STUDENTS' PERCEPTION TOWARD ENGLISH ZONE IN ENGLISH STUDY PROGRAM OF IAIN CURUP

THESIS

**This Thesis is submitted to fulfill
the requirement for "sarjana" degree
in English Tadris Study Programme**

Written by:

MAYA SARI SETYOWATI

NIM. 15551025

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019**

Hal   Pengajuan Skripsi

Kepada

Yth Bapak Ketua Jurusan Tarbiyah IAIN Curup

Di

      Curup

Assalamu 'alaikum wr wb

    Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Maya Sari Setyowati, 15551025 Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul "**Students' Perception Toward English Zone In English Study Program At IAIN Curup**" Sudah dapat diajukan dalam sidang munaqasah *Institut* Agama Islam Negeri (IAIN) Curup.

    Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wassalamu mu 'alaikum, wr.wb

Curup, 21 Agustus 2019

Advisor

Jumatul Hidayah, M. Pd
NIP. 19780224 200212 2 002

Co-Advisor

Eka Apriani, M. Pd
NIP. 19900463 2015 03 2005

ii

STATEMENT OF OWNERSHIP

The writer who sign bellow:

Name : Maya Sari Setyowati

Nim : 15551025

Departmen : Tarbiyah

Study Program : English Study Program

States the thesis under the title **"Students' Perception toward English Zone at English Study Program of IAIN Curup"** is pure and never proposed in IAIN Curup and other University. This statement was made by truly If the next day there are a lot of mistake, the writer ready for responsibility with the regulation.

Curup, August 2019

Writer

Maya Sari Setyowati
NIM: 15551025

iii

A P P R O V A L

Nomor : 1329 /In.34/F.TAR/I/PP.00.9/09/2019

Name	:	**Maya Sari Setyowati**
NIM	:	**15551025**
Departement	:	**English Study Program**
Title	:	**Students' Perception Toward English Zone In English Study Program Of IAIN Curup**

Has been examined board by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date	:	**Wednesday, 28th Agustus 2019**
Time	:	**09.00 a.m – 10.00 a.m**
At	:	**Munaqosyah Room IAIN Curup**

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Faculty IAIN Curup.

Curup, 09th September 2019

Head

Jumatul Hidayah, M.Pd.
NIP. 19780204 200212 2 0

Secretary

Eka Apriani, M.Pd.
NIP. 19900403 201503 2 005

Examiner I

Leffi Noviyenti, M.Pd.
NIP. 19761106 200312 2 004

Examiner II

Paidi Gusmuliana, M.Pd.
NIP. 19840817 201503 1 004

Dean of Faculty Tarbiyah

Dr. H. Ifnaldi, M. Pd.
NIP. 19650627 200003 1 002

PREFACE

The Praise is be due to Allah SWT because only with with his mercy and guidance, so writer can finish to write this thesis with the tiitle "Students' Perception Toward English Zone at English Study Program of IAIN Curup".

The thesis is submitted as a part of the completion for the bachelor degree in Institute for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus she really appreciates any suggestion and critics from reader are very writer expected.

Finally, may this thesis is useful and benefit for the reader and for writer.

Curup, August 2019

Author

Maya Sari Setyowati

Nim. 15551025

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Wr. Wb

Alhamdulillah, I would like to praise Allah SWT the almighty for the blessing and mercy given to me during my study. Praying and greeting to our prophet Muhammad SAW and all of his family and followers who brought us from the darkness to the brightness as we felt together. So, writer can finish the research with title "Students' Perception toward English Zone at English Study Program of IAIN Curup ". This research was written to fulfill one of the requirements for the graduate examination at the English study program of IAIN Curup.

In writing this research, there are many people who helped the writer in many ways, because of that I greatly indebted to:

1. The Head of IAIN Curup Mr. Rahmad Hidayat , M.Pd. M. Ag
2. The Head of Tarbiyah Faculty Mr. Ifnaldi, M. Pd
3. The Head of English Study Program Mrs. Jumatul Hidayah, M.Pd
4. My advisor Mrs. Jumatul Hidayah, M.Pd And My co-advisor Mrs. Eka Apriani, M.Pd
5. All lectures and staff of IAIN Curup.

They give me a lot of guidance and helped me to complete this research, also suggestion, motivation and support. The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable.

Wassalamu'alaikum Wr, Wb

Curup,   August 2019

Maya Sari Setyowati
Nim.15551025

Motto and Dedicated

Motto:

- ♥ The success is not the key to happiness but happiness is the key to success
- ♥ Be a girl with a mind, a woman with attitude and a lady with a class
- ♥ Don't wait for the perfect moment take the moment and make it perfect

This thesis is dedication to :

- ♥ My grates God Allah SWT and Prophet Muhammad SAW.
- ♥ My beloved parents, Mr. Eko Setyarso and Mrs. Sarifah, Thanks for everything that you have given me. There is no word can describe how lucky I am for being your daughter.
- ♥ My only one dearest brother Danny Setyawan, who always give me big support and love.
- ♥ My Advisor mam Jumatul Hidayah, M.Pd and Co-advisor mam Eka Apriani, M.Pd , and also My Examiner 1 mam Leffi Noviyenty, M.Pd and My Examiner 2 mr Paidi Gusmuliana, M.Pd Thanks so much for giving me and help me in write this thesis, will missing both of you so much.
- ♥ My lovely cousin Eka, thanks for your helps, motivation and suggestion to finish my study.
- ♥ My soulmate Ardi Leo Felani Futra, thanks for everything what do you do, always make me a better person, and all of my lasts to be with you.
- ♥ My keluarga sob Eva, Shelvi, Serly, Renda, Ayhue, Fitriya, Vivitry, thanks a lot for the great friendship.
- ♥ My great big family Ma'had Al Jami'ah IAIN Curup Ustadz yusef, Umi sri, Bunda arca, Ustadz al bukhari, Ustadz eki, Ustadz tio, Ustadz jamal, Yunda yuli, Yunda risma, Yunda sefrida,Ustadzah rifah, Ustadzah titik, Ustadzah mita, and

ABSTRACT

Maya Sari Setyowati, 2019 : *"Students' Perception toward English Zone at English Study Program of IAIN Curup".*

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Eka Apriani, M.Pd

The objectives of this research was to know students' perception toward English Zone at English Study Program of IAIN Curup. The study is a descriptive research presented quantitativelly. The population of this research all students in all semester at English Study Program by using random sampling, total of the student was 37 students. From the population the researcher take students' from second, fourth, sixth, and eighth semester because they are studying at English Zone. Data were collected through questionnaire. The data were analiyzed by using tabulating and making percentage. There were two indicators, difficulties and benefits of using English in English Zone. The first indicator, from 9 statements got 5 negative perception and 4 positive perception with total 49,48 percentages. Furthermore, the second indicator got 0 negative perception and 7 positive perception with total 50,52 percentages. The result shows that the majority of students' perception was in positive category toward English Zone. In conclusion students' perception toward English zone is positive perception to increase their ability in English. However, there are students' problems using English cause by several factors. There are inhibition, nothing to say, low or uneven participation, and mother tongue use.

Keyword: Students' Perception, Language Environment and English Zone.

