TEACHERS' AND STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF PEKAN BERBAHASA FOR STUDENTS' SPEAKING SKILL AT MTS AL QODIRI JEMBER

UNDERGRADUATE THESIS

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STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAY 2026

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Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S.Pd.)
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English Education Study Program



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MOTTO

قُلْ يٰقَوْمِ اعْمَلُوْا عَلٰى مَكَانَتِكُمْ اِنِّيْ عَامِلٌۚ فَسَوْفَ تَعْلَمُوْنَۙ مَنْ تَكُوْنُ لَهٗ عَاقِبَةُ الدَّارِۗ اِنَّهٗ لَا يُفْلِحُ الظّٰلِمُوْنَ ١٣٥

Meaning:

135. Say (O Muhammad): "O my people! Work according to your way, surely, I too am working (in my way), and you will come to know for which us will be the (happy) end in the Hereafter. Certainly the Zalimun (polytheists) and wrong-doers) will not be successful."[1]

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[1] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khas, *Noble Qur'an: The English Translation of the Meanings and Commentary*, (KSA King Complex, 2007)

DEDICATION

All praises be only to Allah SWT who has given me a grace, health, and guidance becoming the reasons standing behind of this undergraduate thesis I have compiled. Sholawat and Salam are also uttered to our beloved prophet as the only human figure we follow, Prophet Muhammad SAW.

This written dedication is meant to several figures who have contributed to either the financial, emotional, or thought support of the researcher; these figures are lovely mentioned below:

1. My beloved big family who has given me a chance and belief to undergo and finish my high education strata in the university of *Pergerakan* namely UIN KHAS Jember.
2. My beloved wife, Luk Luk Ainul Iffah Faradisa, who has accompanied my long journey, both in university and reality life of mine. Thanks to all support you have given, may we be the loving partners in the world and hereafter, I love you to the moon and back honey.
3. My first beloved daughter Mayzura Arceline El Haura. I thank you for coming in the middle of my life where I'm going through the sweet and bitter journey of reaching this degree of Bachelor Education, and thank you for accompanying *"Papa"* and *"Mama"* to finish this compilement of undergraduate thesis till the late night. May you be the smart, clever, and pious daughter who could reach any kind of success in life, I love you sweetheart.

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At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

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9. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis.

The writer realizes that without the helps from those mentioned figures above, the writer could not finish this undergraduate thesis well. The writer also realizes that this undergraduate thesis is far from the word of perfect, but still hopes that this undergraduate thesis would be useful for readers and other researchers who face the similar phenomenon discussed in this research.

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ABSTRACT

Moh Kafin Maulana Syuhada', 2026: *Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember*

Keywords: Teachers' Perception, Students' Perception, Pekan Berbahasa Implementation, Speaking Skill.

As the response to deal with the students' problems in mastering English speaking skill, Pekan Berbahasa as one of environment-based language program comes with an innovation to teach speaking skill by making an ideal environment for students to learn the targeted foreign language like English. However, even with an ideal environment to learn a foreign language, there are still some considerations that the program could not deal with the problems of learning speaking skill.

Thus, the recent research aims to discover truth related with the perceptions on teachers and students on the implementation of Pekan Berbahasa limited by the following focuses: 1) the procedure of Pekan Berbahasa implementation, and 2) teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill.

In this research, the researcher employed qualitative research approach and descriptive design. Research subjects selected by the researcher were three English teachers and three students. From the research subjects, the data was collected through observation, interview, and documents review. The collected data was then further analyzed by using the interactive model of data analysis belongs to Miles, Huberman, and Saldana, with the procedures of: collecting data, condensing data, displaying data, and verifying conclusions. The researcher validated the data through data source and technique triangulation.

The results of the recent research revealed that: 1) the implementation of Pekan Berbahasa consists of three steps, covering the preparation: arranging the committee, making rules, preparing materials, and socializing program, implementation: students' actions of obeying the rules, attending English teaching and learning, and joining language activities as well as teachers' actions of teaching, monitoring, reminding, and giving English materials to the students, and evaluation step: evaluating the program implementation and language activities, and noting the students' problems and progress. 2) Teachers' and students' perception on Pekan Berbahasa implementation is divided into three kinds such as: cognitive, affective, and behavioural perception.

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CHAPTER I

INTRODUCTION

This chapter is the introduction part of the recent study. It gives the description of research background, research focus, research question, research objective, research significance, key term definition, and discussion systematic.

A. Research Background

The dominance of English in various fields covering the politic, economic, and social culture nowadays has created the special position of English in many countries where it is not actually spoken. Non-English speaking countries as like Indonesia has opened its door to let English spread and be used in many aspects.[2] This kind of phenomenon has widely spread and known by Indonesians, one of the examples is the position of English that takes a place in education field as the compulsory subject taught to the students started since the elementary till the university strata. Further, the dominance of English also takes a place as the main requirement in so many job vacancies or scholarship requirements that must be early filled. Thus, the description of English previously mentioned can be assumed that English even as foreign language for Indonesia and the societies have its special position to be a language used for communication.

The special position of English in Indonesia comes from the fact that globally English importance cannot be denied and ignored since it becomes

[2] Umar Umar, "English Language Teaching in Pesantren in Indonesia: Development and Challenges," *Journal of English Language and Literature (JELL)* 7, no. 1 (2022): 55–64, https://doi.org/10.37110/jell.v7i1.143.

the most common used and spoken language everywhere. Even outside of countries with English as the native language, many people could speak and understand English. In precise calculation, including the people who use and speak it as their second language, the estimated number of 1 billion people worldwide speaks English in daily. In this way, it is also confirmed that 67 countries use English as their language officially and other 27 countries that consider and have it as their official second language. Additionally English, moreover, is stipulated as the language of science, aviation, computers, diplomacy, and tourism. As such, it is useful and also necessary for people to learn and know English.[3]

Other reasons standing behind the importance of English are first coming from the statements of David Graddol stating that English acts as the leading edge of science and technological development, economic and management innovation, new literature and entertainment genre. The previous statement is supported by the claim of Crystal revealing that people can study and receive the global required training if they can correctly speak and write in English, because nowadays English is becoming the main concern of many countries upon its usage in all walks of life, English is also considered as the important challenging vehicle of instruction used in many schools and colleges in the world. Second, the importance of English emerges from of the condition where English is the broadly used language in the area of research, internet communication, social domains, and relationships of

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[3] Niyozova Aziza Ilyosovna, "The Importance of English Language," *International Journal on Orange Technologies (IJOT)* 02, no. 01 (2020): 22–24.

persons. As the evidence, English is the language that is mostly used in the internet, it is also a main language of technological devices, as well as it becomes the mandatory language that must be also written in scientific papers with various native languages.[4]

With the importance of English as international language mentioned above, mastering English becomes the absolute must for students today, with an expectation that the language helps them to explore more about the various knowledge they are seeking for. However, in the effort of mastering a foreign language, there are some challenges and obstacles causing difficult condition for the students to achieve the expected learning goals. Related with the previous statement, the obstacles faced by students might also vary caused by the condition that every student has different various characteristics which includes the aspects of learning strategies the students tend to like and the ability of them to understand the materials which are taught in the classroom.[5]

Based on the research conducted by Khasawneh in 2021, the difficulties or obstacles faced by the students are various; it totally touches all the dimensions of English skills, started from the students' difficulties in listening that covers the poor comprehension of listening material, students' poor ability in connecting sentences by listening, and students' difficulty to distinguish different words with similar hearing. Further, in speaking skill,

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[4] Miranda Enesi, "Challenges of Teaching and Learning English Language for ESP Courses," *Journal of Educational and Social Research* 11, no. 4 (2021): 213–26, https://doi.org/https://doi.org/10.36941/jesr-2021-0090.

[5] Alpino Susanto, A Malik, and Mitrayati Mitrayati, "The Challenges of Learning English as a Foreign Language among Undergraduate Students," *Inovish Journal* 5, no. 1 (2020): 1–11, https://doi.org/https://doi.org/10.35314/inovish.v5i1.1341.

the students' difficulties or obstacles cover the students' inability to orally express their thoughts and students' poor ability to correctly form a sentence. Then, in reading skill side, the difficulties cover the students' inability to understand and summarize the English text as well as the simple difficulty such the inability to read English sentences. And at last, in writing skill side, the difficulties or obstacles the students face cover their inability to express their thoughts in writing form and their difficulty to distinguish syllables and letters.[6] In simpler format, Rizoqulovna, in the research she conducted, summarized the students' challenges, difficulties, or obstacles into several points involving the pronunciation and accents, grammar and syntax, vocabulary and idiomatic expressions, reading-writing skills, listening comprehension, as well as confidence and fluency.[7]

With previously presented obstacles, difficulties, and challenges the students face in learning English, conversely, there have been various kinds of learning strategies and methods to ruin the walls of obstacles the students face. In encountering the students' difficulties, Marliana and Marlisa revealed several strategies which are used by the students; the first strategy is the meta-cognitive in which it needs the teachers' intervention to some steps such as the planning, monitoring, and evaluating. The second strategy is the affective where the students try to lower their emotional stress and encourage

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[6] Mohamad Ahmad Saleem Khasawneh, "Teacher Perspective on Language Competences Relation to Learning Difficulties in English Learning," *Journal Educational Verkenning* 2, no. 1 (2021): 29–37, https://doi.org/https://doi.org/10.48173/jev.v2i1.12.

[7] Nosirova Dilnoza Rizoqulovna, "Learning English as a Second Language: Challenges and Strategies," *International Scientific Journal: Modern Science Research* 2, no. 3 (2023): 165–70, https://doi.org/https://doi.org/10.5281/zenodo.8356219.

themselves to continue learning English, the third is the social strategy where the learning is undergone together by the students and their peers, the fourth is memory strategy where the students utilize the previous knowledge and experiences they have previously passed, the fifth is cognitive where the students directly practice various activities by using the target language, and the last is companion strategy where it is actually used to encounter the students' limitation, it can be in the forms of body movement or interesting topic to practice the students' productive skills avoiding them to learning boredom and not to be motivated.[8]

Other strategies to encounter the students' difficulties were conveyed by Sintadewi, Artini, and Febryan conveying that several efforts that can be used to solve the problems, difficulties, or obstacles avoiding the English learning of students are (1) using innovative learning media, this strategy could be the alternative solution based on the consideration that teaching and learning process which avoids abstract understanding for the students could be effective to boost the students' understanding on the materials being taught in the classroom, (2) increasing English direct practice, this strategy is considered able to solve the students' problem in English learning due to the consideration that having a lot of practice both orally and in writing could give more understanding and confidence to interact with the target language the students learn, and (3) conducting collaboration with parents, parents at home have an essential role in motivating the students to learn, those with

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[8] Elli Marliana and Marlisa Marlisa, "English Learning Strategies Used by the Students in English Education Department in Solving Their Learning Difficulties," *Jurnal Ganec Swara* 17, no. 2 (2023): 673–78, https://doi.org/https://doi.org/10.35327/gara.v17i2.472.

good enough motivation obtained from the parents have better learning interest to the materials.[9]

The previous paragraphs have conveyed various strategies to solve students' learning problems in English, the research conducted by Marliana and Marisa revealed that direct practice done by the students could help them to master the target language better than just simply learning theory without practicing, this statement is supported by the research result belongs to Sintadewi, Aritini, and Febryan stating that increasing the portion of English practice could be the effective ways of both bettering the language mastery of the students and avoiding the problems, difficulties, and obstacles during the process of language learning. Due to the previously mentioned statements, it can be considered that providing space for the students to have direct practice on the target language is beneficial way for the students' language learning process. Therefore, the researcher of the recent study is interested in digging more information related with this case, by bringing the topic of Pekan Berbahasa as one of learning programs providing the students with the opportunities of orally practicing English as the learned target language.

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Pekan Berbahasa as one of English programs has various terms which are used in other locations, in other educational institutions Pekan Berbahasa is called with the terms of either "Language Program" or "English Day Program", however the meaning and the referred program of those terms are the same. Similarly with Pekan Berbahasa, other programs which have been

[9] Sintadewi Ni Made Dita, Ni Putu Juni Artini, and Irwan Febryan, "Analysis of English Learning Difficulty of Students in Elementary School," *International Journal of Elementary Education* 4, no. 3 (2020): 431–38, https://doi.org/https://doi.org/10.23887/ijee.v4i3.28524.

previously conducted and researched by other researchers indicate various things. For the examples, the first research was conducted by Beay in 2022 focusing on the implementation of English Day Program for students' speaking skill; the research result conveyed that this kind of program could enhance the English speaking skill of the students.[10] Secondly, similar research was conducted by Wahyu in 2020 focusing on students' perception on English Day Program towards their speaking skill; the second research resulting a statement that English Day Program or EDP could enhance students' enthusiasm as well as their motivation and expectation on English Day Program.[11] Then, the next research was conducted by Alfayyad in 2024 focusing on how the Language Program is carried out in the research setting and the influencing factors of its implementation, hence, the research result then conveyed that the Language Program had been well implemented and the program could help the students' process of mastering English.[12]

As shown in the previous paragraph, there have been many researches discussing about Pekan Berbahasa, but the program is called in different terms. However, the researcher of the recent study is interested in doing similar topic of research with different points of view; instead of just focusing the research on the implementation of similar program with Pekan Berbahasa or testing the effectiveness of the program on certain English skills, the recent

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[10] Stenly Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar" (Bosowa University, 2022).

[11] Baiq Meriatul Wahyu, "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga" (State Islamic University of Mataram, 2020).

[12] M. Rafqi Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School" (State Islamic University of Sultan Syarif Kasim Riau, 2024).

study is intended to discover the truth about Pekan Berbahasa implementation for students' English speaking skill based on the point of views or perceptions of both teacher and students. This research about perception is considered important due to the statement of Jia in Dani, stating that since behaviour is led by thought, perceptions of teachers help gaining deeper understanding on the activities happening in the classroom as well as it also provides the guidance to enhance teachers' teaching practices.[13] For the students, Kleinke in Wahyu stated that understanding their perception helps the students to know what students actually require in their learning process including the materials, method, or program conducted by the teacher at school. In the end, the perception could lead the students to achieve a better result of their English learning process.[14] The recent study is conducted in one of Islamic junior high schools located in Jember, namely MTS Al Qodiri Jember, with a consideration that the chosen research setting is a school which implements the program of Pekan Berbahasa for a long time.

Hence, with above excuses standing behind the intention of conducting this recent research, the researcher then decided to conduct the research entitled with: "Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember".

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[13] Rahma Rahmi Dani, "Teachers Perception on Using Youtube for Students' Speaking Skill at MAN 3 Pekanbaru" (State Islamic University of Sultan Syarif Kasim Riau, 2022).

[14] Wahyu, "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga."

B. Research Question

With the aim of simplifying and setting the boundary of the research discussion, the researcher decides to formulate several research questions that become the guidance for the recent research discussion, here are the questions:

1. How is the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember?
2. How is the teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember?

C. Research Objective

In regard to the formulated research questions above, so the objectives of the recent research ares:

1. To discover the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember
2. To find out the teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember.

D. Research Significance

The researcher has an expectation that the recent research could provide beneficial outputs in the form of both theoretical and practical significances for all the readers, the significance is intended for specific area or related components of Pekan Berbahasa implementation for students'

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speaking skill. Therefore, theoretically this research is expected to be able to add the knowledge of the readers on things related with the implementation of Pekan Berbahasa or other similar-concept programs, as well as adding the knowledge on how the teachers and students perceive about the implemented program. Also, this research is theoretically expected to be the source of reference and empirical evidence for the implementation of Pekan Berbahasa or other similar-concept programs.

Besides, in practical significance, the result of the research is expected to be beneficial for both English teachers as education practitioners at school and for the school stakeholders who are authorized to implement specific program at school or other educational institutions. For English teachers, this result of this research could be evaluative points for Pekan Berbahasa implementation or other similar programs, so the English teacher could once again set the goal and better the mechanism of implementing the program. In another side, for school stakeholders, the result of this research could be appropriate sample and empirical evidence for consideration to implement similar program as presented in this research, if the response and perception of both teachers and students on Pekan Berbahasa implementation for students' speaking skill are considered satisfactory and effectively contributing to the betterment of students' English speaking skill, considering to implement the similar program could be thought by the school stakeholders.

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E. Key Term Definition

Key term definition can be meant as the activity of understanding the essential terms used as the core points existing in the research title. This part is intended to avoid any misunderstanding toward the contents' interpretations which are meant by the researcher in the research, key terms of this recent research that need to be understood by the reader are as follow:

1. Perception

   Perception can be defined as an idea owned by a person as a result of what they see and understand toward something. In another word, perception can be understood as belief or opinion which often held by people based on things they have seen, noticed, understood, and experienced, the object of what they understand are various, it can be in the forms of specific object, case, phenomenon, or particular event.

2. Pekan Berbahasa

   Pekan berbahasa can be meant as one of language programs implemented by either formal or informal educational institutions in which the implemented program set the rules for the students to use certain foreign language they learn as the main language for communication and interaction. With a weekly implementation it has, this kind of program has an aim to make the students accustomed to interact and communicate with a foreign language as well as sharpening their foreign language skill.

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3. Speaking Skill

Speaking skill is one of English skills highlighting the language productivity of a language user. In this case, the speaking skill refers to the capability of the students to orally utter any communicative expression to both other students and their teachers as well. Simply, speaking skill can also be meant as the students' ability to speak English in any conversation they are in.

F. Discussion Systematic

Discussion systematic is the description related with the flow of discussion in the recent research, started from the chapter of introduction till the chapter of closing. Discussion systematic of the recent research is presented below:

Chapter I presents the research introduction consisting of research background, research focus, research question, research objective, research significance, key term definition, and discussion systematic.

Chapter II presents the related literatures of the recent research which are discussed in the forms of previous researches and theoretical framework.

Chapter III presents the methodology of the recent research; it consists of the research approach and design, research setting, research subject, data collection technique, data analysis, data validity, and research procedure.

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Chapter IV presents the results of the recent research involving the description of the research object, data presentation, and discussion.

Chapter V presents the closing of the recent research consisting of research conclusion and suggestion.

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CHAPTER II

LITERATURE REVIEW

This chapter is the literature review part of the recent research. It involves the description of previous related researches, as well as the table of similarities and differences between the recent research and the previous researches. This part is also completed with the description of the recent research's theoretical framework.

A. Previous Research

This sub-chapter has the writer intention to show similar topic and variables in some previous researches with the recent research. At first, the researcher provides simple comprehensive description of each previous study and further describes the similarities and differences between the recent research and the previous researches. With the aim of easing the readers to understand the gap between the recent and previous researcher, the researcher puts comparison table at the end of this sub-chapter. Here are several previous researches chosen by the researcher:

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1. "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga", an undergraduate thesis compiled by Baiq Maryatul Wahyu in 2020.[15]

   This first previous study had an objective to discover the students' perception on the program of English camp towards the students' speaking skill. The research took a place in SMA NW

[15] Wahyu.

Suralaga, it was conducted through the employment of survey approach with descriptive study. The required data for the research were collected through the instruments of questionnaires and documentation. Further, the collected data were then further analyzed through descriptive analysis model.

At the end, the result of the research revealed that most students of SMA NW Suralaga had good perceptions on the implementation of English Day Program; most of the students also had high enthusiasm with the presence of English Day Program. Further, with the Implementation of English Day Program, the students had high motivation of learning, as well as the expectation that facility provided in English Day Program could be more various and help the students to develop their English speaking skill. However, the teachers were regretfully less consistent to speak English during the implementation of English Day Program.

2. "The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar", an undergraduate thesis compiled by Stenly Beay in 2022.[16]

The second previous research was conducted with an intention to determine of English Day Program on students' speaking skill at the eleventh grade. The research was conducted at SMAN 18 Makassar. Qualitative research approach was employed to conduct the

[16] Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar."

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research, specifically with case study design. The data were collected through the instruments of observation, interview, and documentation.

For the research result, the researcher revealed two opposite results; the positive result showed that English Day Program can improve students' speaking skills. However, another side of the research result showed that English Day Program still had some lacks in the implementation, covering the fact that English Day Program implementation at SMAN 18 Makassar still had not been well carried out caused by the students who were not discipline where they often used Indonesian during English Day, some students were also less confident to speak English with their friends.

3. "Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al Ihsan Boarding School", an undergraduate thesis compiled by Muhammad Rafqi Alfayyad in 2024.[17]

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The next previous research was aimed to explore the Language Program implementation as well as the factors influencing its implementation. This research chose Islamic boarding schools in Pekanbaru as the research location. Qualitative research approach with case study design was used as the method of conducting the research. The required data to answer the research question were collected through interview, observation, and FGD (Focus Group Discussion).

[17] Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School."

The collected data were then analyzed by using the thematic analysis model consisting of six important steps involving: (1) being familiarized with data (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing report.

The findings of this previous research indicated that language program implementation at Al-Ihsan Islamic Boarding School had been well implemented. The researcher also mentioned several supporting factors influencing the language program implementation covering the continuously created and implemented program, facilities, teachers' roles, materials of teaching, media, and employed strategies. Besides, the inhibiting factors for the program implementation cover the students' low desire to use English as their main language for communication during the language program, program's limited time, linguistic factors, and students' anxiety.

4. "Speaking Skill in 21st – Century: Students' Perceptions and Challenges in English Language Teaching", a journal article compiled by Ni Nyoman Saka Nimas Ajeng Leonita *et al.,* in 2023.[18]

The fourth previous conducted research was intended to analyze the students' perception and challenges of speaking skills especially in 21st-century. The research was conducted at English

[18] Ni Nyoman Saka Nimas Ajeng Leonita et al., "Speaking Skill in 21st -Century: Students' Perceptions and Challenges in English Language Teaching," *Premise: Journal of English Education and Applied Linguistics* 12, no. 2 (2023): 614–28, https://doi.org/10.24127/pj.v12i2.7262.

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Language Education Study Program in University of Mahasaraswati Denpasar. In collecting the data, the researcher used open-ended questionnaires and semi-structure interviews, recording and documents were also attached as supplementary instruments. Further, the collected data were then transcribed, classified, interpreted, and concluded as the research findings.

At the end of the research, the findings of the research revealed that students were in need of English textbooks to boost and support their communicative competence. Besides, the challenges inhibiting the students' learning process to master English speaking skills cover the lack of students' vocabulary, grammar understanding, correct pronunciation, self-confidence, background knowledge, fear of mistakes, low motivation, fear of criticism, shame, and nervous. According to what students utter on the challenges in mastering English speaking skill based on the students' perception, the lecturers were expectedly able to develop a textbook that can accommodate the students' needs on learning materials.

5. "Teachers' Perception on Using YouTube for Students' Speaking Skill at MAN 3 Pekanbaru", an undergraduate thesis compiled by Rahmi Rahma Dani in 2022.[19]

The last previous study was aimed to identify English teachers' perception on the use of YouTube platform as learning

[19] Dani, "Teachers Perception on Using Youtube for Students' Speaking Skill at MAN 3 Pekanbaru."

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media for students' speaking skills. The research took a place at MAN 3 Pekanbaru. The research employed quantitative research approach especially with descriptive design. The population of the study were English teacher at MAN 3 Pekanbaru who had a long experience of teaching English. The required data was collected through questionnaire that was distributed to three English teachers. The collected data were then further analyzed by using Microsoft Excel.

After analyzing the data, the obtained findings showed that all of the English teachers at MAN 3 Pekanbaru, with a percentage of 80.66% of the total sample, had a very positive perception on the use of YouTube as learning media for students' speaking skills.

Table 2.1 Similarities and Differences between Previous Researches and the Recent Research

No.	Research Title	Similarities	Differences
1.	An undergraduate thesis compiled by Baiq Maryatul Wahyu in 2020, entitled: "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga".	1) The previous and recent researches similarly have the variable of students' speaking skill, and similar-concept program called as English day in the previous research and called as Pekan Berbahasa in recent research. .	1) The previous research aimed to discover the perception only belongs to students; however, the recent research has an aim to discover the perception belongs to both teachers and students. 2) The previous research was conducted through descriptive study with survey research, while the recent research is conducted through qualitative research approach with descriptive design. 3) The previous research was conducted in

			senior high school, while the recent research is conducted in junior high school.
2.	An undergraduate thesis compiled by Stenly Beay in 2022, entitled: "The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar".	1) The previous and recent researches have similar variable especially on the programs having similar concept, English day program in previous study and Pekan Berbahasa in the recent research. Both researches variables are also similar in the variable of students' speaking skill. 2) The previous and recent researches have similar ways of collecting the data involving the interview, observation, and documentation.	1) The previous research was conducted to only describe the implementation of English day program, while the recent research focuses on discovering the perception of both teachers and students on the implemented program. 2) The previous research employed qualitative research approach with case study design; besides, the recent research conducts the research in qualitative approach with descriptive design. 3) The previous research was conducted in senior high school, while the recent research is conducted in junior high school.
3.	An undergraduate thesis compiled by Muhammad Rafqi Alfayyad in 2024, entitled: "Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School".	1) The previous and recent researches have similar variable on the implementation of programs having similar concept, Language Program in the previous research and Pekan Berbahasa in the recent research. Both researches also similarly have the variable of	1) The previous was to explore the implementation of Language Program as well as discovering the influencing factors on the implementation, while the recent research has an objective to discover the perception of both teachers and students on similar-concept program. 2) Both previous and

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		speaking skill.	recent researches use the qualitative research approach. However, the previous study employed case study as the design, while the recent research uses the descriptive design. 3) The previous was conducted in senior high school, while the recent research is conducted in junior high school.
4.	A journal article compiled by Ni Nyoman Saka Nimas Ajeng Leonita *et al.*, in 2023, entitled: "Speaking Skill in 21st-Century: Students' Perceptions and Challenges in English Language Teaching".	1) The previous and recent researches have similar variable of speaking skill.	1) The previous research was aimed to analyze students' perception and challenges they face of speaking skill, while the recent research aims to discover both teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill. 2) With similar approach of qualitative, the previous employed the case study design, while the recent research uses the descriptive design. 3) The previous research was conducted in educational institution of University, while the recent research is conducted in junior high school.
5.	An undergraduate thesis compiled by Rahmi Rahma Dani in 2022, entitled:	1) The previous and recent researches similarly put the variable of	1) The previous research aimed to identify English language teachers' perception

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	"Teachers' Perception on Using YouTube for Students' Speaking Skill at MAN 3 Pekanbaru".	students' speaking skill.	about the YouTube use for students' speaking skill, while the recent research aims to discover the teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill. 2) The previous research employed quantitative research approach with descriptive design, while the recent research uses qualitative research approach with descriptive design. 3) The previous research was conducted in senior high school, while the recent research is conducted in junior high school.

