

**The Implementation of English Corner as  
a Language Environment at SDIT  
JUARA**

**THESIS**

**This Thesis is submitted to fulfill the requirement for ‘Sarjana’  
degree in English Tadris Study Program**



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**2022/2023**

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Kepada

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*Assalamu'alaikum Wr.Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Putri Rahmadania (19551045)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**The Implementation of English Corner as a Language Environment at SDIT JUARA**" 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'alaikum, Wr.Wb*

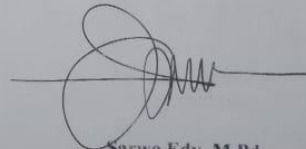
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## **PREFACE**

All praises to Allah SWT that the writer had finally finished writing her thesis entitled “ **The Implementation of English Corner as a Language Environment at SDIT JUARA**”

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2023  
Writer

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## MOTTO

*“ Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Ia mendapat pahala (dari kebaikan) yang diusahakannya dan ia mendapat siksa( dari kejahatan) yang dikerjakannya.” (Al-Baqarah:286)*

“Apa yang melewatkan ku tidak akan pernah menjadi Takdirku, dan apa yang Ditakdirkan untukku tidak akan pernah Melewatkan ku.”

-Umar bin Khattab-

*“ Jangan terlalu bergantung kepada siapapun di dunia ini, bahkan bayangan kita sendiri akan meninggalkan kita dalam kegelapan. Belajar untuk merubah paham from people pelaser to people come and go , from I have no one to I have myself ”*

## **DEDICATION**

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I dedicate this thesis to:

☺ My beloved parents who always support, my mother and father who always support me in all conditions and strengthen me in every situation I want to give up, I want to always make you happy. I dedicate this thesis to my father and mother.

☺ Myself , I am very proud of myself who has struggled to get this page

☺ My beloved sister Heli Agustin,S.Pd ,my brother in-law Gusti Mangkualam and for my cute niece Gwen. I dedicate this thesis for you all

☺ Mrs. Jumatul Hidayah M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

☺ Mr. Sarwo Edy, M.Pd, as my second advisor in writing this thesis, who has provided time, correction, advice and support as well as motivation in completing this thesis with good results.

☺ Mr Dr. Sakut Ansori,S.Pd.I ,M.Hum as the first examiner who has provided time, correction, advice and support as well as motivation in completing this thesis

☺ Mrs.Meli Fauziah,M.Pd as the second examiner who has provided time, correction, advice and support as well as motivation in completing this thesis

- ☺ Mr. Rizki Indra Guci, M.Pd, as my tutor in writing this thesis, who has provided time, corrections, suggestions and support in completing this thesis with good results.
- ☺ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
- ☺ YBM BRILiaN who has trusted me as an awardee my scholarship ,who have helped me in financially and also give me support so that I can finish my education on time.
- ☺ My partners in completing this thesis are Siti Masyita and Aulia Yurika, beautiful and cute women, I love you so much guys. Our struggles and efforts have finally arrived despite many tears☺ we got it.
- ☺ My friends (Siti , Aulia , Ramek, Ruel, Afriza and Aris) thank you for always accompanying me and also thank you for always listening to my stories.
- ☺ My volunteer team ( Priska, Elintia,Nita,helma,Rani) thank you so much for always listen my stories.
- ☺ Thank you very much for E- station family 2019 love you guys.
- ☺ Thank you very much for me TBI C class of 2019 I miss you guys.
- ☺ Thank you KKN team and PPL team.
- ☺ All the people around me that I cannot mention all of them.



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamu'alikum Wr.Wb*

Alhamdulillah Rabbil 'Aalamiin, All praises be to Allah SWT the almighty for his abundance of mercy, guidance, and compassion and his guidance towards the right path, finally the writer was able to finish writing this thesis. prayer and salution do not forget we send it to the prophet Muhammad and his family and friends, thanks to him at this time we are in an age full of knowladge.

as for this thesis the author collacted in order to qualiify to obtaina bachelor's Degree (S.1) at the State Islamic Institute (IAIN) Curup, Tarbiyah Faculty and Educational Sciences, Tadris English Study Program. In compling this thesis the author gets a lot of guidance and suggestions from various parties, so that the preparation of this thesis can be resolved, therefore on this occasion the author would like to honorable :

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Prof. Dr. Hamengkubowono, M.Pd, as the dean of faculty of Tarbiyah and teachers training.
3. Mrs. Jumatul Hidayah, M.Pd, the head of the English Language Education Department of IAIN Curup and as my supervisor in writing this thesis, by

providing kindness of time, corrections, suggestions and support in completing this final project with good results.

4. Mr. Sarwo Edy, M.Pd, secretary of the English Education Department at IAIN Curup and as my supervisor in writing this thesis, by giving good time, corrections, suggestions and support and motivation in completing this final project with good results.

5. All Lectures who have been teaching for learning for learning in bench lectures at the State Islamic Institute (IAIN) Curup.

6. My father, mother, brother and sister-in-law who have provided support, affection and moral encouragement in motivating the writer to complete this studies.

in this case the author can not do anything to return the favor, in addition to praying that we pray in our proctetion, and hopefully this thesis can be useful for all of us. Aamiin.

Curup, July 2023

Writer

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## **ABSTRACT**

**Putri Rahmadania , 2023 :“ The Implementation of English Corner as a Language Environment at SDIT JUARA ”**

**Advisor : Jumatul Hidayah, M.Pd**

**Co-advisor : Sarwo Edy, M.Pd**

Language Environment include everything the learners hears and sees in the new language and affects the language communication process. This research was conducted to determine The Implementation of English Corner as a Language Environment at SDIT JUARA. This study uses a qualitative design. Data collection was carried out using a observation and interview. The observation consists of 4 indicators and the interview consist the problems in implementing english Corner as a language environment and how to solve the the problems in implementing english Corner as a language environment . The result of the research are : 1) in the implementing eGLISH corner as a language environment there are 10 activities and the activities that is more dominant is carrying out the conversation involving visual aids as a tool to achieve communication among the students. 2) there are five problems that faced in implementing English corner as a language environment : inhibition, crowded learning environment, lack of English exposure, psychological problems, learning facilities that can motivate students 3) some solutions are made from teacher is related with the theories but there is solution that not related with the theories because of the different needs and goals: build emotional bound,created friendly environment, language learning management, teaching facilities improvement, teacher reflection and do the discuss with the head of school.

***Key words : Language Environment, English Corner,SDIT JUARA***

## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>STATEMENT OF OWNERSHIP</b> .....	<b>iii</b>
<b>PREFACE</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>TABLE OF CONTENT</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER 1: INTRODUCTION</b>	
A. Background of The Research .....	1
B. Research Question .....	9
C. Objective of The Research .....	9
D. Significances of The Research .....	9
E. Definition of Key Terms .....	11
F. Delimitation of The Study .....	12
G. Organization of The Research .....	12
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Review of Related Theories .....	14
a. Definition of The Language Environment .....	14
b. Kinds Environment .....	15
c. The Implementation of Language Environment .....	13
d. Problems in Implementing Language Environment .....	21
e. How to Solve the Problems in Implementing Language Environment .....	25
f. English Corner .....	29

g. Relation between English Corner and Language Environment .....	32
B. Review of Related Study .....	33

**CHAPTER III: RESEARCH METHODOOGY**

A. Research Design .....	36
B. Subject of the Research .....	37
C. Object of the Research .....	37
D. Techniques of Collecting Data .....	38
E. Research Instrument .....	39
F. Technique of Data Analysis .....	46
G. Thustworthiness of The Data .....	49

**CHAPTER IV: FINDING AND DISCUSSION**

A. Research Findings.....	51
B. Discussion.....	67

**CHAPTER V: CONCLUSION**

A. Conclusion .....	81
B. Suggestion .....	82

**REFERENCE**

**APPENDICES**

## LIST OF TABLES

<b>Table 3.1 Blue print of the observation checklist.....</b>	<b>41</b>
<b>Table 3.2 Blueprint of Interview Guidance .....</b>	<b>35</b>
<b>Table 4.1 Activities in aspects of the Language Environment.....</b>	<b>52</b>
<b>Table 4.2 Interview Result Problems in Implementing Language Environment.....</b>	<b>55</b>
<b>Table 4.3 Interview Result How to solve Problems .....</b>	<b>61</b>

