

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Implementation of English Week in Darul Hijrah**

English Week is a part of language learning system applied in Modern Islamic Boarding School. In two weeks, all students are required to talk to other students or teachers in English which is then named 'English Week'. It makes English and Arabic language as the main language in every learning activity at classroom. It is also applied in every students activity outside the classroom, just like in dormitory, canteen, mosque, etc., and so on.

Darul Hijrah has two departments which specifically manage and control the course of this language learning system, namely Central Language Council Department (CLCD) and Language Department Center (LDC). Based on writer's interview with the Head of Language Department Center (LDC), Mr. M, CLCD is a subdivision of Students Guidance and Counseling Division which controls the use of language for overall students in Darul Hijrah, while LDC is a division of Darul Hijrah Students Organization (OSDA) which controls the use of language for class one until class four students of TMI.

There are some points which explain about four kinds of task in CLCD based on the writer's interview with the Head of CLCD, Mr. S, namely:

- a. In daily task, CLCD has to control all students language use. When they find students breaking the rules by not using the language, they will have a language court and get various kinds of punishment related to the use of language based on their stadium or how many times they come to language court.
- b. In weekly task, CLCD has to control two language improvement activities such as public speech training which is held three times a week; Tuesday night for English language, Thursday night for Arabic Language, Friday noon for Indonesian language, and conversation which is held once a week on Wednesday afternoon.
- c. In monthly task, CLCD has a meeting with LDC staffs discussing about students problems in the case of language use.
- d. In annual task, CLCD makes a linguistic competition for all students such as public speech competition, debate competition, etc.

About LDC, the writer found some important notes based on the last interview with the Head of LDC, Mr. M. LDC has two ways of controlling students' daily language use, they are direct and indirect. Through direct way, some staffs of LDC go around boarding school, dormitory, classes, and another public places to control how students use their language. While through indirect way, there are some spies from students asked by LDC whose task is to find students who breaks the rule by not using the language secretly, so it helps LDC to do their task in controlling students' daily language use.

During teaching and learning process, students are still required to speak English mostly during the class, especially English lesson. Based on writer's interview with English teachers of class two and class five TMI, Mr. A and Mr. W, they still obligate their students to speak about 70% full English during the class. In class two TMI, students are more emphasized in vocabulary enrichment, while class five students of TMI are more emphasized in speaking practice. Therefore, although both classes have different learning focus, the use of English is still emphasized in the form of instructions.

During extracurricular activities, they are still obligated to use English when talking to each other as well. Also, there are some language development activities during English Week to improve students language skill, such as public speech training, English conversation, vocabulary distribution, and English Club.

- a. In public speech training, students are spread into groups with two supervisors from senior students for each group. They have to deliver a speech in front of group members for a few minutes about one specific topic without reading text using full English. In the end of meeting, students will get comments and suggestions from the supervisors.
- b. In English conversation, all students are obligated to attend. They have to be in pair and talk about one specific topic given by LDC for a few minutes. This activity is directly supervised and controlled by all LDC and CLCD staffs.

- c. In vocabulary distribution, students will get three to five new vocabularies every morning from managers of dormitory. They say and repeat the word in a good pronunciation, so the students will know how to pronounce it correctly.
- d. English Club is an option for students to join or not. In English Club, students will get some lessons like grammatical structure, English conversation with the teacher, and some exercises.

As a result of the writers's finding, Darul Hijrah Modern Islamic Boarding School has a very strict rules and environment for students to use English all the time during English Week. This way has been implemented by the Head of Darul Hijrah for years since it's established 32 years ago by some graduates of Gontor. Students are habituated by the culture of English and Arabic language so that they won't get trouble when sometimes they continue studying in foreign countries.

In this case, that kind of system is such a motivation for some students to learn more about English and directly practice it in their daily life. However, most of students still have difficulties in learning English, especially in the matter of grammatical structure. When they speak in English, they don't really sound like a native speaker, but more like an Indonesian people who translate their Indonesian sentences into English in "Word for Word" translation. For examples, they may say, "You want to go where?", "One food for me, one food for you. Don't ask again to me!", and so on. Another typical

characteristic that students make is that they get used to speak in English using some additional words like “lah, kah, nah, lho” in their daily conversation, and it makes them sound like speaking in traditional language, especially Banjar language. For example, they may say, “You know *lah* that girl?”, “Want to fight *kah*?”, and so on.