LIST OF CONTENTS

CHAPTER V : CONCLUSION AND SUGGESTION

REFFERENCE

APPENDIXES

BIOGRAPHY

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background

Language is a way for humans have communication with other. Without a language human can not transfer some information to others. Orwig in Kamilstates that language is a way for humans to understand what others humans mean and the way to get information. Language also has very important function in life system because it is the most important key in society commucation.[1]Communication is a piece of transferring message from a sender (the speaker) to a receiver (the hearer). People use the language to communicate with others. Therefore, everyone needs language to interact with each other in their social group.English is international language which is thought in almost of country in all over the world.[2]

In Indonesia, English is the first foreign language to be formally taught in all schools and even as one of the major lessons. It is because this language is one of the international languages that bring about certain consequences to those who learn or who do not learn the language. Most of information and technology come from another country use English. So, to increase student ability in English it needs a

---

[1] R. Ag Kamil. *Teknik Membaca dan Teks Book dan Penerjemahan*,(Jakarta : Rieneka Cipta),P.7
[2] Jeremy Harmer, *The Practice of language teaching* (Langman, 2004), P.3

high quality of human resources. Learning foreign language is not easy. The students must be able to master all of aspect of the target language.[3]

As humans we have a linguistic understanding of the world where social engagement is largely mediated via language. Depending on perspective, language has, over time, been considered a social tool (sociolinguists), a learned behavior (behaviorists), a system of mental rules and symbols (psycholinguistics).Based on Skinner in Andrews states that, " the basic processes and relations which give verbal behavior its special characteristics are now fairly well understood".[4] So it can use a language well if we always practice continually and also we need language environment which can support someone to always use that language.All environmental influence reduces at last analysis to the influence of social environment. Not only need the language environment but also people need language awareness to aware them always using English in their activity.Sapir-Whorf in Wisniewskis states that the language a person speaks influences the way the world is perceived and interacted with[5]. Based on some theories about relations between language and environment in IAIN Curup especially at English study program area has created an environment in which the students have to speak english, namely English Zone.

[3]Tri Nofi Indriyani "*The Effect of students' Perception on The Teachers' Top-Down Approach in Teaching Reading at The Seventh Grade Students of MTS Negeri Kebumen 2 in The Academic Year 2012/2013*" (UMP 2013), P1.

[4] Andrews, S.J, '*The language awareness of the L2 teacher: Its impact upon pedagogical practice', Language Awareness* (London: Clevedon,2001)P.75–90

[5] Wiśniewski, Kamil , *Linguistic language and environment* , (Oxford: Elsevier, 2007)

According to student 1, English Zone is a rule made by TBI HMPS to be obliged to speak English especially for TBI students. The goal is to improve speaking skills. English Zone was first created in year2016, and until now the English Zone rules still apply to everyone speaking English.[6] Students 2 said that English Zone is area to all people must speak english. Unfortunately, it HMPS program not efficient.[7]Than, Students 3 said that English Zone is environtment to communication by English.[8]

The English zone is an area of the tadris English study program that requires all students and lecturers to use English to communicate. Especially English students are required to speak english in this area. If not then they will get punishment from HMPS-TBI. So, this environtment can help students' to increase speaking skills. This English zone will certainly make us easily and quickly in learning English because inevitably in this area we must always speak English. The imperative that this area is applied that can make people with the spirit to keep learning in order to speak in English and not confused when need something. English zone is also very effective to make people fluent speak english.

Perception is observation in a brain about object that we observe is result ability to experienced organized.[9] It means that perception is the option of a process receiving of something by students toward their experience that has been happening. Perception is

[6]Interview to students 1 on 13 march 2019 at classroom English Study Program VIII B

[7]Interview to students 2 on 15 march 2019 at classroom English Study Program VI A

[8]Interview to students 3 on 16 march 2019 at classroom English Study Program 1I A

[9] Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 1976), p.675

a process by which an individual is able to comprehend about an object based on his experienced and perception is also one of processes within themselves to the objects that they get based on environment stimulus, which received by sense.[10] The understanding of perception advanced by Hemmer and Organ, cited by Sarlito Wirawan, perception is a process where a person to analyze in mind interpret, experience and cultivate a sign over everything affects one will affect the behaviour of the chosen.[11]

Perception very important toward English zone. So it can have impact or influence on students' learing outcomes. English zone is a program TBI HMPS, If this program is good then it can be continued otherwise if it is not good then it will be abolished for English Study Program. According to the researches, When all students or lectures always use English to communication in area, English environtment to be effective. However if all student don't use English to communication in area, English environtmentis not effective. Perception is the experience of objects, events, or relationship obtained by inferring information and means message.[12]

Students' perception reveals about the student's perception of their english environment (English Zone). The perception can be favorable or unfavorable to somebody or something. It also can be defined as the process of determining of meaning of what is sensed, which implies the ablity to gve meaning to stimuli.

---

[10] Fitri Kurnia, *English Teacher Perception of Their Roles in the Classroom*, Based on Thesis UNIB, 2003, p.5

[11] Sarlito Wirawan Sarwono, *Op. Cit*, p.36

[12]Jallaludin R. 2008, *persepsi dalam psikologi.* (Bandung : Remaja Rosdakarya),P51.

Moreever, Manser defines perception as ability to perceive, or way seeing or understanding.[13] Its means that student perception is called the core of communication, because if our perceptions are not likely to communicate effectively.Perception is what determines we choose a message and ignore the other message. The higher the degree of comon perception among individuals, the easier and more often they communicate, and as a consequence, the more tends to form a culture group or identify group.The important of students perception Student Perception Is considered important variable important variable in this research. It is as the process of determining the meaning of what re sensed.

After doing pre observation about it, the result so dispointed because this environment is not effective. This environment is not utilized well by the students, they ignore the rules and keep talk in bahasa when there is no lecturer. Than, researcher find out many students' perception about   English Zone. Based on the phenomenon above, the researcher can state that the researcher is interested in doing researcher to investigat e students' problem in using English for communication in English environment. The re searcher hope that with this researcher can help the English study program to solve this problem.So, the researcher conducted a researcher entitled *Students' Perception toward English Zone at English Study Program of IAIN Curup* . In this research, researcher used questionnaires to collect the data. So, this research included in descriptive quantitaive method.

---

[13] Asril, Zainal, In Anggraeny Irawati Ekameirena *"Students' Perception Toward English Teacher's Ability In Teaching English"*. (STAIN Curup 2014)P.8

B. Research Questions

From the problems above, the researcher focused on problem that should be carried out and identified as question of this research, as follow :

1. How is students' perception about English Zone ?
2. What is students' problem in using English for communicate at English Zone ?

C. Objective of the research

Based on the research questions above, the objectives of this research are :

1. To know students' perception about English Zone.
2. To investigate is students' problem in using English for communicate at English Zone.

D. The limitation of research

In English Tadris Study Program of IAIN Curup, there are English environtment. Namely, English zone. English zone is a place or area who everyone must communication using English. So, the researcher delimited the scope to only Students' Perception toward English Zone at English Study Program of IAIN Curup.

E. Operational Definition

The operational definition of this research are:

1. Students' Perception

"Perception is the ability to see, hear or understand thing".[14] It means that perception is respinse of something directly that they experience. In this research the perception is students' think, of what they know, what they feel about English zone.

2. English Zone

English zone program is a place who everyone must speak english language. In other words the English Zone program is a place or area who everyone must communication used english language. English Zone program also have some rules. The rules to optimal the program and all students or every one in the english zone area must keep their speak used english language, although can't speak english very well. And who everyone not used english to communicate when in the English Zone area, they must accept a punishment.English zone is a place agreed by all lecturers and students of English to always use English in this area.Especially English students' of IAIN Curup.

---

[14]   Homby, *Op. Cit*, p. 859

F. Significance of the Research

The significance of the research are :

a. For English Study Program

The result of this research can hopefully help the english study program to give some information about students' problem in using English for communication at English Zone IAIN Curup.

b. For students

The result of this research be able hopefully help the students to solve their problem in using English for communication at English Zone IAIN Curup.

c. For researcher

The result of this research usefull for the researcher to help the researcher complete her education.

d. For IAIN Curup

The result of this research can hopefullyas a reference for other students' and improve the quality of English Study Program at IAIN Curup.