In accordance with the explanations of several previous researches which have been presented above, some similarities and differences between the previous researches and the recent research are known. The similarities cover several aspects of the research such as the variables, kind of approach which is employed, technique of collecting the data, as well as technique of analyzing the obtained data. Besides, the differences between the previous and recent researchers are in various things covering: the objective of research, research object, research method (mostly design), research setting, data collection technique, and data analysis technique. Thus, these differences previously mentioned stand behind the uniqueness owned by the recent

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research because it differentiates between the previous researches and the recent research.

Highlighting the uniqueness of the recent research, instead of focusing the discussion only on how the implementation of the program is, how to implement the program, or what the students think about the program for students' speaking skill, the recent research strengthens its object of research on the perception of both teacher and students on the implementation of similar-concept program called as Pekan Berbahasa. Moreover, the chosen location of the recent research is junior high school; this condition is different with the previous studies which were all conducted in the higher educational strata covering the senior high school and university. The aspect of location might give different results for the research; it is due to different characteristics of the research subjects, as seen from the fact that junior high school students are certainly different with those senior high school and university students. Hence, with previously mentioned consideration, the researcher decides to conduct and discuss further the chosen topic of the recent research in accordance with the excuses that there have not been a lot researches which are conducted with the same topic, focus, object, and objectives.

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B. Theoretical Framework

Theoretical framework can be understood as an image or plan containing of description from various sources which are chosen to be the research materials based on the result of researches which were previously

conducted. Theoretical framework in a research is functioned as conceptual road mapping providing the basis, direction, and structure of a research, as well as assisting to describe the connection among variables, guiding research method, and ensuring that the research stays focus and systematic to result valid and meaningful conclusion. The theoretical framework of the recent is as follow:

1. Perception

   a. Perception Description

      In Safitri, Slameto defined perception as the process concerning the entry of messages and information through human's five senses, including the sight, hear, smell, taste, and touch sense.[20] Barry strengthened that the ability of human to see, feel, and understand didn't only give physical contribution, but that ability contributed to psychological senses of human. Human transfers what see through their eyes to feeling, this process will result an understanding in the end.[21] Further, Demuth in 2013 highlighted that sensing ability and perception of human are the source of them in perceiving experiences from the information existing around them.[22]

      The definition about perception above is then added by Safitri conveying that perception could be described as an object interpretation, event or information grounded by the person's life

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[20] Muetia Safitri, "Students' Perception of the Use of Social Media for Learning English" (State Islamic University of Syarif Hidayatullah Jakarta, 2021).

[21] Ann Marie Barry, "Perception and Visual Communication Theory," *Journal of Visual Literacy* 22, no. 1 (2016): 91–106, https://doi.org/10.1080/23796529.2002.11674583.

[22] Andrej Démuth, *Perception Theories* (Trnava: Centre of Cognitive Studies, 2013).

experience manifesting the interpretation itself. In other words, it can be meant that perception is what human obtains through their activity of summarizing information from the interpreted information the person gets, so the person could give either positive or negative responses to the information.[23] Thus, perception can be meant as what people have interpreted about the information they obtain through the five senses they have based on the experiences they have passed.

In this way, the recent research is intended to explore and discover perceptions of both teachers and students of the implementation Pekan Berbahasa program for the students' speaking skill in the chosen setting. This research of perception is chosen to be conducted due to consideration that knowing the teachers' and students' perception on the implemented program could give additional understanding on how the program implementation is, including the students' impression and feeling toward the program that could add the knowledge about their preferences in terms of materials, learning style, problems avoidance, interest, and other things influencing their learning process.

b. Perception Categories

With the aim of further understanding the perception, the researcher has selected several categories of perception proposed by experts which are aligned with the focus of the recent research. The

[23] Safitri, "Students' Perception of the Use of Social Media for Learning English."

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first category is the cognitive perception; Walgito generally defined the cognitive perception as individuals' beliefs, thought, comprehension, arguments, and knowledge about the object they see and interpret.[24] However, because there are two different statuses of subjects highlighted in the recent research cover the teacher and student, the researcher also added more specific theory on the cognitive perception of both teacher and student. Specifically, the development of teacher's cognitive theory was discovered by Simon Borg called as Teacher Cognition Theory which refers to the though, understanding, belief, and knowledge of the teachers about educational programs.[25] Besides, the theory of students' cognitive perception was discovered by Jean Piaget conveying that students' cognitive perception on a language program majorly refers to the students' understanding on the program in terms of its benefits, rules, and activities conducted inside the program, it also refers to students' belief or awareness on the output of learning activities they do during the program.[26]

Further, the second perception category is the affective perception. Affective perception is the category concerning the individuals' feelings, attitudes, emotions, motivation, interest, and

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[24] Bimo Walgito, *Pengantar Psikologi Umum*, 4th Ed. (Yogyakarta: ANDI, 2004).

[25] Simon Borg, "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do," *Cambridge University Press*, 2003, 81–109, https://doi.org/10.1017/S0261444803001903.

[26] Jean Piaget and Barbel Inhelder, *The Psychology of the Child*, 1st ed. (New York: Perseus Book Group, 2000).

confidence.[27] On the relation with the recent research, teachers' affective perception, according to the attitude theory discovered by Martin Fishbein and Icek Ajzen, referts to the either positive or negative attitude of teachers, teachers' acceptance, enthusiasm, and the willingness to implement the program.[28] In another side, Benjamin Bloom and David Krathwohl discovered the Affective Domain Theory explaining that students' affective perception referred to the students' affective perception on their enjoyment, confidence, motivation, and anxiety as the causes of students' either negative or positive feeling on the program.[29]

Then, the last category is the behavioural perception. Behavioural perception is strongly related with the individuals' tendencies, willingness, participation, and response to give an action.[30] Teachers' behavioural perception, according to Theory of Planned Behaviour belongs to Icek Ajzen, involves several dimensions cover; the attitude toward the behaviour underling teachers' supporting actions toward the program caused by their belief, subjective norms highlighting the norms the teachers as educator should uphold during the program, and behavioural intention which is strongly related with

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[27] Stephen D Krashen, *Principles and Practice in Second Language Acquisition*, 2009.

[28] Martin Fishbein and Icek Ajzen, *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research* (Addison-Wesley, 1975).

[29] Benjamin Bloom and David Krathwohl, *Taxonomy of Educational Objectives: The Classification of Education Goals, Handbook II: Affective Doman* (New York: Mckay Company Incoporated, 1964).

[30] Walgito, *Pengantar Psikologi Umum*.

the teachers' commitment to participate in the program.[31] On the other side, students' behavioural perception based on the theory of Social Cognitive found out by Albert Bandura especially on its part of self-efficacy, Bandura revealed that students' behavioural perception could be reflected from students' active participation, confidently practice their speaking, and engage to any language activity conducted during the program.[32]

Thus, the above discussion about the perception category has indirectly implied that perception is not only in the form of individuals' thoughts or opinion. The dimension of affection and behaviour, however, is also able to indicate the perception of individuals on certain object, which in the recent research is the Pekan berbahasa program.

c. Perception Process

Safitri mentioned that the process of perception occurrence didn't happen for a second, it takes a place in a complex process within an individual's mind.[33] In the research, Barry stated that the process of perception covers several basic stages including the process of sending information, using past experience which might be both real and genetically acquired, and processing information along dual

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[31] Icek Ajzen, "The Theory of Planned Behavior," *Organizational Behavior and Human Decision Processes* 50, no. 2 (1991): 179–211.

[32] Albert Bandura, "Social Foundations of Thought and Action," in *The Health Psychology Reader* (New York: SAGE Publications Ltd, 1986), https://doi.org/https://doi.org/10.4135/9781446221129.n6.

[33] Safitri, "Students' Perception of the Use of Social Media for Learning English."

pathways.[34] Further, Thoha explained that perception process is done through several stages, started from encountering action done by a person, capturing by the person's sensory tools, sent to the brain, and the stimulus is then interpreted in accordance with individual's motivation and personality. In the end, the information is perceived by the person in terms of feedback toward the stimulus the person gets.[35]

In another research, Walgito revealed that the process of perception can be simply explained as the moment where an object makes stimulus and the stimulus touches the sensory tools or receptor. In more specific detail, Walgito further explained that perception is carried out through some steps, started from the stimulus that is received by sensing tools and sent through sensory nerve to the brain, once the stimulus has reached the target, there happens a process in brain as the central of human's consciousness, so the individual could be aware on what they see, hear, or touch. Hence, it could be understood that the last stage of perception process is the moment the individual is aware on what they see, hear, and touch, as stimulus received from the sensory tools. Walgito also strengthened that an individual could obtain more stimulus from their surroundings, and the stimulus obtained from various surrounding might certainly vary.[36]

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[34] Barry, "Perception and Visual Communication Theory."
[35] Miftah Thoha, *Perilaku Organisasi: Konser Dasar Dan Aplikasinya* (Jakarta: PT Raja Grafindo Persada, 2003).
[36] Walgito, *Pengantar Psikologi Umum*.

According the explanation about perception process above, the researcher concludes that perception process doesn't happen just how the way it is, perception requires complex process such as receiving stimulus from the surrounding, sending the stimulus to the brain, and interpreting the received stimulus into some meaning or consciousness leading to the further responses the individual would behave. At the end, the perception process ends with the consciousness of individual on the stimulus, and continued with the decision the individual makes on the stimulus someone gets after being conscious.

In this recent research, the stimulus that is required by both teachers and students to give their perception has been obtained by them in the implementation of Pekan Berbahasa program in school surroundings. The teachers and students also experience and obtain the stimulus of the implemented program through the sensory tools of sight, hear, and touch because both teachers and students are directly involved in the implementation of the program as the main participants.

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d. Perception Influencing Factors

As previously mentioned in previous explanation, individual perception organizes and interprets the received stimulus, so the stimulus is meaningful for the so-called individual. With this statement, stimulus is discovered as one of influencing important

factors in perception manifestation. In more specific discussion, other influencing factors of perception are as follow:[37]

1) Perceived Object

Object creates a stimulus that touches the sensory tools or receptor. Stimulus could actually come from outside of the perceiving individual, but it could also come from within the individual which directly reaches the receiver nerve working as receptor. However, most of the stimulus derives from outside the individual.

2) Sensory Tools, Nerve, and Nerve Centre

Sensory tools or receptor is the tool to receive the stimulus. Besides, sensory nerve is also important as the tool to forward the stimulus received from receptor to the nerve centre, which is brain as the consciousness centre.

3) Attention

To be conscious or to manifest a perception, it requires an attention. Attention is the first step as the preparation in manifesting perception. Attention is the centralization or concentration of all individual's activities which are intended to an object or more objects.

Furthermore, based on another source, Iska explained that influencing factors of perception covers three different things, the first

[37] Walgito.

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one is selective attention, the second is individual's values, needs, and past experiences, and the last is characteristic of the object. In the first factor, Iska explained that as a person gets so many stimuli at the same time, the person is not going to be able to respond to all the stimuli he or she gets, the person only gives response to particular stimulus getting the attention. Second, Iska strengthened that responses given by an individual are various based on the background or past experiences the individual has. On the third step, Iska revealed that several things may have attractive points that could interest individual's attention, so that the individual will be more interested to perceive that thing.[38]

2. Pekan Berbahasa

a. Pekan Berbahasa Description

In general overview, Pekan Berbahasa program are many times mentioned in previous researches with various terms, a research conducted by Beay, Wahyu, and Batubara *et al.,* called the program with the term of English Day Program abbreviated into EDP, besides, in the research conducted by Alfayyad, Pekan Berbahasa is named as Language Program.[39] However, even with different terms, the concepts of the implemented are the same. Defined by Beay, Pekan Berbahasa is a program that is implemented at school where teachers

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[38] Zekri Neni Iska, *Psikologi Pengantar Pemahaman Diri Dan Lingkungan* (Jakarta: Kizi Brother's, 2008).

[39] Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar."

and students should use English for both instruction and communication. Beay added that this kind of program is usually implemented and used in either international or non-international schools. With the description previously shown, the researcher then summarized that the implementation of Pekan Berbahasa program is strongly related with the improvement of students' speaking skill.[40]

Furthermore, Alfayyad argued that any program which has similar concept with English day is conducted with an intention to familiarize the students with English usage within the school environment.[41] The previous statement is supported by the statement of Nurkholilah stating that program with similar implementation concept with English day can be classified as an activity that trains and familiarizes all school members especially the students to communicate or interact by using English as the main language. Nurkholilah added that the aim of this kind of program is to enhance students' communication ability exactly in speaking skill.[42]

Hence, based on the explanations of Pekan Berbahasa above, Pekan Berbahasa can be understood as a program which focuses on providing the students a space on practicing the English as a foreign language in daily communication. This kind of program is considerably able to give several benefits to some related subject

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[40] Beay.

[41] Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School."

[42] Siti Ayda Nurcholilah, "The Implementation of English Day Program on Students' Speaking Improvement" (State Islamic University of Sultan Maulana Hasanuddin Banten, 2018).

including the students, instead of just improving the students' speaking skill, Pekan Berbahasa is also able to build and grow the students' courage and confidence to communicate in English. As happening in the chosen research setting of the recent research, Pekan Berbahasa surely has similar concept with the programs called with either English Day Program or the Language Program in previous researches. During the day the program is implemented, the students, teachers and, all school communities are obligated to orally instruct, interact, and communicate in English.

b. Pekan Berbahasa Implementation Procedure

Since Pekan Berbahasa is an educational program attempting to improve students' ability in specific course such English especially speaking, the process of implementing the process should be well systematized. There are several steps of procedure which are done in to conduct language program which has similar concept with Pekan Berbahasa, explained below:

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1) Setting the plan for the program

In the first step, English teachers, school management, as well as the curriculum principal make the preparation of the program for the program in terms of determining the program' objectives, schedule, participants, and the activities of the program. Selecting the authorized person in the program is also included into a preparation. Brown stated that making a careful

planning on a program is an important first step to ensure the program could run and support the language learning goals effectively.[43]

2) Setting rules and regulation

The next step is setting some rules and regulations of the program. The school sets rules such as obligating the students to communicate in English during the program and communicating with English simple expressions. Harmer mentioned that setting some particular rules for certain program could create a language environment which is supportive for students' learning goals achievement.[44]

3) Preparing materials and expressions

Preparing materials and some English daily expressions is the next step of implementing a language program, the authorized person of the program collaborated with English teachers provide list of vocabularies, daily expressions, simple dialogues, and model of conversation to help the students in their English communication with other people. This step is aligned with the statement of Nunan that the input of language materials is beneficial for more meaningful practice of the target language.[45]

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[43] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed. (New York: Longman, 2000).

[44] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Ed. (London: Longman, 2001).

[45] David Nunan, *Practical English Language Teaching* (London: McGraw-Hill, 2003).

4) Informing or socializing the program

After doing some early preparations such as planning the program, setting some obligated rules, and preparing English materials suited with the program, the next step is informing the participants including the all students, teachers, and the school staffs through general announcement, meeting, or orientation sessions. This step is important to do since the consideration that that clear told information would help the program participants to understand about the rules as well as the objectives standing behind the program.[46]

5) Implementing the program

During the implementation of a language program, students participate in the program in terms of obeying the rules joining all language activities conducted in the program. Harmer strengthened that practice in real communication reflected from environment-based language program could give significant improvement for language fluency.[47]

6) Monitoring the program

The next step is in similar time at the previous step, during the program, English teachers or the authorized person of the program should monitor students' participation, remind the students about the language, as well as helping them when they

[46] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2nd Ed. (New York: Cambridge University Press, 2001).

[47] Harmer, *The Practice of English Language Teaching*.

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face any difficulties. This step of monitoring or supervising the program should be done because it ensures the consistency of the program implementation.[48]

7) Evaluation and Reflection

As the last step of implementing the program, teachers and all school staffs do intimate meeting to evaluate students' progress, discover several avoiding problems or challenges, and collect suggestions from the participants for the improvement of the program in the future.[49]

Based on the explanations about the procedure of Pekan Berbahasa or other similar-concept programs above, it can be understood that the program could not be easily implemented. There are some systematized steps that must be followed, started from the early steps of preparation, followed by steps during, and after the program implementation. Completing the procedure carefully could increase the possibility to achieve the fundamental objectives of conducting the program.

c. Pekan Berbahasa Influencing Factors

In every program implementation, there are always things or factors either avoiding or hindering its smooth running of implementation. The influencing factors of a program implementation

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[48] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.
[49] Richards and Rodgers, *Approaches and Methods in Language Teaching*.

can be meant as any elements that could cause or influence a result or process of its implementation.[50]

Influencing factors are divided into types, the first is linguistic factor, and the second one is non-linguistic factor.[51] In regard to previous statement, Astuti and Pusparini explained that linguistic and non-linguistic factors could be the main aspects affecting the students' engagement in any speaking activities, especially English. Astuti and Pusparini further explained that linguistic factors cover various elements of English materials such as vocabulary, pronunciation and grammar. In linguistic factors, the most often problems the students face are in terms of difficulties of pronouncing word, memorizing English vocabulary, and correctly using grammar rules.[52]

Conversely, in non-linguistic factors, the aspects of confidence, anxiety, and topic mastery become three of most common factors influencing the implementation of language program such Pekan Berbahasa. In confidence side, the students with low confidence level tend to be passive in participating in language program; the students are not as how they are usually in normal days.

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[50] Minglong Lei et al., "Mobile User Behaviors in Chine," in *Encyclopedia of Mobile Phone Behavior (3 Volumes)* (IGI Global Scientific Publishing, 2015), https://doi.org/10.4018/978-1-4666-8239-9.ch091.

[51] Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School."

[52] Endang Setiyo Astuti and Indrawati Pusparini, "Faktor-Faktor Yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris," *Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya* 25, no. 2 (2019): 27–33, https://doi.org/https://doi.org/10.33503/paradigma.v25i2.543.

Further, factor of anxiety is also as similarly important as the confidence factor; the moment where the students are feeling anxious in performing any English-spoken language is the moment they are not totally participating in the implemented language program and they are certainly not able to reach the maximum result of the program implementation. Then, the factor of topic mastery is also important to consider, this factor is about the students who are active in different conditions, if the students face the common condition they are being all out, but when the students are faced with uncommon condition, they just simple keep silent all along.[53]

Furthermore, Megawati stated that there are three important things becoming the main foundation to support both receptive skills (listening and reading) and productive skills (speaking and writing) of language learners, the three things linguistically cover the vocabulary, grammar, and pronunciation in which every element has its own level of difficulties.[54] Other influencing factors of the program implementation based on the research conducted by Podungge & Habibi also cover several things including:[55]

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[53] Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School."

[54] Fika Megawati, "Kesulitan Mahasiswa Dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif," *Jurnal Pedagogia* 5, no. 2 (2016): 147–56, https://doi.org/https://doi.org/10.21070/pedagogia.v5i2.246.

[55] Mariaty Podungge and Alvons Habibie, "Peran Bagian Bahasa Dalam Meningkatkan Kemampuan Berbicara Bahasa Arab Dan Bahasa Inggris Santriwati Pesantren Hubulo," *Jurnal Eduscience (JES)* 9, no. 3 (2022): 602–14, https://doi.org/https://doi.org/10.36987/jes.v9i3.3079.

1) Cooperation from All Educational Institutions Communities

Instead of just focusing on the students as the receptor of teaching and learning materials inside of the implemented program, ideal form of program implementation could be realized by the help of all subjects who are directly engaged with the program, thus teachers should also give their best effort in implementing the program in terms of not breaking the rules of the language program and being the appropriate example for the students to follow.

2) Availability of Supporting Facilities and Infrastructure

Facilities such as whiteboards, markers, erasers, and small note are influential for the running of the program, those goods are the media of uttering the materials to the students covering the materials of sentence structure or just as simple as vocabulary. Moreover, infrastructure such language laboratory also has massive contribution for the implementation of language program, because language laboratory can be the place where the students intensely learn language receptively, so the language production of the students could be maximized.

3) Conducive Environment

Environment is considered as the next most influential factor for language program implementation. Environment

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could massively affect the running of the language program implementation. Once the environment doesn't support the program, students' enthusiasm and motivation of maximally joining the program just simply vanishes. The conducive environment is defined the ideal environment for students to communicate in English, if the environment is just full of people who speak other languages rather than English, the students are not encouraged to speak English.

Out of the previously mentioned non-linguistic factors influencing the implementation of language program such Pekan Berbahasa, another factor comes from the existence of appreciation and depreciation from the teachers to the students. Syaifuddin *et al.*, conveyed that giving appreciation in form of rewards or increased score to the students who actively participate in the program and giving depreciation in form of punishment to the students who violate the program can be the effective way of motivating the students to be actively engaged and participating in the implemented language program.[56]

Based on the explanation of factors influencing the implementation of Pekan Berbahasa program that has been presented above, the factors that influence the smooth running of Pekan

[56] Syaifudin Syaifudin et al., "Manajemen Pesantren Dalam Menerapkan Bahasa Arab Di Pondok Modern Darussalam Gontor Kampus 7 Kalianda Lampung Selatang," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2022): 259–72, https://doi.org/10.30868/im.v4i02.3004.

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Berbahasa Implementation are various. Divided into two kinds, the linguistic factors that involve the elements of English such vocabulary, pronunciation, and grammar. Further, the non-linguistic factors involve element outside the English area, such as the students' confidence, anxiety, environment, appreciation, as well as depreciation. Hence, those mentioned factors influencing the language program implementation should be considered every time the program is implemented.

d. Pekan Berbahasa for English Speaking Skill

According to the procedure implementation of Pekan Berbahasa that has been shown above, Pekan Berbahasa is considered as beneficial program for English speaking skill. Based on several previous conducted studies, the first impact of Pekan Berbahasa is stated by Wahyu that a program with the similar concept of Pekan Berbahasa could positively contribute to students' process of English speaking skill, especially on the students' enhanced confidence.[57] Then, the similar result on the same case is also told Beay that the program called as English Day Program having the similar procedure of implementation with Pekan Berbahasa is very helpful to support students for their process of learning and practicing in their surroundings.[58]

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[57] Wahyu, "Students' Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga."

[58] Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar."

Furthermore, the similar concept program namely English Daily Conversation Program discussed by Aulia, Hadi, & Izzah presented the same positive results in the research, Aulia, *et al.*, stated that the students got positive effect in their speaking improvement after joining the program.[59] The previous statement is supported by the research results discovered by Silvia *et al.,* stating that the program could attract the language learners to keep interacting in English with other students in real situations, the program is also considered useful because both teachers and students actively speak English that eventually it could make them get used to English usage in communication.[60]

However, the previous research results are not absolute. On the research having similar topic being discussed in the recent research, this kind of implemented program is not statistically giving significant improvement for the students' speaking skills, while the researcher said that the program is lack of personalized interventions.[61] Thus, the researcher simplified that the implementation of any program which has similar concept and procedure implementation as Pekan Berbahasa might be various in the side of its impact or effectiveness

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[59] Annisa Najiyah Aulia, Muhamad Sofian Hadi, and Lidiyatul Izzah, "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student," *Ethical Lingua* 8, no. 1 (2021): 80–85.

[60] Ega Silvia, Evi Rosmiyati, and M Ali Akbar Zam, "English Day Program to Improve the Students' Speaking Performance," *Jurnal Pendidikan Bahasa* 12, no. 2 (2023): 495–98, https://doi.org/10.31571/bahasa.v12i2.4090.

[61] Sasmita Tarihoran and Jufrizal, "The Effectiveness of Intensive Language Program on University Students' Speaking Skill: A Case Study at Islamic University of Syekh Ali Hasan Ahmad Ad-Dary," *English Review: Journal of English Education* 12, no. 3 (2024): 1141–50, https://doi.org/10.25134/ erjee.v12i3.10091.

for students English speaking skill. As shown above, even though the program is success in improving students' speaking skill in most educational institutions, there is still gap that the program does not significantly give positive impact in another location.

3. Speaking Skill

a. Speaking Skill Description

Fundamentally, humans, as what we call as social creatures, depending their lives among others do rely on the existence of communication as the medium of interaction. In that case, speaking takes a place as a skill by which two or more people orally communicate their thoughts, opinions, and feelings to one another and finally create interaction among humans.[62]

In a research conducted by Beay, speaking skill is lexically defined as the ability of an individuals in uttering words or sounds with their ordinary voice, speaking skill is also meant as the ability to vocabulary communicate or to have conversation through training, talent, or practice. Further, Beay added that speaking skill is individual's ability to pronounce sound or words articulation with the aim of expressing, saying, and conveying thoughts, ideas, and feelings; in another language, it is meant as the skill to utter messages in spoken form of language.[63] The previous statements are supported

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[62] Alfayyad, "The Implementation of Language Program to Improve Speaking Skill in English for Eleventh Grade Students at Al-Ihsan Boarding School."

[63] Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar."

by the argumentation of Lado in Tika Mudyanita, stating that speaking ability or speaking skill is the ability of individual in reporting situation or acts, or in other words it can also be understood as the ability to fluently report and express sequence of ideas in precise words.[64]

Additionally, Byrne in Saputra called speaking as a process of producing oral communication; Byrne explained that speaking is such a two ways process between the speaker and the listener. Also, Byrne added that oral communication as the result of speaking involves the intervention of speaking as productive skills and receptive skills of listening to understand.[65] Talking further about productive, Widdowson defined speaking skill as active or productive skill based on the consideration that speaking skill becomes the medium for oral communication, it produces a language orally. Widdowson added that any communication manifested through speaking is usually performed in face to face format and occurs as a dialogue part or in other verbal exchange forms.[66]

Although learning speaking skill of English could not be considered easy to do, as mentioned by Abdullah stating that learning

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[64] Tika Mudyanita, "The Contributions of English Day Program towards Students' Speaking Skills in International Standard School SMK N 1 Pacitan" (Semarang State University, 2011).