## LIST OF FIGURES

<b>Figures 2.1 English Corner activities.....</b>	<b>31</b>
<b>Figures 2.2 English Corner activities.....</b>	<b>31</b>
<b>Figures 2.3 English Corner activities.....</b>	<b>31</b>
<b>Figures 2.4 English Corner activities.....</b>	<b>32</b>

## **LIST OF APPENDICES**

- Appendix 1 : SK Pembimbing
- Appendix 2 : Surat Izin Penelitian
- Appendix 3 : Kartu Konsultasi Skripsi
- Appendix 4 : Surat Pernyataan Validasi Instrument
- Appendix 5 : Catatan Validator
- Appendix 6 : Blueprint of Questionnaire
- Appendix 7 : Blueprint of Interview Guidance
- Appendix 8 : Surat Keterangan Selesai Penelitian
- Appendix 9 : keterangan telah wawancara
- Appendix 10 : Documentation



## CHAPTER I

### INTRODUCTION

#### A. Background Of The Research

Language environment is a situation in a particular area where a language grows, develops, and it used by its speakers. This environment includes everything that can be heard, seen , and affects the language communication process. It holds very important roles in the success of language learners . It is the responsibility of the teachers to create a good language environment to their students. The quality of the language environment is very important for the success of learners in learning a foreign language<sup>1</sup>. In general, the language environment can be divided into two, namely (1) formal environment, which is found in the teaching-learning process, (2) informal environment<sup>2</sup> .

Formal environment is learning activities in language acquisition that focused on the conscious acquisition of rules and forms. Formal environment is known as formal instruction it occurs mainly in the classroom. Depending on the type of instruction and teaching method formal environment may provide learners with formal environment system or discourses.

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<sup>1</sup> Dulay, (1982).*Second language learning*. retrieved December 22, 2022. From [http://ismuni.cz/th/180075/ff\\_b/Thesis\\_2nd\\_draft.txt](http://ismuni.cz/th/180075/ff_b/Thesis_2nd_draft.txt)

<sup>2</sup> Krashen,Stephen.1982.*Principle and Practice in Second Language Acquisition*. University of Southem California: Pergamon press Inc

Whereas the Informal environment may occur inside and outside the classroom. Most part of it occurs outside classroom. An informal environment includes language used by convey coeval, parent language, language used by ethnical group of learners, language used by media print or the electronics (newspaper, book, radio, or television) and the language used by teacher in learning process in language class and also non language.

In line with language learning, the language environment is a major area of raising the learning process of a certain language. In addition, the language environment significantly aids in boosting and developing the students English language. There are three essential elements in any successful language learning, those are language, learners, and the process of learning.<sup>3</sup> In reaching successful language learning, the three elements must collaborate optimally, whether from the learner, the language that the learner learns, and the language learning process that includes the language environment.

In relation to this, Applying a language environment system is the right method to achieve mastery of a language being studied as a communication tool<sup>4</sup>. The language environment as a medium in learning leads students to improve their English because it gives

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<sup>3</sup> Harutyunyan, N. (2015). *Nunan 2015 TESOL methods*

<sup>4</sup> Shormani, M. Q. (2014). Mentalo-behaviorist approach to language acquisition. *Journal of Teaching and Teacher Education*, 77–92. <https://doi.org/10.12785/jtte/020201>

a language practice area with some activities implementation to train and increase their English language. Moreover, the implementation of language environment is justified by one psychological theory, namely the theory of behaviorism . This theory has pointed out the relationship between stimulus and response factors, where a stimulus can determine responses or behavior based on the given stimulus.

In the concept of the behaviorism theory, stimulus and response establish an important aspect in language acquisition.<sup>5</sup> It explained how the language environment could be used as a stimulus that can trigger the development of a particular language being learned for students. The language environment roles as a stimulus that can affect the achievement of English as a response through some language based activities application.

Because the activities application can stimulus a language environment, to realize the achievement of mastering the foreign language learners can use two ways namely the learning process and the acquisition process. Learning is a process that is realized and focuses on the attention of learners on the form of language or structure. Whereas acquisition is a similar process when receiving a first language. Acquisition takes place in line with activities that are not realized by the learner. In this process usually more

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<sup>5</sup> Peri Syaprizal, M. (2019). Proses pemerolehan bahasa pada anak. *AL-HIKMAH Vol 1, No 2, 1(2)*, 75–86.

emphasis on meaning or message, takes place naturally, without formal teaching<sup>6</sup>. The above description makes it clear that the formal environment is very much related to learning, the informal environment is related to the process of acquisition.

In language acquisition, both the first and foreign languages, many theories underlie how the processing occurs. In the acquisition of environmental language is very important. In other words, it is the environment that contributes to a person so that he can obtain language. However, the language acquisition tool can function if there is an environment that supports it.

Because of the importance of the language environment in train and increase English language, many school set up programs to create a language environment. Some examples of the language environment facilities are in the form of *English language environment* to create a language environment like a Learning Activity Centres and English Conversation Class (ECC).

According to Jean Piaget, elementary school students enter a stage of development and during childhood the child's brain enters a golden age where child's brain experiences rapid growth<sup>7</sup>. Supported by Penfield statements that the most appropriate age for learning foreign language is the first ten years because at that time

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<sup>6</sup> Rod Ellis, *Understanding Second Language Acquisition*, (New York; Oxford University Press, 1986), page. 215

<sup>7</sup> Hanafi, I., & Sumitro, EA (2019). Cognitive Development According to Jean Piaget and Its Implications in Learning. *Alps: Journal of Elementary Education*, 3(2).

the human brain achieves plasticity or flexibility<sup>8</sup>. The researcher conclude that children's age is the right moment to develop language skills because at that moment they tend to learn things faster .

Based on the researcher pilot study in the form of interview and observation, the researcher found in Rejang Lebong not all elementary schools have English subjects. So the researcher decided not to clarify or check directly at the school that don't have English subjects because there were no English subjects there . Then for schools that have English subjects the researcher conduct a pilot study in the form of observations and interviews with English teachers to check whether there is a language environment created there or not.

Based on the result of these observations and interviews, the researcher found that the majority of school did not apply the language environment ,but there were 3 schools which created a program to support students in learning English. The school are SDUA ,SDIT KU and SDIT JUARA. The program from SDUA is *Pengembangan bahasa* . This program is in the form of English conversation activities , playing English song ,practicing in class and assignments to make videos . this program is followed by all of students at SDUA and now the program is a little delayed because

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<sup>8</sup> Penfield , W., and L. Roberts 1959 .speech and brain mechanisms ,Princeton , NJ :Princeton University Press

the school is currently focusing on 6<sup>th</sup> grade which will face final exams. While the program from SDIT KU is *English Club* , this program is in the form of short speaking, adding new vocabulary, and games, but this program is only for students who are interested in joining it And the last program is *English corner* program from SDIT JUARA. This program is in the form of reading English material , pronounce English words, English conversation activities , practice using media at English corner, and sometimes playing English music for games. Based on the definition of language environment, the researcher conclude that English Corner is a Language Environment.

In relation to this, the researcher chose school as a place to conduct the research, based on the Dulay statement “*Language environment is a situation in a particular area where a language grows, develops, and it used by its speakers. This environment includes everything that can be heard, seen , and affects the language communication process* “<sup>9</sup>and this statement is in accordance with *Pengembangan Bahasa* program , *English Club*, and *English Corner* Program. SDUA ,SDIT KU and SDIT JUARA is the one of schools which introduced program as English language environment program at the elementary school level to helps the students growth ,develop, and use English.

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<sup>9</sup> Dulay, (1982).*Second language learning*. retrieved December 22, 2022. From [http://ismuni.cz/th/180075/ff\\_b/Thesis\\_2nd\\_draft.txt](http://ismuni.cz/th/180075/ff_b/Thesis_2nd_draft.txt)

From the three schools, the researcher considered the availability of data that the researcher would get, the researcher decided to conduct research at SDIT JUARA because the language environment that is implemented at that school runs more routinely than SDUA and SDIT KU . SDIT JUARA runs the program every day<sup>10</sup> while SDUA runs the program 2 days in a week , Tuesday and Thursday<sup>11</sup>. And SDIT KU runs the program on saturday<sup>12</sup> .