G. Thesis Organization

This section provides the paper organization from chapter one until chapter five. Chapter I is introduction. It consists about background, research questions, objectives of the research, the limitation of the research, definition of key terms, significant of the research. Chapter II deals with review of related literature. It

provides review of related review and Review of The Related Studies. Chapter III is Research Methodology. It deals with kind of research, subject of the research, research instrument, data collection technique, data analysis technique. Chapter IV deals with findings and discussion. It provides several finding and discussion of the problems. Chapter V is conclusion and suggestion. It consists of the conclusion and suggestion from this research.

CHAPTER II

LITERATURE REVIEW

A. Students Perception

1. Definition of Perception

Perception comes from Latin is *percipere* meaningful inference, perception, acceptance, views, understanding.[15] According to Sarlito perception is the ability to organize observation. Perception is a process that starts from a vision to from a response that occurs within the individual so that individuals are aware of everything in the environment throught its sense. Perception is one of the prycological aspect that are important to human to respondse to the presence of various aspect and symptoms in the vicinity. Perception contains a very broad sense, concering internally and externally. Various expert have given definition of perception, although in principle at same meaning. In the other word, the term perception is a process activities of a person in giving the impression, opinion, feeling, and interpretation something based in information displayed from other sources.[16] Bakhrust and Shanker also cited in Budiman and Apriani said that "perception is an awareness of how things are and thought makes contact with an independent reality".[17] Dovidoff in Jalaludin explain that percertion is the process

---

[15] Sarlito Wirawan Sarwono, *Loc. Cit*, p. 89

[16] Ibid., p. 90

[17] B. Wisnu and A. Eka,*"Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability",* Vol.3, 2019. P.228

of organizing and interpreting to the stimulus by the organism or individuals in order to get something meaningfull and integrated activities within the individual.[18]

In other words, perception is a process that involves the inclusion of a message or information to the human brain. Perception is an integrated state of the individual to the stimulus it receives. What is in the individual, thoughts, feelings, experiences influence individuals will parrticipate actively in the process of perception.

Sarlito devides three aspects which are needed before making a perception, they are:[19]

a. Conception:

It is process to collect opinion and thinking about an object though information or communication

b. Opinion:

It is process to employ direct contact regularly and systematically by doing a research

c. Observation:

It is an introduction function to understand real object though direct contact.

Moreover, Richard in Jalaludin states that there are three types of sense in perception, such as:[20]

[18] Jalaludin R, *Persepsi Dalam Psikologi*, (Bandung: Remaja Rosdakarya, 2008), p. 51
[19] Sarlito Wirawan Sarwono, *Op. Cit.*, p. 90
[20]Jalaludin R, *Op. Cit.*, p. 52

a. Visual Perception

Which is perception that is gained by seeing, because it ia form of visual information and stimuli from outside.

b. Auditory Perception

Perception related to the hearing.

c. Speech Perception

Perception which deals with the spoken language. Speech perception is expressed by our verbal ability.

From three types above the persons will devide their perception by using seeing, hearing, and speaking.

Based on the definition above, the researcher conclude the definition of perception is the ability to give response for understanding something by using organs of sense and process it to give information, interpretation, opinion, suggestion and expectation that based on the individuals experiences.

2. Factors Affected Perception

According to Sobur the factors that influence the perception are basically devided into two types, internally and externally; The term will be explain as follows:[21]

---

[21] Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003), p. 452

a. Internal Factor

Internal factor is affecting the perception, that the factors containes within the individual, which includes several things, among other are:

1) Physiological

Infromation in through the senses, then the information obatained will affect and complement effort to give meaning to the surrounding environment. Capacity sense to perceive in each person is different so the interpretation of the environment may also be different.

2) Caution

Individuals need a certain amount of energy spent to pay attention or focus on the physical and mental facilities that exist in an object. Energy each person in different so one's attention to the object is different and this will affect to the perception to the object.

3) Interest

The perception of an object varies depending on how much energy or perceptual vigilance driven to perceive. Perceptual vigilance is the tendency of a person to pay attention to a certain type of stimulus od may be deemed interest.

4) Needs that direction

The factor that can be seen from how strong and individual looking for objects or messages that may provide an answer according to him.

5) Experience and memory

Experience could be said depending on the memory in term of the extent to which one can recall past event to determine the stimuli in the broad sense.

6) Mood

A person's emotional state affects behaviour, mood shows how feeling at times that can affect how a person receives, reacts, and remember.

b. External Factor

External factor that influence perception is a characteristic of the environment and objects involved. These element can changes a person's perspective of the worls around them and affect how a feeling it or accepting it. Meanwhile, external factors that affect the perception is:

1) The size and placement of the object or stimulus

This factors states that the big relatonship of an object, the more easily understood. This shape will affect the individual perception and by looking at the shape of an object and size of an individual would be easy to take attention to shape perception.

2) The colour of the object

Object that have lighter, it will be easier to understand (to be perceived) as compare to a few.

3) The uniqueness and contrast of the stimulus

Stimulus outer appearance with the surrounding background and entirely beyond suspecision that another individual will attract much attention.

4) The intensity and strength of the stimulus

Stimulus from the outside wil give more meaning when more frequent attention than those seen only once. The strength of the stimulus is the power of an object can affect the perception.

5) Motion or movement

Individuals will pay much attention to the object that provides motion in its outook than a stationary object.

It could be concluded that the factors that affecting the perception is internal factor contained within the individual and external factor is a characteristic of the environment and object involved.

3. Types of the Perception

The field of the study that deals witlh levels of perception is called psychophysics. Experimental psychologist investigate the relationship between the physical properties of stimulus pattern and the perceives effect of stimuli. For example, they may study the relationship between sound frequency and the perceive pitch of sound. On this source state perception has three level complexities they are as follows:[22]

a. Detection

Detection refers to whether people can sense that they are being stimulated by some forms of energy. For example, a light might be so dim they are barely detecting its presence.

---

[22]   Muchtar T W, *Psikologi Sosial, Sastra Ringkasan*, (Jakarta: Balai Pustaka, 2007), p. 14

b. Recognition

Recognition means being able to identify as well as detect a particular pattern of stimulation. For example, a person may hear a song and identifies the lysrics of this song.

c. Discrimination

Discrimination means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight difference between two similar musical tones.

4. Perception Indicators

According to Robbins, there are two types of perception indicators, namely:

a. Reception.

The admission process is an indicator of the perception of the physiological stages, namely the proper functioning of the senses to capture stimuli from the outside.

b. Evaluation

Stimuli from the outside that has captured the senses, then evaluated by the individual. This evaluation is very subjective. Individuals who are assessing an excitatory one as difficult and boring. But other individuals assess the same stimuli as something nice and pleasant [23]

According to Hamka, perception indicators are of two kinds, namely:

---

[23] Stephen Robbin, *Prilaku Organisasi*, (Jakarta: Index, 2003).p.124-130

a. Absorb, the stimulus that is outside the individual is absorbed through senses, into the brain, got nowhere. There occurs process analysis, classified and organized by the experiences of individuals who have been previously owned. Because the absorption of the individual differ from one another even though the stimulus is absorbed equally.

b. Understand or comprehend, which is an indicator of the perception as a result of the classification process and organization. This stage occurs in the psychic process. The results of the analysis in the form of understanding or comprehension. The notion or understanding also is subjective, varies for each individual.[24]

According to Ben Walgito, the perception has indicators as follows:

a. Absorption to stimuli or objects from outside individuals.

Excitatory or object is absorbed or received by the five senses, good eyesight, hearing, touch, smell, individually or jointly. From the result of absorption or acceptance by the sensing devices will get a picture, a response, or impression in the brain. The picture can be singular or plural, depending on the perception of the object being observed. In the brain collects images or impressions, both old and newly formed. Clear whether or not these images depends on the apparent absence of stimuli, normality and a sense organ, recently or long time.