[65] Ade Saputra, "The Influence of English Day Program to Students Speaking Ability at the Second Year of State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru" (State Islamic University of Sultan Syarif Kasim Riau, 2011).

[66] Henry George Widdowson, *Teaching Language as Communication* (Oxford: Oxford University Press, 1978).

to speak is certainly more difficult than learning to understand,[67] however being master with speaking brings several benefits to the learners. Siregar conveyed that learners learning speaking techniques are able to convince others, articulate their ideas and goals, and clearly communicate. Siregar also added that since the ability to speak becomes one of the most important abilities humans should possess, speaking skills cannot be tolerated to be learned by those people learning a language in order that the learners could directly use the language in to communicate.[68]

Another benefit of learning speaking skill is also strengthened by Supriyadi in Beay, conveying that good speaking skill provides the speakers both social and professional benefits. In social benefits, the people with good speaking proficiency do well in the activities of social interaction with other people; speaking could also ease the process of people's approach to particular community while it could also ease them in any transactional activity someone has with other people. Besides, professional benefits of good speaking skills are in terms of being capable to use language to inquire any question, utter

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[67] M. Abdullah, "Students' Speaking Ability through Community Language Learning," *English and Literature Journal* 1 (2017): 97–126.

[68] Sri Rahmadhani Siregar, "Interactive Drama Technique to Improve Students' Speaking Skill," *English Education* 05, no. 2 (2017): 67–78, https://doi.org/https://doi.org/10.24952/ee.v5i2.1181.

facts and knowledge, as well as explain and describe things to others.[69]

Based on previous explanation, speaking skill could be meant as the ability owned by an individual to utter ideas, opinions, thoughts, messages, and feelings to others in oral form. Even speaking is considerably hard to master, being master in speaking brings its users to several benefits that includes capability of creating more comprehensible language in communication, giving clear instruction, finding new knowledge, and making relations with other people. Hence, speaking skill is a branch of English as foreign language that must be learned by the language learners.

b. Speaking Skill Components

In a research conducted by Erdiana *et al.*, Richard stated that to know the students' proficiency in speaking skill, considering five vital components of speaking skill covering the vocabulary, pronunciation, grammar, fluency, and comprehension is a must to do.[70] The previous statement is confirmed by Harris in Dani conveying that vocabulary, pronunciation, grammar, fluency, and comprehension components must be the teachers' concern to be the guidance in assessing students'

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[69] Beay, "The Implementation of English Day Program in the Students' Speaking Skill at the Elevent Grade of SMAN Makassar."

[70] Nira Erdiana, Syamsul Bahri Ys, and Cut Nurul Akhmal, "Male vs . Female EFL Students: Who Is Better in Speaking Skill?," *Studies in English Language and Education* 6, no. 1 (2019): 131–40, https://doi.org/https://doi.org/10.24815/siele.v6i1.13024.

speaking skill.[71] Further explanations about these speaking components are as follow:

1) Vocabulary

Vocabulary refers to a words set in a particular language, or it also refers to individual word that language speakers might use to arrange sentences.[72] Vocabulary in speaking components indicates the word choices used by the speaker either in spoken written form. Vocabulary is also considered as the vital component of language learning, especially when it goes to foreign language. Thus, students need to master various vocabularies to improve their communication skill.[73]

2) Pronunciation

This pronunciation component is a required part of speaking involving the action of correctly making sound of particular words in a language and how the words' sound is altogether put in speech flow.[74] In other words, pronunciation can be understood as the action of producing sounds of words in the correct way. Pronunciation is also considered important

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[71] Dani, "Teachers Perception on Using Youtube for Students' Speaking Skill at MAN 3 Pekanbaru."

[72] Marcussen Evelyn Hatch and Cheryl Brown, *Linguistics, Semantics, and Language Education* (New York: Cambridge University Press, 1995).

[73] Erdiana, Ys, and Akhmal, "Male vs . Female EFL Students: Who Is Better in Speaking Skill?"

[74] Susan Boyer, *Understanding English Pronounciation: An Integrated Practice Course* (Glenbork: Boyer Educational Resource, 2002).

due to its power in determining whether the listeners could understand what is spoken to them or not. If one word is mispronounced, the meaning of the words might have changed.[75]

3) Grammar

The next component is grammar, according to Brown, grammar refers to the rules system regulating the words arrangement and relationship in a sentence.[76] Additionally, Locke analogized that if vocabulary is vast, so the grammar is complex.[77] Further, grammar is language rules helping the language users to use correct and appropriate sentences in both written and spoken context.[78]

4) Fluency

Cited in Zellner, fluency based on the statement of Pfauwadel can be meant as the condition where the speakers could easily speak, with smooth start and transition, fluent speaking commonly has relatively rapid cut.[79] Fluency refers to language users' ability to fluently speaking, indicated with normal speaking speed with no even small pauses while

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[75] Erdiana, Ys, and Akhmal, "Male vs . Female EFL Students: Who Is Better in Speaking Skill?"

[76] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

[77] Ann Locke and Don Locke, *Teaching Speaking and Listening*, 2nd Ed. (London: Bloomsbury Education, 2013).

[78] Locke and Locke.

[79] Brigitte Zellner, "Pauses and the Temporal Structure of Speech," in *Fundamentals of Speech Synthesis and Speech Recognition* (New Jersey: John Wiley & Sons Inc., 1994), 41–62.

speaking, the pause might be in the form of “um” “a..” and other meaningless utterances.[80]

5) Comprehension

The last component of speaking skill is comprehension. Comprehension, according to Richards and Schmidt, is defined as the recognition of the intentional meaning of written or spoken communication.[81] Hence, comprehension can be simplified as an individual’s capability to understand something uttered in a language. Comprehension can be also meant that comprehension refers to understanding process of individual on the meaning of either oral or written language.[82]

c. Speaking Skill Problems

Richards in Wahyu mentioned that during the process of practicing speaking skill, there are always some problems faced by the students, covering the limited vocabulary and strange vocabulary.[83] Out of vocabulary problems previously mentioned, problems in speaking are various, as revealed in the research Jaya *et al.*, speaking problems could be classified into some kinds, including:[84]

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[80] Erdiana, Ys, and Akhmal, “Male vs . Female EFL Students: Who Is Better in Speaking Skill?”

[81] Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic*, 4th Ed. (London: Pearson Education Limited, 2010).

[82] Erdiana, Ys, and Akhmal, “Male vs . Female EFL Students: Who Is Better in Speaking Skill?”

[83] Wahyu, “Students’ Perception of English Day Program towards Their Speaking Skill: A Study at SMA NW Suralaga.”

[84] Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, “Speaking Performance and Problems Faced by English Major Students at a University in South Sumatera,”

1) Affected-related Problems

Students' affected-related problems cover the domain of students' self-confidence and anxiety. This kind of problem might be caused by students' inadequate practice of oral English communication, inadequate linguistic mastery to efficiently express ideas, and poor English proficiency.

2) Socially-related Problems

Socially related problems refer to any condition that the students are difficult to find an opportunity to learn English and comprehension out of speaking class. This kind of problem is strongly related with the students' indifference on the speaking class they have proven by their tendency to stop speaking English outside the speaking class.

3) Linguistically-related Problems

The last classification of speaking problems by Jaya *et al.,* is the linguistically-related problems which can be meant as difficulties that the students experience on the target language they learn. Linguistically-related problems in English class cover the English components such as grammar, fluency, and pronunciation. As the excuses, factors such as inhibition, lack of relevant knowledge, students' passive participation, and the use

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of mother-tongue are the most commonly found reasons standing behind this linguistically-related problem.

Almost similar with previously presented speaking problems discovered by Jaya *et al.,* Wahyuningsih and Afandi on their investigation result conveyed that students' speaking problems cover several aspects presented below:[85]

1) Appropriate Vocabulary

This appropriate vocabulary problem touches the area of students' inability to use various words which are correctly appropriate with the context they mean when uttering the ideas, thoughts, and etc. this kind of program is believed that it could cause students' inability to convey their ideas in English, as well as hinder their speaking English fluency.

2) Grammar Mastery

The second speaking problem refers to students' problems in expressing their ideas in appropriate and correct grammar structure. As a matter of fact, during speaking activity, the students often think that they do not have adequate time to think more about they really want to utter, thus it could cause their incorrect use of program when they speak. It is also believed that lack of grammatical knowledge could become the main problem that hinders students to speak English.

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[85] Sri Wahyuningsih and Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *Eruropean Journal of Educational Research* 9, no. 3 (2020): 967–77, https://doi.org/10.12973/eu-jer.9.3.967.

3) Correct Pronunciation

The third problem indicates the students' difficulty to correctly pronounce the word or vocabulary they want to orally utter in their speaking activity. This problem is also related with the students' confession of incorrectly articulate the word and use the intonation and accentedness as styled by the native speakers. This kind of problem is also believed that it could affect the students' English speaking, due to the distraction coming to them when they incorrectly pronounce word and miscomprehension by the listeners.

4) English Input outside Classroom

The next problem is strongly related with the unavailability of English interaction spaces in terms of English speaking environment that the students could use to practice their English speaking outside the classroom. This is case is proven by the fact that most of the students only speak English during the classroom while no more using it when the classroom is done. The condition indicating less input of English practice outside the classroom might cause the students' comfortableness of speaking English because they are just uncommonly use it in daily.

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5) Confidence

This before last problem refers to students' mental condition when they do English speaking. A cause such less chance to have public speaking may affect students' performance of English speaking leading to the anxious feeling of students when they speak. This kind of problems might be caused by the self-habit of students not to commonly practice to speak or caused by their classroom learning activities which don't provide them any opportunity to orally practice their speaking.

6) Language Development in the Curriculum

The last speaking problem is strongly related with the educational policy ruling the students' learning process. As a matter of fact, most English courses only focus on literature, language theories, grammar, and phonology while not considering direct practice of the theories and knowledge in real interaction. Thus, the language development tend to fail in the implementation, because one of the goals of learning a foreign language is the learners' ability to use the target language they in real life communication.

Based on several speaking problems which have been shown above, it can be understood that there are so many problems hindering the students' process and development in English speaking. Both

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students' internal problems such as anxiety, confidence, and English background knowledge, as well as students' external problems such as learning environment and education system are all considered influential for students' speaking. Hence, these mentioned problems cannot be underestimated, and it needs all educational practitioners' contribution to avoid the problems to come and solve the happening problems with the aim of maximizing the students' learning process, especially in speaking skill side.

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CHAPTER III

RESEARCH METHOD

This chapter is the methodology part of the recent research. It provides the description of research approach and design, research setting, research subject, data collection technique, data analysis, data validity, and research procedure.

A. Research Approach and Design

In accordance with the background and objective presented at the beginning early part of the research, the recent research uses the qualitative research approach, specifically with descriptive design. The reason standing behind the researchers' choice is based on the consideration that qualitative approach is suitable with the researcher's intention of conducting the recent research. Creswell & Creswell stated that qualitative approach is an appropriate approach for understanding and exploring the individuals' or groups meanings related with both social and human problems. This characteristic previously mentioned is in accordance with general image of qualitative approach that is known in terms of its use on words, and open-ended question and responses which tends to seek for deep first-hand information directly from the informants.[86]

In another book of Creswell about educational research, Creswell also determined that qualitative is suitable research approach for exploring a problem and developing individuals' understanding of particular central

[86] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 5th Ed. (Los Angeles: SAGE, 2018).

phenomenon in detail. Additionally, Creswell mentioned that qualitative approach is best suited in addressing a research problem where the researcher doesn't deeply know about variables and trying to explore it more.[87] The procedures of conducting qualitative research are started from emerging research questions and procedures, followed by typically collecting the required data in participants setting, inductively analysing the obtained data from particulars to general, and ended with manifesting interpretations from the data.[88] Thus, the previous descriptions about qualitative research approach fit with students' intention of conducting the recent research, specifically the researcher conducts the recent research with an intention to explore and discover the perception of both teachers and students on the implementation of Pekan Berbahasa Program for students' speaking skill.

Further, the researcher uses descriptive qualitative as the research design, this choice is based on the suitability of descriptive design with the recent research's objective. Kim *et al.,* stated that qualitative descriptive is identified as appropriate important kind of research design that put the focus on discovering the who, what, and where of the events or experiences happen, it is conducted to gain the insights directly from the informants about the less understood phenomenon.[89] Further, qualitative descriptive is also highlighted

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[87] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, ed. Matthew Buchholtz, 4th ed. (Boston: Pearson Education, Inc., 2012).

[88] Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*.

[89] Hyejin Kim, Justine S. Sefcik, and Christine Bradway, "Characteristics of Qualitative Descriptive Studies: A Systematic Review," *Research in Nursing and Health* 40, no. 1 (2017): 23–42, https://doi.org/10.1002/nur.21768.

as the most appropriate design to recognize the problem's subjective nature as well as the different experiences had by the participants; it is mentioned that in the end of conducting qualitative descriptive study, the presented findings directly reflect the terms used in the research question.[90] Previous statement is supported by Lambert, stating that the goal of qualitative descriptive design is simply providing comprehensive summary of specific events experienced by individuals or groups of individuals.[91]

Hence, based on the explanation of both qualitative approach and descriptive design presented above, it can be understood that choosing qualitative descriptive to be employed in the recent research is the best way aligning the researcher's intention of conducting the research. Both the procedures of qualitative research and the goal of descriptive design are similar with how the recent research's researcher plans to conduct the research. Therefore, the objectives of research in discovering the perceptions of both teachers and students on the implementation of Pekan Berbahasa program for students' speaking skill at MTS Al Qodiri Jember could be well realized with the chosen approach and method that is be employed.

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B. Research Setting

Research setting can be meant as physical, virtual, or institutional area chosen to be the place where the object of the study occurs, the data is

[90] Louise Doyle et al., "An Overview of the Qualitative Descriptive Design within Nursing Research," *Journal of Research in Nursing* 0, no. 0 (2019): 1–13, https://doi.org/10.1177/1744987119880234.

[91] Vickie A. Lambert and Clinton E. Lambert, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim International Journal of Nursing Research* 16, no. 4 (2012): 255–56.

collected, and the research is conducted. Creswell defined research setting as the place in which a story, events, or phenomenon physically occurs.[92] In recent research, MTS Al Qodiri Jember is chosen to be the research setting. MTS Al Qodiri Jember is located in Manggar Street, Gebang Village, Patrang sub district, Jember Regency, East Java. This school is classified into private school with A or excellent accreditation. The researcher's decision of choosing MTS Al Qodiri Jember to be the research setting is due to several reasons standing behind it. The first reason derives from the researcher's consciousness on previous researches which have similar topics where those previous researches are all conducted in both senior high school and university strata. Therefore, the researcher is curious and planning to conduct the research in rare location such Islamic junior high school with an aim to investigate the implementation of Pekan Berbahasa program based on the perspective of Islamic junior high school communities including the teachers and students.

Further, the second reason comes from the availability of the researcher to conduct the research there. Besides that the researcher has gained the permission of conducting the research, the chosen research setting is one of Islamic private schools which have implemented the program of Pekan Berbahasa in their curriculum. Based on pre-research observation done by the researcher, the chosen school has implemented this kind of program for a very long time, thus the researcher assumes that the experiences owned

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[92] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

by both teachers and students on the program have been in numerous numbers making them able to share their perspectives on the implemented program.

At last, the third reason is from the popularity and the achievements of the school. MTS Al Qodiri Jember is also known as excellent school *(sekolah unggulan)* where the school supposes the students to be accustomed with foreign languages such as Arabic and English. In recent years, the students of MTS Al Qodiri Jember has gained several achievements that one of those is in the language side, the achievements which were gained by the students in last 2025 were the third winner of Arabic Speech contest, the fourth winner of Arabic News Reading competition, and the fifth winner of Arabic News Reading competition. Not only in language side, other competition achievements gotten by the students of MTS Al Qodiri Jember also touches the Scout and Calligraphy competition proving that the school has been successful in creating qualified students.

Hence, according to the reasons standing behind the researcher's choice of choosing the research setting which cover the aspect of researches' location scarcity, school's availability in the sides of permission and research object, and the aspect of school popularity and achievements make the researcher assumes that his decision of choosing MTS Al Qodiri Jember to be the location of conducting the recent research seems on point. Therefore, the MTS Al Qodiri Jember is truly decided to be the research setting of the recent research.

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C. Research Subject

In recent research, the research subjects who are chosen by the researchers are English teachers and students. These subjects of research are chosen based on several considerations which are further explained below.

In deciding the research subjects who become the data sources for the recent research, the researcher used purposive kind of sampling. Purposive sampling can be defined as the action of purposefully selecting participants or sites to be the source of data best helps the research to understand the problems as well as the research question of qualitative research.[93] Hence, it can be simplified that purposive sampling is the best way of selecting research subjects in qualitative research, because instead of collecting the required data from inappropriate subjects randomly chosen, obtaining data from the qualified and experienced subjects is better in filling what is needed to answer the research question.

Through purposive sampling method, the researcher selected the research subjects with the total number of six people, divided into three English teachers and three students. The reasons of choosing the so-called research subjects are deeper explained below:

1. English Teachers of MTS Al Qodiri Jember

   As the ones instructing and directing the teaching and learning of English subject at school, English teachers are the individuals controlling any language activities the students do at school. Hence,

[93] Creswell and Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*.

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English teachers are appropriate research subjects to give the information related with their perception on the implementation of Pekan Berbahasa program and its impact for students' speaking skill at MTS Al Qodiri Jember.

2. Students of MTS Al Qodiri Jember

Students are the subjects who are directly engaged and participating in the implementation of Pekan Berbahasa program. Their voices are required to give an overview about the program implementation for their speaking ability. Moreover, being the target of the implemented program would open the opportunity for authentic information about the program implication for the students. Therefore, students of MTS Al Qodiri Jember are also classified into the appropriate research subjects to gain the original information about the program implementation especially for the students' speaking skill.

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D. Data Collection Technique

Data collection technique is defined as various methods or ways which are used to gather information connected with the specific variables of the study; this part of a research procedure is aimed at obtaining relevant information that becomes the foundation of the research result in terms of answering the research questions of qualitative research or testing the

determined hypothesis in quantitative research.[94] Several techniques, ways, or approaches used by the researcher to collect the data for the recent research are as follow:

1. Observation

   Observation is chosen because it is one of the best tolls for collecting qualitative data due to its opportunity to record direct information as it appears in the research setting, it also shows the actual behaviour of the research subject, as well as helps those individuals becoming the research subject who are difficult to verbalize or utter their ideas.[95] In more specific kind of observation, the researcher decides to use the non-participant observation due to the necessity of gaining natural observatory information related with Pekan Berbahasa program implementation for students' speaking skill. Non-participant observation can be meant as observation activity where the researcher is not directly involved in the activities done by the research subjects at the research site.[96]

   In the practice, because what's becoming the concern of the research is the implementation of Pekan Berbahasa for students' speaking skill, the researcher plans to observe all speaking activities the students have during the program both in formal and informal

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[94] Hamed Taherdoost, "Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects," *International Journal of Academic Research in Management (IJARM)* 10, no. 1 (2021): 10–38, https://hal.science/hal-03741847v1 .

[95] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

[96] Creswell.

situations of their speaking activities. The exact places at the research site that will be the best observed places are the classroom and school environments. Classroom is chosen due to the fact that it is the place where the students are supposed to have speaking activities with their teachers and friends. Besides, the school environment is chosen because it becomes another place of students to have oral interaction with people.

2. Interview

Choosing interview to collect the data for the research is also considered best technique to collect data because it could provide useful information that cannot be obtained through observation as well as giving detail explanation about the information obtained from the research subjects.[97] Specifically, the researcher plans to use kinds of one-on-one and semi structured interview to be carried with the research subjects.

One-on-one interviews is one of interview kinds where the researcher conducts an interview section and ask the question one by one to each research subject at a time.[98] Besides, semi-structured interview is an interview section where the researcher does not use any systematic and complete interview guidance to collect the data. Although the results of semi-structured interview tend to be bias, but

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[97] Creswell.
[98] Creswell.

the obtained results are subjective and it can be the useful data for any qualitative research which is based on individuals' experiences.[99]

For the interview practice during the research, the researcher plans to initiate the interview by just highlighting the overview of issues becoming the research focus. After preparing for the materials, the researcher will conduct the interview section to each subject one by one. This researcher's decision for the interview is aimed to obtain various and detail information or data about experiences and perception on the implementation of Pekan Berbahasa program from each research subject while not letting them distracted by other voices of other participants, thus the obtained information is original and authentic.

3. Documents Review

The last technique of obtaining information or data for the research question is through reviewing document. Documents are regarded as valuable source of information in qualitative research, it consists of either public or private notes about a site or the subjects of research. The documents that can be the sources of research can be in various forms, such as newspapers, meeting minutes, personal journal, and letters; using students' score of certain subjects to be the

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[99] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

additional information or data to answer the research question is also classified into reviewing documents.[100]

With so many kinds of documents which can be additional research sources of information or data, Creswell proposed useful guidelines to collect documents in qualitative research, the guidelines proposed by Creswell covered: identifying document types which are considered able to give useful information for the research, considering the documents characteristics whether it is classified into public or private documents, asking for permission to use the documents, examining the documents for accuracy, and recording the information from the chosen documents.[101]

Further, the document which is chosen to obtain additional information is the document of Procedure of Operational Standard *(Standar Operasional Prosedur)* of Pekan Berbahasa implementation at MTS Al Qodiri Jember. This chosen document is the document that the researcher thought could provide additional information to answer the research questions. It is believed that the document chosen to be reviewed is the flawless additional information to complete the lack of facts existing in the obtained data from other techniques. Specifically, the document of Operational Standard Procedure of Pekan Berbahasa implementation is considered advantageous because it could give the

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[100] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.
[101] Creswell.

researcher precise information on how actually the program of Pekan Berbahasa is conducted there.

E. Data Analysis Technique

Data analysis can be meant as the act of systematically locating and collecting information from observation, interviews, and documentation in order to make the research findings more comprehensible and useful to others especially the readers. It is also underlined that being inductive in the nature, qualitative data analysis develops assumptions based on collected data.[102]

Furthermore, the recent research employs the data analysis model of analysis concept proposed by Miles, Huberman, and Saldana highlighting four concurrent flows of analyzing data which covers: (1) data collection, (2) data condensation, (3) data display, and (4) conclusion drawing/ verification, each process in data analysis process previously mentioned is described below:[103]

1. Data Collection

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This first step that must be early done before analyzing the data is to firstly collect the data from the chosen research setting. Collecting data refers to the actions of obtaining information which is connected with the focus of the recent research; the employed instruments of collecting data are in various forms such as: observation, interviews, documents, and others. This obtained

[102] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

[103] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, ed. Kaitlin Perry and Kalie Koscielak, 3rd ed. (New York: SAGE Publication, Inc., 2014).

information is also considered as the raw data of research that will be further analyzed.

In recent research, the data collection stage is done by the researcher by employing several techniques which have been mentioned in previous paragraph. The researcher collected some information that answered the research question by doing an observation right at the time when the program was implemented, conducting the interviews to collect first-hand information from the research subjects, and asking for document that became an additional information or data for the research.

2. Data Condensation

Data condensation can be understood as the process of choosing, concentrating, simplifying, abstracting, as well as changing the obtained data in the entire corpus of written field notes, interview transcripts, papers, and other empirical materials. They mentioned that condensing data could strengthen the data.

In the recent research, condensation activity the researcher does involves the activity of choosing and concentrating the obtained data to only focus the discussion in the sides of teachers and students' perception on the implementation of Pekan Berbahasa program for students' speaking skill. So, other data which are not aligned with the main discussion of the recent research are separated and not involved to answer the research questions.

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3. Data Display

Data display refers to an activity of assembling organized information into immediately accessible and compact form of data, it is done with an intention to ease both the readers of analyst to see what's happening inside the discussion and either create a justified conclusions or move on to the next step of analysis as it is suggested useful by the display. Data display could be presented in many variations of formats; it could be through tables, charts, matrices, graphs, and networks. However, a brief description of data that has been previously condensed can be also considered as displaying data.

As the case of the recent research, the researcher makes descriptive organization to arrange the data into a data display. Acquiring the obtained data that has been previously condensed becomes the first step of it. Further, the researcher gives explanation of the data's content with the aim of reaching conclusive conclusion.

4. Conclusion Drawing/ Verification

Drawing and confirming conclusions is the third stream of analysis activity. The qualitative analyst uses patterns, explanations, causal flows, and propositions to analyze data from the outset. These conclusions are held lightly by the competent researcher, who maintains openness and skepticism. Nevertheless, the conclusions remain, initially ambiguous before becoming more explicit and well-founded.

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Conclusion drawing/ verification in the recent research is done after the acquired data was presented and thoroughly analyzed, the researcher verified the data by comparing freshly collected data that would be used as findings with the data correlation to the previously provided data.

F. Data Validity

Validating data refers to the action of researcher determines the findings' accuracy and credibility through various strategies such as triangulation or member checking.[104] The recent research determines to use triangulation for the data validity. Triangulation itself can be meant as the process of confirming evidences from different individuals, types of data, or data collection method.[105] Here, the researcher uses two kinds of triangulation as previously mentioned by Creswell; these are the data source triangulation and technique triangulation.

The first one is the data source triangulation; data source triangulation refers to the activity of confirming the obtained data through different individuals. In the recent research, the researcher would validate the data through data source triangulation by aligning the obtained data from all the research subjects covering the teachers, students, and curriculum principal. If their answers on particular research questions are similar, so the answers obtained from them are considered accurate and credible.

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[104] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.
[105] Creswell.

Further, the second type of triangulation for validating the data is the technique triangulation; technique triangulation refers to the activity of confirming the evidence through different kinds of technique used to collect the data. Hence, it could be understood that the recent researcher confirmed the credibility and reliability of the obtained evidence by aligning all the results of collecting data through the employed data collection techniques (observation, interview, and documents review).

G. Research Procedure

Research procedure refers to the plan the researcher follows to conduct the research, it includes the activities of planning, creating, starting the research, and publishing the report.

