

**Students' Perception toward English Week at Darul Hikmah Junior High
School in Padang Panjang**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



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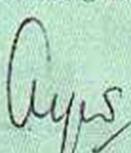
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STUDENTS' PERCEPTION TOWARD ENGLISH WEEK AT DARUL

HIKMAH IN PADANG PANJANG

Padang, September 2013

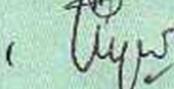
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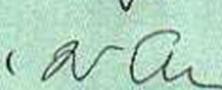
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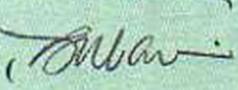
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ABSTRAK

Suryani, Yulia Dewi. 2013. "Students' Perception toward English Week at Darul Hikmah Junior High School in Padang Panjang. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap kegiatan English Week dan faktor-faktor yang menyebabkannya di SMP Darul Hikmah Padang Panjang. Ada tiga aspek yang menjadi komponen dalam persepsi itu sendiri yaitu cognitive, affective dan conative. Aspek kognitif terdiri dari pengetahuan, pandangan dan keyakinan. Aspek afektif meliputi suka dan tidak suka. Sedangkan aspek konatif menyangkut kecendrungan untuk aktif dan kecendrungan untuk tidak aktif.

Sampel dari penelitian ini adalah semua siswa SMP Darul Hikmah Padang Panjang dengan jumlah siswa sebanyak 89 orang sebagai sampel dari penelitian dengan menggunakan teknik total sampling. Instrumen yang dipakai dalam penelitian ini adalah angket dan perekam telepon selular untuk wawancara. Data dari penelitian ini berupa skor rata-rata yang diambil dari angket yang diubah kedalam bentuk persentase dan juga kedalam bentuk skala *Likert*. Data kemudian ditambah dengan informasi lebih rinci yang didapat dari wawancara.

Berdasarkan hasil penelitian, ditemukan bahwa hampir semua siswa SMP Darul Hikmah Padang Panjang mempunyai persepsi yang positif terhadap kegiatan English Week.

Kata kunci: English Week, Persepsi, Darul Hikmah

ACKNOWLEDGEMENT

By saying “*Alhamdulillahhirabbilalamin*”, the writer would like to express her praise to Allah SWT, who has given the writer chance, knowledge and strength in finishing this thesis entitled “Students’ Perception toward English Week at Darul Hikmah Junior High School in Padang Panjang”. She also sends shalawat and salam along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisors, Dra. Yenni Rozimela, M.Ed, Ph.D and Dra. Aryuliva Adnan, M.pd for their professional help, a great deal of time, guidance, and the valuable advices in the completion of this thesis from the beginning until the final revision of this research. The gratitude is also addressed to the examiners, Drs. Zainuddin Amir, M.Pd, Dr. Zul Amri, M.Ed and Dr. Ratmanida, M.Ed for their contribution in giving suggestions and advices during the writing of this thesis.

Then, the writer also says thanks to her academic advisor, Dra. Yenni Rozimela, M.Ed, Ph.D for her support and attention during the studies, Dr. Kurnia Ningsih, M.A as the chair person of English Department, Dra. An Fauzia Rozani Syafei, M.A as the secretary of English Department and all lecturers who have taught and guide her during her studies. Furthermore, the writer would like to express her deepest thanks to all students who were being the sample of this research.

Special words of appreciation, and sincere gratitude to her great valuable and beloved parents, papa Suryanto and mama Masni, then her beloved older sister Onil and Wulandari, her older brother Ega and her younger brother Aditya.

The writer also gives her regards to all of her best friends, especially Zuzu, Mercy and the Trouble Makers; Hafzhi, Elda, Adam and Jack ‘kibo’ that always give motivation, care, suggestion and support. Then, all her friends in English Department who struggled together to finish their study. Finally, the writer would also acknowledge to all people whose name cannot be mentioned one by one in this very limited page.