---

[24] Muhammad Hamka. *Hubungan Antar Persepsi Terhadap Pengawasan Kerja Dengan Motivasi Berprestasi*, (Surakarta: Universitas Muhammadiyah Fakultas Psikologi, 2002). P. 101-106.

b. definition or understanding

After the images or impressions in the brain, then the picture is organized, sub-divided (classified), compared, interpreted, thus forming the understanding or comprehension. The process of understanding or comprehension of the very unique and fast. Understanding formed depends also on the old images that have been previously owned by individuals (called apersepsi).

c. The assessment or evaluation

Having formed the understanding or comprehension, there was an assessment of the individual. Comparing individual understanding or newly acquired understanding of the criteria or norms of the individual subjectively. Rating individual is different even though the same object.[25]

From those statement they are from Robbin, Hamka, and Bimo Walgito, the researcher conclude that the indicators of perception could be explained as bellow:

According to Robbin :	1. Absorbtion/reception
	2. Evaluation
According to Hamka :	1. Absorbtion
	2. Understanding/comprehending
According to Walgito :	1. Absorbtion
	2. Understanding
	3. Evaluation

---

[25] Ben Walgito, *Op.Cit.* p.54-55

After comparing the three statements from the experts, researcher use Ben Walgito's indicator that perception indicator there are three items, namely to absorbtion, understand and evaluation. The reason researcher used Walgito Bimo opinion that a more complete and adequate opinion of Robbin and Hamka. Furthermore perception indicators are useful instrument for the development of students' perception.

5. **Forms of Perception**

The general perception is a response based on an evaluation directed toward an object and expressed verbally, whereas other forms of perception is the view that based on the assesment of an object that happens, anytimes, anywhere, if the stimulus effect. Thus it can be seen that there are two forms of perception, they are positive perception and negative perception. The terms will be explained as bellow:

a. Positive Perception

The positive perception is perception or view of an object toward situation where the subject perceives likely to receive an object arrested for his personal suit.

b. Negative Perception

Negative Perception is perception or view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.[26]

B. English Environment

1. Definition of English Environment

Language is an important part of humans life, because language is the ability to acquire and use complex systems of communication. Orwig in Kamil states that language is a way for humans to understand what others humans mean and the way to get information. Language also has very important function in life system because it is the most important key in society commucation.[27] Environmental effects on human development that empha-sizes the role of the genotype in determining not only which environments are experienced by individuals but also which environments individuals seek for themselves.[28] As said by Chomsky and cognitive linguists the human language is independent of the environment, according to one other theory the language is constructed by the world.There is a strong tendency to ascribe many elements of human culture to the influence of the

---

[26] Walgito, Bimo. *Pengantar Psikologi Umum*, (Surabaya: Bina Ilmu. 1989), p.102
[27] R. Ag Kamil. *Teknik Membaca dan Teks Book dan Penerjemahan*. Rieneka Cipta. P.7
[28] Scarr and McCartney, *How People Make Their Own Environments*, (Blackwell Publishing,1983) P.424-435

environment in which the sharers of that culture are placed, some even taking the extreme position of reducing practically all manifestations of human life and thought to environmental influences.[29] Based on some theories above, Language environment is assential to help humans be able to maximize the using of language. Because if human is in the language environment well they can immitade the language to support them to be able to speak better well. Environment of language also refers partner for someone who wants to talk in a language. It will increase understanding of someones' language will be better.

C. English Zone

1. Definition of English Zone

English zone program is a place who everyone must speak english language. In other words the English Zone program is a place or area who everyone must communication used english language. English Zone program also have some rules. The rules to optimal the program and all students or every one in the english zone area must keep their speak used english language, although can't speak english very well. And who everyone not used english to communicate when in the English Zone area, they must accept a punishment.English zone is a place agreed by all lecturers and students of English to always use English in this area.Especially English students are required to speak english in this area if not then they will get punishment from head of study program like fine write vocabulary as many as thousand words. besides the

---

[29]Edward, Sapir, *Language and Environment : American Anthropologist*, New Series, Vol. 14, No. 2

number of people who are studying English there so it is possible to learn from each other by always speaking English.not just the number of people who are studying English there who can be spoken to but the lecturer who also speaks english language.

This English zone will certainly make us easily and quickly in learning English because inevitably in this area we must always speak English.the imperative that this area is applied that can make people with the spirit to keep learning in order to speak in English and not confused when need something. English zone is also very effective to make people fluent speak english.

2. Relationship Between Students' English and English Zone

Language and environment were expressed by Edward Sapir and are now known as the Sapir-Whorf states that the language a person speaks influences the way the world is perceived and interacted with. In students english speaking performance, environment can act directly only on an individual, and in those another cases we find that a purely environmental influence is responsible for a communal trait, this common trait must be interpreted as a summation of distinct processes of environmental influences on individuals. However, is obviously not the typical form in which we find the forces of environment at work on human groups. In these it is enough that a single individual may react directly to his environment and bring the rest of the group to share consciously or unconsciously in the influence exerted upon him. Whether even a single individual can be truthfully said to be capable of environmental influence uncombined with influences of another character is doubtful, but we may at least

assume the possibility. The important point remains that in actual society even the simplest environmental influence is either supported or transformed by social forces. Hence any attempt to consider even the simplest element of culture as due solely to the influence of environment must be termed misleading.[30] From the explanation above, it can be concluded that English zone greatly influences the appearance of English student in communicating.

3.Benefits and Difficulties of Using English in English Zone

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.[31] Baker and Westrup supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.[32]

---

[30] Ibid. P11

[31] Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English speaking Skill :* Universiti Sains Malaysia, Malaysia, 2017. P.35

[32] Ibid. P.37

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.[33]

a. Pronunciation

Based on Longman Dictionary, pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

b. Fluency

As proposed by Harris and Hodges, fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

c. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

---

[33] Lia Amalia Thesis, *Improving Students' Speaking Skills Through Speaking Board Games of Grade VII of SMPN 13 Yogyakarta In The Academic Year of 2013/2014*

d. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary .The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

Based on the explanation above, we know that if students use English to communicating in the language environment (English Zone), it can improve aspects of speaking skills. So, the benefits of communication using English in English zone can improve our speaking skills.

English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.According to Ur also cited in Al Hosni, there are many factors that cause difficulty in speaking, and they areas follows:[34]

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.

2. Nothing to say. Students have no motive to express themselves.

---

[34] Al Hosni. Samira (2014/06/01). Speaking Difficulties Encountered by Young EFL Learners.In *International Journal on Studies in English Language and Literature (IJSELL)* Proceedings (Volume 2, Issue 6, June2014, PP 22-30).

3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Based on the explanation above, we know that there are several factors that cause students to have difficulty communicating using English in english environment(English Zone).

D. Review of Related Finding

Supporting this research, researcher has observed some thesis before. Those are Research:

The first based on Nurdianti who investigate on an analysis of language awareness in language environment (English zone) at STAIN Curup, have found out the result that effect someone consciousness about using language in language environment.The Aspects in language awareness be a main role in students' consciousness for always using English in their communication. So, language awareness and language environment have relation to build students' awareness.

The second is from Article by Roland Baddeley and David Attewell University of Bristol "The Relationship Between Language and the Environment".

In that research, Roland and David discussed about how language and environment have interaction. Environment effects of the evocative sort persist throughout life and environment also effects increase with development, as active replace passive forms.[35]So environment being important to increse ability of language.

The last is from other researcher have published under the title "Foreign Language Study and Language Awareness" by Eric W. Hawkins at University of York, UK. In that research the author discussed what are the factor can influence language awareness to increase foreign language study. And the result one of the factors is language environment can influence the effectiveness of using language awareness of students.

Based on previous study there are lot of the research about language environtment. Environment being important part to increse that ability. This research different from the previous study because in this research the researcher focus on the students' perception toward language environment that have been created as English Zone at English study program of IAIN Curup.

---

[35]Baddeley and Attewell. 2009.*The Relationship between Language and the Environment*. unpublished from University of Bristol

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses kind of the research, subject of the research, technique of collecting data, research instrument, and technique of data analysis.