The researcher does three steps of research process previously mentioned, which are further described below:

1. Pre-Field

   Pre-field stage is the first step that must be done before conducting the main research in the work field; it covers several activities such as:

   a. Developing Research Design

      Firstly, the researcher uttered the plan of research by establishing the title, justifications, focus, objective, significance, object, and strategy of the research among other things.

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b. Choosing Research Field

After uttering the intention and plan of the research that will be conducted, the researcher then chooses research field, in the recent research, the field goes to the teachers' and students' perception on the implementation of Pekan Berbahasa program for students' speaking skill at MTS Al Qodiri Jember.

c. Permission Process

Before starting the research, the researcher makes a research permission letter on the Faculty of Education and Teacher Training's (FTIK) private website and sends the permission letter to the chosen research site with the aim of informing them about the researcher intention to conduct a research there as well as informing the faculty about the research and obtain the permission to conduct it.

d. Field Assessment

After receiving the research permission, the researcher starts diving deeper into the field to better understand the background of the research item; this kind of activity is also intended to ease the researcher to easily obtain the required data to answer the research questions.

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e. Research Instrument Preparation

After the above steps are finished, the last step is to set and prepare the instruments to conduct the research.

2. Field Work

This stage is strongly related with the researcher's activities in gathering and collecting the required information for the research. As previously mentioned, the researcher collects the data using three methods, covering: interview, observation, and documents review.

3. Data Analysis

After the required data through observation, interview, and documents review, the obtained data is analyzed in data analysis stage. Data which have been analyzed are validated using data source and technique triangulation as. Then, after all stages of processing the data, the undergraduate thesis progress will be discussed with the advisor and delivered it in a report form. After the test and the research paper has been totally assembled, the recent research is reviewed and revised one final time.

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CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter is the data presentation and discussion of the recent research. It provides the description of research setting, data presentation, and the discussion.

A. Data Presentation and Analysis

This sub-chapter of data presentation presents the description related with the data that have been previously collected through the various instruments mentioned in previous chapter. In this case, the researcher analyzes the obtained data through three steps of interactive data analysis model and further validates it by employing both data source and technique triangulation. Eventually, the data which have been analyzed and validated are considered to be the answers of the research questions. Here is the data presentation of the recent research:

1. The Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

This first focus of the recent research is strongly related with the mechanism or procedure on how the implementation of Pekan Berbahasa program is undergone. To discover the program, the researcher collected the data through three kinds of instrument such as observation, interview, and documents review, as follow:

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a. Preparation Step

As the first data which were collected by the researcher, the data of observation were taken from the activities done by teachers of MTS Al Qodiri Jember discussing about the program implementation. Here, as the starting point of the researcher to collect the data was when there was an announcement of Pekan Berbahasa that would be soon conducted, by that, the curriculum principal determined a date to conduct internal meeting about the program which must be attended by both English teachers and the program organizers. Then when the date had come, everyone involved in the program attended the meeting to discuss about Pekan Berbahasa program, started from the chosen people who would be the Pekan Berbahasa committees, after selecting some people who would be the program committees for Pekan Berbahasa, the meeting attendees then determined the precise schedule on when the program would be implemented.

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After the schedule had been decided, the committees and all meeting attendees further discussed about some rules that must be followed by the participants and everyone involved in the program, determining some language activities that would be conducted during the program was the next discussion that the people in the paid attention on. The second last discussion topic during the meeting was a direction for the committees to make the appropriate English teaching materials that would be taught during the program. At last,

after the meeting ends, the chosen committees socialize the program in terms of its objectives, schedule, activity, as well as rules of the program directly to the students through school's general meeting.

Based on the data of observation which has been shown above, the observation result showed that the preparation step of Pekan Berbahasa implementation was started with the internal meeting joined by English teachers and the program organizers discussing about the preparation before conducting Pekan Berbahasa. The specific activities in this first step were: determining the people who became the main committees of the program, setting the schedule, activity, as well as the rules of the program, preparing materials which were taught to the students during the program, and socializing or informing the program to the students, the socialization activity was still considered as the preparation step because it happened before the program was being held.

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The above data which were collected through the observation highlighted that the activities were all teachers' oriented, and then the activities were in the actions of arranging the program committees of Pekan Berbahasa implementation, setting program's schedule, activity, and rules of the program, preparing teachers materials which were taught to the students during the program, and socializing the programs to the students as the participants. These statements are

aligned with the information that the researcher collected from the research subjects through the conducted interview session, as follow:

On the interview question of "what are the steps of procedure in conducting Pekan Berbahasa program at MTS Al Qodiri Jember?" the first interviewee namely Mr. Ibad specifically explained:

> *"The program mechanism is divided into three steps; the first one is preparation step, the second one is implementation, and the last one is evaluation step. The preparation step covers the early preparation that must be done by teachers and program organizer such as determining the committee, setting schedule as well as the language activities which are conducted in the program, setting some rules for the participant of the program, preparing materials, and ended with the socialization to the students."*

Being similar to Mr. Ibad statements, Ust. Rozik as another research subject stated the procedure in more simple ways, he said:

> *"Arranging the committees, making the event proposal and budget planning, preparing several things such as rules and teaching materials, and socializing the program to the students."*

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From the last research subject, Ust. Rivaldi also stated the similar context of preparation as previously mentioned by the other research subjects in teachers or program organizer site, he said:

> *"There are 3 steps, the first preparation where the organizer team plans the program, arranges rules, preparing materials, and socializing the program to the students."*

Regarding to all the statements uttered by the research subjects on the question related with the preparation step, the researcher assumed that their statements were similarly implying the same. The

interview results say that the preparation steps covered the activities of arranging the committees of the program, setting several things such as schedules, language activities, and rules of the program, preparing teaching materials, and socializing the program to the students.

Further, another data which is related with the procedure of Pekan Berbahasa program is also mentioned in the Procedure of Operational Standard (Standar Operasional Prosedur) of Pekan Berbahasa at MTS Al Qodiri Jember. Based on the information written in the document, there mentions that the first step on the procedure or mechanism of Pekan Berbahasa is the preparation which covers the activities where language ministry arranges Pekan Berbahasa committees, committees arrange program proposal as well as its activities budget plan, committees also prepare several things such as program schedule, language activities, rules of program, and teaching materials. At last, the preparation step ends with the activity where the committees socialize the program to the students.

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At last, it can be summarized that the essence of data which are obtained from three different instruments and research subjects are implying the same things. Therefore, the data related with the preparation step covering the activities of: arranging the committees of the program, determining the program schedule, and setting language activities, making the rules of the program, preparing

teaching materials, and socializing the program to the students could be considered valid.

b. Implementation Step

After the preparation, the next step is the implementation where the essence of Pekan Berbahasa program happened. In this implementation step, because this step is directly connected with the activities done by both teachers and students during the program, the researcher decided to choose one person from the student's side and one person from teacher's side to be the subjects whom the researcher focused on observing the activities during the program.

From the teachers' side, the researcher got a fact that during the program teachers did not just give the materials and kept silent till the remaining time of the program to end. However, instead of only teaching English materials to the students, the researcher found that the teachers also monitored the students' language usage during the program by staying on several chosen strategic location to supervise the students' activities or directly getting involved students' interaction during the program, during the program teachers also often reminded the students about the students' English usage, this reminding action by teachers was uttered privately to the students in order that the students would not feel embarrassed and not motivated to further join the program.

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Additionally, teachers also gave daily vocabulary and simple expressions of English daily communication by writing it on the whiteboard in every class with the aim that the students would read, memorize, and use it when the students communicated with their friends or teachers, the examples of daily vocabularies and English simple expressions given by the teachers were as follow:

Table 4.1

Example of English Materials Given by the Teachers

Daily Vocabulary	Simple Expression
Write = Menulis	**Q: What is your name?** = Siapa namamu? **A: My name is ……** / namaku adalah …… (your name/ namamu) Example: My name is Sarah.
Berbicara = Speak	**Q: How are you?** = Bagaimana kabarmu? **A: I am good/ I am fine** (aku baik-baik saja)
Mendengarkan = Listen	**Q: Where do you come from?** = Darimana asalmu? **A: I come from ……** / aku berasal dari (your address/ alamatmu) Example: I come from Jember
Berjalan = Walk	**Q: What are you doing?** = Apa yang sedang kamu lakukan? **A: I am …….** / Aku sedang ……. (your activity Example: I am eating (aku sedang makan)
Membeli = Buy	**Q: Where do you want to go?** = Kemana kamu mau/ ingin pergi? **A: I want to go to …..** / Aku ingin pergi ke …… (your place to go/ tempat kamu akan pergi. Example: I want to go to canteen (aku ingin pergi ke kantin).

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This shown table above is the examples of daily English materials that the teacher wrote in front of the classroom. In the table, there are some English vocabularies that can be written and memorized by the students, and some English simple expressions that can be memorized and practiced by the students during the program. These extra English materials given by the teachers were aimed at helping the students to have more vocabularies and simple expressions so that they can be easier to communicate with English during the program.

On the other side, especially on students' activities during Pekan Berbahasa Implementation, the activities the researcher observed by focusing on two students during the program were not really different with the activities the students undergo in usual days, what differentiated the days in Pekan Berbahasa with usual days was the rule obligating the students to speak English as long as they are in the school environment. Through observation, the researcher found that the students had followed the rules of Pekan Berbahasa especially on the obligation to speak English.

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In the observation, the researcher differently named the highlighted two students mentioned in previous paragraph, the first student will be called as student A and the other student is student B. the researcher found that both students definitely followed the rules of the program proven by the moment that the researcher captured from

the students during the program. On student A, the researcher found that the student followed the rules of Pekan Berbahasa program by speaking English in any activity he did during the program, when the researcher saw him, the student talked to his friend about the friend's feeling when he was supposed to speak English, the conversation happened at that time was shown below:

Student A : *Are you okay to speak English?*
His friend : *No, it's hard.*

Even the English structure of what is mentioned by both students A and his friend is incorrect, but the simple conversation happened between them has shown that their effort to follow the program's rule by trying to speak English in their conversation.

Furthermore, on student B, the researcher found that student B also followed the rule of Pekan Berbahasa in terms of speaking in a foreign language especially English. The moment was captured by the researcher when student B asked for teacher's permission to go to the bathroom during teaching and learning. Even the conversation between student B and teacher is also unstructured as how the conversation between student A and his friend, but it a longer time and more utterances in it. The conversation between student B and teacher is shown below:

Student B : *Sir, I want go to bathroom.*
Teacher : *Yes sure, you can go.*
Student B : *I can go with Danang sir?*
Teacher : *Oh, do you want to go with Danang?*

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Student B : *Yes sir.*

Teacher : *Alright.*

Student B : *Thank you sir.*

As how the conversation of student A and his friend, the above conversation between student B and his teacher in the classroom has also shown that student B maximized his attempt to speak in English as how it is ruled in Pekan Berbahasa implementation.

Further, other activities of students during the implementation step of Pekan Berbahasa were reflected by so many agendas conducted in the program. In another moment, the researcher also found that the students had to join the teaching and learning activity focusing on English materials conducted during the program, the researcher obtained this data from the moment when the bell rang and all students were asked to come inside the classroom to learn with English accompanied by the teachers, at this moment, the researcher didn't take a chance to directly observed the teaching and learning process because it has been in a different way with the focus of this research.

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Not only attending the teaching and learning activity in the classroom, the students as the program participants were also obligated to join the language activities conducted in the school environment. When the researcher did the observation, the language activity that was done was searching for vocabularies around the school, so in the practice, all students accompanied by the teachers

walk together around the school environment to find any vocabulary existing there. The collected vocabularies were just any noun, verb, or adjective that the students or the teacher saw when they were walking around, the vocabularies collected by the students on that activity were:

Table 4.2
Example of Vocabularies the Students Found in the Language Activities

Vocabularies around the School	
Grass = Rumput	Uniform = Seragam
Field = Lapangan	Building = Bangunan
Court = Lapangan (basketball or badminton)	Roof = Atam
Leaf = Daun	Plant = Tanaman
Sand = Pasir	Tree = Pohon
Branch = Ranting	Mosque = Masjid
Sky = Langit	Office - Kantor

However, the process of searching for vocabularies by the students was not done alone, it was still guided by the teachers, so the teacher gave the students a hint about the vocabularies existing around the school. The way the teacher gave new vocabularies for student was like:

Teacher : *When you have the time for physical education subject, where do you usually play football? Ketika kalian sedang menjalani mata pelajaran Penjaskes, di mana biasanya kalian bermain sepak bola?*

Students : *Lapangan sir.*

Teacher : *Good, How do you say "Lapangan" in English?*

Student : *……. (no answer)*

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Teacher : *The English of "Lapangan" is field. Write it on your textbook.*

According the information collected through observation above, the researcher highlighted several activities which were separately done by students and English teachers or the program organizer.

Based on the observation result, in the implementation step, the activities which were done by the students were obeying the rules of Pekan Berbahasa proven by the factual condition where students even with low English proficiency tried to speak English during the program, the student also attended the teaching and learning activity about English materials inside the classroom, and the last, the student joined all the language activities which had been set by the program committees and conducted during the implementation step of Pekan Berbahasa. For teachers' activity during the program, English teachers taught English materials in teaching and learning activity, did supervision on students' participation in the program especially on their language usage during the program as determined in the program rules, teacher also reminded the students about their language when communicating, and teacher also gave the students daily vocabulary and simple English expression for the addition language input for the students.

As response to the obtained results of observation, the researcher also collected information related with the activities done

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by students and teachers through the interview technique. Being different with the preparation step where the students do not take any intervention in it, the implementation step involved and shows the students' intervention especially on participating in the program. Therefore, by considering the condition previously mentioned, the researcher decided to collect the information regarding with the implementation step from the students. The information given through interview session was presented in the forms of answers given by teachers and students. The information or data which were obtained through the interview were displayed and further explained below:

From the teachers' side, as the first research subject giving the answers on the implementation step of Pekan Berbahasa, with the similar question mentioned in previous step of "what are the steps of procedure in conducting Pekan Berbaahsa program at MTS Al Qodiri Jember?" Mr. Ibad, one of the English teachers, stated:

> *"The second step of procedure in implementing Pekan Berbahasa more refers to the direct implementation of the program where the students participate as well as following all the language activities and rules existing in the program, and it also refers to the teaching activity done by teachers, monitoring activities done by both committees and organizer of the program toward the students' language activities, reminding action to students language, and giving additional materials out of the teaching and learning activity."*

The statements of Mr. Ibad presented above were supported by the statements uttered by another interviewee, on similar case of

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activities existing in implementation step of Pekan Berbahasa, Ust. Rozik mentioned:

> *"Program Implementation is when the students participate in the program and teachers as well as the organizer team conducted English teaching and learning, gave an advice, and wrote English materials in every class."*

Further, the data related with the implementation step of Pekan Berbahasa program is also added by Ust. Rozik, he said:

> *"The second step of Pekan Berbahasa program is the implementation, it covers the moment where students speak English everywhere around the school, attend KBM, and participate all the language activities which are conducted when Pekan Berbahasa program is being held and the activities where teachers and organizer team must teach, remind, giving English materials, and supervise the students' language activities."*

On the other hand, because the implementation step of Pekan Berbahasa also involved the activities of students, so the researcher also asked for the students' points of view on their activities and teachers' activities during the implementation step. Being different with the question given to teachers, the questions asked to the students were: "what are the activities that you do during Pekan Berbahasa implementation?" and "what are the activities that the teachers do during Pekan Berbahasa implementation?" Responding to these previously mentioned questions, one of the interviewees from the students' side namely Rifal, especially focusing on the activities during Pekan Berbahasa implementation, he said:

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> *"Actually the activities during Pekan Berbahasa are not really different with usual days, but the difference is in the condition that we have to speak in English, the materials which are taught in the classroom are also English, and also there are several language activities such as games or quiz which also use English."*

Further, on the discussion of teachers' activity during Pekan Berbahasa program, Rifal uttered:

> *"All teachers are also speaking English, they also teach as usual, but during Pekan Berbahasa, teachers monitor the language of students, so they sometimes remind us about English during the program."*

Other points of view on the implementation step of Pekan Berbahasa are also uttered by another student, Daiyan as interviewee says:

> *"Speak English, teaching and learning activity with English materials, then language activities as like walking around the school to find vocabularies."*

On the activities which are done by teachers during the implementation step of Pekan Berbahasa, Daiyan adds:

> *"Giving materials in the classroom, monitoring the students during the program, so when there is a student who doesn't use a language which is ruled, so the person usually is usually reminded by teachers. Teachers also write English materials on whiteboard."*

On the same case, another statement is also given by a student namely Danang, he says:

> *"The activities that I do during the program are various such as learning English, speaking English, and joining English activities such as watching English film and rewrite the plot of the film in English."*

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For teachers' activities, Danang states:

> *"Teachers during the program usually still teach or give learning materials, they often write English vocabularies on the whiteboard, and they also do monitoring on students' language as told when the program was socialized to the students."*

Based on the information collected from interview as data collection technique, the researcher highlights some similar mentioned points from the information which is given by both teachers and students. The similar information related with the activities which are done by teachers and students on implementation step of Pekan Berbahasa involve the activities of: obeying the rules of the program, attending teaching and learning with English materials in the classroom, joining all language activities conducted during the program by the students. And the activities of teaching the students, monitoring the students' language, reminding the students' language, and giving English materials for the students by the teachers.

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Regarding to the statements which are mentioned in previous paragraph, it could be highlighted that the main points of implementation step data obtained through the interview are similar with the data collected through the observation, which cover the activities of students obey the program rules, attend the teaching and learning in the classroom, and join all conducted language activities in the program and teachers do monitoring to the students language activities, reminding the students about their language usage, as well

as giving English materials to the students during the Pekan Berbahasa implementation.

Then, the data which have been collected through observation and interview session are also supported by the data written in the reviewed document. In the procedure of Operational Standard, the implementation step covers the moment where all students gather altogether in the place where Pekan Berbahasa is conducted; all students are obligated to obey the rules of Pekan Berbahasa, attend the teaching and learning activity during Pekan Berbahasa, and join all language activities which are conducted in the program. On another side, teachers must teach English to the students when teaching and learning time, monitor the students' language during the program, remind the students on the language they use in communication, and giving extra English materials to the students.

Eventually, the data obtained from different techniques of data collection are aligned; started from the activities where students participate in the program as well as obeying the rules of the program, and the teachers who monitor toward students' language activities. Therefore, these data related with the implementation step of Pekan Berbahasa program have been technically valid.

c. Evaluation Step

The last of Pekan Berbahasa implementation is the Evaluation step. Here, the researcher also collected the first data through

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observation. In the observation, the researcher found that three days after Pekan Berbahasa implemented ended, all people who were involved in the program once more conducted an internal meeting to discuss about things related with Pekan Berbahasa implementation that has been conducted before. The discussion happening in the internal meeting touched several points such as the general implementation of Pekan Berbahasa, the language activities conducted during the program, students' problems during the program, and progress of students' foreign language. Further explanation about the highlighted points being evaluated in the evaluation step is shown on the table below:

Table 4.3
Points of Evaluation

Evaluated Points	About
General implementation of Pekan Berbahasa.	1. How was the implementation of Pekan Berbahasa that has been undergone? 2. How was the students' participation in the program? 3. What problems do the teachers or program organizers face on the implementation of Pekan Berbahasa during the program?
Language activities conducted during Pekan Berbahasa implementation.	1. How was the language activities conducted in the program? Does it run well? 2. What were the challenges the teachers or the program organizers found in conducting the language activities?

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	3. How was the students' participation, response, or reaction on the language activities conducted in Pekan Berbahasa?
Students' problems of participating in Pekan Berbahasa.	1. What are the problems that the students face when they participate in the implementation of Pekan Berbahasa? 2. What are the causes of students' problems in participating in the program?
General progress of students' foreign language skill.	1. How was the students' English skill on a day 1 of Pekan Berbahasa implementation? 2. How was the students' English skill at the end of Pekan Berbahasa implementation?

Based on the observation conducted by the researcher, the activities existing in the evaluation step are evaluating the implementation of Pekan Berbahasa that has been conducted, assessing all language activities in the program, discovering students' problems during Pekan Berbahasa program implementation, and reporting the progress of students' foreign language skill.

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These underlined activities happening in the evaluation step are only data obtained through the observation technique. Further, the additional data obtained from the interview session to the research subjects are explained below, the first interviewee namely Mr. Ibad mentioned:

> *"And the last step is the evaluation, where teachers and everyone involved in the program conduct a meeting and discuss about several things such as the evaluation toward*

Pekan Berbahasa program, evaluation toward the language activities, notes of students' problems during the program, and notes of students' progress in foreign language usage".

Discussing the same context of all activities existing in the evaluation step, another interviewee namely Ust. Rozik says that the activities cover:

"The general evaluation toward the program, more specific evaluation toward the activities, note's arrangement toward students' participation problem in the program, and report on students' language ability."

Further, Ust. Rivaldi as the last interviewee or research subject from the teachers' side adds:

"The third step is the evaluation, here the organizer team, teachers, and the chosen committees conduct evaluation meeting to review the program and all activities in it, find out students' problem, and report the students' language skill."

Based on the results of interview presented above, the underlined activities existing in the evaluation step are evaluating the program that has been conducted generally, evaluating the activities conducted in the program, finding the problems faced by the students during the program, and reporting the progress of students' language skill after joining the program. These activities description of evaluation step obtained from the interview are in the same way as the obtained data through the observation.

Further, other information related with the evaluation step of Pekan Berbahasa program implementation was also collected from the document the researcher reviews. In the Procedure of Operational

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Standard of Pekan Berbahasa program especially in the side of evaluation step, it is written that teachers, committees, and organizer team conduct an internal meeting to review the program that has been conducted, teachers, committees, and organizer team review the language activities conducted during the program, every teacher, committee, and organizer gives a report about students' problem during the program, and every teacher, committee, and organizer reports the progress of students' progress on their foreign language ability.

In the end, the data which are obtained from all techniques of data collection imply the similar points related with the activities happening in the evaluation step. The activities are doing general evaluation toward the Pekan Berbahasa program that has been conducted, doing specific evaluation toward the language activities which are conducted during Pekan Berbahasa program, finding out and reporting students' problems during the Pekan Berbahasa program, and reporting the progress of students especially on their foreign language skill. Hence, since all the points obtained from three different data collection techniques are similar; all data presenting the activities in evaluation step are considered valid.

By these, from all the data which are obtained from the observation, interview, and documents review, the researcher summarizes that the implementation of Pekan Berbahasa at MTS Al

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Qodiri Jember is divided into three steps covering; Preparation step consisting the activities of arranging the committees of the program, setting the schedule, language activities, and rules of the program, preparing teaching materials, and socializing the program to the students. Further, the next step is Implementation step which covers the students' activities of obeying the rules of the program, attending teaching and learning activity with English materials in the classroom, and joining all language activities conducted during the program. Then, the teachers did monitoring to the students' language usage, reminded the students' about their language, and giving English materials. The last step is Evaluation which involves teachers' activities of doing general evaluation toward the Pekan Berbahasa program that has been conducted, doing specific evaluation toward the language activities which are conducted during Pekan berbahasa program, finding out and reporting students' problems during the Pekan Berbahasa program, and reporting the progress of students especially on their foreign language skill.

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2. Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

The second focus of the recent research puts the attention on discovering both teachers' and students' perception on the implementation of Pekan Berbahasa at the chosen research setting by

employing observation and interview sessions to collect the required data. Being different with the previous focus where the data from interview is only obtained from the teachers, here the researcher also collects the data from the students, as follow:

a. Teachers' Perception

1) Teachers' Cognitive Perception

Cognitive perception of teacher on the implementation of Pekan Berbahasa refers to teachers' understanding on the program implementation, teachers' understanding on the objectives of the program, and teachers' belief in the improvement of students' English speaking skill brought by the program.

The observation result shows that every teacher as the program organizer of Pekan Berbahasa could well accomplish their duty and responsibility without disturbing other people duty, could answer all questions given by the students about the reasons standing behind their obligation to speak English, and could maximize their encouragement on students' activeness in the program participation with the consideration that actively participating in the program could improve the students' English speaking skill.

To obtain deeper information about the teachers' cognitive perception on Pekan Berbahasa implementation, the

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researcher conducts interview session with several questions referring to the points of cognitive perception mentioned in the first paragraph, these are: “As the organizer/ teacher/ committee who implement the program of Pekan Berbahasa at MTS Al Qodiri Jember, have you understood all the steps of mechanism or procedure to conduct the program?”, “What is the fundamental purpose of implementing Pekan Berbahasa program at MTS Al Qodiri Jember?”, and “What do you think about the implementation of Pekan Berbahasa program to improve students’ speaking skill?”

Responding to the above given questions during the interview, Mr. Ibad as the first interviewee sequentially says:

> *“Yes, because every time the program of Pekan Berbahasa is about to be conducted, the steps of procedure will be re-explained during the internal meeting conducted by everyone involved in the program. The first goal of the implementation is to be the starting moments for the new students to be obligated to use foreign languages such as Arabic and English in the school environment. Pekan Berbahasa does influence the English ability, because it becomes the stepping stone for students to speak English.”*

Responding the same questions, another interviewee namely Ust. Rozik sequentially utters:

> *“Definitely yes, because we as the organizers are obligated to know the steps of the program that we will conduct or implement. To be the start for students being obligated to speak English and be accustomed to English. Pekan Berbahasa program could improve the*

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ability of students to speak English, because an environment with a certain language could enhance the custom of someone toward the language."

Other answers to the questions are also given Ust. Rivaldi where he states:

"Yes, in order that when the program implementation is undergone, I and other people who are involved are not confused on what we should do during the program. This program is to be the beginning for the new students and the reminder for the old students to be obligated to get used to speak English. I feel happy with the program, because it could create a foreign language environment that improves the students' English speaking ability."

The data which are obtained through both observation and interview presented above become the factual proof of teachers' cognitive perception on the implementation of Pekan Berbahasa which covers the teachers' understanding on the program implementation, teachers' understanding on the objectives of the program, and teachers' belief in the improvement of students' English speaking skill caused by the program. Moreover, because its similarity in proving the cognitive perception of teachers on the program, the obtained data are valid.