Padang, 16 Juli 2013

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, educational system in Indonesia uses KTSP (curriculum of unit education level). Based on KTSP, there are four skills that should be mastered in learning English. They are listening, speaking, reading and writing. By mastering listening and reading skills, students can gain some information from what they listen and read. Meanwhile, speaking and writing are kinds of output skills which mean that the students will produce some thoughts from their mind. Therefore, these skills have close connection in studying English.

There are 3 main goals in teaching learning English based on KTSP. The first one is developing the competition of communication in oral and written form to achieve the functional literal level. The second one is having awareness about the nature and importance of English to raise the nation competition in globalization. The third one is developing students' understanding about the correlation between language and culture. From the goals explained, students are required to be able using English as a language to communicate. It means the students able to produce and use English text, in spoken or written form. The standard of students' English ability at junior high school is the students are expected to be able to use the language in communication.

To achieve the goals of KTSP, students have to practice their English continuously. Some teachers tend to use fun activities in order to catch students' interests to learn English. Teachers try to invite them to learn while playing or doing fun activities. They ask students watching video, singing, playing games etc in teaching learning process. Unfortunately, students have limited time to practice and explore their English ability in the class. It is caused by the amount of students in the class; not all of them can get many chances to show their ability. Then, the time to teach and learn English in the class is limited around 2x45minutes in one meeting. They can forget what they have learned in the classroom as long they do not practice it outside. It means students have to have more practice out of the class.

When writer was in Darul Hikmah as an instructor for an event called English party, around four days, writer was communicating in English with students. The students were actively communicated in English even sometimes there were some mistakes in grammar. They were also having good pronunciation, and rich of vocabulary. By looking at the Darul Hikmah students' ability in communicating in English when writer was there, writer asked the English teacher what made them active and good to communicate in English? The teacher said they have English Week program in their school.

English Week is an activity when in a whole week a month students and all of people in that school communicate in English. If there is a student in that school does not use English during the English week he will get punishment. It is held to attract students' interest in improving their English

ability and facilitate them to communicate in English during the week. It is about seven days in a month. The participants, all of students in Darul Hikmah junior high school, communicate by using English in each activity. They use English in the classroom with their teachers. They communicate with the staff in English. They talk to friends in English. They also use English to the non English teachers, except in teaching and learning process. People in their school will also use English.

Not all of school has English Week program, so that writer was interested to interview some teachers in Darul Hikmah about English Week. From that informal interview, it seems that English Week has good advantages in exploring students' ability in communicate by using English. It facilitates students to have more chance to practice their English. It helps students to be more confident to have conversation in English. It facilitates students to explore their English ability continuously. Then, it also makes students more active to speak in English. It can help teachers to achieve the goals of teaching and learning English in curriculum that students are expected to be able to access the language in communication.

The advantages and the implementation of English Week made researcher interested in finding out the participants' perception toward English Week. Besides, writer wants to promote English Week to teachers or other schools as program that facilitates students improving their English based on the students' perception.

Before writer conducted this research, there were some interesting questions need to be answered, such as; is the ability of students in English communicate really affected by joining English Week? If yes, does their perception toward English Week also influence their English ability? It has been stated before that students who does not use English during English Week will get punishment but it does not mean all of them are actively participated in English Week activities. Student can choose keeping silent or using gesture to avoid speaking English so that they cannot be punished. This problem has relationship with this research that find out students' perception toward English week. It would refer to three components; *cognitive* (students' cognition, point of view and beliefs toward English Week), *affective* (students' likeness and dislikes toward English Party) and *conative* (students' tendency to act or not act in English Week activity). These questions motivate researcher to find out the students' perception to know their perception toward English Week in their school.

Usually students' positive perception would have correlation with their good ability in English and negative perception leads them to poor ability in English. On the other hand, when the result is vice versa it means there is a kind of mistake in English Week itself, students or the correlation between perception and students' ability.

According to Slameto in Mahdalena (2008:2) there are two factors that influence learning achievement. They are internal and external factors. Internal factors are something influenced that come from inside students

themselves. Internal factors consist of several factors like biological, psychological and physical. In biological factors include health, IQ and intelligence. In psychological, the factors include anxiety, motivation, perception and attitude. External factors are something that influence that come from outside of students, such as learning source, teaching method, learning environment and school environment. The writer wants to see the problem that comes from students themselves. It is about "students' perception toward English Week activities".