A. Kind of Research

This was descriptive quantitative research which investigate the students' perception toward English Zone. Descriptive is a research method whose effort to describe an interpreting the object based on the fact.[36] Descriptive research is to state of event which is going happen and makes description about the fact of situation or event. In this research, the researcher tries to give description about the positive and the negative of students' perception toward English zone.

B. Subject of The Research

Lapan said that "Subject of the research, or somewhat known by study population refers to the people who are the focus of the study".[37] The population of this research is all students' in academic year 2015, 2016, 2017, and 2018. For semester VIII in academic year 2015 are 3 calsses, consist of 38 students, for semester VI in academic year 2016 are 2 classes which consist of 54 students, for

---

[36] Pristiwaneka Diana Thesis, "*Students' Perception Toward Schema Theory That Used in Reading Class",*2011.p.37

[37] Rizki Indra Guci Thesis,*" The Interference of First Language in Students' Translation Products*", 2017, p.25

semester IV in academic year 2017 are 3 classes consist of 60 students, and semester II in academic year 2018 are 3 classes which consist of 60 students. The researcher takes students' from second, fourth, sixth, and eighth semester because they are studying at English zone.

Table 1

Data of English student's in academic years 2015, 2016, 2017 and 2018

No	Class	Male	Female	Total
1	TBI VIII A	2	11	13
2	TBI VIII B	9	8	17
3	TBI VIII NR	1	7	8
4	TBI VI A	3	26	29
5	TBI VI B	10	15	25
6	TBI IV A	7	10	17
7	TBI IV B	4	14	18
8	TBI IV C	5	20	25
9	TBI II A	3	17	20
10	TBI II B	9	11	20
11	TBI II C	7	13	20
	Total	60	152	212

Based on the table above the number of population this research is 212 students. According Sugiyono, the sample is a part of number and characteristic owned by the population.[38] There no specific limit on how large a sample taken from the population, because legitimate least not situated on a large sample or the number of samples taken. But lies in the nature and characteristics of the sample papolation is approaching or not.

The sampling technique used in this study is simple ramdom sampling. Simple ramdom sampling by Sugiono, *"data collection technique the most simple (simple) for taking members of a population sample was ramdomly without regard to existing strata in the population"*.[39]

In this study, samples were examined for the number of students using the confidence level α = 0.05 and Bound of Error is set at 15% on the grounds that the conditions of the population is homogeneous. According Riduwan, using the formula Al-Rasyid as follows:[40]

$$n = \frac{n_0}{1 + \frac{n-1}{N}}$$

Where

$$n_0 = \left[\frac{za}{2BE}\right]^2$$

[38] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuatitatif, Kualitatif, dan R&D), Alfabeta,Bandung:2009.,p18

[39] *Ibid.,*p.120

[40] Statistik,2008 by Falcon Hive.com.*http://www.randomizer.org/form.htm/* 15 August 2019 at10 am

Taraf error a = 0.05 as determined

N = Total Population

BE = Error Bound of 15%

za = Value in the table Z = 1.99

With the formula, it can be calculated :

$$n_0 = \left[\frac{1.99}{2x0.15}\right]^2$$

$n = (6,63)^2$

$n = 43,96$

$$n = \frac{43,96}{1+\frac{43,96-1}{212}} = \frac{43,96}{1+0,19} = \frac{43,96}{1,19} = 36.94 = 37$$

Thus, the number of samples obtained 37 students research.Sampling was taken from second, fourth, sixth, and eighth semester. The result of the above calculation, the division taken 9 until 10 students per semester. So, researcher take sample just 25% from population. This percentage based on Suharsimi Arikunto said that if the population is less than 100, it is better for us take all of population as a sample. But if the population are more than 100 we take from population 10%-15%, or 20%-25% more use as sample.[41] So that, 25% it can be sample in this research.

---

[41] Suharsimi Arikunto,*Op.Cit,*.p,112

Table 2

Sample of the Research

No	Semester	Total	%
1	Second	10	25%
2	Fourth	9	25%
3	Sixth	9	25%
4	Eighth	9	25%
Total		37	25%

In this research, the researcher takes random sampling. According Amirul Hadi and Haryono, *random sampling is a technique to take sample where all individual of the population have same chance to be chosen as member of sample.*[42]

According Sugiyono, *" Random sampling or random can be done with random numbers, computer or the lottery".*[43] In this study, members of the sample collection is done by way of lottery, then every member of the population is membered in advance in accordance with the number of members of the population.

---

[42] Amirul Hadi and Haryono, *Metode Penelitian Pendidikan,* Pustaka Setia, Bandung:1990,p.198
[43] Sugiyono, *Op.Cit,*.p.132

C. Technique of Data Collection

There are several techniques that researcher uses for collect the data, the techniques were:

1. Questionnaire

Questionnaires are defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing or their answer or selecting them among existing answer.[44] For this research, questionnaire is very crucial to get the detail data about students' perception toward English zone. In this study, the Questionnaire can be open-ended or close-ended.[45]

The researcher used format of questionnaire in this research is closed-ended. It means that samples answered the question based on the answers provided that has been prepared by researcher. Dawson mentions there are several benefits of using closed-ended questionnaire:

a. Tend to be quicker to administer.

b. Often easier and quicker for the researcher to record responses. Tend to be easy to code.

c. Respondents can only answer in a predefined way. New issues cannot be raised.

---

[44] Mark and Gass in Mohamed mubarak, *Corrective Feedback in L2 Writing(A study of practice and effectiveness in the Bahrain context*), (Bahrain: The University of sheffield, 2013),p.122

[45] Umami Maysaroh Thesis,*"The Implementation of Teachers' Corrective Feedback and Students' Attitude Toward Teachers' Corrective feedback"*, 2017, p.14

d. Respondents can only answer in a way which may not match their actual opinion and may, therefore, become frustrated.

e. Is quick and easy for respondents to tick boxes – might be more likely to answer all the questions.

f. Can include a section at the end of a closed-ended questionnaire for people to write in a longer response if they wish.[46]

In conclusion, The researcher used close-ended for do the questionnnaire with purpose to get the data from students perception about English zone. Moreover, Sugiyono in maysaroh " in order to measure the scale, One type of question format employed is the Likert format, which provides five responses to each question or statement (a. strongly agree, b. agree, c. neutral, d. disagree, e. strongly disagree). The table of Likert Scale as follows".[47]

Table 3

Likert Scoring

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

---

[46] Chaterine Dawson,.*Practical Research Method.,* (United Kingdom: Deer Park Production 2000), p.88

[47] Maysaroh, *Op.cit*

It means the researcher thinks that using five options scoring in the questionnaire for of this research was more appropriate. Then, the data collection processes by using questionnaire are:

a. The questionnaire is given to the respondents.

b. Collecting the questionnaire.

c. The questionnaire analyzed according to each structure and written expression strategy.

d. The questionnaire tabulated and analyzed based on the percentage formula.

Based on the statement above, the researcher distributed the questionnaire for the subject of the research in order to gathering the data. The researcher distributed the questionnaire to students' from second, fourth, sixth, and eighth semester because they are studying at English zone.

D. Research Instrument

The instrument is something that used to collect the data or information required.[48] The research instrument was an important tool for researchers in collecting the data. So the instrument was measuring tool in the study. The researcher used questionnaire as the instrument of the research. The questionnaire consists of some questions that used for getting information from the students about students' perception toward English zone.

---

[48] Imam Muslim Thesis, *" An Analysis of English Lecturer's techniques in Teaching English to Islamic Education (PAI) Study Program in STAIN Curup",* 2018.p.20

1. Questionnaire

   Gay mention that "Questionnaire is a written collection of self-report questions to be answered by a selected group of research participant".[49] The respondent from questionnaire is students English Study Program are studying in Language environtment(English Zone) . The researcher used type close-ended to collect the data.