Boarding school always tries to develop and improve this language learning system. As a reflective learning, the culture itself brings up some positive and negative aspects as well. Besides, it totally encourages students to practice their skills in using English, and in the other hand, they still need to learn more about the structures of English to make the practice much better.

About implementation of English Week, the writer tried to know more about how students perceive it by giving a questionnaire to students of class two and five TMI and interviewing some of them to get deeper informations, which will be explained through tables as follow:

**a. Students’ Perception about Implementation of English Week (Class Two)**

**Table 1.1. *English Week diterapkan secara konsisten di lingkungan pondok***

No.	Category	Frequency	Percentage
1.	Strongly agree	30	60%
2.	Agree	18	36%
3.	Disagree	1	2%
4.	Strongly disagree	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from

class two TMI strongly agree and agree with the statement that English Week is implemented consistently around boarding school, only very a few respondents who disagree.

**Table 1.2. Penerapan English Week memiliki aturan jelas yang harus diikuti oleh seluruh santri**

No.	Category	Frequency	Percentage
1.	Strongly agree	23	46%
2.	Agree	27	54%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that no respondent from class two TMI disagrees or even strongly disagrees with the statement that English Week implementation has explicit regulations which must be obeyed by all students.

**Table 1.3. Saya sering mendengarkan lagu-lagu dan percakapan berbahasa Inggris selama English Week**

No.	Category	Frequency	Percentage
1.	Strongly agree	17	34%
2.	Agree	27	54%
3.	Disagree	6	12%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they often listen to English songs and daily conversation during English Week, although there are still about 12% of respondents who disagree with the statement which means that they seldom listen to English songs.

**Table 1.4. *Saya selalu berbicara menggunakan bahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	9	18%
2.	Agree	28	56%
3.	Disagree	12	24%
4.	Strongly disagree	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they always speak in English during English Week, although there are still about 13 respondents who disagree and strongly disagree with the statement which means that they sometimes speak not in English.

**Table 1.5. *Saya sering membaca buku-buku berbahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	14	28%
2.	Agree	19	38%
3.	Disagree	15	30%
4.	Strongly disagree	2	4%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they often read books in English during English Week, although there are still about 17 respondents who disagree and strongly disagree with the statement which means that they seldom read English books.

**Table 1.6. *Saya sering menulis dalam bahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	14	28%
2.	Agree	23	46%
3.	Disagree	11	22%
4.	Strongly disagree	2	4%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they often write in English during English Week, although there are still about 13 respondents who disagree and strongly disagree with the statement which means that they seldom write in English. Then, the writer interviewed one respondent who disagrees with the statement to know what his reason is, and he answered, “*Ana dasar kadada hobi baca tulis pang. Yang bahasa Indonesia ja kada tebacai, maginnya ae yang bahasa Inggris.*” (I don’t really like reading and writing as my hobbies. Not to mention that reading English book is hard, Indonesian book itself is boring.)

**Table 1.7. *Saya selalu mengikuti kegiatan kebahasaan selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	16	32%
2.	Agree	25	50%
3.	Disagree	6	12%
4.	Strongly disagree	3	6%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they



always follow linguistic activities during English Week, although there are still about 9 respondents who disagree and strongly disagree with the statement which means that they don't follow the activities sometimes.

**Table 1.8. Penerapan English Week didukung oleh seluruh elemen masyarakat pondok, baik itu santri, wali santri, para guru, dll**

No.	Category	Frequency	Percentage
1.	Strongly agree	27	54%
2.	Agree	17	34%
3.	Disagree	6	12%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that this English Week implementation is supported by all boarding school society, students, teachers, parents, etc., although there are still about 6 respondents who disagree with the statement which means that only a few people who don't support this system.

**Table 1.9. English Week sangat membantu dalam proses pembelajaran Bahasa Inggris saya**

No.	Category	Frequency	Percentage
1.	Strongly agree	35	70%
2.	Agree	13	26%
3.	Disagree	2	4%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that English

Week helps them to learn English, although there are only two respondents who disagree with the statement which means that they don't get any help to learn English by this system.