2) Teachers' Affective Perception

Teachers' affective perception on the implementation of Pekan Berbahasa refers to teachers' enjoyment to conduct

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the program and the satisfaction toward the students' participation in the program.

Based on the observation results, there are several activities reflecting the affective perception of teachers during the implementation of Pekan Berbahasa program, such as: all teachers as the organizer of Pekan Berbahasa are glad and on fire when they are in the internal meeting discussing the technical steps of the program and when they utter language materials during the program. Further, the observation conducted during the internal meeting shows that all teachers feel grateful and satisfied with the program when the field monitor reports that Pekan Berbahasa program implementation runs as well as they have expected.

These obtained data of observation above are added with other information which is collected through interview by the researcher. With the questions reflecting the affective perception of teachers such as: "What do you feel every time you, as the program organizer, conduct Pekan Berbahasa program?", and "What do you feel when the implementation of Pekan Berbahasa program runs well, or at least when the students are actively participating in the program?", the first interviewee namely Mr. Ibad sequentially answers:

> *"I really feel enthusiastic, because I could help creating good language environment. As the organizer,*

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I definitely feel happy and satisfied when I see the students actively follow the program that we have prepared well."

Answering the same questions related with teachers' affective perception, Ust. Rozik sequentially utters:

"I feel happy and enthusiastic to conduct the program. I feel satisfied and grateful, because if the students are active, meaning that the conducted program could really help them to get used to interact with a foreign language."

Further, other answers of the questions are also given by another interviewee namely Ust. Rivaldi, he sequentially states:

"I feel enthusiastic, because since the beginning, this program is very good to help students get used to foreign language such English. I am glad, because the activeness of students' participation is the proof that the program could be accepted by them."

Those results of interview collected from all teachers are the authentic voices of Pekan Berbahasa program organizers. Being similar with the results of observation shown before the research subjects' statements, these results of interview are also the factual proofs for the affective perception of teachers on the implementation of Pekan Berbahasa program for students' speaking skill at MTS Al Qodiri Jember. Therefore, the points of teachers' enjoyment to conduct the program and the satisfaction toward the students'

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participation in the program highlighted in teachers' affective perception are considered valid.

3) Teachers' Behavioural Perception

As the last category, teachers' behavioural perception on the implementation of Pekan Berbahasa is about teachers' actions in supporting the program, encouraging the students, and actively participating during the program.

The obtained data of observation related with the behavioural perception shows that in every situation and condition during the program, all teachers are actively participating in the program, whether in terms of communicating in English, encouraging the enthusiasm of students to interact in English, as well as being active in any activity conducted during the program. These highlighted moments which are observed by the research have represented the teachers' behavioural perception on the implementation of Pekan Berbahasa.

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In addition, other information proving the teachers' behavioural perception on the implementation of Pekan Berbahasa is also collected by the researcher through interview with the questions; "Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember?", "What are you doing when you see that the students seem passive

during the program?", and "When Pekan Berbahasa program is being held, do you also actively participate in the program?" In regards to these mentioned questions, Mr Ibad, as one of the interviewees, sequentially says:

> *"I do support it, because it could help the students get used to communicate with English. I give them support such as inviting them to have English conversation, and others. Yes, all teachers must communicate in a foreign language too."*

In this way, other answers are also given by another teacher as interviewee, Ust. Rozik sequentially conveys:

> *"Yes, I support the program Pekan Berbahasa because of the reason that the program could create an English environment that is able to help students sharpen their English speaking skill. Interacting with the passive students, in hope that I could know the reasons of them being passive during the program. Yes, I must participate actively."*

Additionally, the last interviewee namely Ust. Rivaldi also utters his answers to the questions related with teachers' behavioural perception, he sequentially reveals:

> *"I am very supportive to the program, because Pekan Berbahasa could improve students' English skill. I invite them to joke. Sometimes, I also give a little appreciation to those who are active, with the aim of making other passive students feel motivated. Yes definitely."*

At last, the above statements of research subjects which are collected through the interview become another factual data to prove the behavioural perception of teachers on the

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implementation of Pekan Berbahasa program. Moreover, since the interview results imply similar indication with the results of observation, it validates the statements of teachers' behavioural perception covering the teachers' actions in supporting the program, encouraging the students, and actively participating during the program.

b. Students' Perception

1) Students' Cognitive Perception

Students' cognitive perception on the implementation of Pekan Berbahasa program is strongly related with the students' understanding on the benefits brought by the program and students' awareness on the importance of speaking practice.

Based on the results of observation, there is a fact which is directly connected with the students' understanding on the program's benefits and the students' awareness on speaking practice importance; this can be seen from the students' behaviour to follow all the rules of Pekan Berbahasa such as speaking no other languages but English and joining all the activities conducted during the program. This result of interview could be considered representing the points of students' cognitive perception based on the consideration that when the students do not understand the programs' benefits

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and are not aware of the importance of speaking practice, they won't also be willing to do the actions that have been previously mentioned.

Further, the information of students' cognitive perception is also collected through the interview session the researcher conducts to the students as program participants with the questions; "What do you think about the implementation of Pekan Berbahasa program especially for your English speaking skill?" And "Why do you choose to be actively participating in Pekan Berbahasa program?" As the first interviewee from the students' side, Rifal says:

> *"According to my opinion, the program is good to be implemented, it can be the time to sharpen the English speaking skill of me and other students. Because active participation of the program could give me good result from the program, especially in the side of English learning."*

Answering the similar questions as Rifal, another student namely Daiyan also says:

> *"My opinion is that the program is very good for the students, and my English could be better by this program. I feel that by actively participating in the program, my English skill in speaking will improve."*

Additionally, the information related with students' cognitive perception is also uttered by another student namely Danang, he adds:

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"Even my English is still little bit rude, but there has been an improvement from my English skill because of Pekan Berbahasa program. Because I really want to get myself used to the English usage, moreover Pekan Berbahasa obligates me to speak in English."

Those presented interview results on the questions related with students' cognitive perception imply that the students participating in the program have gotten the understanding on the benefits brought by Pekan Berbahasa implementation. Moreover, the interview results have also shown that the students are aware with the importance of speaking practice which also becomes the rule of the program.

Eventually, according to the above description, the results of both observation and interview have become the proofs which similarly reflect the students' cognitive perception on the implementation of Pekan Berbahasa. In regard to that similarity, the researcher then assumes that the highlighted description of students' cognitive perception covering the students' understanding on the program's benefits as well as students' awareness on the importance of speaking practice are valid.

2) Students' Affective Perception

Referring to different dimension with cognitive perception, students' affective perception more refers to students' enjoyment in joining the program, motivation to

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follow the rule of the program, as well as confidence to speak during the program.

Regarding to the highlights of students' cognitive perception presented in the previous paragraph, the observation results show that all students are happy and enthusiastic when they participate in Pekan Berbahasa program and join all activities existing the program. Further, the observation also shows that there are only a few numbers of students who haven't followed the rules of Pekan Berbahasa, as the example students sometimes speak other languages but English such their native language in several places which are less monitored, this implies that the majority of students as participants have follows all the rules set in the program. Then, the observation shows that Pekan Berbahasa implementation boosts the students' confidence to speak during the program, this condition is caused by the rule determined in the program that all students are obligated to speak English with no exception making the students accustomed to use in English in their communication.

The results of observation shown above give an implication to the highlighted points of students' affective perception where the students' enjoyment in joining the program, motivation to follow the rules, and confidence to

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speak during the program are reflected from the condition and situation in Pekan Berbahasa program. Furthermore, the researcher also collects the data to prove students' affective perception by interviewing the students with the questions; "What do you feel during the implementation of Pekan Berbahasa program?", "As student, have you followed all the rules of Pekan Berbahasa program?" And "Are you confident to speak English during Pekan Berbahasa implementation? Why?" In accordance to those questions, Rifal, as one of the interviewees, sequentially answers:

> *"I am always enthusiastic and happy that I could participate in the program. Yes, I personally have followed all the rules existing in Pekan Berbahasa as like: speaking in English. Certainly yes, this is to maximize the results from joining the program."*

On the same questions, other statements are also uttered by another interviewee namely Daiyan that he says:

> *"I feel happy and I have an expectation to speak English well. Yes in order that I don't get any punishment. I feel confident enough, because I have gotten used to use English in communication.*

Additional information about students' affective perception is uttered by another student, to those give questions, Danang sequentially answers:

> *"I feel that the program is fun and entertaining because it refers to the understanding of other languages, and I don't feel bothered with that. Yes I have followed all the rules of Pekan Berbahasa. Yes I am confident,*

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moreover speaking English is an obligated rules in that program.

The results of interview presented in previous paragraphs are the factual proofs which are relevant with the description of students' affective perception, started from the enjoyment of students to participate in the program, motivation to follow the rules of the program, and the confidence to speak during the program.

Therefore, because the implication similarity of the data which are collected through both observation and interview and the fact that these data could prove the students' affective perception on the implementation of Pekan Berbahasa, the statements which cover the students' enjoyment in participation, motivation to follow the rules, and confidence to speak are considered valid.

3) Students' Behavioural Perception

Students' behavioural perception on Pekan Berbahasa implementation refers to students' activeness to participate in the program.

Based on the above description, in the observation the researcher finds that there are only few numbers of students who are not active during the program, either when they are in the classroom or in school environment. This result of interview indicates that majority of students have been actively

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participating in the program as well as in any language activity conducted during the program.

The result of observation above indicates that students' activeness during the program really happens in Pekan Berbahasa program, this fact proves that the students' behavioural perception truly exists. Further, the researcher collects other information by employing the interview session to the students, with the question; "As student, have you been active enough participating in Pekan Berbahasa program?" Responding to the question, student namely Rifal says:

> *"Yes I have, I am probably not really active in the beginning, but after several days, I have been accustomed and started to be actively participating in the program."*

To the same question answered by Rifal, another student namely Daiyan also gives his statement, he utters:

> *"Yes, because I have been accustomed with the condition of Pekan Berbahasa where the student must interact in English."*

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Another statement or answer to the interview question is also uttered by another student namely Danang where he states:

> *"I think that I have been active enough, because during the program especially when the language activities of Pekan Berbahasa are conducted during the program, I have given my best to participate."*

Based on the information which is uttered by three different students through interview session, the interview results have indicated their activeness during the program, where this is relevant with the highlight of students' behavioural perception which underlines students' activeness to participate in the program.

At last, because the data which are obtained through both observation and interview are in the same way of indicating the students' activeness during the program, the data of observation and interview validates the statement in students' behavioural perception that refers to students' activeness to participate in the program.

Table 4.4

Research Findings

No.	Focus	Findings
1.	How is the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember?	The implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember cover three important steps in the implementation, these are: 1) Preparation Step: a) Arranging the committees of the program, determining the program schedule, and setting language activities by teachers, b) Making the rules of the program by teachers, c) Preparing teaching materials by teachers, and d) Socializing the program to the students by

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		committees. 2) Implementation Step: a) Obeying the rules of the program, as like communicating in English by students. b) Attending English teaching and learning activity in the classroom by students, and c) Joining all language activities which are conducted by students. d) Teaching English materials in teaching and learning activity in the classroom by teachers, e) Monitoring the students' language usage by teachers by teachers, f) Reminding the students' about their language by teachers, and g) Giving English materials to the students by teachers. 3) Evaluation Step: a) Doing general evaluation toward the Pekan Berbahasa program by teachers, b) Doing specific evaluation toward the language activities in Pekan berbahasa program by teachers, c) Finding out and reporting students' problems during the Pekan Berbahasa program by teachers, and d) Reporting the progress of students especially on the students' foreign language skill by teachers.
2.	How is the teachers' and students' perception on the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember?	There are three kinds of perception owned by teachers and students on the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember, as follow: 1) Teachers' Perception a) Teachers' Cognitive Perception: • Teachers' understanding on the program implementation, • Teachers' understanding on the objectives of the program, and

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		• Teachers' belief on the improvement of students' English speaking skill caused by the program b) Teachers' Affective Perception: • Teachers' enjoyment to conduct the program and • Teachers' satisfaction toward the students' participation in the program c) Teachers' Behavioural Perception: • Teachers' action in supporting the program, • Teachers' action in encouraging the students, and • Teachers' action in actively participating during the program. 2) Students' Perception a) Students' Cognitive Perception: • Students' understanding on the program's benefits, and • Students' awareness on the importance of speaking practice. b) Students' Affective Perception: • Students' enjoyment to participate, • Students' motivation to follow the rules, and • Students' confidence to speak c) Students' Behavioural Perception: • Students' activeness to participate in the program

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B. Discussion

This sub-chapter of discussion consists of the researcher's ideas on the relationship between the recent findings discovered in recent research with the previous studies which had been conducted before, as follow:

1. The Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

In regards to the recent research's findings, the implementation of Pekan Berbahasa program is divided into three main steps which involve; preparation step, implementation step, and evaluation step. For more specific discussion, preparation step consists of several activities such as; arranging the program committees, determining the program schedule, and setting the language activities. These activities previously mentioned are relevant with the statement of Brown conveying that in the first step of language program, English teachers, school management, as well as the curriculum principal make several preparations for the program in terms of determining the programs' objectives, schedule, participants, and the activities.[106] Further, the second activity in preparation step is making the rules of the program, such as; the obligation for students to speak English during the program or the duty to join all the activities conducted in the program. This second activity of preparation step is aligned with the statement of Harmer conveying that setting some particular rules such obligating the students to communicate in English are the next step for conducting a language program.[107]

Then, the third activity is preparing teaching materials, this following activity done after making the rules of the program is

[106] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.
[107] Harmer, *The Practice of English Language Teaching*.

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relevant with the statement of Nunan conveying that preparing materials and some English daily expressions is the next step of implementing a language program after the program organizer sets some rules that must be obeyed by the program participants, here the authorized person of the program collaborating with English teachers provide list of vocabularies, daily expressions, simple dialogues, and etc.[108] As the last activity in preparation step, socializing the program to the students is an obligated activity before implementing the program. On this last activity Richards and Rodgers mentioned that after doing some early preparations such planning the program, setting some obligated rules, and preparing English materials, the next step is informing the participants through general announcement, meeting, or orientation sessions with the aim of making the students understand about the rules as well as the objective of the program.[109]

After discussing about preparation step, the next one is to discuss is the implementation step consisting of the activities where students' participate in and obey the rules of the program and teachers monitor students' language activities during Pekan Berbahasa program. The first activity of participating in the program done by students is relevant with the statement uttered by Harmer highlighting that during the implementation of a language program, students participate in the program in terms of speaking English all the time and

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[108] Nunan, *Practical English Language Teaching*.
[109] Richards and Rodgers, *Approaches and Methods in Language Teaching*.

joining all language activities as well as the teaching and learning activity conducted in the program, because according to Harmer, real communication reflected by environment-based language program could give significant improvement for language fluency.[110]

The second activity existing in the implementation step is action done by teachers in monitoring the students' language activities during the program, this monitoring activity done by teachers during the program is in the same case as the statement of Brown revealing that during the program, English teachers or the authorized person of the program should teach or give the language materials to the students, monitor students' participation, remind the students about the language, and help the students with their difficulties.[111]

At the end, the last step of Pekan Berbahasa implementation is the evaluation step. This last step of implementation consists of several activities which cover; generally evaluating the implementation of the program, specifically evaluating the language activities conducted in the program, finding out and reporting the students' problems during the program, and reporting the program of students especially on students' foreign language skills. These activities conducted in the evaluation step of the program are aligned with the statement of Richards and Rogers conveying that as the last step of implementing language program is doing an intimate meeting attended by teachers

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[110] Harmer, *The Practice of English Language Teaching*.
[111] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

and all school staffs to evaluate students' progress, discover several avoiding problems or challenges, and collect suggestion from the participants for the improvement of the program in the future.[112]

In summary, research findings of the recent research which focus on three main steps such as; preparation step with the activities of arranging the program committees, determining the program schedule, and setting the language activities, implementation step with the activities where students participate in the program teachers monitor the students' language activities during the program, and evaluation step with the activities of generally evaluating the implementation of the program, specifically evaluating the language activities conducted in the program, finding out and reporting the students' problems during the program, and reporting the program of students especially on students' foreign language skills, are truly relevant with the results of researchers previously conducted by other researchers. Thus, this relevance of recent research's findings with previous studies proves that the implementation procedure of Pekan Berbahasa has suited the procedure of conducting a language program.

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[112] Richards and Rodgers, *Approaches and Methods in Language Teaching*.

2. Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

According to the findings of the recent research, especially on teachers' and students' cognitive perception on the implementation of Pekan Berbahasa, there found that the cognitive perception of teachers on the program were reflected by the teachers' understanding on the program implementation, understanding on the objectives of the program, and belief on the improvement of students' English speaking skill caused by the program. This finding related with the teachers' cognitive perception is relevant with the statements of Borg mentioning that teachers cognitive or teacher cognition refers to the thought, understanding, belief, and knowledge of the teachers about the program.[113] Besides, the cognitive perception of students on the implementation of Pekan Berbahasa could be seen from the students' understanding on the program's benefits, as well as their awareness on the importance of speaking practice happening in the program. For the finding related with students' cognitive perception, the statement of Piaget and Inhelder conveying that students' cognitive perception majorly refers to the students' understanding on the program in term of its benefits, rules, and activities conducted inside the program, it also

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[113] Borg, "Teacher Cognition in Language Teaching: A Review of Research on What Language Teachers Think, Know, Believe, and Do."

refers to the students' belief on awareness on the output of learning activities existing in the program.[114]

Further, according to affective perception as the second perception category, the findings revealed that in the recent research teachers' affective perception were reflected from teachers' enjoyment to conduct the program and teachers' satisfaction toward the students' participation in the program. These findings previously mentioned are in line with the theory of Fishbein and Ajzen conveying that teachers' affective perception refers to teachers' either negative or positive attitude on the program, their acceptance, enthusiasm, and willingness to implement the program.[115] On the other side finding, the researcher found that students' affective perception could be unveiled from their enjoyment to participate, motivation to follow the rules, and confidence to speak. Here, the finding on students' affective perception is relevant with Theory of Affective Domain by Bloom and Krathwohl underlining that students' affective perception is strongly related with students' enjoyment, confidence, motivation, and anxiety when the program is being held.[116]

As the last category of perception, teachers' behavioural perception based on the research finding were reflected from Teachers' enjoyment to conduct the program and teachers' satisfaction toward

[114] Piaget and Inhelder, *The Psychology of the Child*.
[115] Fishbein and Ajzen, *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*.
[116] Bloom and Krathwohl, *Taxonomy of Educational Objectives: The Classification of Education Goals, Handbook II: Affective Doman*.

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the students' participation in the program. These findings have relevance with the Planned Behaviour Theory of Ajzen stating that teachers' behavioural perception involves several dimensions cover; the attitude toward the behaviour, subjective norms, and behavioural intention.[117] Further, as the next finding related with student' behavioural perception, the findings underlined that students' behavioural perception was reflected from the students' activeness to participate in Pekan Berbahasa implementation, this finding is relevant with the statement of Bandura especially on the part of self-efficacy, mentioning that students' behavioural perception could be reflected from students' active participation, confidently practice their speaking, and engage to any language activity conducted during the program.[118]

Based on above discussion about the relevance of research findings with the previously conducted researches, the researcher assumed that the recent research's findings in terms of teacher' cognitive, affective, and behavioural perceptions as well as student' cognitive, affective, behavioural perceptions have correctly suited the discussion related with the teacher' and students' perception on a language program. Thus, by knowing that fact, the researcher considered that the findings discussing about teachers' and students' perception on the implementation of Pekan Berbahasa could be the answer for the second research question of this recent research.

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[117] Ajzen, "The Theory of Planned Behavior."
[118] Bandura, "Social Foundations of Thought and Action."

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the conclusion and suggestion of the recent research. It provides the summary of recent research findings as well as some suggestion for some figures connected with the discussed topic in recent research.

A. Conclusion

The conclusion of the discussion and analysis, on the implementation of Pekan Berbahasa, and teachers' - students' perception the implementation of Pekan Berbahasa for students' speaking skill, done in previous chapter is presented below:

1. The Implementation of Pekan Berbahasa at MTS Al Qodiri Jember

   The implementation of Pekan Berbahasa at the chosen research setting is divided into three steps covering; Preparation step consisting the activities of arranging the committees of the program, setting the schedule, language activities, and rules of the program, preparing teaching materials, and socializing the program to the students. Further, the next step is Implementation step which covers the students' activities of obeying the rules of the program, attending teaching and learning activity with English materials in the classroom, and joining all language activities conducted during the program. Then, the teachers did monitoring to the students' language usage, reminded the students' about their language, and giving English materials.

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The last step is Evaluation which involves teachers' activities of doing general evaluation toward the Pekan Berbahasa program that has been conducted, doing specific evaluation toward the language activities which are conducted during Pekan Berbahasa program, finding out and reporting students' problems during the Pekan Berbahasa program, and reporting the progress of students especially on their foreign language skill.

2. Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

The perception which is owned by either teachers or students at MTS Al Qodiri Jember are divided into three kinds, these are; cognitive perception, affective perception, and behavioural perception. On teachers, the cognitive perception covers teachers' understanding the program, understanding on the objectives of the program, and teachers' belief on the improvement of students' English speaking skill caused by the program. Further, teachers' affective perception of is about teachers' enjoyment to conduct the program, and the satisfaction toward the students' participation in the program. At last, the behavioural perceptions are strongly related with the actions of teachers in supporting the program, encouraging the students, and actively participating during the program.

In student's side, students' cognitive perception refers to students' understanding on the benefits brought by the program and

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the students' awareness on the importance of speaking practice during the program. In the next category, students' affective perception is about the students' enjoyment to participate in the program, motivation to follow the rules of the program, and confidence to speak during the program. Further, the last perception category of behavioural perception especially on students referts to the students' activeness to participate in the program.

B. Suggestion

After conducting the research, the researcher writes some suggestions for several figures, presented below:

1. English Teachers or Program Organizers

   As people organizing the implementation of the program, English teachers or the program organizers must be more creative in designing the program, started from the model of teaching and learning activity conducted in the classroom till the language activities that would be presented and joined by the students during the program implementation. This suggestion is sourced from the fact that sometimes the students get the boredom when it comes to classroom teaching and learning moreover with a complicated subject like English. Further, teacher or the program organizer should actually do more interventions in students' interaction during the rest time, because it will help the students to be more comfortable and accustomed with the program.

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2. Future Researchers

For the future researchers who would discuss further about the topic being discussed in recent research, please be more systematized and critical in finding the information that would be the data for your research. Having more people to be the objects of observation or the subjects for the interview could better the result of your research, because more research subjects could give more various points of view on things becoming your research focus that will also be the foundations of findings which unexpectedly appear at the end of the research.