Based on the interviews conducted by researchers with English Subject teacher , English Corner is a program designed by SDIT JUARA which aims to be a media of language environment<sup>13</sup>. This program was first introduced to students in January 2022. The English corner contains English material. Before the students enter the classroom, they will go to the English corner and there they will start to see and read the materials in the English corner then the students will also learn how to pronounce the material in the English corner accompanied by the teacher.

Then based on the researcher's pre-observation at SDIT JUARA, this program is designed not like studying in class, but students are made interested in what they will learn and practice.

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<sup>10</sup> Interview to the Ustadzah Heli as a English teacher on 13<sup>th</sup> June 2022 at SDIT JUARA Curup

<sup>11</sup> Interview to the Ustadz Susilo as a head of Pengembangan Bahasa on 2<sup>nd</sup> march 2023 at SDUA Curup

<sup>12</sup> Online Interview to the Ustadzah Lasmi as a head of English Club on 1<sup>st</sup> march 2023

<sup>13</sup> Interview to the Ustadzah Heli as an English teachers on 13 June 2022 at SDIT JUARA Curup

The English teacher make how the material will be delivered with fun. this program is designed as if students have a new environment before entering to the classroom. the students should speak in English and they can talk with their friends in English freely. The English teacher also stated that this program had been quite successful<sup>14</sup>. because the students have started to know English vocabulary and sometimes start to speak and talk English even when they are not in the English Corner.

Based on those background , the researcher is interested to delve about how is the implementation of a program (English corner) as a language environment at JUARA Integrated Islamic Elementary School. From the description above, the researcher is interested in carrying out the study on “ **THE IMPLEMENTATION OF ENGLISH CORNER AS A LANGUAGE ENVIRONMENT AT SDIT JUARA**”.

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<sup>14</sup> Interview to the teachers on 13 June 2022 at SDIT JUARA Curup



## **B. Research Questions**

Based on the background above, the research questions were formulated as follows:

1. What are the activities in the English Corner program at SDIT JUARA?
2. What are the problems in implementing English Corner program as a Language Environment at SDIT JUARA?
3. How do the teachers solve the problems in implementing English Corner as a Language Environment at SDIT JUARA?

## **C. Objectives of the Research**

The purposes of this research are:

1. a. To identify English corner activities as a language environment
- b. To identify the problems in implementing the English corner as a language environment at SDIT JUARA
- c. To identify the teacher's solution to the problems in implementing of English corner as a language environment at SDIT JUARA

## **D. Significances of the Research**

The significances of this research were classified in two categories ,those are:

- 1.Theoretically

Theoretically the result of this study answer the question at the problems of the study, and gave advantages for developing on process of teaching and learning English.

## 2. Practically

- a. For the teachers of SDIT JUARA, this study is beneficial to motivate the students to be active to making conversation and speaking English and for the students, this study will give benefit and motivate them to get and create good result and grow their awareness in Speaking English and English learning.
- b. For the researcher with the result of this study, the researcher expects to enrich her understanding of speaking and English learning and get more increase on the knowledge about research to that is suitable for the implementation of English Corner as a language environment.
- c. For the institutions , this research is beneficial for the other institution that are interested in conducting similar program. Moreover the result of this research can be used as source of the information.
- d. For the reader and future researcher, the findings of this research hopefully can expand the reader's knowledge , can be the references to implement the same method to conduct

a similar study as like this research in the English-speaking program in Elementary School.

### **E. Definition of the Key Terms**

The following discussion were provided the description on the key terms of the research. The explanation were covered three items :

#### **a. Language Environment**

Language Environment is include everything the learners hears and sees in the new language and affects the language communication process. It may include a wide variety of situation -exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper . as well as classroom activities and a few books and records.<sup>15</sup>

#### **b. SDIT JUARA**

Integrated Islamic Elementary School or Integrated Islamic School is a school that implements the concept of education based on the Quran and as Sunnah<sup>16</sup>. at SDIT JUARA there is a program that is made as a means of language environment and language teaching and also to

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<sup>15</sup> Dulay, Heidy, at al. *Language Two* . New York . (Oxford University Press. 1982 ),p.13

<sup>16</sup> <https://jsit-indonesia.com/ikuti-lomba-guru-sit;kreatif;berbasis-pembelajaran-terpadu/>. On Friday ,10 june 2022

support the purpose and the process of the English learning there is a program designed and named English Corner.

c. English Corner

English corner program is a program which contains the English material. However, in the English corner design, Before the students enter the classroom, they will go to the English corner and there they will start to see and read the materials in the English corner then the students will also learn how to pronounce the material in the English corner accompanied by the teacher.

**F. Delimitation of The Study**

In this research, the researcher will limit the study on one school at JUARA Integrated Islamic Elementary School in Rejang Lebong because based on the research needs about the English Corner, and the English Corner program is only available at JUARA Integrated Islamic Elementary School. The researcher focuses on the implementation of English Corner activities as a language environment.

**G. The Organization of the Thesis**

There are five chapters in this research, chapter I consist of background, problem of the research , research objectives, significance of the research and definition of

key terms. Chapter II consist of literature review includes the concept of language environment, the goal of language environment, types of language environment, Foreign Language Acquisition, Definition about SDIT JUARA, and the last is about English Corner. Chapter III consist of methodology of the research.it is gives the descriptions of the research design, subject of the study, the research procedures, the instrument , and the data analysis. Chapter VI consists of the finding and discussion and chapter V closing consists of conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is presented to highlight some theories functioning as the basis of this research. The explanation of each literature is explained briefly as follows:

#### **A. Review of Related Theory**

##### **a. Definition of Language Environment**

Based on the Dulay statement, language Environment include everything the learners hears and sees in the new language and affects the language communication process. it may include a wide variety of situation -exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper . as well as classroom activities and a few books and records.<sup>17</sup>

Based on the definition of Language Environment, the environment were concluded that all elements of factors that influence and supports individual development in order to rich the perfect personality . however the English environments that the researcher wants to discuss is all what learners hear and see from prepared influences and limited places that have relations with learning English language.

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<sup>17</sup> Dulay, Heidi, et al. *Language Two* . New York . (Oxford University Press. 1982 ),p.13

## **b. Kinds of Environment**

Krashen stated that environment is classified into two; first, formal and informal environment that concern in communication, and claimed that two separate knowledge system underlay language performance.<sup>18</sup> There are 2 kinds of environment:

### **1. Formal Environment**

Formal environment is learning activities in language acquisition that focused on the conscious acquisition of rules and forms. It severally limited in its potential to product speakers, who are able to communicate naturally and effectively, its rule in the development of communicative skills appear to be quite limited.<sup>19</sup>

Formal environment has many characteristic, first Artificial or teacher intends to help learners in learning language directly, second In this case languages learners instructed to conduct language activity in order to present language structures that have been learned, and teacher gives detection or correction to mistakes

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<sup>18</sup> Krashen, Stephen.2002.*Second Language Acquisition and Second Language Learning* .oxford: University Press

<sup>19</sup> Dulay, Heidy, at al. *Language Two* . New York . (Oxford University Press. 1982 ),p.17

conducted by learners. 3) Environment represents the part of language instruction at school.<sup>20</sup> Therefore the researcher agrees with the above characteristic. And the paramount important in formal environment is formal instruction that focuses on the conscious acquisition of rules and forms.

## **2. Informal Environment**

Informal environment may occur inside and outside the classroom. Most part of it occurs outside classroom. An informal environment provides natural communications, which then provide learners with more linguistic discourses than linguistic codes. They most occur in two-way communications. No rule isolation or feedback is given. In child language acquisition, feedback may occur.<sup>15</sup>

It is not simply the case that informal environment provide the necessary input for acquisition while the classroom aids in increasing learned competence. In this case Krashen stated, first of all, that informal environment must be intensive and involve the learner directly in order to be effective. One might then

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<sup>20</sup> Krashen, Stephen. 2002. *Second Language Acquisition and Second Language Learning*. Oxford: University Press



distinguish “exposure-type” informal environment and “intake-type” environments.

