



A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera

Sirajul Munir^{1*}, Zulhermindra², Hendra Eka Putra³, Fajriati⁴

sirajulmunir@iainbatusangkar.ac.id^{1*}, zulhermindra@iainbatusangkar.ac.id²,

hendraeka.p@iainbatusangkar.ac.id³, fajriatifj@gmail.com⁴

^{1,2,3,4}Program Studi Tadris Bahasa Inggris

^{1,2,3,4}Universitas Islam Negeri Mahmud Yunus Batusangkar

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Abstract : This present research is motivated by the English day program applied at SMAN 1 West Sumatera. This research aims to find out how students perceive the English day program at SMAN 1 West Sumatera. This research used a qualitative method. The research informants were students of the tenth grade of SMAN 1 West Sumatera who took part in English day in the 2021/2022 academic year who were selected by purposive sampling technique. In this research, the researchers acts as the key instrument. Data collection techniques was interviews. Data collection tools were obtained from interview guides, recorders, and field notes. To test the validity of the data, the researchers conducted time triangulation. Data analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing and verification. The results of the data analysis show several students' perception on English day program at SMAN 1 West Sumatera. The perceptions include: (1) enriching students' vocabulary; (2) improving students' grammar mastery; (3) enhancing students' speaking skills; (4) improving students' pronunciation; and (5) increasing students' understanding of English. The negative perception, however, is English day program burdens the students with the punishment. These findings recommend English day program remain to conduct at SMAN 1 West Sumatera.

Keywords : Students' perception, Exposure, English day

INTRODUCTION

It is not exaggeration to state that communication is a pivotal skill in this industrial era. Communication is important in our lives because as humans, we will never be able to live without it. Communication needs more than just transferring information (Sumaiya et al., 2022). The significance of this communication also has an impact on the proper functioning of human life as social beings, as this communication aims to convey the message that we want to convey to others. A good reception of a message conveyed by someone to the recipient of the message is defined as good communication.

The ability to communicate using English is one of the provisions for the next generation of the nation in the future because English is an international language. Speaking English fluently is crucial in the current era of globalization because of how interconnected and integrated individuals from all over the world have become. Speaking English is also a serious concern, especially for professional who needs to maintain career success (Sudarmo, 2021). English has been chosen as primary language for international communication since it is necessary for individuals to succeed in the integration process. Therefore, high school students must also have adequate English skills. Recent Facts show that English is very important in various aspects of life in Indonesia, such as lectures, and the world of work frequently requires English as a basic skill that someone must possess.

Various kinds of efforts are made by teachers as educators as well as students as stakeholders for the urgency of English in life. For that reason, one of the efforts made by schools and the government is providing activities such as curricular events where English is one of the subjects that must be learned by high school students. According to observations of the ten grade students at SMAN 1 West Sumatera, the school has designated an English day for its students. The activity is handled by “Mahkamah Bahasa” (language court) which is directed by English teachers at the school in coordination with student council to make students accustomed to speaking in English. However, there are still many students who do not use this program properly as a means of improving the students' English language skills in the field. The students, for example, break the rule. This could be influenced by a variety of factors, including students' motivation, attitude and perception.

By knowing students' perception on the English Day program at SMAN 1 West Sumatera schools, principal and English teachers easily understand their students on this excellent program. Therefore, this research is intended to qualitatively explore students' perception on English day program.

RESEARCH METHODS

This research used a qualitative method in conducting this research. In this research, the researchers used the descriptive design. Qualitative research is the study to comprehend the phenomenon of what research subjects experience, such as behavior, perception, motivation, action and so on, holistically and by way of description in the form of words and language in a unique natural setting, utilizing a variety of natural approaches (Moleong, 2017). Qualitative research is a method for investigating and comprehending the significance

that individuals or groups ascribe to a social human problem (Creswell, 2012). Concerning the theory, the researchers focused on students' views on English day program to improve vocabulary mastery of tenth grade students SMAN 1 West Sumatera in 2021/2022 academic year.

The researchers collected the data by interviewing the tenth-grade students, then the researchers transcribed and interpreted the data into a computer file for analysis. The data collected through interview with several informants. Then, the interview was done individually. Interview guide was used in unstructured questions. The researchers also used Indonesia Language to make a rapport to the informants and to make communication run smoothly and effectively. To collect data the researchers made an interview guide, After the data was collected the researchers made a transcription. To make it easier for the researchers to conclude the transcription analysis, they used a coding system, for example, R code for researcher, I-1 was informant 1, I-2 was informant 2, and so on. Data analysis was carried out in three stages: data reduction, data presentation, and conclusion drawing and verification.

RESULTS AND DISCUSSIONS

The following are the results of students' perception on English day program. They are as follows: 1) Enriching students' vocabulary, 2) Improving students' grammar mastery, 3) Enhancing students' speaking skills, 4) Improving students' pronunciation, 5) Increasing students' understanding of English, 6) English day program burdens the students with the punishment.

Enriching students' vocabulary. Students perceived that English day program could enrich their vocabulary. Some students stated that it was very helpful to reproduce, update, and expand their English vocabulary. Another student explained that English day program could increase his vocabulary. Others stated that the activity could add hundreds of word vocabulary in a week.