**Table 1.10.** *Saya menyukai Bahasa Inggris berkat adanya English Week*

No.	Category	Frequency	Percentage
1.	Strongly agree	26	52%
2.	Agree	22	44%
3.	Disagree	1	2%
4.	Strongly disagree	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they like learning English because of English Week, although there are only two respondents who disagree and strongly disagree with the statement which means that they don't like English as well. Then, the writer interviewed one respondent who agrees with the statement to know what his reason is, and he answered, "*Ulun lawas ae dah ketuju bahasa Inggris ni karna rancak ada di game. Jadi pas masuk pondok ni ada mendengar kelompok belajar bahasa Inggris namanya*

*'English Club', umpat ae jua kesitu.*" (I've liked English for long because of games. When I came to this boarding school, I heard a group for learning English called 'English Club', so I choose to join it.)

**Table 1.11. *Saya merasa termotivasi untuk selalu menggunakan Bahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	29	58%
2.	Agree	18	36%
3.	Disagree	3	6%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel motivated to practice their English skills during English Week, although there are only three respondents who disagree with the statement which means that they don't get any motivation as well. Then, the writer interviewed one respondent who disagrees with the statement to know what his reason is, and he answered, "*Ana merasa kada termotivasi karena dasar kadada skill yang bagus dalam bahasa Inggris ni. Jadi asa supan jua mun tesalah-salah pander bahasa Inggris ni.*" (I don't feel motivated because I basically have not enough skills in English, so when I make mistakes in speaking English, I'll be very embarrassed with myself.)

**Table 1.12. *Saya merasa gugup untuk berbahasa Inggris dengan teman saya karena takut salah***

No.	Category	Frequency	Percentage
1.	Strongly agree	15	30%
2.	Agree	21	42%
3.	Disagree	12	24%
4.	Strongly disagree	12	24%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they still feel nervous to use English because of their concern to mistakes, while another respondents disagree and strongly disagree with the statement which means that they don't feel nervous at all.

**b. Students' Perception about Implementation of English Week (Class Five)**

**Table 2.1. English Week diterapkan secara konsisten di lingkungan pondok**

No.	Category	Frequency	Percentage
1.	Strongly agree	12	40%
2.	Agree	18	60%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that all respondents from class five TMI strongly agree and agree with the statement that English Week is implemented consistently around boarding school.

**Table 2.2. Penerapan English Week memiliki aturan jelas yang harus diikuti oleh seluruh santri**

No.	Category	Frequency	Percentage
1.	Strongly agree	15	50%
2.	Agree	14	46,7%
3.	Disagree	1	3,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that English

Week implementation has explicit regulations which must be obeyed by all students, although there is only one respondent who disagrees with the statement.

**Table 2.3.** *Saya sering mendengarkan lagu-lagu dan percakapan berbahasa Inggris selama English Week*

No.	Category	Frequency	Percentage
1.	Strongly agree	15	50%
2.	Agree	13	43,3%
3.	Disagree	2	6,7%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that they often listen to English songs and daily conversation during English Week, although there are only two respondents who disagree with the statement which means that they seldom listen to English songs.

**Table 2.4.** *Saya selalu berbicara menggunakan bahasa Inggris selama English Week*

No.	Category	Frequency	Percentage
1.	Strongly agree	4	13,3%
2.	Agree	17	56,7%
3.	Disagree	8	26,7%
4.	Strongly disagree	1	3,3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they always speak in English during English Week, although there are still about 9 respondents who disagree and strongly disagree with the statement which

means that they sometimes speak not in English.

**Table 2.5. *Saya sering membaca buku-buku berbahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	1	3,3%
2.	Agree	17	56,7%
3.	Disagree	8	26,7%
4.	Strongly disagree	4	13,3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that many respondents from class five TMI strongly agree and agree with the statement that they often read books in English during English Week, although there are still about 12 respondents who disagree and strongly disagree with the statement which means that they seldom read English books. Then, the writer interviewed one respondent who disagrees with the statement to know what his reason is, and he answered, “*Ana ketuju ae membaca, hobi aja tuh. Cuman karna kada paham ni pang koler lagi membaca. Sakit kepala, mana memahami isi mana memahami artinya.*” (I like reading, it’s such a hobby. However, I get lazy to do it because I don’t understand. Then, I get headache because I have to translate first while understanding the material.)