B. Focus of the Research

This research is focused on Darul Hikmah Junior High school students' perception toward English Week.

C. Formulation of the Problem

The problem of this research was formulated into the following question: "What is the perception of students at Darul Hikmah junior high school in Padang Panjang toward English Week and the factors that influence it?"

D. Research Questions

These following research questions were used to find the answer of the questions in the formulation of the problem above:

1. What is students' perception toward English Week activities in Cognitive component?
2. What is students' perception toward English Week activities in Affective component?

3. What is students' perception toward English Week activities in Conative component?
4. What are the causes that influence students' good/ bad perception toward English Week?

E. Purpose of the Research

The purpose of the research was to find out the perception of students grade VIII at Darul Hikmah junior high school in Padang Panjang toward English Week and the causes that influence their good/bad perception.

F. Significance of the Research

The research would contribute to practical contribution and theoretical one. First, practical contribution, this research would contribute to English teachers, and learners, other schools and researcher. For teachers, especially the teachers who teach English, they would get information about students' perception toward English Week and know that perception can/cannot affect ability. For learners, this research would make them aware that their perception toward a lesson or program would influence their learning achievement. For other school, they could imitate this program to be held in their school too if the result of perception is good. For researcher, this research gave valuable comprehension on the problem, solution to the problem and the reasons behind the problem. This research gave valuable knowledge and experience to the researcher. Second, theoretical contribution,

this research would provide the teachers a study about the importance of building a good perception in teaching and learning. Besides, this research provided an additional reference in searching the importance of mind perception learning strategy in teaching.

G. Definition of Key Terms

English Week : An activity when in a whole week a month students and all of people in that school communicate in English, whom not using English as long as English week will get punishment.

Perception : The way in which something is regarded, understood, or interpreted.

Darul Hikmah : An Islamic boarding junior high school in Padang Panjang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results of this study, the researcher could conclude that almost all of students at Darul Hikmah junior high school have positive perception toward English week. It can be seen from 81.71% students which had positive perception toward English week.

Moreover, the details of students' perception toward English Week were divided into four conclusions as follows: first, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Cognitive component (80.49% students had positive perception). Second, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Affective Component (82.93% students had positive perception). Then, almost all of students at Darul Hikmah junior high school have very good perception toward English Week in Conative component (82.93% students had positive perception).

The causes that influence students' good perception are: first, English week facilitate them to improve their speaking and listening skills. Second, students enjoy speaking English during English week without any pressure. Third, they are also confident and not afraid in making mistakes. Fourth, teachers are cooperative and help students to be actively participated in English week. They also motivate students in joining extra activities in English week. Fifth, the students (friends) are also cooperative and support each other. Students who

obedient with the rule of English week make other students enjoy the English week. Sixth, students enjoy the time and situation of English week extra activities such as morning news and speech.

Although almost all of students at Darul Hikmah have positive perception, few of them have bad perception. The causes that influence students' bad perception are: first, English week does not much facilitate them in improving their reading skills. Second, English week does not much facilitate them in improving their writing skills.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. Teachers in Darul Hikmah

From the result of this study, generally students' perception toward English Club activities was good. Only few students had bad perception toward several items. The items were about morning news activity and speech activity that do not facilitate them in improving reading and writing skills. Therefore, the researcher would like to give some suggestions to the teachers of Darul Hikmah school about English Week. Teachers should change some rules of speech and morning news activity or add more activity in them that will improve students' reading and writing skills more. For example, teachers ask the students to read news paper and make their own news in morning news activity. Then, students who listen to their friends' news write down a note and make their own writing

about the news. Next, for speech activity, teachers should ask students to make their own speech by reading some sources. Students should take a note and make summary from students' speech.

2. Students

Students have to be aware that their perception toward a lesson or program will influence their learning achievement. If they have critics and suggestion they must tell the teachers as input and consideration.

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