### **c. The Implementation of Language Environment**

Based on the research was done by Rena Islamiati there are some aspects for implementation of Language Environment :

#### 1. Naturalness of environment

The natural environment happen when the focus of the speaker is on the content on the communication. If the focus of the speaker is on the form of the language, it means that the language environment is formal. The theory of universal grammar proposed that all natural language have certain underlying rules that shape and limit the structure of the specific grammar for any given language . the term natural language is used in opposition to the terms formal language and artificial language , but the importance differences is that natural languages are not actually constructed as artificial language and they do not actually appear as formal language<sup>21</sup> .

Both of the language environments have theirs own benefits and limitations . the benefit of the natural environment is that the students can perform better and more fluency than the formal environment. Whereas the limitation are : lack of peers who speak the target language natively,

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<sup>21</sup> Soren Stenlund, Language and Philosophical Problems .Routledge,1990

incomprehensibility of the communication, and lack of one's silent period ( the time when one can absorb the new language but need not produce it ).

The benefitials of formal environment are felt especially by adults . first, speakers may modify their use of new language through some of the low level rules they know. Second, it may satisfy the curiosity about the new language as well as the need to be consciously aware of what they are learning . moreover, it will increase accuracy in a few structures of the new language while the subconscious system is being acquired meanwhile the limitations of these environments is the small role that the conscious knowledge of rules seems to play in either the acquisition or the conversational use of the language. so, the researcher conclude that the natural of the environment is an environment that more focused on communication than the grammar of the linguistics form. Dare to communicate without fear of being wrong .

## 2.The Learner's role in communication

In communicating process, when the students convey something using one way communication (one language), other students may respond but not verbally. They only understand but they cannot express. By using two way communication,

students may not respond verbally either because the target language model that will receive the response will not understand.

One way communication is a type of communication where information is transferred in one direction only, from the sender to receiver, and there is no opportunity for the receiver to respond. This type of communication is often used in situations when the message is simple and needs to be communicated quickly. However, one way communication has some disadvantages. It does not allow for feedback or interaction with the sender.

Two way communication is a process of sharing information back and forth between two parties<sup>22</sup>. It involves feedback from the receiver to the sender, allowing the sender to know the messages was received accurately by receiver . Two way communication is important because it enables feedback to improve the situations . it allows professionals to converse across various by asking questions, informing others, and providing feedback.

So in learning a foreign language, it is permissible to mix the language they have learned several times with their mother

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<sup>22</sup>MariyaPostelnyak,2023from[http://researchgate.net/publication/346569009\\_Emigration\\_and\\_Brain\\_Drain\\_Evidence\\_From\\_the\\_Caribbean](http://researchgate.net/publication/346569009_Emigration_and_Brain_Drain_Evidence_From_the_Caribbean)

tongue which has become their daily communication tool. It is also applies in language environment that was created.

### 3.The Availability of Concrete Referents to Clarify Meaning

The availability of references, the existence of concrete subjects and events that can be seen , heard and felt by students . not only need subjects as a reason to communicate, but also objects or tools and facilities that help supports students in using them to communicate well. Communication ensures that students understand most of what is acquired from the language they are learning. For example, teacher can create a welcoming environment ,so the students feel welcome in the classroom and it can increase their confidence and make them more comfortable.

In other way, the teacher also can use visuals like pictures or symbols. And the teacher also should give the clear instructions. The teachers can give instructions by using complete sentences and precise ,concrete terms.

### 4.Target language models

The target language models is students can choose whom they will communicate to improve their speaking ability , they can choose fellow friends ,senior class, even though the teacher ,so that students can confidently communicate with anyone. The teacher can use communicative language teaching to put

the students in a variety of real life situations so the students can learn how to use their language with others<sup>23</sup>.

#### **d. Problems in the Implementation of Language environment**

##### **1. Students Problem**

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice.<sup>24</sup>

According to Ur (1996) there are many factors that cause difficulty in speaking, and they areas follows:fear of mistake becomes one of the main factors of students' reluctance to speak in English in learning environment <sup>25</sup>. With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation<sup>26</sup>. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity.<sup>27</sup> Therefore, it is important for teachers to convince their students that making

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<sup>23</sup> Sanako , “The 10 best language teaching strategies” , 10-best-language-teaching-strategies, ( 4<sup>th</sup> June 2023)

<sup>24</sup> Zhang et al., 1995

<sup>25</sup> Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010).

<sup>26</sup> Aftat, Mokhtar, (2008), Motivation and Genuine learning. [Online] Available: <http://www.englishteacher1.com/motivation.html> (march 20<sup>th</sup> 2023)

<sup>27</sup> Hieu, Trung, (2011), Students Lack Confidence To Use English. [Online] Available:<http://vietnamnews.vnagency.com.vn/TalkAround-town/212262/Students-lack-confidence-to-use-English.html>(march 20<sup>th</sup> , 2023)

mistakes is not a wrong or bad thing because students can learn from their mistakes.

Based on the theories above, the students problems are inhibition ( include worried making mistakes ,fearful of criticism ,simply shy ) the researcher conclude that students problem's comes from the students itself .

## **2. Teachers Problem**

### **a.Crowded Learning Environment**

One of the most often mentioned problems encountered by English teachers is that “overcrowded classes and the effect of such condition can have on teaching and learning”<sup>28</sup> it means that overcrowded learning environment really affects for the learning process . one of the challenges in teaching English that is the size of the classroom or learning environment . several problems of teaching such as little space for the teacher and students to move and noise will disturb other classes”<sup>29</sup>. Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students' need and achieve learning goals.

### **b. Lack of English exposure**

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<sup>28</sup> Emery ,H.” A Global Study of Primary English Teachers' Qualification ,Training and career Development . “ ELT Research Papers (2012): 1-32

<sup>29</sup> Baker ,J.,Westrup,H. “ The English Language Teacher's .”*London,UK:Continuum* (2000)

Teaching English as a foreign language is a challenging duty in the places where English has inadequate exposure. Lack of English exposure also serves less opportunity for students to use English. As argues that the lack of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English. Moreover, it gets more difficult for teachers to encourage students to be enthusiastic in using English due to the lack of English exposure .

### **c. Psychological problems**

Psychological problems is a common misinterpretation among students that English is the most difficult of all subjects”<sup>30</sup> . The challenging difficulty in teaching English as a foreign language is meeting students' awful attitude in practicing English. For instance, students can be fearful to speak in front of their classmates, particularly when it comes to the presence of a competitive student in the classroom. Another example is related to students who enroll in English courses outside schools. According to Khajloo (2013), these students have higher academic level than

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<sup>30</sup> Pande. Problems and Remedies in Teaching English as a Second Language. *Confluence*. 2013. p.416-421

others and when they “listen to repetitive low-level content for them, they find it unattractive and boring” . Such psychological issues can affect students’ motivation and learning attitude toward English language.

### **3.The facilities Problems**

In facilities issue, it covers not only about the things concern with facilities provided and time devoted, but also the support facilitated by students’ parents to learn English<sup>31</sup>. To achieve quality education in English as a foreign language, learning environment and facilities are important variables<sup>32</sup>. Quality of environment is defined by the availability of facilities, infrastructure, and resources. Therefore, the quality of the English language remains a key factor towards learners’ acquisition of competencies relating to reading, Impact Of Facilities As A Motivational Factor On Students’ Learning Achievement In English As Foreign Language.

It was also known that the baseline standard in education is learning facilities that can be measured on a

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<sup>31</sup> Songbatumis, AM. (2017). *Challenges In Teaching English English Faced By Teachers at MTsN Taliwang, Indoneisa*. Journal of Foreign Language

<sup>32</sup> Lim,Doo Hun & Morris ,Michael Lane .(2009) Learner and Instructional Factors Influencing Learning Outcomes within a Blended Learning Environment. *Educational Technology & Society*.12(4).282-293



scale of reference. Learning facilities are determined by the inputs such as curriculum content, instructional materials, and equipment, school culture, teacher-pupil ratio, costs and guiding policies, quality assurance, learning duration .<sup>33</sup>For quality in EFL to be achieved, instructional materials and equipment have to be provided as learning facilities that motivate students towards learning achievement.