**Table 2.6. *Saya sering menulis dalam bahasa Inggris selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	7	23,3%
2.	Agree	17	56,7%
3.	Disagree	6	20%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they often write in English during English Week, although there are still about 6 respondents who disagree and strongly disagree with the statement which means that they seldom write in English.

**Table 2.7. *Saya selalu mengikuti kegiatan kebahasaan selama English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	10	33,3%
2.	Agree	12	40%
3.	Disagree	8	26,7%
4.	Strongly	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they always follow linguistic activities during English Week, although there are still about 8 respondents who disagree with the statement which means that they don't follow the activities sometimes.

**Table 2.8. *Penerapan English Week didukung oleh seluruh elemen masyarakat pondok, baik itu santri, wali santri, para guru, dll***

No.	Category	Frequency	Percentage
1.	Strongly agree	13	43,3%
2.	Agree	13	43,3%
3.	Disagree	4	13,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from

class five TMI strongly agree and agree with the statement that this English Week implementation is supported by all boarding school society, students, teachers, parents, etc., although there are still about 4 respondents who disagree with the statement which means that only a few people who don't support this system.

**Table 2.9. *English Week sangat membantu dalam proses pembelajaran Bahasa Inggris saya***

No.	Category	Frequency	Percentage
1.	Strongly agree	17	56,7%
2.	Agree	12	40%
3.	Disagree	-	-
4.	Strongly disagree	1	3,3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that English Week helps them to learn English, although there are only one respondent who strongly disagrees with the statement which means that he doesn't get any help to learn English by this system.

**Table 2.10. *Saya menyukai Bahasa Inggris berkat adanya English Week***

No.	Category	Frequency	Percentage
1.	Strongly agree	14	46,7%
2.	Agree	11	36,7%
3.	Disagree	4	13,3%
4.	Strongly disagree	1	3,3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they like



learning English because of English Week, although there are still about five respondents who disagree and strongly disagree with the statement which means that they don't like English as well.

**Table 2.11.** *Saya merasa termotivasi untuk selalu menggunakan Bahasa Inggris selama English Week*

No.	Category	Frequency	Percentage
1.	Strongly agree	10	33,3%
2.	Agree	16	53,3
3.	Disagree	4	13,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they feel motivated to practice their English skills during English Week, although there are about four respondents who disagree with the statement which means that they don't get any motivation as well.

**Table 2.12.** *Saya merasa gugup untuk berbahasa Inggris dengan teman saya karena takut salah*

No.	Category	Frequency	Percentage
1.	Strongly agree	3	10%
2.	Agree	8	26,7%
3.	Disagree	9	30%
4.	Strongly disagree	10	33,3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that a few respondents from class five TMI strongly agree and agree with the statement that they still feel nervous to use English because of their concern to mistakes, while most of another respondents disagree and strongly disagree with the statement

which means that they don't feel nervous at all.

Those are the data which the writer had found about students perception toward implementation of English Week. The results are not clear enough to describe students perception in general, so the writer interviewed some students to find out more explanations which lead to their own perception about implementation of English Week. One of class five TMI students named Mr. D states that English Week is a good system to get students used to use foreign language and to improve their English skills because English itself is very important to learn. On the other hand, one of class two TMI students named Mr. A.I states that he doesn't feel motivated by English Week to use and improve his English. He feels not confident to use his English because of lack in skills such speaking, listening, vocabularies, grammar, etc.

## 2. Implication of English Week Implementation to Students in Darul Hijrah

About implication of English Week implementation, the writer tried to describe it by analyzing students perception through a questionnaire for students of class two and five TMI which will be explained through tables as follow:

### a. Students' Perception about Implication of English Week Implementation (Class Two)

**Table 3.1. *Saya menyadari pentingnya mempelajari bahasa Inggris agar bisa sukses berkomunikasi dengan dunia***

No.	Category	Frequency	Percentage
1.	Strongly agree	37	74%

2.	Agree	13	26%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that all respondents from class two TMI strongly agree and agree with the statement that they realize the importance of learning English to communicate successfully to the world, no one disagrees or even strongly disagrees. Then, the writer interviewed one respondent who agrees with the statement to know what his reason is, and he answered, *“Bahasa Inggris ni internasional pang. Jadi kada ngalih mun kena handak belajar atau bejalanan ke luar negeri.”* (English is an international language, so I won’t get trouble when later I want to study or travel to foreign countries.)