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Stated that the undergraduate thesis with the title **"Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember"** is truly my original work, it does not incorporate to any material previously written by another person except those who are mentioned and indicated in both quotation and references. Due to the fact, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Jember, May 28, 2026



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APPENDICES

Appendix 1: Research Matrix

Title	Research Question	Variables	Indicator	Data Sources	Research Method
Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember	1. How is the implementation of Pekan Berbahasa for students' speaking skill at MTS Al Qodiri Jember? 2. How is the teachers' and students' perception on the implementation of Pekan Berbahasa for student' speaking skill at MTS Al Qodiri Jember?	1. Perception 2. Pekan Berbahasa 3. Speaking Ability	1. Perception frameworks: a. Understanding and Interpretation (Cognitive) b. Emotional response (Affective) c. Behavioural intention (Behavioural) 2. Aspects of any environment-based language program: a. English Skills usage: • Speaking • Listening b. Participation or Engagement c. Attitude d. Environment 3. Speaking ability indicators: a. Fluency b. Accuracy c. Pronunciation d. Vocabulary e. Grammar	1. Interview results with research subjects: a. English teachers of MTS Al Qodiri Jember b. Students of MTS Al Qodiri Jember 2. Observation result 3. Documents review result 4. Literature review	1. Research approach: Qualitative 2. Research design: Descriptive 3. Research location: MTS Al Qodiri Jember 4. Research subjects: a. English teacher b. Student 5. Data collection Technique: a. Interview b. Observation c. Document Review 6. Data analysis: Interactive Model of Miles, Huberman, Saldana covering: a. Data condensation b. Data display c. Drawing and verifying conclusion 7. Data Validity: a. Triangulation of technique b. Triangulation of data source

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Appendix 2: Instruments of Data Collection

A. Observation Sheet

OBSERVATION SHEET

Day & Date :
Place :

No.	Description	True	False	Note
1.	The students feel difficult to speak in English *Para siswa merasa kesulitan untuk berbicara dalam bahasa inggris*			
2.	The students support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*			
3.	The students enjoy participating in the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa merasa senang berpartisipasi dalam penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*			
4.	The students actively participate in the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa aktif berpartisipasi dalam penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*			
5.	The students follow all the determined rules of Pekan Berbahasa program, such as speaking in a foreign language and actively participating in any program activity conducted in the program *Para siswa mengikuti seluruh aturan yang ditetapkan dalam program Pekan Berbahasa, seperti berbicara*			

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	dalam bahasa asing dan aktif berpartisipasi di segala kegiatan yang diadakan dalam program tersebut			
6.	The implementation of Pekan Berbahasa program helps the students to improve their speaking skill *Penerapan program Pekan Berbahasa membantu para siswa untuk meningkatkan kemampuan berbicara bahasa inggris mereka*			
7.	The implementation of Pekan Berbahasa program helps the students with their grammar learning and practice *Penerapan program Pekan Berbahasa membantu para siswa dalam belajar dan melatih pengetahuan grammar mereka*			
8.	The implementation of Pekan Berbahsa program helps the students with their vocabulary memorization, understanding, and usage *Penerapan program Pekan Berbahasa membantu para siswa dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris*			
9.	The implementation of Pekan Berbahasa program helps the students with their process of mastering English words pronunciation *Penerapan program Pekan Berbahasa membantu para siswa dalam menguasai cara pengucapan kosa kata bahasa inggris*			
10.	The implementation of Pekan Berbahasa program helps the students with comprehension on spoken English *Penerapan program Pekan Berbahasa*			

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	membantu para siswa dalam memahami bahasa inggris yang diutarakan secara lisan			
11.	The implementation of Pekan Berbahasa program boosts the students' confidence to speak in English *Penerapan program Pekan Berbahasa meningkatkan rasa percaya diri dari para siswa untuk berbicara dalam bahasa inggris*			
12.	All English teachers and the organizer of Pekan Berbahasa program understand the program implementation and the objectives of conducting the program *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa memahami tujuan diadakannya program tersebut*			
13.	All English teachers and the organizer of Pekan Berbahasa feel enthusiast to conduct the program at MTS Al Qodiri Jember *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa merasa antusias untuk mengadakan program tersebut di MTS Al Qodiri Jember*			
14.	All English teachers and the organizer of Pekan Berbahasa program feel satisfied when the program runs well as how they have expected *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa merasa puas ketika program tersebut berjalan baik seperti yang mereka harapkan*			
15.	All English teachers and the organizer of Pekan Berbahasa program support			

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	the program, encourage the students, and actively participate when the program is being held *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa mendukung program tersebut, mendorong partisipasi siswa, serta ikut berpartisipasi aktif ketika program berlangsung*			
16.	All English teachers understand the objectives of conducting Pekan Berbahasa program *Semua guru bahasa inggris memahami tujuan dari diadakannya program Pekan Berbahasa di MTS Al Qodiri Jember*			
17.	The procedure of implementing Pekan Berbahasa program is started from the preparation step *Prosedur implementaasi program Pekan Berbahasa dimulai daru tahap atau langkah persiapan*			
18.	After preparation step, the following step is the implementation where the program is being undergone Setelah tahap persiapan, tahapan selanjutnya adalah implementasi di mana program tersebut dijalankan			
19.	After implementation, the last step of implementing Pekan Berbahasa program is the evaluation Setelah implementasi, tahapan terakhir dari implementasi program Pekan Berbahasa merupakan evaluasi			
20.	The implementation of Pekan Berbahasa program is an ideal way to improve students' skill in speaking English *Penerapan program Pekan Berbahasa merupakan cara yang ideal guna*			

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	meningkatkan kemampuan siswa untuk berbicara dalam bahasa inggris			

B. Interview Guideline

FOR TEACHERS

Interviewee :
Interviewer :
Day/ Date :
Place :

NO.	QUESTION	ANSWER
1.	How long has the program of Pekan Berbahasa been implemented at MTS Al Qodiri Jember? *Berapa lama program Pekan Berbahasa telah diterapkan di MTS Al Qodiri Jember?*	
2.	What is the fundamental purpose of implementing Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa tujuan awal dari penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	
3.	As the organizer/ teacher/ committee who implement the program of Pekan Berbahasa at MTS Al Qodiri Jember, have you understood all steps of mechanism or procedure to conduct the program? *Sebagai pelaksana/ guru/ panitia yang mengimplementasikan program Pekan Berbahasa di MTS Al Qodiri Jember, sudahkah anda memahami seluruh langkah mekanisme atau prosedur untuk mengadakan program tersebut?*	
4.	What are the steps of procedure in conducting Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja langkah-langkah prosedur*	

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	dalam mengadakan program Pekan Berbahasa di MTS Al Qodiri Jember?	
5.	Do you think that the students enjoy participating in the implementation of Pekan Berbahasa program in MTS Al Qodiri Jember? *Apakah menurut anda para siswa senang berpartisipasi dalam penerapaan program Pekan Berbahasa di MTS Al Qodiri Jember?*	
6.	What do you think about the implementation of Pekan Berbahasa program to improve the students' speaking skill? *Apa pendapat anda tentang penerapan program Pekan Berbahasa guna meningkatkan kemampuan berbicara bahasa inggris siswa?*	
7.	What do you think about the implementation of Pekan Berbahasa program on students' grammar learning and practice? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pembelajaran dan latihan grammar siswa?*	
8.	What do you think about the implementation of Pekan Berbahasa program on students' vocabulary memorization, understanding, and usage? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada hafalan, pemahaman, dan penggunaan kosa kata bahasa inggris siswa?*	
9.	What do you think about the implementation of Pekan Berbahasa	

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	program on students' mastery in pronouncing English words? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kemahiran siswa dalam mengucapkan kosa kata bahasa inggris?*	
10.	What do you think about the implementation of Pekan Berbahasa program on students' speaking fluency? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kelancaran berbicara bahasa inggris siswa?*	
11.	What do you think about the implementation of Pekan Berbahasa program on students' comprehension toward spoken English? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pemahaman siswa terhadap bahasa inggris yang diutarakan secara lisan?*	
12.	Do you think that the implementation of Pekan Berbahasa program helps the students to be more confident to speak in a foreign language such English? *Apakah menurut anda penerapan program Pekan Berbahasa membantu para siswa untuk lebih percara diri untuk berbicara dalam bahasa asing khususnya bahasa inggris?*	
13.	What do you feel every time you as the program organizer conduct Pekan Berbahasa program? *Apa yang anda rasakan setiap kali anda sebagai pelaksana program tersebut mengadakan Program Berbahasa?*	

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14.	What do you feel when you are also obligated to participate in any language activities and follow the rules during Pekan Berbahasa program? *Apa yang anda rasakan ketika anda juga diharuskan untuk berpartisipasi di setiap kegiatan-kegiatan bahasa inggris dan mengikuti peraturan selama program Pekan Berbahasa?*	
15.	What do you feel when the implementation of Pekan Berbahasa program runs well, or at least when the students are actively participating in the program? *Apa yang anda rasakan ketika implementasi program Pekan Berbahasa berjalan baik, atau setidaknya ketika para siswa aktif berpartisipasi dalam program tersebut?*	
16.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah anda mendukung implementasi program Pekan Berbahasa di MTS Al Qodiri Jember?*	
17.	When the Pekan Berbahasa program is being held, do you also actively participate in the program? *Ketika program Pekan Berbahasa berlangsung, apakah anda juga aktif berpartisipasi dalam program tersebut?*	
18.	What are you doing when you see that the students seem passive during the program? *Apa yang anda lakukan ketika anda melihat para siswa terlihat pasif ketika program sedang berlangsung?*	
19.	What problems do you encounter during the implementation of Pekan Berbahasa	

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	program at MTS Al Qodiri Jember? *Apa saja permasalahan yang anda temukan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	
20.	What are the problems avoiding the students' maximum results during the implementation of Pekan Berbahasa program? *Apa saja permasalahan yang mencegah hasil maksimal para siswa selama penerapan program Pekan Berbahasa?*	

FOR STUDENTS

Interviewee :
Interviewer :
Day/ Date :
Place :

NO.	QUESTION	ANSWER
1.	Do you think that speaking English is difficult? Why is that so? *Apakah menurutmu berbicara bahasa inggris sulit? Kenapa seperti itu?*	
2.	What do you feel when you speak English in school environments or in front of the classroom? *Apa yang kamu rasakan ketika kamu berbicara bahasa inggris di lingkungan sekolah atau di depan kelas?*	
3.	What are the activities that you do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang anda lakukan selama penerapan Pekan Berbahasa berlangsung?*	

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4.	Are you confident to speak English during Pekan Berbahasa implementation? *Apakah kamu percaya diri untuk berbicara bahasa inggris selama program berlangsung?*	
5.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah kamu mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	
6.	What do you feel during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? Do you feel enjoy participating or do you feel bothered with this implementation? *Apa yang kamu rasakan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember? Apakah kamu merasa senang berpartisipasi di dalamnya atau apakah kamu merasa terbebani dengan penerapan program tersebut?*	
7.	What do you think about the implementation of Pekan Berbahasa program especially for your English speaking skill? *Apa pendapatmu tentang penerapan program Pekan Berbahasa khususnya pada kemampuan berbicara bahasa inggrismu?*	
8.	Do you think that the implementation of Pekan Berbahasa program helps you with your grammar learning and practice? Why?	

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	Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam belajar dan mempraktekkan materi grammar yang kamu pelajari? Kenapa?	
9.	Do you think that the implementation of Pekan Berbahasa program helps you with your vocabulary memorization, understanding, and usage? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris? Kenapa?*	
10.	Do you think that the implementation of Pekan Berbahasa program helps you with your process of mastering English words pronunciation? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menguasai cara pengucapan kosa kata bahasa inggris? Kenapa?*	
11.	Do you think that the implementation of Pekan Berbahasa program helps you with your English speaking fluency? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam meningkatkan kelancaran berbicara bahasa inggrismu? Kenapa?*	
12.	Do you think that the implementation of Pekan Berbahasa program helps you with your comprehension on spoken English?	

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	Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam memahami bahasa inggris yang diutarakan secara lisan? Kenapa?	
13.	Does the implementation of Pekan Berbahasa program make you be more confident to speak in English? *Apakah penerapan program Pekan Berbahasa membuatmu lebih percaya diri untuk berbicara dalam bahasa inggris?*	
14.	As student, have you been active enough participating in Pekan Berbahasa program? What about other students? *Sebagai siswa, apakah kamu sudah cukup aktif berpartisipasi di program Pekan Berbahasa?*	
15.	Why do you choose to be actively participating in Pekan Berbahasa program? *Kenapa kamu memilih untuk aktif berpartisipasi dalam program Pekan Berbahasa?*	
16.	As student, have you followed all the rules of Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah mengikuti atau mematuhi semua peraturan dari program Pekan Berbahasa?*	
17.	What are the activities that the teachers do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang para guru lakukan selama penerapan Pekan Berbahasa?*	
18.	What do you think about the teachers'	

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	participation in Pekan Berbahasa program? Are all teachers also actively participating in the program? *Apa pendapatmu tentang partisipasi para guru di program Pekan Berbahasa? Apakah semua guru juga berpartisipasi aktif dalam program tersebut?*	
19.	What do the teachers do when they see students who are not active in Pekan Berbahasa program? *Apa yang dilakukan guru ketika mereka melihat siswa-siswi yang tidak aktif dalam program Pekan Berbahasa?*	
20.	What are the problems you face during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang kamu hadapi selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	

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Appendix 3: Observation Result

OBSERVATION SHEET

Day & Date : Monday, April 15th 2026
Place : MTS Al Qodiri Jember

No.	Description	True	False	Note
1.	The students feel difficult to speak in English *Para siswa merasa kesulitan untuk berbicara dalam bahasa inggris*	√		Karena kurangnya kosa kata.
2.	The students support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*	√		Karena sangat membantu para siswa untuk terbiasa dalam menggunakan bahasa inggris dalam komunikasi.
3.	The students enjoy participating in the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa merasa senang berpartisipasi dalam penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*	√		Mereka sangat senang dan antusias saat mengikuti program pekan berbahasa dan segala kegiatan yang ada di dalamnya.
4.	The students actively participate in the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember *Para siswa aktif berpartisipasi dalam penerapan program Pekan Berbahasa di MTS Al Qodiri Jember*	√		Hanya terdapat beberapa siswa yang tidak aktif ketika program berlangsung, baik ketika mereka di ruang kelas atau di lingkungan sekolah.
5.	The students follow all the determined rules of Pekan Berbahasa program, such as speaking in a foreign language and actively participating in any program activity conducted in the program *Para siswa mengikuti seluruh aturan yang ditetapkan dalam program Pekan Berbahasa, seperti berbicara dalam bahasa asing dan aktif*	√		Hanya ada beberapa siswa yang belum mengikuti aturan yang sudah ditetapkan. Seperti berbicara bahasa selain bahasa inggris di beberapa tempat yang kurang pengawasan.

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	berpartisipasi di segala kegiatan yang diadakan dalam program tersebut			
6.	The implementation of Pekan Berbahasa program helps the students to improve their speaking skill *Penerapan program Pekan Berbahasa membantu para siswa untuk meningkatkan kemampuan berbicara bahasa inggris mereka*	√		Karena dengan praktik, mereka lebih semangat untuk belajar bahasa inggris.
7.	The implementation of Pekan Berbahasa program helps the students with their grammar learning and practice *Penerapan program Pekan Berbahasa membantu para siswa dalam belajar dan melatih pengetahuan grammar mereka*	√		Sangat membantu, karena dengan secara aktif berkomunikasi dalam bahasa inggris, kesalahan dalam struktur kalimat disadari oleh siswa.
8.	The implementation of Pekan Berbahsa program helps the students with their vocabulary memorization, understanding, and usage *Penerapan program Pekan Berbahasa membantu para siswa dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris*	√		Karena mereka juga dapat langsung menambahkan kosa kata baru selama program pekan berbahasa berlangsung.
9.	The implementation of Pekan Berbahasa program helps the students with their process of mastering English words pronunciation *Penerapan program Pekan Berbahasa membantu para siswa dalam menguasai cara pengucapan kosa kata bahasa inggris*	√		Mereka langsung mempraktikkan.
10.	The implementation of Pekan Berbahasa program helps the students with comprehension on spoken English *Penerapan program Pekan Berbahasa membantu para siswa dalam*	√		Karena mereka belajar sekaligus praktik berbicara dengan bahasa inggrissecara langsung.

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	memahami bahasa inggris yang diutarakan secara lisan			
11.	The implementation of Pekan Berbahasa program boosts the students' confidence to speak in English *Penerapan program Pekan Berbahasa meningkatkan rasa percaya diri dari para siswa untuk berbicara dalam bahasa inggris*	√		Mereka langsung mempraktikkan secara tatap muka.
12.	All English teachers and the organizer of Pekan Berbahasa program understand the program implementation and the objectives of conducting the program *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa memahami tujuan diadakannya program tersebut*	√		Setiap guru dan pelaksana program Pekan Berbahasa dapat menyelesaikan tugas atau tanggunganya dengan baik tanpa tanpa mengganggu tanggung jawab orang lain, setiap guru dan pelaksana program juga mendorong keaktifan para siswa dalam berinteraksi dengan bahasa inggris.
13.	All English teachers and the organizer of Pekan Berbahasa feel enthusiast to conduct the program at MTS Al Qodiri Jember *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa merasa antusias untuk mengadakan program tersebut di MTS Al Qodiri Jember*	√		Para guru beserta pelaksana program Pekan Berbahasa terlihat bersemangat ketika melakukan rapat internal yang membahas tentang teknis Pekan Berbahasa, dan juga ketika menyampaikan materi kepada siswa selama program berlangsung.
14.	All English teachers and the organizer of Pekan Berbahasa program feel satisfied when the program runs well as how they have expected *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa merasa puas ketika program tersebut berjalan baik seperti yang mereka harapkan*	√		Berdasarkan pengamatan dalam rapat, ketika mendapat kabar dari para pemantau lapangan bahwa program berjalan dengan baik, para guru dan pelaksana program merasa bersyukur dan terlihat puas dengan hasil yang didapatkan.
15.	All English teachers and the organizer	√		Dalam segala situasi dan

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	of Pekan Berbahasa program support the program, encourage the students, and actively participate when the program is being held *Semua guru bahasa inggris beserta pelaksana program Pekan Berbahasa mendukung program tersebut, mendorong partisipasi siswa, serta ikut berpartisipasi aktif ketika program berlangsung*			kondisi, para guru secara aktif berpartisipasi dalam program Pekan Berbahasa, baik dalam berkomunikasi dalam bahasa inggris, mendorong antusiasme siswa, serta aktif dalam kegiatan yang ada dalam program tersebut.
16.	All English teachers understand the objectives of conducting Pekan Berbahasa program *Semua guru bahasa inggris memahami tujuan dari diadakannya program Pekan Berbahasa di MTS Al Qodiri Jember*	√		Dapat menjawab segala pertanyaan yang diberikan siswa terkait alasan mereka harus berbicara dalam bahasa inggris.
17.	The procedure of implementing Pekan Berbahasa program is started from the preparation step *Prosedur implementaasi program Pekan Berbahasa dimulai daru tahap atau langkah persiapan*	√		Tahap persiapan (pra-program): 1. Menyusun kepanitian 2. Mengatur jadwal 3. Menetapkan aturan 4. Menyiapkan materi 5. Mensosialisasikan program kepada para siswa
18.	After preparation step, the following step is the implementation where the program is being undergone Setelah tahap persiapan, tahapan selanjutnya adalah implementasi di mana program tersebut dijalankan	√		Tahap implementasi (selama program): 1. Para siswa mengikuti program Pekan Berbahasa, sekaligus mematuhi aturan yang sudah ditetapkan 2. Para siswa mengikuti kegiatan KBM 3. Guru mengajar di kelas saat KBM 4. Guru mendorong komunikasi antar/ dengan siswa dalam bahasa asing 5. Guru mengawasi kebahasaan siswa selama

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				program berlangsung 6. Guru menuliskan kosa kata atau kalimat sederharna bahasa inggris.
19.	After implementation, the last step of implementing Pekan Berbahasa program is the evaluation Setelah implementasi, tahapan terakhir dari implementasi program Pekan Berbahasa merupakan evaluasi	√		Tahap evaluasi (pasca-program): 1. Mengevaluasi jalannya program Pekan Berbahasa 2. Menilai kegiatan-kegiatan kebahasaan yang diadakan selama program 3. Mengemukakan permasalahan siswa selama program berlangsung 4. Melaporkan kemajuan kemampuan berbahasa asing siswa
20.	The implementation of Pekan Berbahasa program is an ideal way to improve students' skill in speaking English *Penerapan program Pekan Berbahasa merupakan cara yang ideal guna meningkatkan kemampuan siswa untuk berbicara dalam bahasa inggris*	√		Karena dengan praktik secara langsung, kita dapat berbicara dalam bahasa inggris dengan lebih baik.

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Appendix 4: Interview Results

A. From Teachers
- Teacher 1

Interviewee : Mr. Ibad
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Monday, April 13th 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	How long has the program of Pekan Berbahasa been implemented at MTS Al Qodiri Jember? *Berapa lama program Pekan Berbahasa telah diterapkan di MTS Al Qodiri Jember?*	11 tahun sejak dilaksanakan pada 2015.
2.	What is the fundamental purpose of implementing Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa tujuan awal dari penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Tujuan awal diadakannya adalah sebagai momentum awal dimulainya siswa-siswi baru wajib menggunakan bahasa arab & inggris di lingkungan pesantren.
3.	As the organizer/ teacher/ committee who implement the program of Pekan Berbahasa at MTS Al Qodiri Jember, have you understood all steps of mechanism or procedure to conduct the program? *Sebagai pelaksana/ guru/ panitia yang mengimplementasikan program Pekan Berbahasa di MTS Al Qodiri Jember, sudahkah anda memahami seluruh langkah mekanisme atau prosedur untuk mengadakan program tersebut?*	Iya, karena setiap akan diberlakukannya program Pekan Berbahasa, langkah-langkah pelaksanaannya akan dijelaskan lagi dalam rapat internal yang dilakukan oleh semua orang yang terlibat.
4.	What are the steps of procedure in conducting Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja langkah-langkah prosedur dalam mengadakan program Pekan*	Untuk mekanisme programnya dibagi tiga tahap, pertama tahap persiapan, kedua tahap implementasi, dan yang terakhir tahap evaluasi. Tahap persiapannya meliputi: perencanaan dimulai dari penyusunan

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	Berbahasa di MTS Al Qodiri Jember?	panitia, penetapan jadwal serta penetapan kegiatan-kegiatan kebahasaan yang akan diadakan ketika program tersebut berlangsung, kemudian menyusun aturan untuk partisipan ketika mengikuti program, dilanjutkan dengan penyusunan materi yang akan diajarkan, dan dilanjutkan dengan sosialisasi kepada para siswa. Tahap kedua lebih ke implementasi atas program di mana siswa harus berpartisipasi sekaligus mengikuti segala kegiatan dan aturan yang ada selama program berlangsung, sekaligus kegiatan pengajaran yang dilakukan oleh guru, tindakan pengawasan yang dilakukan oleh guru, aksi mengingatkan siswa oleh guru, dan kegiatan memberikan materi tambahan. Dan tahap terakhir, yakni evaluasi di mana para guru beserta semua orang yang terlibat dalam program tersebut mengadakan rapat dan membahas beberapa hal seperti evaluasi terhadap program Pekan Berbahasa, penilaian kegiatan kebahasaan, mencatat permasalahan siswa selama program, serta mencatat kemajuan siswa dalam berbahasa asing.
5.	Do you think that the students enjoy participating in the implementation of Pekan Berbahasa program in MTS Al Qodiri Jember? *Apakah menurut anda para siswa senang berpartisipasi dalam penerapaan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Melihat dari pelaksanaannya, siswa-siswi sangatlah antusias dalam penerapan program ini karena selain mereka menjadi objek, merek juga ikut andil dalam pelaksanaannya.
6.	What do you think about the implementation of Pekan Berbahasa program to improve the students' speaking skill?	Program berbahasa sangat berpengaruh kepada kemampuan berbahasa inggris karena menjadi batu loncatan awal siswa untuk berbahasa inggris.

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	Apa pendapat anda tentang penerapan program Pekan Berbahasa guna meningkatkan kemampuan berbicara bahasa inggris siswa?	
7.	What do you think about the implementation of Pekan Berbahasa program on students' grammar learning and practice? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pembelajaran dan latihan grammar siswa?*	Sebelum dan setelah pecan berbahasa siswa sudah dibiasakan untuk menggunakan bahasa arab & inggris dengan kaidah/ grammar yang benar.
8.	What do you think about the implementation of Pekan Berbahasa program on students' vocabulary memorization, understanding, and usage? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada hafalan, pemahaman, dan penggunaan kosa kata bahasa inggris siswa?*	Siswa-siswi menghafal kosa kata di malam harinya, yang kemudian diterapkan dalam percakapan sehari-hari guna menguatkan hafalan mereka.
9.	What do you think about the implementation of Pekan Berbahasa program on students' mastery in pronouncing English words? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kemahiran siswa dalam mengucapkan kosa kata bahasa inggris?*	Selain menghafal, dalam program ini siswa juga diajari untuk menggunakan vocabularies dengan tepat dan benar.
10.	What do you think about the implementation of Pekan Berbahasa program on students' speaking fluency? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kelancaran berbicara bahasa inggris siswa?*	Melalui program ini siswa mulai mempraktekkan vocabularies yang mereka dapat sehari-hari sehhingga dapat melancarkan mereka dalam berbicara bahasa inggris.

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11.	What do you think about the implementation of Pekan Berbahasa program on students' comprehension toward spoken English? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pemahaman siswa terhadap bahasa inggris yang diutarakan secara lisan?*	Program ini sangat mendukung pemahaman siswa terhadap bahasa inggris yang disampaikan guru secara lisan.
12.	Do you think that the implementation of Pekan Berbahasa program helps the students to be more confident to speak in a foreign language such English? *Apakah menurut anda penerapan program Pekan Berbahasa membantu para siswa untuk lebih percara diri untuk berbicara dalam bahasa asing khususnya bahasa inggris?*	Sangatlah membantu karena di sana siswa juga dilatuh untuk percara diri dengan kemampuan bahasa individu masing-masing.
13.	What do you feel every time you as the program organizer conduct Pekan Berbahasa program? *Apa yang anda rasakan setiap kali anda sebagai pelaksana program tersebut mengadakan Program Berbahasa?*	Sangat merasa antusias, karena dapat membantu menciptakan lingkungan kebahasaan yang baik.
14.	What do you feel when you are also obligated to participate in any language activities and follow the rules during Pekan Berbahasa program? *Apa yang anda rasakan ketika anda juga diharuskan untuk berpartisipasi di setiap kegiatan-kegiatan bahasa inggris dan mengikuti peraturan selama program Pekan Berbahasa?*	Tidak ada perasaan khusus, karena sudah setiap tahun mengadakan program tersebut, jadi sudah terbiasa dengan kewajiban untuk juga berbicara dengan bahasa asing.
15.	What do you feel when the implementation of Pekan Berbahasa program runs well, or at least when the students are actively participating in the program? *Apa yang anda rasakan ketika*	Sebagai pelaksana, tentunya saya sangat senang dan puas melihat para siswa aktif mengikuti program yang kita siapkan dengan baik.

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	implementasi program Pekan Berbahasa berjalan baik, atau setidaknya ketika para siswa aktif berpartisipasi dalam program tersebut?	
16.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah anda mendukung implementasi program Pekan Berbahasa di MTS Al Qodiri Jember?*	Sangat mendukung, karena dapat membantu para siswa terbiasa untuk berkomunikasi dengan bahasa inggris.
17.	When the Pekan Berbahasa program is being held, do you also actively participate in the program? *Ketika program Pekan Berbahasa berlangsung, apakah anda juga aktif berpartisipasi dalam program tersebut?*	Iya, semua guru diharuskan untuk juga berkomunikasi dengan bahasa asing.
18.	What are you doing when you see that the students seem passive during the program? *Apa yang anda lakukan ketika anda melihat para siswa terlihat pasif ketika program sedang berlangsung?*	Memberikan dukungan seperti mengajak ngobrol dalam bahasa inggris, dan lain-lain.
19.	What problems do you encounter during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang anda temukan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Dengan banyaknya siswa dan karakter siswa yang berbeda-beda, kita akan menemukan beberapa siswa yang memiliki kemampuan di bawah rata-rata siswa lainnya, sehingga dapat menghambat pembelajaran.
20.	What are the problems avoiding the students' maximum results during the implementation of Pekan Berbahasa program? *Apa saja permasalahan yang mencegah hasil maksimal para siswa selama penerapan program Pekan Berbahasa?*	Hal yang paling berpengaruh adalah siswa yang masih belum sepenuhnya lepas dari bahasa daerah masing-masing, atau bahkan masih ada yang menggunakannya ketika berinteraksi dengan siswa lain.