   Close-ended format questionnnaire is that include multiple choice answer. Multiple choice questions come from category of close-ended format questions. These multiple choice could either be in even numbers or in odd numbers. "By including closed format questions in the questionnaire design, researcher can easly calculate statistical data and percentages".[50] The aim of the close-ended format questionnaire was to get information about student perception toward English zone.

   The students give the answer based on their perception toward English zone by give a sign (√) to the indicate their choices. Lingkert scale is the questionnaire design that researcher used measuring with five options, the options from linkert scale could be shorten in the form as bellow:

---

[49] L R Gay, *Education Research: Competence for Analysis and Application*, (Florida International University), p.388

[50] Imam Muslim Thesis,*" An Analysis of English Lecturer's Techniques in Teaching English to Islamic Education (PAI) Study Program in Stain Curup "*, 2018, p54

Table 4

Questionnaire students' perception toward English zone

No	Item Of Questionnaire	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I use English because of a rule.					
2	I never give respond when some partners invite me to use English language.					
3	I use English when there is a controlled by the other people.					
4	I use English in English zone because I am afraid of a punishment.					
5	English Zone makes me afraid and stress to always use English language.					
6	I derisive my friends when they use English language.					
7	I lack of confidence to use English language.					
8	I am difficult to find partners to use English language.					
9	I lack of vocabularies to speak English.					
10	English zone really helps me to speak English well.					
11	English Zone forces me to always use English language.					
12	All friends surrounding me always shove me to use English language.					
13	English Zone motivated me to use English language.					
14	I invite my friends to use English language.					

15	English Zone makes me spirit to increase new vocabularies in English Language					
16	I always use English language in every condition and situation at English study program at IAIN Curup.					

E. Technique of data analysis

After got the data, researcher continued to analyze the data. In this study the researcher use descriptive analysis method used to know students' perception toward English Zone, The following steps :

1. Scoring

Scoring is count of the questions contained in the questionnaire. The questionnaire in this research use linkert scale is the most common used in measuring attitude, opinion, and perception of respondent toward an object.[51] In lin with thi Djali said that linkert scale can be used in measuring attitude, opinion or perception of people or some groups of peple about the tendecy or phenomenon of education.

---

[51]Amirul, hadi dkk. *Metodologi penelitian pendidikan,* (bandung: pustaka setia) 1993

2. Analysis statistical

Analysis statistical is the calculation of the data that has been given a score based on the type of data into quantitative, then technique used is the statistical analysis, which is use traditional statistical formula percentage used to describe the result of studies using following formula :

$$P = F/N \times 100$$

Description :

P = Percentage questionnaire

F = Total frequency each item

N = Number of Respondents[52]

[52] Anas sudjiono, *pengantar statistik pendidikan,* (jakarta :raja grapindo persad), 2004. P. 35

CHAPTER IV

FINDING AND DISCUSSION

The fourth chapter concern with the data analysis from the first activity up to the last activity. It discusses the data analysis.

A. Finding

In order to know the students' perception toward English zone and to investigate students' problem in using English for communicate at English Zone, the researcher used questionnaire. The questionnaire consists of several indicators which based on the theory. The questionnaire, which was distributed to 37 respondents and the questionnaire contains 16 items, 9 negative and 7 positive statements. Respondents should choose of five alternative options for each item, they are: strongly agree, agree, neutral, disagree, strongly disagree. On the table the researcher used frequency (F) as a number of students' frequency in choosing the one option. Percentage (%) is the result of data collected from the students' response.

To find out the percentage, the researcher used percentage formula. Frequency devided of total numbers of the students, and then multiplied 100%. The formula for positive statements is $X= \big((f\ SAx5) + (f\ Ax4) + (f\ Nx3) + (f\ Dx2) + (f\ SDx1)\big)$. The formula for negative statements is $X= \big((f\ SAx1) + (f\ Ax2) + (f\ Nx3) + (f\ Dx4) + (f\ SDx5)\big)$.So, the maximum score of the questionnaire is 37x5=185. The percentage of each statements was calculated by using the formula,

that was $P = \frac{F}{185} x$ 100%. Futhermore, the researcher devided the tabel to clasify the result of the data based on each kinds of technique. Results of the research obtained as follows :

1. **Students' Perception Toward English Zone in English Study Program of IAIN Curup**

<div align="center">

Table 5
Percentage of Students' Perception Toward English Zone

</div>

Indicators		F	%	
Difficulties	1. Inhibition 2. Nothing to say 3. Low or uneven participation 4. Mother tongue use	109 122 105 112 118 110 101 85 98	5,69 6,28 5,40 5,77 6.07 5,66 5,20 4,37 5,04	(Negative Perception) 49,48
Benefits	1. Improve pronouncation 2. Improve fluency 3. Improve vocabulary 4. Improve accuracy	146 141 132 144 136 150 133	7,52 7,26 6,80 7,41 7,00 7,72 6,81	(Positive Perception) 50,52
Total		**1941**	**100**	

From the table above for the first indicator there were 49,48% students "Disagree" about English zone, because the statement number 1-9 was negative perception. So, if students' strongly agree and agree, it means negative. The second indicator there were 50,52% students "Agree" about English zone, because the

statement number 10-16 was positive perception. Based on the data above, it can be concluded from 16 items, respondents gave 5 items negative responses and 11 positive responses. From the result, the majority of students perception toward English Zone is positive perception.

a. **Difficulties**

Table 6

The table that show the first indicator (Inhibition, nothing to say, low or uneven participation, and mother tongue use)

NO	Statements	SA F	A F	N F	D F	SD F	Total F	%
1.	I use English because of a rule.	2	12	14	4	5	109	5,69
2.	I never give respond when some partners invite me to use English language.	2	5	15	10	5	122	6,28
3.	I use English when there is a controlled by the other people.	3	11	13	9	1	105	5,40
4.	I use English in English zone because I am afraid of a punishment.	3	9	12	10	3	112	5,77
5.	English Zone makes me afraid and stress to always use English language.	4	5	12	12	4	118	6,07
6.	I derisive my friends when they use English language.	1	8	19	9	0	110	5,66
7.	I lack of confidence to use English language.	3	13	15	3	3	101	5,20
8.	I am difficult to find partners to use English language.	4	21	10	1	1	85	4,37
9.	I lack of vocabularies to speak English.	1	19	11	4	2	98	5,04
Total							**960**	**49,48 %**

Based on the table of percentage above there are 37 students who answered the questions by 5 scales where each of them answer with different statement, the researcher has grouped each item the highest percentage to the lowest percentage item as follows: I never give respond when some partners invite me to use English language it consist of 122 or 6,28%, English Zone makes me afraid and stress to always use English language it consist of 118 or 6,07%, I use English in English zone because I am afraid of a punishment it consist of 112 or 5,77%, I derisive my friends when they use English language it consist 110 or 5,66%, I use English because of a rule it consist 109 or 5,69%, I use English when there is a controlled by the other people it consist 105 or 5,40%, I lack of confidence to use English language it consist 101 or 5,20%, I lack of vocabularies to speak English it consist 98 or 5,04%, I am difficult to find partners to use English language it consist 85 or 4,37%. From that explanation, the researcher conclude that in the lowest percentage item number 1, 3, 7, 8, and 9. Many students' choosed agree than disagree in the negative statement. So, there are diffulties students' Using English at English Zone.

b. **Benefits**

Table 7

The table that show the second indicator (Improve pronouncation, fluency, vocabulary, and accuracy)

NO	Statements	SA F	A F	N F	D F	SD F	Total F	%
1.	English zone really helps me to speak English well.	13	14	6	3	1	146	7,52
2.	English Zone forces me to always use English language.	8	17	9	3	0	141	7,26
3.	All friends surrounding me always shove me to use English language.	5	13	17	2	0	132	6,80
4.	English Zone motivated me to use English language.	9	19	6	2	1	144	7,41
5.	I invite my friends to use English language.	7	15	12	2	1	136	7,00
15.	English Zone makes me spirit to increase new vocabularies in English Language.	10	21	4	2	0	150	7,72
16.	I always use English language in every condition and situation at English study program at IAIN Curup.	5	16	13	1	2	133	6,81
Total							**981**	**50, 52 %**

Based on the table of percentage above there are 37 students who answered the questions by 5 scales where each of them answer with different statement, the researcher has grouped each item the highest percentage to the lowest percentage item as follows: English Zone makes me spirit to increase new vocabularies in English Language it consist 150 0r 7,72%, English zone really helps me to speak English well it consist 146 or 7,52%, English Zone

motivated me to use English language it consist 144 or 7,41%, English Zone forces me to always use English language it consist 141 or 7,26%, I invite my friends to use English language it consist 136 or 7.00%, I always use English language in every condition and situation at English study program at IAIN Curup it consist 132 or 6,80%, All friends surrounding me always shove me to use English language it consist 133 or 6,81%. From that explanation, the researcher conclude that Many students' choosed agree than disagree in the positive statement. So, there are many benefits of using English at English zone and English zone is positive perception to increase students' ability in English.