**Table 3.2.** *Saya merasa lebih terbuka dan mampu menghargai perbedaan budaya, bahasa, dan perspektif dunia*

No.	Category	Frequency	Percentage
1.	Strongly agree	26	52%
2.	Agree	23	46%
3.	Disagree	1	2%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel more open and can respect the diversities of cultures, languages, and world’s perspectives, although there is only one respondent who disagrees with the statement which means that he doesn’t feel such thing.

**Table 3.3. *Saya merasa lebih mudah mempelajari bahasa Inggris di usia muda sekarang ini***

No.	Category	Frequency	Percentage
1.	Strongly agree	36	72%
2.	Agree	12	24%
3.	Disagree	2	4%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel easier to learn English in this early age, although there are only two respondents who disagree with the statement which means that they still feel some difficulties to learn it.

**Table 3.4. *Saya merasa lebih percaya diri untuk menunjukkan kemampuan berbahasa Inggris saya kepada orang lain***

No.	Category	Frequency	Percentage
1.	Strongly agree	27	54%
2.	Agree	19	38%
3.	Disagree	4	8%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel more confident to show their English skills to others, although there are still about 4 respondents who disagree with the statement which means that they don't really feel confident to do it.

**Table 3.5. *Saya merasa lebih mudah untuk mempelajari dan memahami pelajaran berbahasa Inggris***

No.	Category	Frequency	Percentage
1.	Strongly agree	27	54%
2.	Agree	18	36%
3.	Disagree	5	10%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they feel easier to learn and understand English lessons, although there are still about 5 respondents who disagree with the statement which means that they still feel some difficulties to learn it.

**Table 3.6. *Saya merasa lebih tertantang untuk bisa berbahasa Inggris dalam aktivitas sehari-hari saya***

No.	Category	Frequency	Percentage
1.	Strongly agree	23	46%
2.	Agree	24	48%
3.	Disagree	2	4%
4.	Strongly disagree	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel more challenged to be able of using English in their daily activities, although there are still about 3 respondents who disagree and strongly disagree with the statement which means that they don't get any challenge by this system.

**Table 3.7. *Orang tua saya sangat mendukung penerapan sistem pembelajaran bahasa seperti ini***

No.	Category	Frequency	Percentage
1.	Strongly agree	33	66%
2.	Agree	15	30%
3.	Disagree	1	2%
4.	Strongly disagree	1	2%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that their parents very support the implementation of such learning system, although there are only two respondents who disagree and strongly disagree with the statement which means that their parents don't really support this system.

**Table 3.8. *Proses pembelajaran bahasa saya semakin meningkat dengan adanya strategi ini***

No.	Category	Frequency	Percentage
1.	Strongly agree	30	60%
2.	Agree	20	40%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that all respondents from class two TMI strongly agree and agree with the statement that their language learning process improves by this strategy, no one disagrees or even strongly disagrees with the statement.

**Table 3.9. Proses pengajaran bahasa oleh guru terhadap saya menjadi semakin efisien dengan adanya strategi ini**

No.	Category	Frequency	Percentage
1.	Strongly agree	27	54%
2.	Agree	19	38%
3.	Disagree	4	8%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that language teaching by the teacher to them becomes more efficient through this strategy, although there are still about four respondents who disagree with the statement which means that they think the language teaching is not really efficient by this strategy.

**Table 3.10. Saya merasa lebih mudah untuk berbahasa Inggris menggunakan struktur kebahasaan yang benar**

No.	Category	Frequency	Percentage
1.	Strongly agree	32	64%
2.	Agree	16	32%
3.	Disagree	2	4%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel easier to speak English using language structure correctly, although there are only two respondents who disagree and strongly disagree with the statement which means that they still have difficulties in language structure.

**Table 3.11.** *Penggunaan struktur kebahasaan saya meningkat melalui strategi ini*

No.	Category	Frequency	Percentage
1.	Strongly agree	26	52%
2.	Agree	20	40%
3.	Disagree	4	8%
4.	Strongly disagree	-	-
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that their language structure improves through this strategy, although there are only four respondents who disagree with the statement which means that their language structure doesn't improve as well.