Improving students' grammar mastery. The students, in their reflection, explained that English day program could improve their grammar mastery. Some students mentioned that it made their grammar much better. Another student explained it has a big impact on their grammar mastery. Surprisingly, others stated it made them good at comprehending grammar.

Enhancing students' speaking skills. The activities on English day such as to make a poem and to read a poem can train them to speak in English. Students were required to use English fully starting from Monday to Wednesday. The students thought that English day

program helped them to enhance their speaking skills. Some students stated that English day program was very helpful to practice their speaking and to talk English more freely every day. Others explained that it was useful to make them using English fluently and accurately.

Improving students' pronunciation. The students, in their reflection, expressed that English day affect their pronunciation well. Another student explained that English day program was very helpful to train and enhance their pronunciation. Others stated that since students practice English every day, their pronunciation gradually like a native.

Increasing students' understanding of English. The English day activities run well by following the regulation of this program. Students stated that it facilitates their understanding on English. Others mentioned that English day program made them understand English much better. It is not only in the aspect of speaking, but in the area of also listening, reading, and writing.

English day program burdens the students with the punishment. Surprisingly, informants had a negative perception on English day program in which it burdens them with the punishment. The students, in their reflection explained that it was a fact that punishment is a negative reinforcement for them. Moreover, punishment is something undesirable decrease motivation.

The results indicate that generally students have a positive perception on English day program. The first finding show that English day program could improve students' vocabulary. The previous research conducted by Anggraeni on Improving Students' Vocabulary Mastery through Vocabulary self-collection strategy (VSS) at Dormitory of State Institute for Islamic Studies (IAIN Parepare) found a positive result of vocabulary self-collection strategy improving students' vocabulary mastery significantly better after getting the treatment. In parallel with this, the results of this study also strengthen the previous researches. (Umam, 2010) states that the vocabulary that students choose to express their thought is an important element of the writing process because only through the words that they choose and the ways they arrange it, the reader will understand and know their writing means. Those were good to help the students to enrich their vocabulary in English (Sukarlov, 2018).

The second result clearly explains that English day program helped students to improve their grammar mastery. This finding is to support Cameron's idea in (Suri, 2012). She states that one of the things that indicate they have mastered vocabulary is grammar. Mastery of vocabulary indicated by how well the students made a sentence with the correct

grammar. The study conducted by Nur Fatonah found improving the learning process in English such as the students in English learning is improved. The students felt easy and enjoy in understanding the material that was given, and the students could achieve the target. Furthermore, the finding of the current study showed that students' grammar mastery can increase by following the English day program. In line with the previous study conducted by Arinas, English day is a place of students to train their speaking, students will be more understand about grammar use in daily life because they will also get a grammar correction or feedback from the person they are talking to or students who are experts in speaking (Sabila, 2019).

The next finding is that English day program could enhance students' speaking skills. The activities on English day such as to make a poem and to read a poem can train them to speak English fluently. English day activities required students to use English fully starting from Monday to Wednesday. The finding shows that English day could improve students' speaking skills. While, English day program is identical speaking. Students in this language program are forced to speak in order to able to practice their knowledge about language that they have (Busrah, 2014). Furthermore, the finding of this research supports the previous study conducted by (Aida, 2015). She confirmed that there was a significant speaking improvement when students use English in their daily activities. Moreover, the research conducted by Muzayyanah (2020) on the Implementation of English day program scientifically could improve the students' speaking performance.

The fifth finding show that English day program is helpful to improve students' pronunciation. This finding is in line with (Ananda, 2020) research. He states that good pronunciation is know how to produce English sounds correctly and how to pronounce each words correctly. Furthermore, reading English poetry is believed to have direct influence on the pronunciation skills (Merry, 2017). Furthermore, Merry adds that the activities in reading poetry gave positive impacts to the process of teaching and learning on students' pronunciation. The students could emphasize how to pronounce words correctly. Most of the students are engaged well in teaching and learning process and they were also enthusiastic in reading poetry.

The next finding reveals that students understand English well. This finding confirmed the similar study of (Wardani, 2015). He clearly states that by having a lot of vocabularies, we can improve English. Furthermore, Burton in (Wardani, 2015) also explained that vocabulary is very essential for success to comprehend the language well, speak better, or composed a

good writing. In line with this, English day has been implemented in the school for four years in order to improve students' English skills, in English day students performed a performance by using English such as drama, poetry, singing, and speech, it was held every Saturday and students were guided by some English teachers. His research empirically found that the implementation on English day at this school can improve students' English skills (Basri, 2014).

Last, but not least. punishment that students got are looking for vocabularies translation so that hindering other activities because of doing the punishment when violating English Day. The result, however, also shows a negative perception on English day program, namely it burdens the students with the punishment such as making a lot of vocabulary and its translation. The findings is to strengthen the idea of Hoskin (2022). He postulates that mistaken punishment of people arises more frequently in discussion. This might be a critic in the field of education.

CONCLUSION

This research concludes that activities during English day help students a lot to improve their vocabulary mastery, speaking ability, grammar mastery, and pronunciation. It can also increase students' understanding of English. Students, however, have a negative perception on English day program, that is, it burdens them with the punishment such as making a lot of vocabulary and its translation.

Based on the results of the research, the researchers would like to give some recommendations as follows. First, the English day program can be well implemented at other schools in West Sumatera. Then, the result of this research is expected to contribute positively to English teachers who teach in senior high schools.

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