2. Students' Problem in Using English For Communicate at English Zone

From the first indicators, the researcher found that students' problem in Using English for communicate at English Zone. The data about it as follow :

NO	Statements	Difficulties
1.	I use English because of a rule.	Mother tongue use
2.	I use English when there is a controlled by the other people.	Inhibition
3.	I lack of confidence to use English language.	Nothing to say
4.	I am difficult to find partners to use English language.	Low or uneven participation
5.	I lack of vocabularies to speak English.	Low or uneven participation

Based on the table, Item 1 (I use English because of a rule) it consist 109 or 5,69%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, students who share the same mother tongue tend to use it because it is easier to speaking their mother tongue for communicate at English zone. For item 3 (I use English when there is a controlled by the other people) it consist 105 or 5,40%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, Students are worried about making mistakes or simply shy when using English for communicate at English zone. For item 7 (I lack of confidence to use English language) it consist 101 or 5,20%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, Students have no motive to express themselves using English for communicate at English zone. For item 8 (I am difficult to find partners to use English language) it consist 85 or 4,37% and item 9 (I lack of vocabularies to speak English) it consist 98 or 5,04%. From that explanation, the researcher conclude that only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all to communication using English at English zone.

B. Discussion

1. Students' Perception Toward English Zone in English Study Program of IAIN Curup

  To know students' perception toward English zone in English Study Program of IAIN Curup. The researcher spread questionnaire to all respondents from second, fourth, sixth, and eighth semester because they are studying at English environtment (English zone). In this part the researcher discussed about how is students' perception about English zone. The questionnaire contains 16 items, 9 negative and 7 positive statements, Item 1 until 9 were 4 positive perception and 5 negative perception. Item 10 until 16 were 7 positive perception and 0 negative perception. Based on the finding from questionnaire about difficulties and benefits of using English at English zone, it can be concluded that the students' give positive perception.

  That table above snow the categories in analysis data of questionnaire. The table above using likert scale that divided the students' perception into five categories. There are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Those are categories will make a perception agreement from students. If they answer is strongly agree or agree in negative statements, it means the students' give negative point of view about English zone. Beside that, if they answer is strongly disagree or disagree in positive statements, it show that English zone got the positive perception from students'.

According Sapir-Whorf states that the language a person speaks influences the way the world is perceived and interacted with. In students english speaking performance, environment can act directly only on an individual, and in those another cases we find that a purely environmental influence is responsible for a communal trait. This common trait must be interpreted as a summation of distinct processes of environmental influences on individuals.[53] Based on the theory above that, the researcher conclude that language environtment can be influences ability in English. So, English zone greatly influences the appearance of English students' in communicating.

The majority the students got benefiets of Using English at English zone. According Brown, the students need to acquire some speaking aspects to have a good speaking skill. There are pronunciation, fluency, vocabulary, and accuracy.[54] Based on the theory above that, we know that if students use English to communicating in the language environment (English Zone), it can improve aspects of speaking skills. It can be concluded that the students' perception toward English Zone is positive perception to increase their ability in English.

---

[53] dward, Sapir, *Language and Environment : American Anthropologist*, New Series, Vol. 14, No. 2
[54] Lia Amalia Thesis, *Improving Students' Speaking Skills Through Speaking Board Games of Grade VII of SMPN 13 Yogyakarta In The Academic Year of 2013/2014*

2. Students' Problem in Using English For Communicate at English Zone

To investigate students' problem in Using English for communicate at English zone, the researcher spread questionnaire to all respondents from second, fourth, sixth, and eighth semester because they are studying at English environtment (English zone). In this part the researcher discussed about students' problem in Using English for communicate at English zone. The questionnaire contains 16 items, the researcher found 5 item that students' problem in Using English for communicate at English Zone. The statement number 1, 3, 7, 8 and 9, is negative statement.

According to Ur also cited in Al Hosni, there are many factors that cause difficulty in speaking, and they areas follows:[55]

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.

2. Nothing to say. Students have no motive to express themselves.

3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

---

[55]Al Hosni. Samira (2014/06/01). Speaking Difficulties Encountered by Young EFL Learners.In *International Journal on Studies in English Language and Literature (IJSELL)* Proceedings (Volume 2, Issue 6, June2014, PP 22-30).

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Based on the theory above that, Item 1 (I use English because of a rule), many students' choosed agree than disagree in the negative statement. The researcher conclude that students who share the same mother tongue tend to use it because it is easier to speaking their mother tongue for communicate at English zone. For item 3 (I use English when there is a controlled by the other people), many students' choosed agree than disagree in the negative statement. The researcher conclude that students are worried about making mistakes or simply shy when using English for communicate at English zone. For item 7 (I lack of confidence to use English language), many students' choosed agree than disagree in the negative statement. The researcher conclude that students have no motive to express themselves using English for communicate at English zone.

For item 8 (I am difficult to find partners to use English language) and item 9 (I lack of vocabularies to speak English), The researcher conclude that only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all to communication using English at English zone. From that explanation, the researcher conclude that students' problem using English cause inhibition, nothing say, low or uneven participation, and mother tongue use.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

1. **Students' Perception Toward English Zone in English Study Program of IAIN Curup**

   Based on the finding and discussion in chapter IV it can be concluded: the students' from second, fourth, sixth, and eighth semester, they are studying at English environtment (English zone) have positive perception toward "English Zone". The benefits of using English can improve the aspects speaking skill, such as pronouncation, fluency, vocabulary, and accuracy to communicate in English Zone.

2. **Students' Problem in Using English For Communicate at English Zone**

   To investigate students' problem in Using English for communicate at English zone, From the questionnaire contains 16 items, the researcher found 5 item that students' problem in Using English for communicate at English Zone. Students' problem in using English for communicate at English zone cause by several factors, such as Inhibition, nothing to say, low or uneven participation, and mother tongue use.

B. Suggestion

Dealing the result of finding that had been presented above, the researcher would like some suggestion as follow:

1. For English Study Program

   English study program should improve the rule of English zone. The students can improve their English if the English zone can be more effective to force them in using English. The students who in English zone realize that English zone has lot of benefits, but the applying of English zone is not running well. So, if the English zone is effective the English of the students can be better.

2. For Students

   English zone is good way for the students to increase their ability in English. They realize about this, but they are not motivate themselves to always using English. So, just think that English is really important for their future and for their study.

3. For Researcher

   The future researchers have to make the other research which is better than this one. This research can be used as the related finding if it is important.

REFERENCES

Al Hosni. Samira (2014/06/01). Speaking Difficulties Encountered by Young EFL Learners.In *International Journal on Studies in English Language and Literature (IJSELL)* Proceedings (Volume 2, Issue 6, June2014, PP 22-30).