**Table 3.12.** *Saya merasa malu ketika berbicara menggunakan bahasa Inggris dengan struktur kebahasaan yang salah*

No.	Category	Frequency	Percentage
1.	Strongly agree	19	38%
2.	Agree	16	32%
3.	Disagree	9	18%
4.	Strongly disagree	6	12%
<b>Total</b>		<b>50</b>	<b>100%</b>

The data presented above shows that most of respondents from class two TMI strongly agree and agree with the statement that they still feel shy to speak in English with incorrect grammatical structure, while another respondents disagree and strongly disagree with the statement which means that they don't feel shy at all.



**b. Students' Perception about Implication of English Week Implementation (Class Five)**

**Table 4.1.** *Saya menyadari pentingnya mempelajari bahasa Inggris agar bisa sukses berkomunikasi dengan dunia*

No.	Category	Frequency	Percentage
1.	Strongly agree	23	76,7%
2.	Agree	7	23,3%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that all respondents from class five TMI strongly agree and agree with the statement that they realize the importance of learning English to communicate successfully to the world, no one disagrees or even strongly disagrees.

**Table 4.2.** *Saya merasa lebih terbuka dan mampu menghargai perbedaan budaya, bahasa, dan perspektif dunia*

No.	Category	Frequency	Percentage
1.	Strongly agree	21	70%
2.	Agree	9	30%
3.	Disagree	-	-
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that all respondents from class five TMI strongly agree and agree with the statement that they feel more open and can respect the diversities of cultures, languages, and world's perspectives, no one disagrees or even strongly disagrees.

**Table 4.3.** *Saya merasa lebih mudah mempelajari bahasa Inggris di usia muda sekarang ini*

No.	Category	Frequency	Percentage
1.	Strongly agree	20	66,7%
2.	Agree	9	30%
3.	Disagree	1	3,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that they feel easier to learn English in this early age, although there is only one respondents who disagree with the statement which means that he still feels some difficulties to learn it.

**Table 4.4.** *Saya merasa lebih percaya diri untuk menunjukkan kemampuan berbahasa Inggris saya kepada orang lain*

No.	Category	Frequency	Percentage
1.	Strongly agree	10	33,3%
2.	Agree	18	60%
3.	Disagree	2	6,7%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that they feel more confident to show their English skills to others, although there are still about 2 respondents who disagree with the statement which means that they don't really feel confident to do it.

**Table 4.5.** *Saya merasa lebih mudah untuk mempelajari dan memahami pelajaran berbahasa Inggris*

No.	Category	Frequency	Percentage
1.	Strongly agree	13	43,3%
2.	Agree	15	50%
3.	Disagree	2	6,7%
4.	Strongly	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that they feel easier to learn and understand English lessons, although there are only two respondents who disagree with the statement which means that they still feel some difficulties to learn it.

**Table 4.6.** *Saya merasa lebih tertantang untuk bisa berbahasa Inggris dalam aktivitas sehari-hari saya*

No.	Category	Frequency	Percentage
1.	Strongly agree	10	33,3%
2.	Agree	15	50%
3.	Disagree	5	16,7%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they feel more challenged to be able of using English in their daily activities, although there are still about 5 respondents who disagree and strongly disagree with the statement which means that they don't get any challenge by this system. Then, the writer interviewed one respondent who disagrees with the statement to know what his reason is, and he answered, "*Ilat ni masih*

*ngalih disesuaikan. Jadi ngalih jua mun harus bepander bahasa Inggris tarus seharian'' (It's still hard for my tounge to adapt, so it's also hard for me to speak English all the day.)*

**Table 4.7. *Orang tua saya sangat mendukung penerapan sistem pembelajaran bahasa seperti ini***

No.	Category	Frequency	Percentage
1.	Strongly agree	20	66,7%
2.	Agree	8	26,7%
3.	Disagree	2	6,7%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class five TMI strongly agree and agree with the statement that their parents very support the implementation of such learning system, although there are only two respondents who disagree and strongly disagree with the statement which means that their parents don't really support this system.

**Table 4.8. *Proses pembelajaran bahasa saya semakin meningkat dengan adanya strategi ini***

No.	Category	Frequency	Percentage
1.	Strongly agree	7	23,3%
2.	Agree	19	63,3%
3.	Disagree	4	13,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that their language learning process improves by this strategy, although there are still about

four respondents who disagree with the statement which means that they still have problems in language learning.