## **e. How to Solve the Problems in the Implementation of Language environment**

### **1. How to Solve the Students Problems**

In terms of possible solution to overcome students' fear of mistakes, emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake<sup>34</sup>.

In terms of possible solution to overcome shyness, it is urgent that teacher creates a friendly and open environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. Solving the shyness problem ,in

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<sup>33</sup> Ojeje ,M.A, & Adodo,A.(2018) Education Infrastructure in Nigeria : An Analysis of Provision of school building facility in secondary school in Delta State Nigeria. Journal of Education and Entrepreneurship,5(3)49-60

<sup>34</sup>Zua,Li (2008).*Exploring the Affective Factors Influencing Teaching of Spoken English*. [online]. Available. <http://karticle.com/html/Thesis/20080104./26.html> (march 19 2023)

order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success<sup>35</sup>.

## **2.How to solve teachers problems**

### **a. Language Learning Management**

Based on the Virginia Department of Education (2006), understanding English and creating English language's exposure for students can be done through managing classroom<sup>36</sup>. For instance, “designing a classroom which expresses cultural diversity, considering seating positions for cooperative learning activity, building a classroom library containing age-appropriate books with various reading levels” .Those are the ways to manage classroom in order to get students familiar with and get used to use target language.

### **b.Teaching Facilities Improvement**

Teaching facilities improvement. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, “special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids” It is necessary to “confront

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<sup>35</sup>Chinmoy, Sri, (2007), How to Overcome Shyness. [Online] Available: <http://www.srichinmoybio.co.uk/2007/07/how-to-overcomeshyness.html>. (march 19, 2023)

<sup>36</sup> Johnson, L Henry. Commonwealth of Virginia. Department of Education (2006) p.14

facilitation of teaching tools as to empower teaching and learning English” Thus, teaching a language needs equipment, particularly for those who teach in the milieu where English exposure is limited.

### **c. Teacher’s Reflection**

Teacher’s reflection put forward that one of the most important aspects of teaching is self-reflection<sup>37</sup>. Teachers should be all aware of their acting, such as knowing consequence of everything they do as well as finding solutions or suggestion in a teaching and learning situation. Additionally, self-reflection are included in the essential teaching skill. Self-reflection consists of knowing how to act “in interaction with pupils, their parents, and colleagues at school”

### **3) How to Solve The facilities Problems**

A rich English language learning environment can be created through making full use of the time and resources both inside and outside the school. Schools may consider the WHY, WHAT, WHERE, WHEN, WHO, and HOW questions in relation to the following two key success factors facilities

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<sup>37</sup> Christodoulou (2010)

contributing to the creation of a rich English language environment for students<sup>38</sup>:

- a.** Providing students with opportunities to explore both the spoken and written English language through appropriate and effective teaching strategies (such as the task-based approach) as well as learning activities which are designed to engage students in the authentic, practical and functional use of language for meaningful purposes, e.g. learning to be effective English camp leaders, finding learning materials for junior form students for the SALL or English corner.
  
- b.** Using a lot of reading and listening / viewing materials which are in use around the school premises or community resources for classroom or co-curricular language activities, e.g. promoting reading to learn through building in a morning reading time, using cross-curricular learning materials .
  
- c.** Using the classrooms, display boards, walls, etc. in the school to display students' work, language learning resources, and information related to language learning activities or using the covered playground for activities that facilitate the use of English.

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<sup>38</sup> Adapted from those in the Final Report of Language Education Review of the Standing Committee on Language Education and Research (SCOLAR, 2003)

- d. Setting up an English spot or room with resource materials such as multi-media learning materials, educational CD-ROMs, story books, audio tapes, videos to create a comfortable and language-rich environment .
- e. Organizing co-curricular and extra-curricular activities using English, e.g. visits to museums with exhibitions presented in English, talks given in English by guest speakers from different professions, dramas or shows performed in English, English club, English day/week, English drama competitions and English camps.

## **f. English Corner**

### **1. Definition of English Corner**

English Corner is a program designed by SDIT JUARA which aims to be a media of learning and language environment. Another purpose from this program is because there is a discourse that SDIT JUARA will become a bilingual school. This program was first introduced to students in January 2022. So, this program was created makes language Environment and as the first step to realizing SDIT JUARA as a bilingual school.

English corner is a place or area who students will learn and practice the English Materials before they come to their class. Before entering the class, they will head to the English

Corner. In the English Corner, there are teachers and some students who have been selected to become English corner ambassadors for the English corner. They will guide the students in studying and then practicing the material at the English Corner.

The English corner contains basic English material. The materials in the English corner will be made beautifully so that the students are interested in seeing the English corner and they will enjoy in learning English. However, in the English corner design, the school arranges this program for the learning materials to be divided into 2 parts with different materials and the materials in the English corner will be replaced every 2 weeks.

The first part of English corner is part for grades 1 and 2 with material in the form of basic vocabulary such as numbers, vocabulary about the school environment, names of days and months, parts of body, colors, transportation, fruits, and others. Secondly for grades 3 to 6 with material in the form of short sentences for example sentences about daily activities , self introductions, greetings, and other. This program is held everyday in the morning. Before the students enter the classroom, they will go to the English corner and there they will start to see and read the materials in the English corner then the

students will also learn how to pronounce the material in the English corner accompanied by the teacher and the English corner ambassador.



Figure 1.English Corner activities



Figure 2.English Corner activities



Figure 3.English Corner activities



Figure 4. *English Corner activities*

### **g. Relation Between English Corner and Language**

#### **Environment**

Language and environment were expressed by Edward Sapir and are known as the Sapir-Whorf states that the language a person speaks influence the way the world is perceived and interact with<sup>39</sup>. In students communication, environment can act directly only on an individual , and in those another cases we find that a purely environment influence is responsible for a communal trait, this common trait must be interpreted as a summation of distich processes of environmental influences on individuals.

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<sup>39</sup> Wahyu Widiarso. 2005. Pengaruh Bahasa Terhadap Pikiran Kajian Hipotesis Benyamin Whorf dan Edward Sapir. Tesis .Fakultas Psikologi.UGM.



However, English Corner 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. 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.<sup>40</sup> From the explanation above ,it can be concluded that English Corner greatly influences the students in communicating and form the Language Environment.

## **B. Review of Related Study**

There are some previous study that conduct the English environment . From the first (Dhiyauddin Ahmad,2020)<sup>41</sup> the research is to find role of CLI (Central Language Improvement ) in managing the English language environment at Darul Hikmah Islamic Modern Boarding School Tulungagung .

The first differences is about the program. In Darul Hikmah Islamic Modern Boarding School there is a special

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<sup>40</sup> Edward,Sapir,Language and Environment : American Anthropologist,New Series,Vol.12,No.2,P.11

<sup>41</sup> Dhiyauddin Ahmad,(2020) the role of CLI in managing language environment at Darul Hikmah Modern Islamic Boarding School Tamansari Kedungwaru Tulungagung

department to control the language environment. While at SDIT JUARA there is no special department that has been formed. The second differences is, in the previous study only focused on language environment and role of CLI in managing language environment while this study the researcher focused on the Implementation of English corner as a language environment and language learning. This study served the descriptive information of the program with the explanation of the activity, material, and how effective this program for language environment and language learning. So, the differences this research between the research is about the program.

The second previous study from (Nurmawati,2018)<sup>42</sup> This study focus on the process in implementation of Daily Conversation toward students' speaking ability<sup>43</sup>. meanwhile in this study the researcher focused on program of English corner and the implementation of the program for language environment and learning supported. The research from Nurmawati is a research about how the implementation of daily conversation toward student's speaking ability at university while in this study, the researcher try to find the implementation of a program

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<sup>42</sup> Nurmawati,(2018)The Implementation of Daily Conversation Method to Improve Students' Speaking ability at Ma'had Al-Jami'ah UIN Raden Intan Lampung.

(English corner) as a language environment at Islamic elementary school. So differences is about the focus of the research.