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- Teacher 2

Interviewee : Ust. Rozik
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Monday, April 13th 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	How long has the program of Pekan Berbahasa been implemented in MTS Al Qodiri Jember? *Berapa lama program Pekan Berbahasa telah diterapkan di MTS Al Qodiri Jember?*	Since 2015.
2.	What is the fundamental purpose of implementing Pekan Berbahasa program in MTS Al Qodiri Jember? *Apa tujuan awal dari penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Sebagai awal mula bagi siswa-siswi diwajibkan berbahasa inggris, dan terbiasa dengan bahasa inggris.
3.	As the organizer/ teacher/ committee who implement the program of Pekan Berbahasa at MTS Al Qodiri Jember, have you understood all steps of mechanis or procedure to conduct the program? *Sebagai pelaksana/ guru/ panitia yang mengimplementasikan program Pekan Berbahasa di MTS Al Qodiri Jember, sudahkah anda memahami seluruh langkah mekanisme atau prosedur untuk mengadakan program tersebut?*	Pasti iya, karena kita sebagai penyelenggara diwajibkan untuk tahu langkah-langkah dari program yang akan kita laksanakan.
4.	What are the steps of procedure of conducting Pekan berbahasa program at MTS Al Qodiri Jember? *Apa saja langkah-langkah prosedur dalam mengadakan program Pekan Berbahasa di MTS Al Qodiri Jember?*	1. Menyusun kepanitian 2. Membuat proposal kegiatan dan rencana anggaran 3. Menyiapkan beberapa hal seperti aturan dalam pekan berbahasa dan materi ajar 4. Sosialisasi kepada para siswa

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		5. Implementasi program di mana para siswa berpartisipasi di program, guru memberikan materi melalui KBM, serta menuliskan materi tambahan di depan kelas. 6. Selama implementasi, para guru juga melakukan pengawasan terhadap bahasa yang digunakan siswa. 7. Evaluasi umum terhadap program, evaluasi khusus terhadap kegiatan, penyusunan catatan permasalahan siswa ketika berpartisipasi dalam program, dan penilaian terhadap kemampuan berbahasa siswa setelah program.
5.	Do you think that the students enjoy participating in the implementation of Pekan Berbahasa program in MTS Al Qodiri Jember? *Apakah menurut anda para siswa senang berpartisipasi dalam penerapaan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Senang karena dapat membangun rasa disiplin untuk berbahasa.
6.	What do you think about the implementation of Pekan Berbahasa program to improve the students' speaking skill? *Apa pendapat anda tentang penerapan program Pekan Berbahasa guna meningkatkan kemampuan berbicara bahasa inggris siswa?*	Program Pekan Berbahasa dapat meningkatkan kemampuan para siswa-siswi untuk berbahasa inggris, karena lingkungan dengan bahasa tertentu dapat menunjang terbiasanya seseorang atas bahasa tersebut.
7.	What do you think about the implementation of Pekan Berbahasa program on students' grammar learning and practice? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada*	Siswa-siswi cukup antusias dan semangat dalam kegiatan latihan grammar di dalam kelas.

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	pembelajaran dan latihan grammar siswa?	
8.	What do you think about the implementation of Pekan Berbahasa program on students' vocabulary memorization, understanding, and usage? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada hafalan, pemahaman, dan penggunaan kosa kata bahasa inggris siswa?*	Dengan menggunakan metode memorizing and practice, atau menghafal kemudian praktik.
9.	What do you think about the implementation of Pekan Berbahasa program on students' mastery in pronouncing English words? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kemahiran siswa dalam mengucapkan kosa kata bahasa inggris?*	Sangat baik.
10.	What do you think about the implementation of Pekan Berbahasa program on students' speaking fluency? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kelancaran berbicara bahasa inggris siswa?*	Sangat baik. Pasca pecan berbahasa, anak-anak sudah diwajibkan berbahasa (arab-inggris).
11.	What do you think about the implementation of Pekan Berbahasa program on students' comprehension toward spoken English? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pemahaman siswa terhadap bahasa inggris yang diutarakan secara lisan?*	Sangat baik. Mungkin ada salah satu materi yang sulit dipahami dan dipelajari.
12.	Do you think that the implementation of	Sangat membantu, karena dengan pekan

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	Pekan Berbahasa program helps the students to be more confident to speak in a foreign language such English? *Apakah menurut anda penerapan program Pekan Berbahasa membantu para siswa untuk lebih percara diri untuk berbicara dalam bahasa asing khususnya bahasa inggris?*	berbahasa, siswa-siswi dapat membentuk bahasa arab-inggris yang baik.
13.	What do you feel every time you as the program organizer conduct Pekan Berbahasa program? *Apa yang anda rasakan setiap kali anda sebagai pelaksana program mengadakan program Pekan Berbahasa?*	Saya merasa senang dan antusias untuk mengadakan program tersebut.
14.	What do you feel when you are also obligated to participate in any language activities and follow the rules during Pekan Berbahasa program? *Apa yang anda rasakan ketika anda juga diharuskan untuk berpartisipasi di setiap kegiatan-kegiatan bahasa inggris dan mengikuti peraturan selama program Pekan Berbahasa?*	Saya tidak merasa terbebani dengan itu, karena untuk memberikan contoh yang baik, saya juga harus melaksanakan apa yang sudah ditetapkan dalam aturan program.
15.	What do you feel when the implementation of Pekan Berbahasa runs well, or at least when the students are actively participatin in the program? *Apa yang anda rasakan ketika implementasi program Pekan Berbahasa berjalan baik, atau setidaknya ketika para siswa aktif berpartisipasi dalam program tersebut?*	Saya merasa puas dan bersyukur, karena jika para siswa aktif, berarti program yang diadakan dapat benar-benar membantu mereka untuk terbiasa berinteraksi dengan bahasa asing.
16.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah anda mendukung implementasi program Pekan Berbahasa di MTS Al Qodiri Jember?*	Iya, saya mendukung program Pekan Berbahasa dengan alasan bahwa program tersebut dapat menciptakan lingkungan bahasa inggris yang dapat membantu siswa untuk mengasah kemampuan berbicara bahasa inggris mereka.
17.	When the Pekan Berbahasa program is	Iya, saya juga harus aktif berpartisipasi.

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	being held, do you also actively participate in the program? *Ketika program Pekan Berbahasa berlangsung, apakah anda juga aktif berpartisipasi dalam program tersebut?*	
18.	What are you doing when you see that the students seem passive during the program? *Apa yang anda lakukan ketika anda melihat para siswa terlihat pasif ketika program sedang berlangsung?*	Berinteraksi dengan siswa yang pasif tersebut, dengan harapan bahwa saya dapat mengetahui alasan mereka menjadi pasif ketika program berlangsung.
19.	What problems do you encounter during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang anda temukan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Kurangnya media pembelajaran.
20.	What are the problems avoiding the students' maximum results during the implementation of Pekan Berbahasa program? *Apa saja permasalahan yang mencegah hasil maksimal para siswa selama penerapan program Pekan Berbahasa?*	Perubahan RPP dan upgrading guru.

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- Teacher 3

Interviewee : Ust. Rivaldi
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Monday, April 13 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	How long has the program of Pekan Berbahasa been implemented in MTS Al Qodiri Jember? *Berapa lama program Pekan Berbahasa telah diterapkan di MTS Al Qodiri Jember?*	Sejak 2015.
2.	What is the fundamental purpose of implementing Pekan Berbahasa program in MTS Al Qodiri Jember? *Apa tujuan awal dari penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Sebagai awal dimulainya peraturan wajib berbahasa bagi siswa baru dan penegaran bagi siswa lama.
3.	As the organizer/ teacher/ committee who implement the program of Pekan Berbahasa at MTS Al Qodiri Jember, have you understood all steps of mechanis or procedure to conduct the program? *Sebagai pelaksana/ guru/ panitia yang mengimplementasikan program Pekan Berbahasa di MTS Al Qodiri Jember, sudahkah anda memahami seluruh langkah mekanisme atau prosedur untuk mengadakan program tersebut?*	Iya, agar ketika pelaksanaan program tersebut berjalan, saya dan semua orang yang terlibat tidak bingung atas apa yang harus kami lakukan ketika program berlangsung.
4.	What are the steps of procedure of conducting Pekan berbahasa program at MTS Al Qodiri Jember? *Apa saja langkah-langkah prosedur dalam mengadakan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Tahapannya ada 3, yakni tahap persiapan di mana tim pelaksana merencanakan program, menyusun materi dan aturan, serta mensosialisasikan program tersebut pada para siswa. Tahap kedua implementasi, para siswa berbicara bahasa inggris di lingkungan sekolah,

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		menghadiri KBM, dan berpartisipasi dalam semua kegiatan kebahasaan yang diadakan ketika pekan berbaahsa berlangsung. Di sisi lain, guru dan pelaksana kegiatan diharuskan untuk mengajar, mengingatkan, memberikan materi bahasa inggris tambaha, dan mengawasi kebahasaan siswa. Tahap ketiga adalah evaluasi, dalam tahap ini tim pelaksana, guru, dan panitia terpilih melakukan rapat evaluasi untuk meninjau program dan semua kegiatan di dalamnya, menemukan permasalahan siswa, dan melaporkan kemampuan berbahasa siswa.
5.	Do you think that the students enjoy participating in the implementation of Pekan Berbahasa program in MTS Al Qodiri Jember? *Apakah menurut anda para siswa senang berpartisipasi dalam penerapaan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Senang, karena dapat berbahasa asing.
6.	What do you think about the implementation of Pekan Berbahasa program to improve the students' speaking skill? *Apa pendapat anda tentang penerapan program Pekan Berbahasa guna meningkatkan kemampuan berbicara bahasa inggris siswa?*	Senang, karena program tersebut dapat menciptakan lingkungan berbahasa asing.
7.	What do you think about the implementation of Pekan Berbahasa program on students' grammar learning and practice? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada*	Siswa- siswi sangat antusias pada pembelajaran dan latihan grammar.

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	pembelajaran dan latihan grammar siswa?	
8.	What do you think about the implementation of Pekan Berbahasa program on students' vocabulary memorization, understanding, and usage? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada hafalan, pemahaman, dan penggunaan kosa kata bahasa inggris siswa?*	Bagus, karena dengan adanya hafalan, pemahaman dan penggunaan kosa kata siswa-siswi dapat belajar dengan cepat.
9.	What do you think about the implementation of Pekan Berbahasa program on students' mastery in pronouncing English words? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kemahiran siswa dalam mengucapkan kosa kata bahasa inggris?*	Sangat baik, amazing.
10.	What do you think about the implementation of Pekan Berbahasa program on students' speaking fluency? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada kelancaran berbicara bahasa inggris siswa?*	Good, karena setelah pekan berbahasa, siswa-siswi lebih lancer berbicara bahasa inggris.
11.	What do you think about the implementation of Pekan Berbahasa program on students' comprehension toward spoken English? *Apa pendapat anda tentang penerapan program Pekan Berbahasa pada pemahaman siswa terhadap bahasa inggris yang diutarakan secara lisan?*	Sangat baik, mungkin ada satu momen di mana siswa-siswi kurang paham.
12.	Do you think that the implementation of Pekan Berbahasa program helps the	Iya, siswa-siswi lebih percaya diri untuk berbicara dalam bahasa inggris.

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	students to be more confident to speak in a foreign language such English? *Apakah menurut anda penerapan program Pekan Berbahasa membantu para siswa untuk lebih percara diri untuk berbicara dalam bahasa asing khususnya bahasa inggris?*	
13.	What do you feel every time you as the program organizer conduct Pekan Berbahasa program? *Apa yang anda rasakan setiap kali anda sebagai pelaksana program tersebut mengadakan Program Berbahasa?*	Saya merasa semangat, karena sejak awal program ini sangat bagus untuk membantu siswa terbiasa dengan bahasa asing seperti bahasa inggris.
14.	What do you feel when you are also obligated to participate in any language activities and follow the rules during Pekan Berbahasa program? *Apa yang anda rasakan ketika anda juga diharuskan untuk berpattisipasi di setiap kegiatan-kegiatan bahasa inggris dan mengikuti peraturan selama program Pekan Berbahasa?*	Saya senang, sebagaimana contoh yang baik, tim pelaksana memang haruslah diwajibkan untuk berpartisipasi dan mengikuti aturan dari program Pekan Berbahasa.
15.	What do you feel when the implementation of Pekan Berbahasa program runs well, or at least when the students are actively participating in the program? *Apa yang anda rasakan ketika implementasi program Pekan Berbahasa berjlan baik atau setidaknya ketika para siswa aktif berpartisipasi dalam program tersebut?*	Saya senang, karena aktifnya partisipasi siswa adalah bukti bahwa program ini dapat diterima oleh mereka.
16.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah anda mendukung implementasi program Pekan Berbahasa di MTS Al Qodiri Jember?*	Sangat mendukung, karena Pekan Berbahasa dapat meningkatkan kemampuan berbahasa inggris siswa.
17.	When the Pekan Berbahasa program is	Iya, tentu saja.

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	being held, do you also actively participate in the program? *Ketika program Pekan Berbahasa berlangsung, apakah anda juga secara aktif berpartisipasi dalam program tersebut?*	
18.	What are you doing when you see that the students seem passive during the program? *Apa yang anda lakukan ketika anda melihat para siswa terlihat pasif ketika program sedang berlangsung?*	Saya mengajak mereka bercanda, tentunya masih dengan bahasa inggris. Terkadang saya juga memberikan sedikit imbalan bagi mereka yang aktif, sehingga para siswa yang pasif dapat termotivasi.
19.	What problems do you encounter during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang anda temukan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Permasalahan mungkin ada di bagian controlling, di mana pengawasan ke siswa-siswi masih kurang.
20.	What are the problems avoiding the students' maximum results during the implementation of Pekan Berbahasa program? *Apa saja permasalahan yang mencegah hasil maksimal para siswa selama penerapan program Pekan Berbahasa?*	Masalah IQ dan ketertarikan kepada bahasa inggris.

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B. From Students

- Student 1

Interviewee : Rifal Amri F.
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Monday, April 13th 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	Do you think that speaking English is difficult? Why is that so? *Apakah menurutmu berbicara bahasa*	Tidak juga sih, karena dari SD saya sudah berbicara bahasa inggris di sekolah dan saat MTS juga.

	inggris sulit? Kenapa seperti itu?	
2.	What do you feel when you speak English in school environments or in front of the classroom? *Apa yang kamu rasakan ketika kamu berbicara bahasa inggris di lingkungan sekolah atau di depan kelas?*	Merasa lebih keren karena bisa lancar berbahasa inggris.
3.	What are the activities that you do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang anda lakukan selama penerapan Pekan Berbahasa berlangsung?*	Sebenarnya kegiatan selama pekan berbahasa tidak jauh berbeda dengan hari-hari biasa, tapi bedanya ya kita harus berbicara dengan bahasa inggris, terus materi yang di ajarkan di kelas juga bahasa inggris, terus juga ada kegiatan-kegiatan kebahasaan seperti games atau quiz yang juga pake bahasa inggris.
4.	Are you confident to speak English during Pekan Berbahasa implementation? *Apakah kamu percaya diri untuk berbicara bahasa inggris selama program berlangsung?*	Tentu iya, untuk memaksimalkan hasil dari mengikuti program tersebut.
5.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah kamu mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Sangat mendukung.
6.	What do you feel during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? Do you feel enjoy participating or do you feel bothered with this implementation? *Apa yang kamu rasakan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember? Apakah*	Selalu bersemangat, sangat senang bisa berpartisipasi di dalamnya.

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	kamu merasa senang berpartisipasi di dalamnya atau apakah kamu merasa terbebani dengan penerapan program tersebut?	
7.	What do you think about the implementation of Pekan Berbahasa program especially for your English speaking skill? *Apa pendapatmu tentang penerapan program Pekan Berbahasa khususnya pada kemampuan berbicara bahasa inggrismu?*	Menurut pendapat saya, program tersebut bagus untuk diimplementasikan, sebagai waktu untuk mengasah kemampuan berbicara bahasa inggris saya dan siswa-siswi yang lain.
8.	Do you think that the implementation of Pekan Berbahasa program helps you with your grammar learning and practice? Why? Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam belajar dan mempraktekkan materi grammar yang kamu pelajari? Kenapa?	Sangat membantu, karena sering mengucapkan.
9.	Do you think that the implementation of Pekan Berbahasa program helps you with your vocabulary memorization, understanding, and usage? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris? Kenapa?*	Iya, membantu karena kita jadi lebih mudah menghafal.
10.	Do you think that the implementation of Pekan Berbahasa program helps you with your process of mastering English words pronunciation? Why? *Apakah menurutmu penerapan*	Membantu, karena terbiasa mengucapkannya.

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	program Pekan Berbahasa membantumu dalam menguasai cara pengucapan kosa kata bahasa inggris? Kenapa?	
11.	Do you think that the implementation of Pekan Berbahasa program helps you with your English speaking fluency? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam meningkatkan kelancaran berbicara bahasa inggrismu? Kenapa?*	Sangat membantu, karena kita menjadi terbiasa.
12.	Do you think that the implementation of Pekan Berbahasa program helps you with your comprehension on spoken English? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam memahami bahasa inggris yang diutarakan secara lisan? Kenapa?*	Sangat membantu, karena lebih sering mendengarkannya.
13.	Does the implementation of Pekan Berbahasa program make you be more confident to speak in English? *Apakah penerapan program Pekan Berbahasa membuatmu lebih percaya diri untuk berbicara dalam bahasa inggris?*	Iya, karena sudah terbiasa berbicara.
14.	As student, have you been active enough participating in Pekan Berbahasa program? What about other students? *Sebagai siswa, apakah kamu sudah cukup aktif berpartisipasi di program Pekan Berbahasa?*	Iya, mungkin tidak terlalu aktif di awal, tapi setelah beberapa hari, saya sudah terbiasa dan mulai aktif selama program berlangsung.

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15.	Why do you choose to be actively participating in Pekan Berbahasa program? *Kenapa kamu memilih untuk aktif berpartisipasi dalam program Pekan Berbahasa?*	Karena dengan aktif berpartisipasi, saya bisa mendapatkan hasil yang baik dari program tersebut, khususnya dalam pelajaran bahasa inggris.
16.	As student, have you followed all the rules of Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah mengikuti atau mematuhi semua peraturan dari program Pekan Berbahasa?*	Iya, saya pribadi sudah mengikuti aturan yang ada di Pekan Berbahasa, seperti berbicara dalam bahasa inggris.
17.	What are the activities that the teachers do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang para guru lakukan selama penerapan Pekan Berbahasa?*	Para guru juga ikut berbicara bahasa inggris, mereka ngajar seperti biasa, tapi selama pekan berbahasa, guru-guru juga mengawasi kebahasaan dari para siswa, jadi kadang mereka mengingatkan tentang penggunaan bahasa inggris selama program berlangsung.
18.	What do you think about the teachers' participation in Pekan Berbahasa program? Are all teachers also actively participating in the program? *Apa pendapatmu tentang partisipasi para guru di program Pekan Berbahasa? Apakah semua guru juga berpartisipasi aktif dalam program tersebut?*	Para guru juga berpartisipasi aktif selama program berlangsung.
19.	What do the teachers do when they see students who are not active in Pekan Berbahasa program? *Apa yang dilakukan guru ketika mereka melihat siswa-siswi yang tidak aktif dalam program Pekan Berbahasa?*	Guru sering ngajak ngobrol, jadi ketika mau tidak mau harus berkomunikasi dengan guru tersebut menggunakan bahasa inggris. Kadang guru juga memberikan hadiah bagi siswa yang aktif, agar siswa lain juga ikut aktif.
20.	What are the problems you face during the implementation of Pekan Berbahasa program at MTS Al Qodiri	Kadang lupa beberapa kosa kata.

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	Jember? *Apa saja permasalahan yang kamu hadapi selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	

- Student 2

Interviewee : M. Daiyan Amar Aryan
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Tuesday, April 14th 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	Do you think that speaking English is difficult? Why is that so? *Apakah menurutmu berbicara bahasa inggris sulit? Kenapa seperti itu?*	Lumayan susah, karena jarang menghafal kosa kata sehari hari dan sering tidak dipraktikkan.
2.	What do you feel when you speak English in school environments or in front of the classroom? *Apa yang kamu rasakan ketika kamu berbicara bahasa inggris di lingkungan sekolah atau di depan kelas?*	Biasa saja, karena sudah sering berbicara bahasa asing di depan kelas.
3.	What are the activities that you do during Pekan Berbahasa implementation? Apa kegiatan-kegiatan yang anda lakukan selama penerapan Pekan Berbahasa berlangsung?	Berbicara bahasa inggris, kegiatan belajar mengajar yang materinya bahasa inggris, terus kegiatan-kegiatan kebahasaan seperti jalan-jalan di sekitar sekolah untuk cari vocab.
4..	Are you confident to speak English during the program? *Apakah kamu percaya diri untuk berbicara bahasa inggris selama program berlangsung?*	Saya cukup percaya diri, karena sudah terbiasa dengan penggunaan bahasa inggris dalam berkomunikasi.
5.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember?	Ya, karena dapat membantu siswa-siswi seperti saya berbahasa asing.

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	Apakah kamu mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?	
6.	What do you feel during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? Do you feel enjoy participating or do you feel bothered with this implementation? *Apa yang kamu rasakan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember? Apakah kamu merasa senang berpartisipasi di dalamnya atau apakah kamu merasa terbebani dengan penerapan program tersebut?*	Ya, saya merasa senang dan punya impian untuk bisa berbahasa inggris dengan baik.
7.	What do you think about the implementation of Pekan Berbahasa program especially for your English speaking skill? *Apa pendapatmu tentang penerapan program Pekan Berbahasa khususnya pada kemampuan berbicara bahasa inggrismu?*	Pendapat saya ya itu sangat bagus untuk para siswa-siswi dan bahasa inggris saya akan lebih baik jika ada program ini.
8.	Do you think that the implementation of Pekan Berbahasa program helps you with your grammar learning and practice? Why? Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam belajar dan mempraktekkan materi grammar yang kamu pelajari? Kenapa?	Ya, karena saya dapat menerjemah bahasa inggris yang ada di papan.
9.	Do you think that the implementation of Pekan Berbahasa program helps you with your vocabulary memorization,	Ya, karena saya bisa mengingat kembali.

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	understanding, and usage? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris? Kenapa?*	
10.	Do you think that the implementation of Pekan Berbahasa program helps you with your process of mastering English words pronunciation? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menguasai cara pengucapan kosa kata bahasa inggris? Kenapa?*	Ya, karena siswa-siswi wajib menggunakan bahasa inggris.
11.	Do you think that the implementation of Pekan Berbahasa program helps you with your English speaking fluency? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam meningkatkan kelancaran berbicara bahasa inggrismu? Kenapa?*	Ya, karena saya diwajibkan menggunakan bahasa inggris.
12.	Do you think that the implementation of Pekan Berbahasa program helps you with your comprehension on spoken English? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam memahami bahasa inggris yang diutarakan secara lisan? Kenapa?*	Ya, karena saya sudah menghafal kosa kata bahasa inggris.
13.	Does the implementation of Pekan Berbahasa program make you be more	Ya, karena saya sudah terbiasa menggunakan bahasa inggris.

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	confident to speak in English? *Apakah penerapan program Pekan Berbahasa membuatmu lebih percaya diri untuk berbicara dalam bahasa inggris?*	
14.	As student, have you been active enough participating in Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah cukup aktif berpartisipasi di program Pekan Berbahasa?*	Iya, karena sudah terbiasa dengan keadaan di mana para siswa harus berinteraksi dalam bahasa inggris.
15.	Why do you choose to be actively participating in Pekan Berbahasa program? *Kenapa kamu memilih untuk aktif berpartisipasi dalam program Pekan Berbahasa?*	Karena saya merasa bahwa dengan aktif berpartisipasi, kemampuan bahasa inggris saya dalam berbicara akan meningkat.
16.	As student, have you followed all the rules of Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah mengikuti atau mematuhi semua peraturan dari program Pekan Berbahasa?*	Iya, agar tidak kena hukuman.
17.	What are the activities that the teachers do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang para guru lakukan selama penerapan Pekan Berbahasa berlangsung?*	Memberikan materi di dalam kelas, Mengawasi para siswa selama program. Jadi ketika ada siswa yang tidak berbahasa sesuai aturan, biasanya diperingati oleh guru. Kemudian, juga menulis materi di papas tulis.
18.	What do you think about the teachers' participation in Pekan Berbahasa program? Are all teachers also actively participating in the program? *Apa pendapatmu tentang partisipasi para guru di program Pekan Berbahasa? Apakah semua guru juga berpartisipasi aktif dalam program tersebut?*	Guru juga berpartisipasi selama Pekan Berbahasa, ngajar juga menggunakan bahasa inggris.

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19.	What do the teachers do when they see students who are not active in Pekan Berbahasa program? *Apa yang dilakukan guru ketika mereka melihat siswa-siswi yang tidak aktif dalam program Pekan Berbahasa?*	Mengajak kita untuk berinteraksi, guru juga sering tanya kenapa kita tidak atau kurang aktif ketika Pekan Berbahasa.
20.	What are the problems you face during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang kamu hadapi selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Ya, itu jarang menghafal ketika program malam.

- Student 3

Interviewee : Danang Fahmika Alfaro
Interviewer : Moh. Kafin Maulana Syuhada'
Day/ Date : Tuesday, April 14th 2026
Place : MTS Al Qodiri Jember

NO.	QUESTION	ANSWER
1.	Do you think that speaking English is difficult? Why is that so? *Apakah menurutmu berbicara bahasa inggris sulit? Kenapa seperti itu?*	Lumayan, karena belum mengetahui semua kosa kata sehari-hari.
2.	What do you feel when you speak English in school environments or in front of the classroom? *Apa yang kamu rasakan ketika kamu berbicara bahasa inggris di lingkungan sekolah atau di depan kelas?*	Biasa saja, karena sudah terbiasa berbicara bahasa inggris.
3.	What are the activities that you do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang kamu*	Kegiatan yang saya lakukan selama program bermacam-macam seperti belajar bahasa inggris, berbicara dengan bahasa inggris, dan

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	lakukan selama penerapan Pekan Berbahasa berlangsung?	mengikuti kegiatan-kegiatan bahasa inggris seperti menonton film bahasa inggis dan menulis ulang alur cerita dari film tersebut tapi berbahasa inggris.
4.	Are you confident to speak English during the program? *Apakah kamu percaya diri untuk berbicara bahasa inggris selama program berlangsung?*	Iya saya percaya diri, apalagi dalam program tersebut memang diwajibkan untuk berbicara bahasa inggris.
5.	Do you support the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apakah kamu mendukung penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Ya, karena bisa mengetahui bahasa lain.
6.	What do you feel during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? Do you feel enjoy participating or do you feel bothered with this implementation? *Apa yang kamu rasakan selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember? Apakah kamu merasa senang berpartisipasi di dalamnya atau apakah kamu merasa terbebani dengan penerapan program tersebut?*	Programnya menyenangkan dan menghibur karena mengetahui bahasa lain, sama sekali tidak terbebani.
7.	What do you think about the implementation of Pekan Berbahasa program especially for your English speaking skill? *Apa pendapatmu tentang penerapan program Pekan Berbahasa khususnya pada kemampuan berbicara bahasa inggrismu?*	Meskipun bahasa inggris saya masih agak kaku, tapi sudah ada peningkatan dari bahasa inggris saya karena Pekan Berbahasa ini.