**Table 4.9.** *Proses pengajaran bahasa oleh guru terhadap saya menjadi semakin efisien dengan adanya strategi ini*

No.	Category	Frequency	Percentage
1.	Strongly agree	9	30%
2.	Agree	17	56,7%
3.	Disagree	4	13,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that language teaching by the teacher to them becomes more efficient through this strategy, although there are still about four respondents who disagree with the statement which means that they think the language teaching is not really efficient by this strategy.

**Table 4.10.** *Saya merasa lebih mudah untuk berbahasa Inggris menggunakan struktur kebahasaan yang benar*

No.	Category	Frequency	Percentage
1.	Strongly agree	10	33,3%
2.	Agree	19	63,3%
3.	Disagree	1	3,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that almost all respondents from class two TMI strongly agree and agree with the statement that they feel easier to speak English using language structure correctly, although there is only one respondent who disagrees with the statement which means

that he still has difficulties in language structure.

**Table 4.11.** *Penggunaan struktur kebahasaan saya meningkat melalui strategi ini*

No.	Category	Frequency	Percentage
1.	Strongly agree	9	30%
2.	Agree	17	56,7%
3.	Disagree	4	13,3%
4.	Strongly disagree	-	-
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that their language structure improves through this strategy, although there are only four respondents who disagree with the statement which means that their language structure doesn't improve as well.

**Table 4.12.** *Saya merasa malu ketika berbicara menggunakan bahasa Inggris dengan struktur kebahasaan yang salah*

No.	Category	Frequency	Percentage
1.	Strongly agree	9	30%
2.	Agree	9	30%
3.	Disagree	7	23,3%
4.	Strongly disagree	5	16,7%
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presented above shows that most of respondents from class five TMI strongly agree and agree with the statement that they still feel shy to speak in English with incorrect grammatical structure, while another respondents disagree and strongly disagree with the statement which means that they don't feel shy at all. Then, the writer interviewed one respondent who disagrees with the statement to know what his reason

is, and he answered, "*Kada papa ae mun tesalah pander Grammar-nya. Yang penting pakai bahasa tarus, kena ada ja yang membujuri.*" (It doesn't matter to speak ungrammatically. The most important thing is we always practice English because the mistakes will be corrected as well.)

Those are the data which the writer had found about students perception toward the implication of English Week implementation. The answers are not clear enough to describe about their perception in general, so the writer interviewed some students to find out more explanations which lead to their own perception about implication of English Week implementation. One of class five TMI students named Mr. M.A states that through English Week implementation which uses Immersion strategy, he realizes about the importance of learning English to communicate to the world successfully. He says that we can gain more references about every knowledge in the world by English. On the other hand, one of class two TMI students named Mr. S still gets stuck in the matter of grammatical structure. Although he doesn't feel any shy with that matter, he still finds some difficulties to improve his skills in English, especially in grammatical structure.

## B. Discussion

Based on the data presented above, which is gained through observation, interview, document, and questionnaire, most of them generally explain about the culture of English language learning and development in Darul Hijrah Modern

Islamic Boarding School through the implementation of English Week. According to the explanation above, boarding school's method in developing learners' proficiency level in English is by emphasizing more in speaking practice. Therefore, we can see in the Table 1.4 and 2.4 that most of respondents from class two and five TMI students always speak in English during English Week, although there are still a few respondents who state that they don't speak English during English Week all the time.

Students are habituated by the culture of English with a very strict rules and environment which push them always to practice their English. As a matter of fact, the writer found that even when having extracurricular activities such as scouting, playing football, basketball, badminton, pencak silat, and so on, all students are still required to be in 'English zone'. Based on the study conducted by Rurin Oktaviany S, Luwandi Suhartono, and Iwan Supardi (2014) about "English Zone for Motivating Students to Speak", it brings out a result which states that English zone can motivate students to have a good effort in speaking activity. Therefore, this view is in line with the statement spoken by Gusdi Sastra (2011) which states that motivation is one of several factors that can affect a person in language acquisition beside age and environmental factors.