And The lastly , previous study from (Meida Rachmawati dkk,2020)<sup>44</sup> this research aimed to promote Fun English Camp in elementary school through a fun learning method. While in this study the researcher focus on the program of English corner as a language environment. Meida rachmawati's study using the systematic review as a methodology ,while This research was conducted in a descriptive design using qualitative approach. So, the differences is about the method of the research.

Based on the previous study above the researcher offer research novelty in the form of issue or topics discussed, method of data collection , and also novelty in terms of research results obtained. In the form of issue or topics, in this research discussed about how is the implementation of the program, in the form of method of data collection , this research employed the qualitative research method with case study approach. And the last novelty is in the form of research results. In this research, the researcher found that in solving the problems encountered in the implementation of the English Corner as a Language Environment , some of the solutions that were carried out were not related with the theories.

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<sup>44</sup> Meida Rachmawati dkk,(2020) The English Camps as Method of Promoting fun English at Elementary School Level in Indonesia.

## CHAPTER III

### RESEARCH METHOD

This chapter describes the method used to conduct the research it explain more about research design, subject of the research, object of the research ,research instrument , data collecting technique and data analysis technique.

#### A. Research Design

This research is qualitative research method with case study approach. This research trying to picture out and interprets the object as in the fact. according to Hancock “Qualitative research is focused with developing explanation about social phenomena as they occur naturally.”<sup>45</sup> So, in this study descriptive research conducted in purpose to described systematically about the fact and characteristics of the object or subject accurately. So, qualitative descriptive research method explain how phenomena occur and described based on data in the field.

The researcher used descriptive design in this research because this research focused on a certain phenomenon in the school environment. In this case the phenomena is the activities of English Corner at SDIT JUARA .

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<sup>45</sup> Beverly Hancock, An Introduction to Qualitative Research, (Britain: Trent Focus, 1998). P.02

## **B. Subject of the Research**

The subjects of this research were English teacher and students of SDIT JUARA. In the determinations of the participants used purposive sampling . Purposive sampling is a sampling technique that to learn or understand the essential phenomenon, a researcher select individuals and sites intentionally<sup>46</sup> . Purposive sampling is where a researcher select a sample based on the needs about the study.

The researcher involved an English teacher as a coach and controller in English Corner Program. Then the researcher involved all students (185 students ) who at the time the researcher conducted the data of the research , the students were in the English Corner because the researcher want to see how the English Corner was implemented.

## **C.Object of the Research**

The object of this research are the activities , the problems, and how to solve the problems in implementing English Corner as a language environment at SDIT JUARA.

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<sup>46</sup> Creswell, (2012)

## **D. Technique of Collecting Data**

The researcher uses qualitative research. Techniques used in collecting the data in this research are :

### **a. Observation**

Observation is doing observation object directly to see nearly activities<sup>47</sup>. In this research, the researcher used non-participatory observation to collect the data . According to Kothari , non-participatory observation means the researcher does not follow directly as participant and separately as observer<sup>48</sup> . In other hand, the researcher are not directly involved in the activity at English Corner and only observers to identify the real situations .

In this research, the researcher has completed 7 observations. The main purposes of observation that was conducted by the researcher were to obtain details information about what are the activities at English Corner Program.

### **b. Interview**

Interview is a question and answer activity between one person with other person. In this research, the researcher used semi structured interview. In this type of interview, the questions

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<sup>47</sup> Riduan Oo.Cit.,p.76

<sup>48</sup> C. R. Kothari, Research Methodology : Methods and Techniques (New Delhi :New Age International Ltd.Publisher,2004)

are not set in order or in phrasing. the interviewer asking questions within a predetermined thematic framework<sup>49</sup> .

The researcher also used audio recorder to record the interview, so the information would last longer and can be interpreted more accurate. Then, the researcher made e transcript of the interview based on the recorded interview.

In this research, the researcher has completed the interview to Ustazah Heli Agustin,S.Pd as an English teacher at SDIT JUARA on **22<sup>nd</sup> of June 2023**. The main purposes of interview that was conducted by the researcher were to obtain details information about the problems faced in implementing English corner as a language environment and how do the teacher s solve the problems in implementing English corner as a language environment.

## **F. Research Instruments**

Depending on the techniques above, the researcher followed some of the instruments to collect the data :

### 1.Observation checklist

The observation checklist is a list that researchers want to investigate about the activities in English Corner. A checklist used to determine whether an individual behaves in a certain

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<sup>49</sup> Catherine Dawson, *Practical Research Methods*, (United Kingdom : oxford OX4 IRE,2002),P.22

manner when asked to complete a particular job. If a certain behaviour is present when the individual is observed, the researcher puts a check mark (√) on the list.<sup>50</sup> There are some important items for making a list of observations including the indicator, sub-indicator and activities.

The First, a checklist of observations made by the theory of the implementation of language environment . According to 2<sup>nd</sup> chapter, the researcher uses a main theories by Rena Islamiati about the role of Language Environment . Second, the researcher made indicators for this research. The Researcher analyze the theory by reading carefully to know the meaning of the theory.

Third, after the researcher made the indicators from the theory, the researcher combines the two groups of indicators into items or sub-indicators in the list of observations. And the most important point of the observation checklist is that the indicators and sub-indicators are made valid.

Based on the statement above, before the researcher do an observation, the indicators and sub-indicators must be validated. The researcher asked one of the supervisors to be used as a validator in this study. And the results of the indicators and items that have been made by researchers can be seen in the table.

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<sup>50</sup> David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers*, (New Fetter Lane, London: Routledge Falmer, 2003), p.116



Observations also used field notes, researchers used field notes to record everything related to the activities at English Corner. Field notes contained about what the researcher saw, heard and experienced during the observation. They contain both descriptive and reflective aspects.<sup>51</sup> The Blueprint below is used to answer research question number 1 ( What are the activities in the English Corner program at SDIT JUARA) .

**Table 3.1**  
**Blue print of the observation check list**

No	Indicator	Sub Indicator	Activities	yes	no
1	Naturalness of environment	Focus on the content in the communication than the grammar	a. Ignore rules or grammar rules in communicate (students do the conversation freely about material at the English corner without thinking too much about grammar)		
			b. creating a simulated natural environment as an alternative approach to learn English ( teacher gives a simulated situation and then students do a conversation at English Corner based on the simulated situation. e.g : situation at dining room when students have breakfast; situation when students at market, and others)		
			d.students have conversation by involving outdoor activities		

<sup>51</sup> Taylor and Bogdan, Field Notes: How to Take Them, Code Them, Manage Them. P. 389

			(students doing sports, drawing, playing games and others )		
			e.do not correcting or giving explicit grammar explanations (teachers do not interrupt students when they have conversation even if they made grammar mistakes)		
2	The learner's role in communication	Using two ways communication	a. conversing between two people (students do the conversation with their classmate or with other students)		
			b. giving advice (students do the conversation with their classmate or other friends by involving the sentences about the advice )		
			c. answering and asking questions (students do the conversation by using question and answer concept. Student begin with question related with the material at English corner and other students answer the question)		
			d. participants practice actively listening and giving feedback ( students do the conversation and listen carefully their friends and the students should give feedback )		
3	The Availability of concrete referents to clarify Meaning	Providing tools and facilities that help supports students in using them to communicate well	a.use real life objects to help students understand abstract concepts (teacher show the real object to help students understand the material at English corner. e.g: teacher show the real fruits , foods, or other real things that related with the material)		
			b. use visual aids to help students		

			<p>understand abstract concepts (teacher show the visual aid in form of symbols or pictures to help students understand the material at English Corner. e.g: teacher shows pictures about animals, part of body and others that related with the material)</p>		
			<p>c. give clear instructions by using short or complete sentences (Teacher gives the clear instruction before the students do the activities at English Corner . e.g: teacher give instruction the students should do the conversation in form of question and answer , teacher give instruction the students should choose a picture and say it in English e.g: students choose the apple picture , so when the students take the picture ,they should say “Apple”)</p>		
4	Target language models	students can choose whom they will communicate	<p>a. Use communicative language teaching (put the students in a situations and students can choose with whom they will communicate . students can communicate with their classmate , their other friends, or the teacher at English corner)</p>		
			<p>b. speaking games ;students speak by using fun activities( students do the conversation in the form of telling the truth about something , conversation about fact or fake, and others)</p>		

## 2. Interview Guidance

In this research the researcher has an interview guidance to build what questions the researcher wants to ask the research questions . The questions that have been prepared in advance based on the theory. The interview guidance used in this study is a list of questions to interview teacher at SDIT JUARA about the problems and how to solve the problems in implementing English corner as a language environment .Some of the things needed to create an interview guidance are the theory used, indicators, questions, and validation .