Amirul Hadi and Haryono, 2005, *Metodologi Penelitian Pendidikan*, Bandung: Pustaka Setia.

Aseh Lestari Thesis, 2014. *Students' Perception Towar Good Pronounciation.*

Baddeley and Attewell, 2009. *The Relationship between Language and the Environmen t.* University of Bristol.

Barber and legge, in Chaiporn vithessonthi, 2005. *A Perception-Based View of The Employes: A Study of Employes' Reactions to Change*, 1976, Thesis of st. Gallen: Thailand.

Budiman, W., & Apriani, E. (2019, MAY). *Student's Perception of Lectureres' Role In Enhancing Efl Learners' Communication Ability: A Study At Eight Semester On Academic Year 2018 In IAIN Curup.* In English Language And Literature International Conference (ELLiC) ProcEEDINGS(VOL. 3, pp. 223-237)

Chaterine Dawson, 2000.*Practical Research Method,* United Kingdom: Deer Park Production.

Edward, Sapir, *Language and Environment : American Anthropologist*, New Series, Vol. 14, No. 2.

Ekki Fernando Thesis, 2017. *Student Perception Toward English Teachers' Techniques in Maintaining Students' Attention and Involvmet.*

https://www.youthmanual.com/cari-jurusan/pendidikan/pendidikan-bahasainggris.html/ 10August2019 at am.

Imam Muslim Thesis,2018. *An Analysis of English Lecturer's techniques in Teaching English to Islamic Education (PAI) Study Program in STAIN Curup.*

Interview to students 1 on 13 march 2019 at classroom English Study Program VIII B.

Interview to students 2 on 15 march 2019 at classroom English Study Program VI A.

Interview to students 3 on 16 march 2019 at classroom English Study Program 1I A.

Jallaludin R. 2008, *persepsi dalam psikologi.* Bandung : Remaja Rosdakarya.

Jeremy Harmer, 2004. *The Practice of language teaching*, Langman.

Kamil Wisniewski, 2007. *Linguistic language and environment* , Oxford: Elsevier.

Kamil. R. Ag *Teknik Membaca dan Teks Book dan Penerjemahan*. Rieneka Cipta.

L R Gay, 2017. *Education Research: Competence for Analysis and Application*, Florida International University.

Lai-Mei Leong and Seyedeh Masoumeh Ahmadi Thesis,2017. *An Analysis of Factors Influencing Learners' English speaking Skill :* Universiti Sains Malaysia, Malaysia.

Lia Amalia Thesis, 2015 *Improving Students' Speaking Skills Through Speaking Board Games of Grade VII of SMPN 13 Yogyakarta In The Academic Year of 2013/2014.*

Mark and Gass, 2013. *Corrective Feedback in L2 Writing(A study of practice and effectiveness in the Bahrain context*), in Mohamed mubarak, Bahrain: The University of sheffield.

Martin Manser, 1995. *Oxford Learner's Pocket Dictionary*, Hongkong: Oxford University.

Pristiwaneka Diana Thesis,2011. *Students' Perception Toward Schema Theory That Used in Reading Class.*

Pristiweneka Diana Thesis, 2011. *Students' Perception Toward Schema Theory That Used in Reading Class.*

R&D, Bandung:Alfabeta.

Reza Mayasari Thesis, 2013. *Student Perception Toward Non-English Subject at English Study Program.*

Rizki Indra Guci Thesis, 2017. *The Interference of First Language in Students' Translation Products.*

Scarr and McCartney, 1983. *How People Make Their Own Environments*, Blackwell Publishing.

Statistik, 2008. By Falconhive.com.*http://www.randomizer.org/form.htm/*10August2019 at am.

Sugiyono, 2009. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan*

Umami Maysaroh Thesis,*2017. The Implementation of Teachers' Corrective Feedback and Students' Attitude Toward Teachers' Corrective feedback.*

APPENDICES

Table of Questionnaire students' perception toward English zone

No	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
				Answer		
1	I use English because of a rule.					
2	I never give respond when some partners invite me to use English language.					
3	I use English when there is a controlled by the other people.					
4	I use English in English zone because I am afraid of a punishment.					
5	English Zone makes me afraid and stress to always use English language.					
6	I derisive my friends when they use English language.					
7	I lack of confidence to use English language.					
8	I am difficult to find partners to use English language.					
9	I lack of vocabularies to speak English.					
10	English zone really helps me to speak English well.					
11	English Zone forces me to always use English language.					
12	All friends surrounding me always shove me to use English language.					
13	English Zone motivated me to use English language.					
14	I invite my friends to use English language.					
15	English Zone makes me spirit to increase new vocabularies in English Language.					
16	I always use English language in every condition and situation at English study program at IAIN Curup.					

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor   024 /In.34/FT/PP.00.9/05/2019
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	Jumatul Hidayah, M.Pd	19780224 200212 2 002
		2.	Eka Apriani, M.Pd	19900403 201503 2 005

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Maya Sari Setyowati
NIM : 15551025
JUDUL SKRIPSI : Students' Perception Toward English Zone In English Study Program Of IAIN Curup.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 22 Mei 2019

Nomor	: 692/In.34/FT/PP.00.9/07/2019	9 Juli 2019
Lampiran	: Proposal Dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Yth. Rektor IAIN Curup
 Kabupaten Rejang Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama	: Maya Sari Setyowati
NIM	: 15551025
Fakultas / Prodi	: Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	: Students Perception Toward English Zone In English Study Program Of IAIN Curup.
Waktu Penelitian	: 9 Juli 2019 s.d 9 Oktober 2019
Tempat Penelitian	: IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

Dekan

H. Ifnaldi Nurmal, M.Pd
NIP. 19660627 200003 1 002

Tembusan : Disampaikan Yth ;
1. Rektor
2. Warek I
3. Ka. Biro AUAK

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Maya Sari Setyowati
NIM : ...
FAKULTAS/JURUSAN : Tarbiyah / Taklis Bahasa Inggris
PEMBIMBING I : Syamsul Hidayah, M.PA
PEMBIMBING II : Eka Apriani, M.PA
JUDUL SKRIPSI : Students' Perception Toward English Zone In English Study Program of IAIN Curup

---

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Maya Sari Setyowati
NIM : ...
FAKULTAS/JURUSAN : Tarbiyah / Taklis Bahasa Inggris
PEMBIMBING I : Syamsul Hidayah, M.PA
PEMBIMBING II : Eka Apriani, M.PA
JUDUL SKRIPSI : Students' Perception Toward English Zone In English Study Program of IAIN Curup

Pembimbing I.

Syamsul Hidayah, M.PA
NIP. ...

Pembimbing II.

Eka Apriani, M.PA
NIP. ...

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	13/2019 4	Judul & Background		
2	31/2019 4	Chapter I - III		
3	7/2019 5	Revisi I - III		
4	1/2019 6	Acc I - III (penelitian)		
5	6/2019 7	Chapter IV		
6	12/2019 8	Chapter V		
7	18/2019 8	Revisi chapter IV - V		
8	27/2019 8	Acc Chapter I - V (sidang)		

B I O G R A P H Y

The researcher's full name is Maya Sari Setyowati. Her nickname is Maya. She was born in Tebing Tinggi, 13 march 1996. She is a daughter of Mr. Eko Setyarso and Mrs. Sarifah. She has one brother, His name is Danny Setyawan. She finished her kindergarten at Fatayat Tebing Tinggi and to SDN 1 Tebing Tinggi in 2001. In 2007, She entered to SMPN 1 Tebing Tinggi and finished her study in 2010. Next, She was graduated from SMAN 1 Tebing Tinggi in 2013.

In 2015, She entered to IAIN Curup and choose English Tadris Study Program in Tarbiyah Faculty. Alhamdulillahhirabbil'alamiin, She has done her study successfully and has followed the last examination. Another words, She finished her 'Sarjana' degree(S-1) in this year (2019).