If this kind of language learning system has some positive impacts, so it has some negative impacts as well based on the writer's finding during the observation. As what has been explained above, students still have difficulties in learning English, especially in the matter of grammatical structure. Their understanding



about language structures is not balanced with the environment which requires them to practice the language itself all the time. As the result, most of them get used to speak ungrammatically, and it makes them harder to improve their English skills as well. Faezeh Ahmadi and Sajad Shafiee (2015: 245-261) conducted a research entitled “L2 Teachers’ and Learners’ Beliefs about Grammar”. Results of the research shows a view that could make educators feel important about the structures and forms of the sentences rather than other aspects of a language as having a communicative role. Also, if students does not know grammar well, they would not be able to speak and communicate appropriately. Therefore, it becomes more essential to learn grammar if the students want to improve their communication ability, self-confidence, and language development.

In the case of language learning system applied in Darul Hijrah Boarding School by implementing English Week for classroom activities and extracurricular activities, it’s such a strategy for the students to learn the language, especially English. In the classroom of class two students of TMI, the teacher teaches and explains more about vocabulary because young students still focus on vocabulary enrichment to make them easier in learning English as well. This finding is in line with the study carried out by Mofareh Alqahtani (2015: 22) who states that some researchers like Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that vocabulary acquisition plays an important role in the formation of complete spoken and written texts which is essential for successful second language learning. In the classroom

of class five students of TMI, the teacher teaches more about speaking practice to students because they're already considered as having many vocabularies and also good understanding about grammatical structure.

In the case of language learning strategies, Darul Hijrah Boarding School has CLCD and LDC which manage and control language development progress of all students, especially during English week, so they have some language development activities such as public speech training, vocabulary distribution, weekly English conversation, and English Club. All these activities are in line with some language learning strategies suggested by researchers; such as *Immersion Strategy* by Deanna Daniels and Hannah Amrhein (2007: 15) and Julie Sweitzer (2001: 1); *Distributed Practice Strategy* by Reza Ahmadvand, Samaneh Miar Abase Kiani, and Masoomeh Shojae (2016: 49), Shea et al. (2000), and Sea Brook et al. (2005); and *Implicit Learning Strategy* by Carol Augart Seger (1994: 164), A. Vinter, S. Pacton, A. Witt and P. Perruchet (2010: 112).

Talking about students perception toward implementation of English Week, every respondent has different way of perceiving this system, especially between respondents of class two and class five TMI students. Both classes have different way in perceiving English Week implementation because of many reasons, and one of them may be based on how many experiences they learn from. As what Chris Horn (2006: 4-5) said that the quality of perception can be improved by recognizing between the present situation and past experiences, and then using information learned from the past experiences to inform the present.

Most of respondents from class two TMI students still feel nervous to use English because of their concern to mistakes (see Table 1.12.), and it's proven by the statement in Table 3.12. that they still feel shy to speak in English with incorrect grammatical structure, so it makes them more difficult to practice their English skills in daily activities. In contrary, most of respondents from class five TMI students don't feel any nervous to speak in English to each other (see table 2.12.), although they still have problems about grammatical structure (see table 4.12.). When the writer interviewed some students, one of class five TMI students said that the most important thing is we speak in English. The matter of grammatical structure can be solved as time runs and we keep learning about it. However, both respondents from class two and five TMI students have the same perception about implementation of English Week if we look at their answers to the ninth, tenth, and eleventh statement of the questionnaire. Those statements describe about their attitude toward English Week implementation, and almost all of them agree and strongly agree that English Week helps them to learn English, makes them like English more, and makes them motivated to practice their English skills.

About impacts or implications of English Week implementation that students feel are not so different. Based on the questionnaire, almost all respondents from class two and five TMI students agree and strongly agree with some statements that indicate many good implications for them, they are: (a) students realize the importance of English to the world, (b) students feel more open and can appreciate

the diversities of cultures, languages, and world perspectives, (c) students feel easier to learn English in this early age, (d) students feel more confident to show their English skills to others, (e) students feel easier to learn and understand English lessons, (f) students feel more challenged to be able of using English in their daily activities, (g) students' language learning process improves, (h) language teaching by the teacher to students becomes more efficient, (i) students feel easier to speak English using language structure correctly, and (j) students' language structure improves. However, there is one more problem that they have to overcome about English Week implementation. Most of respondents from both class two and five TMI students agree and strongly agree with the statement that they still feel shy to speak in English with incorrect grammatical structure (see Table 3.12. and 4.12.). Therefore, they have to make balanced between their proficiency level of speaking ability and understanding of language structure to have better communication with people around.