First, the interview guidance made by made by referred to the some theories of problems and how to solve the problems in implementing English Corner as a language environment .Second, the researcher created several question to make the interview guidance in this research. The researcher analyze the theory by reading it carefully . the questions points can be seen on the table below.

The Blueprint below is used to answer research question number 2 ( What are the problems in implementing English Corner program as a Language Environment at SDIT JUARA? ) which is constructed from theories students problems ( Zhang et al , 1995c; Ur,1996 ; Tsui in Nunan,1999 ; Aftat, Mokhtar 2008 ; Hieu Tryng, 2011;) teacher problems ( Emery;2012 ;Baker and Westrup , 2000 ; Pande,2013) and facilities problem ( Songbatumis AM , 2017 ; Lim & Morris , 2009 ) and The Blueprint below is used to answer research

question number (How do the teacher solve the problems in implementing English Corner program as a Language Environment at SDIT JUARA? ) which is constructed from theories how to solve the students problems ( Zua li , 2008 ; Chinmoy Sri, 2007 ; Songsiri,2007 ; Nunan D ,1999 ; Aftat Mokhtar. 2008 ; Liu Meihua & Huang Wenhong . 2008 ; ) how to solve the teacher problems ( Virginia Department of Education, 2006 ; Christoutoulou, 2010 ) and how to solve the facilities problems based on the Final Report of Language Education Review of the Standing Committee on Language Educational and Research, 2003 )

**Table 3.2**  
**Blue print of Interview Guidance**

No	Aspects	Indicator	Questions
1	Students Problems and how to solve the problems in Implementing English Corner as a language environment	1. Inhibition ( worried about making mistakes, fearful of criticism , and simply shy )	1. a)Do the students seem have a worried about making mistakes when they talk in English? b)How do you know the students have worried about making mistakes ? c)How do you overcome the problems?  2. a)when students make mistakes and they are the given suggestions or criticism, do they seem have a fear of receiving criticism? b)How do you overcome the students who seem have a fear of receiving criticism?  3. a)when communicating at the English corner, do students show a shy attitude? b)How do you overcome the students who show shy attitude?
2	Teacher Problems and	1.Crowded Learning Environment	1. a)Do you have difficulties in the form of a crowded learning environment in

	how to solve the problems in Implementing English Corner as a language environment	2.Lack of English Exposure 3.Psychological Problems	<p>implementing the English Corner as a Language Environment?</p> <p>b)What kind of the crowded learning that make you feel difficult?</p> <p>c)How do you overcome this difficulty?</p> <p>2. a)Do you have difficulties in implementing English Corner as a Language Environment in terms of lack of English Exposure?</p> <p>b)What kind of lack English exposure that make you feel difficult?</p> <p>c)How do you overcome this difficulty?</p> <p>3. a)Are there any students who are afraid to speak in front of their friends in the English Corner activities?</p> <p>b)How do you know that the students are afraid?</p> <p>c)How do you overcome this situations?</p>
3	Facilities Problems and how to solve the problems in Implementing English Corner as a language environment	1.learning facilities that motivate students	<p>1. a)Does the school have problems in providing facilities that can increase the students motivation in a language environment?</p> <p>b)What kind of facilities problems that encountered in the English corner ?</p> <p>c)How do you overcome the problems?</p> <p>d)What are efforts made by school to overcome this problems?</p>

### G. Technique of Data Analysis

Data analysis is the systematically process for arranging data.

So the data can be understood by the reader techniques for

analysis data are used to process all the data<sup>52</sup>. The techniques of data analysis are divided into four points, there are:

#### 1. Data Collection

After the data were collected, the next step is analysing . The first step was transcribing the interview. The second step, the researcher classified the data based on the dimension of research questions. There were three points of research focuses the activities in the English Corner Program, the problems In implementing the English Corner as a language environment and how do the teachers solve the problems in implementing the English corner.

#### 2. Data Reduction

Data Reduction refers to the process of selecting, simplifying, abstracting, and transforming data that approaches the whole part from written field notes, interview transcript, documents, and other empirical materials( findings). There were three points of the data that the researcher select, simply, and abstracting . The data are result of observation in the form activities in English Corner and the result of the interview in the form of the problems and how to solve the problems.

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<sup>52</sup> Matthew B Miles,A. Michael Huberman, Johnny Saldana, Qualitative Data Analysis, ( United States of America : SAGE Publications,2020) p.31

### 3 . Data Display

Data display is an organized condensed assembly of information that allows analytic reflection and action. Displays helps us understand what is happening and to do something either analyzed further or take action based on that understanding.

The most frequent form of display for qualitative data in the past has been extended text. as with data reduction , the creation and use of displays is not separate from analysis. Data display were described the factual situation which happening so it can help the researcher for making final result of the data conclusion. Displaying data means the researcher display all the data or only several parts of the data which suitable for this research. Displaying data is done in order to easy to understand. In this study the data which displayed were the result of observation and interview.

Same as the process of reducing data, displaying data was also based on the formulation of research problems. At this point the researcher provided more information. The researcher served the data that her got from the sources for making the researcher easy for taking the conclusion. The researcher



displays the data of observation result and interview result in the form of tables.

#### 4. Verification / Conclusion Drawing

In the Verification / Conclusion Drawing the researcher conducting a verification of the data obtained. The researcher made conclusion and verified the collected data. The data would applied in data conclusion and be verified. So, it would make simple and clear data in order to make the researcher can understand easily.

#### **H. Trustworthiness of The Data**

In the qualitative research, the research was revealed the data a the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employing. Triangulation is the combination of two method or more in collecting data. The types of triangulation data can be seen from different individuals , types of data, theories, and method of data collection.

In this research, triangulations of time was used. The data collection carried out from the same group with different time to get the accuracy of the information. The researcher achieved this triangulation time by conducting observations or findings at

different times to check if the result will be different at different time.

By applying this triangulation time,, the result was expected of this research will be consistent for the data, because the data was collected more than one time observation.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter , the researcher presented the research finding from observation checklist and interview. The goal of this research was to investigate what are The activities of English corner as a language environment at SDIT JUARA, what are the problems in implementing English corner as a language environment at SDIT JUARA and How to solve the problems in implementing English corner as a language environment at SDIT JUARA. In collecting the data, the researcher used checklist for observation and interview guidance for interview. This chapter entails of research findings and discussion.

#### **A. Research Findings**

The findings presents the result of data analysis taken from the observation checklist and interview . This observation had been done on **25<sup>th</sup> of May until 24<sup>th</sup> of June 2023** and the interview had been done on **22<sup>nd</sup> of June 2023** and there were seven meeting of the observation conducted by the researcher.

##### **1.The activities of the English corner as a language environment**

The researcher did the observation in seven meetings start from **22<sup>nd</sup> May until 24<sup>th</sup> June 2023** to recognize the activities of

English Corner as a Language environment . In doing the process analysis, the researcher used observation checklist to check the activities at English Corner which involves the application of aspects of the Language Environment.