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8.	Do you think that the implementation of Pekan Berbahasa program helps you with your grammar learning and practice? Why? Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam belajar dan mempraktekkan materi grammar yang kamu pelajari? Kenapa?	Ya, karena bisa mengetahui tulisan-tulisan yang berbahasa inggris.
9.	Do you think that the implementation of Pekan Berbahasa program helps you with your vocabulary memorization, understanding, and usage? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menghafal, memahami, dan menggunakan kosa kata bahasa inggris? Kenapa?*	Ya, karena dengan menggunakannya sehari-hari.
10.	Do you think that the implementation of Pekan Berbahasa program helps you with your process of mastering English words pronunciation? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam menguasai cara pengucapan kosa kata bahasa inggris? Kenapa?*	Ya, karena terbiasa mengucapkannya sehari-hari.
11.	Do you think that the implementation of Pekan Berbahasa program helps you with your English speaking fluency? Why? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam meningkatkan kelancaran berbicara bahasa*	Ya, karena lama-lama terbiasa dengan bahasa inggris.

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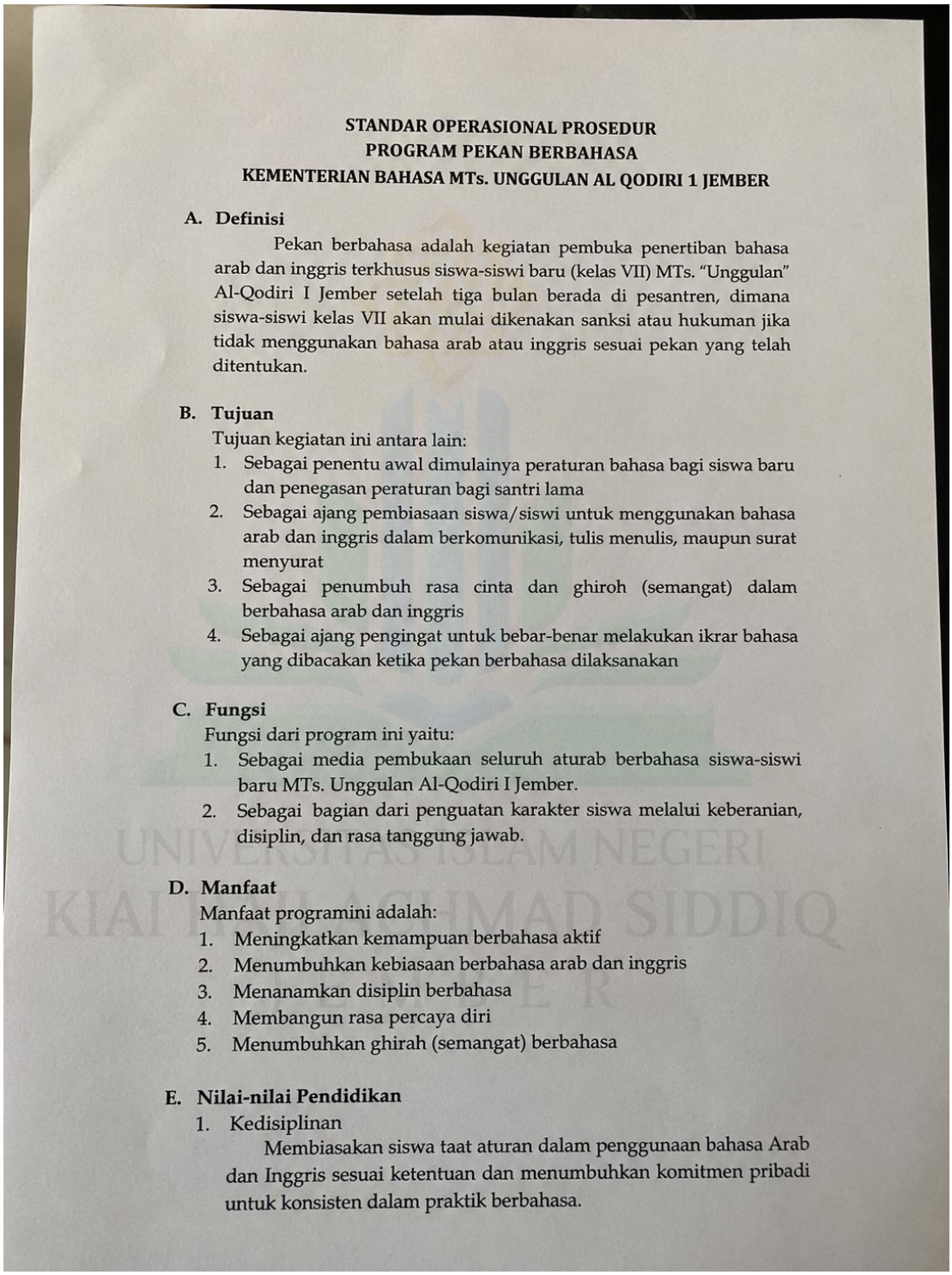
	inggrismu? Kenapa?	
12.	Do you think that the implementation of Pekan Berbahasa program helps you with your comprehension on spoken English? *Apakah menurutmu penerapan program Pekan Berbahasa membantumu dalam memahami bahasa inggris yang diutarakan secara lisan? Kenapa?*	Ya, karena di sekolah dan di wiliyah pengumumannya menggunakan bahasa inggris.
13.	Does the implementation of Pekan Berbahasa program make you be more confident to speak in English? *Apakah penerapan program Pekan Berbahasa membuatmu lebih percaya diri untuk berbicara dalam bahasa inggris?*	Ya, karena kita serentak menggunakan bahasa inggris.
14.	As student, have you been active enough participating in Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah cukup aktif berpartisipasi di program Pekan Berbahasa?*	Menurut saya, saya sudah cukup aktif, karena selama program berlangsung khususnya ketika kegiatan-kegiatan kebahasaan di Pekan Berbahasa dilaksanakan, saya sudah memberikan usaha terbaik saya untuk berpartisipasi.
15.	Why do you choose to be actively participating in Pekan Berbahasa program? *Kenapa kamu memilih untuk aktif berpartisipasi dalam program Pekan Berbahasa?*	Karena saya benar-benar ingin membiasakan diri terhadap penggunaan bahasa inggris, apalagi Pekan Berbahasa mewajibkan saya berbicara bahasa inggris.
16.	As student, have you followed all the rules of Pekan Berbahasa program? *Sebagai siswa, apakah kamu sudah mengikuti atau mematuhi semua peraturan dari program Pekan Berbahasa?*	Iya sudah mematuhi aturan.
17.	What are the activities that the	Para guru selama program

	teachers do during Pekan Berbahasa implementation? *Apa kegiatan-kegiatan yang para guru lakukan selama penerapan pekan berbahasa?*	berlangsung biasanya tetap mengajar atau memberikan materi pelajaran, mereka sering menuliskan vocab bahasa inggris di papan tulis, dan mereka juga melakukan pengawasan terhadap kebahasaan para siswa seperti yang disampaikan pada saat sosialisi program Pekan Berbahasa.
18.	What do you think about the teachers' participation in Pekan Berbahasa program? Are all teachers also actively participating in the program? *Apa pendapatmu tentang partisipasi para guru di program Pekan Berbahasa? Apakah semua guru juga berpartisipasi aktif dalam program tersebut?*	Guru juga ikut berpartisipasi saat waktunya program dijalankan.
19.	What do the teachers do when they see students who are not active in Pekan Berbahasa program? *Apa yang dilakukan guru ketika mereka melihat siswa-siswi yang tidak aktif dalam program Pekan Berbahasa?*	Memberikan nasehat dan mengingatkan kita untuk aktif ketika program berlangsung.
20.	What are the problems you face during the implementation of Pekan Berbahasa program at MTS Al Qodiri Jember? *Apa saja permasalahan yang kamu hadapi selama penerapan program Pekan Berbahasa di MTS Al Qodiri Jember?*	Lupa kosa kata dan lupa menggunakan bahasa inggris.

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Appendix 5: Document

- Procedure of Operational Standard of Pekan Berbahasa



STANDAR OPERASIONAL PROSEDUR
PROGRAM PEKAN BERBAHASA
KEMENTERIAN BAHASA MTs. UNGGULAN AL QODIRI 1 JEMBER

A. Definisi

Pekan berbahasa adalah kegiatan pembuka penertiban bahasa arab dan inggris terkhusus siswa-siswi baru (kelas VII) MTs. "Unggulan" Al-Qodiri I Jember setelah tiga bulan berada di pesantren, dimana siswa-siswi kelas VII akan mulai dikenakan sanksi atau hukuman jika tidak menggunakan bahasa arab atau inggris sesuai pekan yang telah ditentukan.

B. Tujuan

Tujuan kegiatan ini antara lain:

1. Sebagai penentu awal dimulainya peraturan bahasa bagi siswa baru dan penegasan peraturan bagi santri lama
2. Sebagai ajang pembiasaan siswa/siswi untuk menggunakan bahasa arab dan inggris dalam berkomunikasi, tulis menulis, maupun surat menyurat
3. Sebagai penumbuh rasa cinta dan ghiroh (semangat) dalam berbahasa arab dan inggris
4. Sebagai ajang pengingat untuk bebar-benar melakukan ikrar bahasa yang dibacakan ketika pekan berbahasa dilaksanakan

C. Fungsi

Fungsi dari program ini yaitu:

1. Sebagai media pembukaan seluruh aturab berbahasa siswa-siswi baru MTs. Unggulan Al-Qodiri I Jember.
2. Sebagai bagian dari penguatan karakter siswa melalui keberanian, disiplin, dan rasa tanggung jawab.

D. Manfaat

Manfaat programini adalah:

1. Meningkatkan kemampuan berbahasa aktif
2. Menumbuhkan kebiasaan berbahasa arab dan inggris
3. Menanamkan disiplin berbahasa
4. Membangun rasa percaya diri
5. Menumbuhkan ghirah (semangat) berbahasa

E. Nilai-nilai Pendidikan

1. Kedisiplinan

Membiasakan siswa taat aturan dalam penggunaan bahasa Arab dan Inggris sesuai ketentuan dan menumbuhkan komitmen pribadi untuk konsisten dalam praktik berbahasa.

2. Keikhlasan

   Mendidik siswa ikhlas dalam mematuhi peraturan yang ada.

3. Tanggung Jawab

   Siswa bertanggung jawab atas ucapannya sendiri dan ikut menjaga suasana berbahasa di lingkungan madrasah.

4. Nilai Kerja Keras dan Kesungguhan

   Mengajarkan bahwa kemampuan berbahasa tidak instan, melainkan hasil dari latihan yang tekun dan berkelanjutan.

5. Nilai Sosial dan Kerja Sama

   Mendorong interaksi positif antar siswa dalam menggunakan bahasa asing dan menumbuhkan budaya saling mengingatkan dan membimbing dalam praktik berbahasa.

6. Ukhuwah Islamiyyah

   Mendidik siswa memiliki ukhuwah kepada sesama dengan saling mensupport saat diberikan tugas.

F. Mekanisme Pelaksanaan

1. Tahap Persiapan

a. Kementerian bahasa menyusun kepanitiaan Pekan Berbahasa
b. Panitia membuat proposal dan rencana anggaran kegiatan
c. Panitia menyiapkan segala hal yang perlu dipersiapkan untuk acara Pekan Berbahasa, seperti jadwal pelaksanaan, kegiatan kebahasaan, aturan selama program berlangsung, serta materi ajar.
d. Mensosialisasikan program beserta hal-hal yang perlu diketahui kepada para siswa sebagai partisipan program.

2. Tahap Pelaksanaan

a. Semua siswa berkumpul di tempat di mana program Pekan Berbahasa dilaksanakan.
b. Semua siswa diharuskan untuk mematuhi aturan program Pekan Berbahasa, seperti; harus berinteraksi dengan bahasa asing (arab/ inggris), menghadiri kegiatan belajar mengajar tentang materi bahasa inggris, mengikuti segala kegiatan

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kebahasaan, dan mematuhi aturan selama program berlangsung.

c. Guru memberikan materi bahasa inggris yang sudah disusun sebelumnya melalui kegiatan belajar mengajar di dalam kelas.

d. Guru memberikan materi tambahan tentang kosa kata atau ungkapan sederhana dalam bahasa inggris, dengan menuliskannya di papan tulis pada setiap kelas.

e. Guru beserta tim pelaksana melakukan pengawasan terhadap kebahasaan siswa.

f. Guru beserta tim pelaksana memberikan dorongan atau nasihat kepada siswa untuk berinteraksi dengan bahasa asing (arab/ inggris) selama program berlangsung.

3. Tahap Evaluasi

a. Guru, panitia, beserta tim pelaksana melakukan rapat internal untuk mengkaji program Pekan Berbahasa yang sudah diadakan sebelumnya.

b. Guru, panitia, beserta tim pelaksana melakukan penilaian terhadap kegiatan-kegiatan kebahasaan yang diadakan selama program berlangsung.

c. Setiap guru, panitia, beserta pelaksana memberikan laporan tentang permasalahan siswa selama program berlangsung.

d. Setiap guru, panitia, beserta pelaksana memberikan laporan tentang progress/ kemajuan kemampuan siswa dalam berbahasa asing (arab/ inggris).

G. Waktu dan Tempat

Program *Weekly Program* dilaksanakan pada :

Waktu : 3 bulan setelah masuknya santri baru

Tempat : Lingkungan Madrasah

H. Sumber Dana

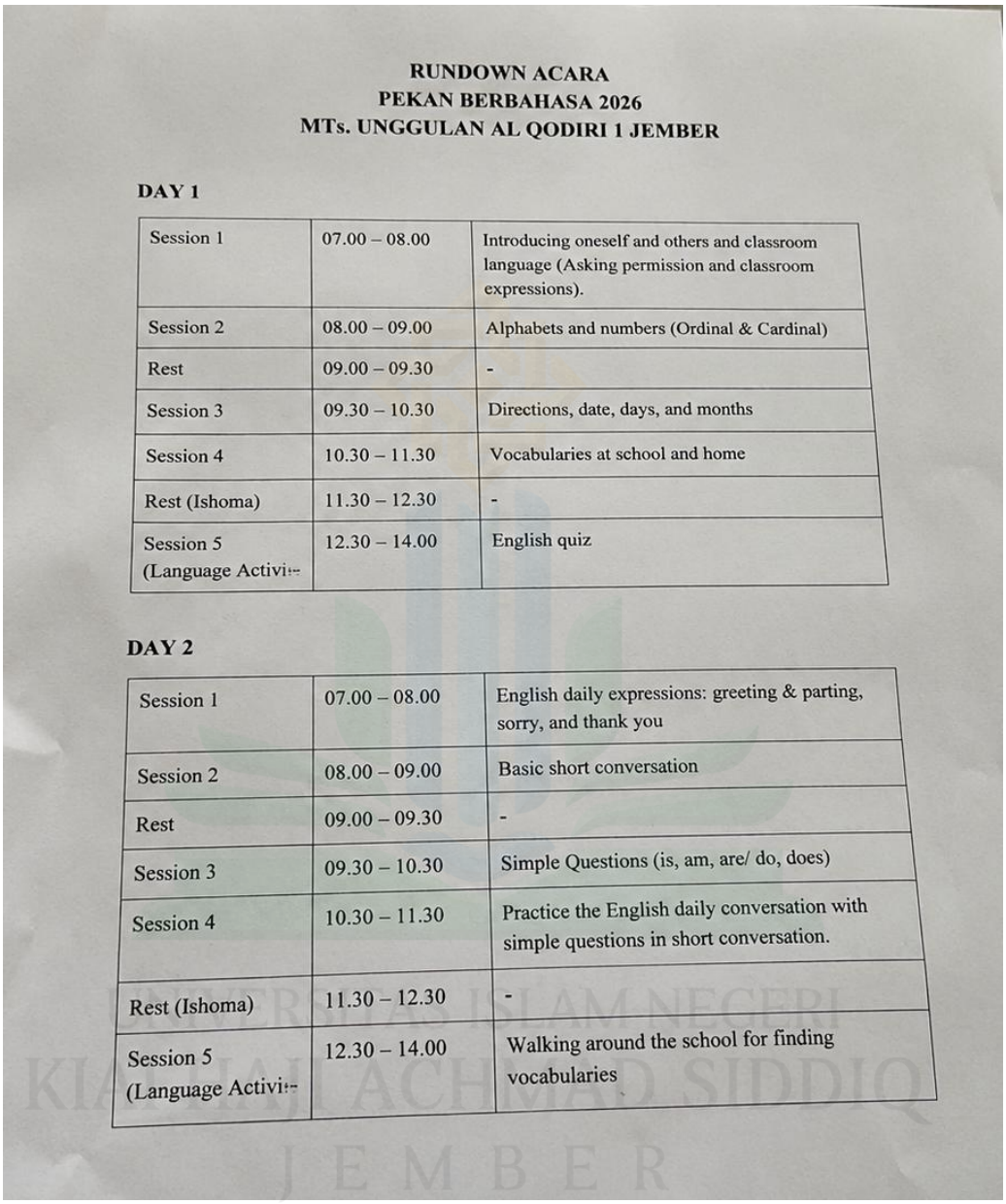
Semua kegiatan didanai oleh MTs. "Unggulan" Al-Qodiri 1 Jember.

I. Penanggung Jawab, Pelaksana, dan Sasaran

1. **Penanggung Jawab**
   Penanggung Jawa program Pekan Berbahasa adalah Kementerian Bahasa.
2. **Pelaksana**
   Pelaksana program Pekan Berbahasa adalah siswa/i dan asatidz MTs. Unggulan Al-Qodiri 1 Jember yang ditugaskan oleh Kementerian Bahasa.
3. **Sasaran**
   Sasaran program PPM adalah siswa/i MTs. Unggulan Al-Qodiri 1 Jember.

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- Event Rundown of Pekan Berbahasa Implementation:



RUNDOWN ACARA
PEKAN BERBAHASA 2026
MTs. UNGGULAN AL QODIRI 1 JEMBER

DAY 1

Session 1	07.00 – 08.00	Introducing oneself and others and classroom language (Asking permission and classroom expressions).
Session 2	08.00 – 09.00	Alphabets and numbers (Ordinal & Cardinal)
Rest	09.00 – 09.30	-
Session 3	09.30 – 10.30	Directions, date, days, and months
Session 4	10.30 – 11.30	Vocabularies at school and home
Rest (Ishoma)	11.30 – 12.30	-
Session 5 (Language Activi-	12.30 – 14.00	English quiz

DAY 2

Session 1	07.00 – 08.00	English daily expressions: greeting & parting, sorry, and thank you
Session 2	08.00 – 09.00	Basic short conversation
Rest	09.00 – 09.30	-
Session 3	09.30 – 10.30	Simple Questions (is, am, are/ do, does)
Session 4	10.30 – 11.30	Practice the English daily conversation with simple questions in short conversation.
Rest (Ishoma)	11.30 – 12.30	-
Session 5 (Language Activi-	12.30 – 14.00	Walking around the school for finding vocabularies

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DAY 3

Session 1	07.00 – 08.00	Time (asking and telling time)
Session 2	08.00 – 09.00	Describing things (colours, shapes, sizes, and functions) and describing people (appearance & personality)
Rest	09.00 – 09.30	-
Session 3	09.30 – 10.30	Part of speech (noun and adjective)
Session 4	10.30 – 11.30	Simple description on things or people with noun and adjective
Rest (Ishoma)	11.30 – 12.30	-
Session 5 (Language Activities)	12.30 – 14.00	English games (words guessing, connecting words, vocabulary treasure hunt, and words relay race)

DAY 4

Session 1	07.00 – 08.00	Part of speech (verb and pronoun)
Session 2	08.00 – 09.00	Further materials about pronoun (subject, object, possessive adjective, possessive pronoun, and reflexive)
Rest	09.00 – 09.30	-
Session 3	09.30 – 10.30	Simple present tense (positive, negative, and interrogative sentences)
Session 4	10.30 – 11.30	Making a paragraph of description on things or people using parts of speech and simple present tense.
Rest (Ishoma)	11.30 – 12.30	-
Session 5 (Language Activities)	12.30 – 14.00	Watching English movie (inside out 1 or 2)

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DAY 5

Session 1	07.00 – 08.00	Procedure texts (giving commands or instruction)
Session 2	08.00 – 09.00	Group work: making simple procedure texts
Rest	09.00 – 09.30	-
Session 3 - 4	09.30 – 11.30	Presenting the procedure texts completed with the actual actions written in the text
Rest (Ishoma)	11.30 – 12.30	-
Session 5 (Language Activi-ties)	12.30 – 14.00	Mini project: English vlog (daily activity) or drama

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- Documentation: one of language activities in Pekan Berbahasa at MTS Al Qodiri Jember (walking around the school for finding vocabularies)



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Appendix 6: Research Journal

RESEARCH JOURNAL

Teachers' and Students' Perception on the Implementation of Pekan Berbahasa for Students' Speaking Skill at MTS Al Qodiri Jember

No.	Day/ Date	Activity	Signature
1.	August 27, 2025	The researcher conducted preliminary study with the aim of knowing the happening phenomenon in research setting through observation and simple interview with English teachers at the research site.	
2.	April 9, 2026	The researcher confirmed the permission to conduct the research at the research site.	
3.	April 13, 2026	As the first data collection technique, the researcher conducted interview sessions with English teachers or the organizers of Pekan Berbahasa at MTS Al Qodiri Jember. an observation on the factual condition of Pekan Berbahasa Implementation at MTS Al Qodiri Jember.	
4.	April 14, 2026	On the next day, the researcher continued conducting the interview on another research subject, the students.	
5.	April 15, 2026	On the following data collection technique, the researcher conducted an observation to obtain immediate information related with the factual condition of Pekan Berbahasa Implementation at MTS Al Qodiri Jember.	
6.	April 16, 2026	Then, the researcher asked for some documents to be reviewed.	
7.	April 16, 2026	The researcher crosschecked all the data to make sure that the required data for the research have been collected.	
8.	May 12, 2026	The researcher asked for the letter of research completion.	

Jember, May 12, 2026

Peneliti,

Moh. Kafin Maulana Syuhada'

Kepala Sekolah,

Hj. Ilmi Mufidah, S.Pd.I

Appendix 7: Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-15783/In.20/3.a/PP.009/04/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Unggulan Alqodiri 1 Jember
Jl. Manggar 139 A, Gebang, Kec. Patrang, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	214101060011
Nama	:	MOH KAFIN MAULANA SYUHADA
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "TEACHERS' AND STUDENTS' PERCEPTION ON THE IMPLEMENTATION
OF PEKAN BERBAHASA FOR STUDENTS' SPEAKING SKILL
AT MTS AL QODIRI JEMBER" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Ny. Hj. Ilmi Mufidah S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 07 April 2026
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 8: Letter of Research Completion

YAYASAN AL-QODIRI JEMBER
MADRASAH TSANAWIYAH AL-QODIRI I
Jalan Manggar Nomor. 139 A Gebang-Patrang–Jember 68117
Telepon 0331-4430806
E-mail : mts.alqodiri1jbr@gmail.com

Nomor : 302/Mts.13.32.555/PP.00.5/05/2026 12 Mei 2026
Perihal : Surat Keterangan Selesai Penelitian

Yang bertanda tangan dibawah ini:
Nama : Hj. Ilmi Mufidah, S.Pd.
Jabatan : Kepala MTs Al Qodiri I Jember

Menerangkan bahwa,
Nama : MOH KAFIN MAULANA SYUHADA
NIM : 214101060011
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : "Teachers And Students Perception On The Implementation Of Pekan Berbahasa For Students Speaking Skill At MTs Al-Qodiri I Jember"

benar-benar telah melakukan penelitian di lembaga kami sejak 09 – 16 April 2026.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala
MTs Al Qodiri I Jember

MADRASAH TSANAWIYAH MTs TERAKREDITASI A AL-QODIRI 1 NSM : 121235090093 KAB. JEMBER GEBANG

Ilmi Mufidah

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Appendix 9: Letter of Turnitin Check

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Moh Kafin Maulana Syuhada'

NIM : 214101060011

Program Studi : Tadris Bahasa Inggris (TBI)

Judul Karya Ilmiah : TEACHERS' AND STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF PEKAN BERBAHASA FOR STUDENTS' SPEAKING SKILL AT MTS AL QODIRI JEMBER, telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (9,2%)

1. BAB I : 13%
2. BAB II : 16%
3. BAB III : 15%
4. BAB IV : 2%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 25 Mei 2026
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda,S.Sos.I., M.Pd.)
NIP. 198308112023212029

Appendix 10: Researcher's Biography



Personal Information:

- Name : Moh Kafin Maulana Syuhada'
- SRN : 214101060011
- Gender : Male
- Place, Birth Date : Jember, July 16, 2002
- Address : Sumberbaru, Jember
- Religion : Islam
- Faculty/ Study Program : FTIK/ English Education
- Phone Number : 0858-2780-2790
- Email : kafinmaulana12@gmail.com

Educational Background:

- Elementary School (2008-2014) : MI DARUSSLAMAH 01
- Junior High School (2014-2017) : MTS Nahdlatussyuban
- Senior High School (2017-2020) : SMK ASSALAM Sumberbaru
- University (2021-2026) : UIN KHAS Jember

Organizational Experience:

- Member of PMII UIN KHAS Jember
- Member of UKOR UIN KHAS Jember
- Head of HMPS Tadris Bahasa Inggris UIN KHAS Jember
- Vice Head of IKAMABSII JATIM
- Head of Senat Mahasiswa FTIK
- Member of FORNASETA (Forum Nasional SEMA Tarbiyah)