they don't speak bahasa. (MT)
- Maybe we can add singing an Indonesian song sometimes. And for public speaking I think students should be given a free choices to perform what theme they want based on their capability in speaking. (NH)
- Let's get more attractive activity when vocabulary delivery maybe it will be interesting, like go around and get new vocabulary from what we see directly. Let the student use their imagination in changing the text of daily conversation based on what we need. And for public speaking the students should develop the text by themselves not

copying others, because if we make by ourselves I feel more remember and understand what will we talking about to increase students critical thinking. (SS)

- Maybe the teacher can give an attractive activity when vocabulary delivery, it can be by story around us, so students can imagine and I think it's easier for students to remember. And sometimes we can hold public speaking outside of the classroom to change the situation be more interesting, and more preparation for speaker so they can go confidently. (NA)

11. What are the challenges you face during joining these programs?

- The environment is one of them, if there is a friend who don't speak English while we are speaking English, it disturb my intension and consistency when I ask something in English but my friends reply in bahasa. The other challenge is school provide more Arabic lesson than English so I have more limited access to English. (AM)
- It's hard for pronunciation, sometimes feel lazy to speak the correct sentences, supported by my friends that they still not serious in practicing language, they use incorrect words as a translation from Indonesian form, it's not suitable to what we get from daily conversation, environment is so influence ourselves. (ED)
- The pronunciation is hard, and it's embarrassed to speak with incorrect grammar. Actually I prefer Arabic than English, I'm not really interested in English. (HB)
- Yeah I got many challenges, first of all is my intension come late. I aware lately to practice language better in order I got the result earlier, I'm too lazy before so I regret for it. (MU)
- It's hard to find supervisor because so many students should take a turn for consultation with a limited time. But that is also one of

controlling from the teacher to make sure that all students memorize and understand what had given. (MT)

- Limited time for preparing public speaking. (NH)
- lack of vocabularies especially the term in English. Next, I'm still uncomfortable the way how to pronounce the word because I feel shy when my pronunciation is weak. (NA)
- Sometimes I feel lazy and tired comes from myself to memorize what teacher had given, it's comfortable to use our own structure. It's hard to create preparation text for public speaking with limited time given and determined theme from supervisor. But I enjoy to stand in front of my friends and express myself to talk something. (SS)

12. What are the negative effects from this program and why?

- No negative effect on vocabulary delivery, but for daily conversation it's better to chose the text we need without ditentukn by teacher, because we know what we need to speak for. If we choose the text by ourselves we know the text related to the situation happen. And no negative effect for public speaking. (AM)
- The time is very limited so make me feel lazy to finish the given task, sometimes I feel like don't like English anymore because so much rule. Sometimes I don't enjoy speaking English because full of assigment. (ED)
- I think no, because I believe that all rules considered aimed for students to have a better speaking ability, not to decrease it all. (FM)
- Sometimes we memorize the vocabulary is just for avoid punishment, so we forget it easily after that. I feel like under pressure sometimes, it make us not really comfortable to study English because so much things should memorize. (HB)
- I think no negative effects. All is well. (MR)
- Nothing (MT)

- Caused by too much punishment we get if we break the rule, we are being lazy sometimes to join the program again, the last our intention is burried because of punishment untill make students sometimes pretend to be sick in order they do not need to join public speaking program. (NH)
- For some students standing in front of people expressing themselves it's like a motivation how to be better for next appearance, but for some other they feel like trauma to speak up in English in front of many people with limited vocabulary and ability they have, so they feel stressed in every turn to public speaking, in addition the audience sometimes not pay attention well to the speaker. (NA)
- Students are stressed by many thing should memorized, but if there is no force to memorize maybe many students will don't know what they get now. Students still memorize just to avoid punishment. But I feel more positive effect than the negative. (SS)