From the seventh observation, they have carried out activities that lead to the application of language environment. As evidenced by seven observations carried out, the researcher found that they were actually carrying out activities that led to aspect of the language environment. The result of the observation findings can be seen in the table bellow:

**Table 4.1**  
**Activities in aspects of the Language Environment**

no	Aspects	activities
1	Focus on the communication	a. students do the conversation freely about material at the English corner by putting grammar aside b. students do the conversation by a simulated situation which is already in the English Corner c. teacher do not directly gives criticism and do not interrupt students when the made mistakes
2	Using two ways communication	a. students do the conversation with their classmate or with the other students

		<ul style="list-style-type: none"> <li>b. students do the conversation by involving the sentences about the advice</li> <li>c. students do the conversation in the form of question and answer</li> <li>d. students do the conversation and giving feedback with the freedom to use two ways communication</li> </ul>
3	Providing tools and facilities	<ul style="list-style-type: none"> <li>a. teacher use the visual aids in the form of pictures, poster, and symbols to make it easier for students about the material</li> <li>b. teacher gives the clear instructions before the students do the activities</li> </ul>
4	Freedom to choose people to communicate	<ul style="list-style-type: none"> <li>a. teacher gives freedom to students to choose with whom they will communicate. The students can communicate with their classmate, their other friend, or with the teacher</li> </ul>

From the table above, in the English corner program there are ten activities that describe how is the implementation of English corner as a language environment. The activities are do the conversation freely without thinking too much about grammar, do the conversation by simulated situation by using

the puppets , in English corner, teacher do not interrupt students when they made mistakes , do the conversation with their friend to achieve the communication by using the puppets , do the conversation by involving the sentences about the advice , do the conversation by the question and answer concept , communication feedback activities , do the conversation by using visual aids , teacher give instructions clearly , do the conversation related with the materials and the students can choose with whom they will communicate to improve their speaking . and the activities that is more dominant is carrying out the conversation involving visual aids as a tool to achieve communication among the students.

In English corner, there are 3 spots created with different materials. First spot with wide board containing materials in the form of pictures pasted on. The second spot contains material that is formed like puppets and then students do the conversation based on the sentences written on the back of the puppets. And the last spot same as first spot with wide board containing materials in the form of pictures pasted on.

## **2. The problems in the implementing English Corner as a language environment**

In this point, the researcher was using interview to answer the second question, and the question is the problems in

implementing English Corner as a Language Environment at SDIT JUARA. the researcher had interviewed the English teacher at SDIT JUARA .

Based on the chapter III, the researcher used interview and tape recorder as the data's collecting. The researcher conducted interviews on June 22<sup>nd</sup> 2023. The respondent is an English teacher at SDIT JUARA.

The result can be perceived from the interview result's indicators. The researcher interviewed respondent directly or face to face . Then the researcher used a tape recorder when the researcher interviewed the respondent.

**Table 4.1**  
**Interview Result**

NO	Problems		Descriptions
1	Students Problems	a. inhibition	a. Some students from first, second, and third grade seem to have worried to make mistakes in speaking English but for the fourth , fifth and sixth grade they seem enjoy with the activities at English corner because English corner has been run for 2 years. Students who have worried in making mistakes sometimes in speaking English they covering their

			mouth or turning their face away.
2	Teacher Problems	<ul style="list-style-type: none"> <li>a. crowded learning environment</li> <li>b. lack of English exposure</li> <li>c. psychological problems</li> </ul>	<ul style="list-style-type: none"> <li>a.Sometimes having difficulty in managing the crowded English corner environment because usually students come at the same time, so the situation is not conducive</li> <li>b.There is exposure to Indonesian which is quite frequent so that sometimes it makes other students want to use Indonesian language.</li> <li>c.Sometimes the teacher has difficulties when there are students who are afraid to speak English even with their friends. It makes teacher confused because as a teacher she can not only focus on a few students.</li> </ul>
3	Facilities Problems	<ul style="list-style-type: none"> <li>a. learning facilities that can motivate students</li> </ul>	<ul style="list-style-type: none"> <li>a. Difficulty in finding new ideas or materials because the materials in the English corner will be change regularly</li> <li>b.English corner is still portable, so it is a quite</li> </ul>



			difficult when we have to prepare the material at English
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From the interview with the teacher, the English teacher find some problems in implementing English corner as a language environment .

Teacher : *“In applying the language environment, for the lower grades in first, second, and third grade there were students who seemed afraid to speak English. They didn't seem too confident to say sentences or vocabulary in English. they still look shy shy . when the English corner guide guides students in the English corner, some of them keep their mouths shut, showing expressions of fear of being wrong.”*

Based on the statements above, the teacher find the problems from students in the form of students feel unconfident in speaking English at the English corner. In other side, when the students lower grade feel unconfident but for the fourth , fifth and sixth grade they seem enjoy with the activities at English corner because English corner program has been implemented for more than one year.

In the observation process, the researcher see as if there is other problems in implementing English corner as a language environment.

Teacher : *“At first I found it difficult to deal with an environment that was too crowded, and now what I'm trying to do is by dividing the English corner guides into several material posts, and the teacher at the front will direct the students to the posts. even though the environment will be crowded, students will be directed to queue so as to make the environment more conducive.”*

Based on the statement above, the teacher said that sometimes having difficulty in managing the crowded English corner environment because usually students come at the same time, so the situation is not conducive .So the problem the teacher faced is about crowded learning environment.

In other question, the teacher said other problems that she faced in the form of lack of English exposure.

Teacher : *“of course in this case I encountered difficulties, moreover in this case there were some students who looked hazy. When the English corner is not ready and the children go straight to their class. and when there is an evaluation later and they don't pass, there will be repetition of material and remedial until later the children graduate. Why is it implemented like this, because the material in the English corner will always change.”*

From the teacher answer above, in the English corner is possible that students still mix English language with their local language, so exposure to English is still small . In implementing the language environment, there is exposure to Indonesian which is quite frequent so that sometimes it makes other students want to use Indonesian language.

From the teacher statement above, the researcher conclude that the problem is related to the crowded learning environment. When the English corner in the crowded learning, the English corner guide unable to pay close attention with the other students activities, it is possible for them to sometime speak Indonesian so the exposure of Indonesian is quite frequent so that sometimes it makes other students want to use Indonesian.

This problems also related to other problem regarding students who are afraid to talk in English even with their own friends. The teacher statements is :

Teacher : *“there were some students who experienced it, But there are indeed some students, not many and we call them "special children" who are a little difficult to accept lessons “*

In this problem, the teacher said in the application of English corner, sometimes the teacher has difficulties when there are students who are afraid to speak English even with

their friends. It makes teacher confused because as a teacher she can not only focus on a few students.

The last question, The researcher ask to the teacher about the other problem related with the facilities at the English corner. And the teacher do not encounter serious problem with the facilities at the English corner.

Teacher : *“for the problem of providing no facilities, but I sometimes feel confused about changing materials in the English Corner. So there are no serious problems.”*

From the teacher answer, the researcher conclude that there is no serious problem with the facilities problem at the English corner.

### **3. How to Solve The problems in the implementing English Corner as a language environment**

In this point, the researcher was using interview to answer the third question, and the question is how to solve the problems in implementing English Corner as a Language Environment at SDIT JUARA. The researcher had interviewed the English teacher at SDIT JUARA .

Based on the chapter III, the researcher used interview and tape recorder as the data's collecting. The researcher has been interviewed on June 22<sup>nd</sup> 2023. The respondent was the English teacher at SDIT JUARA.

The result on the interview can be perceived from the interview result's indicators. The researcher interviewed respondent directly or face to face . Then the researcher used a tape recorder when the researcher interviewed the respondent.

From the interview with the teacher, the English teacher do some way to overcome the problems that faced the teacher in implementing English corner as a language environment.

**Table 4.2**  
**Interview Result**

<b>NO</b>	<b>How to solve the problems</b>		<b>Descriptions</b>
<b>1</b>	<b>How to solve Students Problems</b>	a. build emotional bound b. created friendly environment	a. Give directions slowly and the teacher do not gives correction directly . b. The teacher also asked for help to English corner guide to help their friends who are having difficulties so that the students feel comfort to speak English without having to feel any pressure.
<b>2</b>	<b>How to solve Teacher Problems</b>	a. language learning management b. teaching facilities	a. Divided the English corner into 3 posts which are slightly apart and supervised and the English corner guide will be there .

		<p>improvement</p> <p>c. teacher reflection</p>	<p>so when students come at the same time it will conducive.</p> <p>b. Gave the test or exam based on the material, students who have not passed will be asked to repeat the exam. It has a purpose to make the same English exposure received by students even though the students have different speeds in understanding the material.</p> <p>c. Evaluated whether there is something wrong or there is something the teacher doesn't know and its true that there are some students in our school we call the "special students" who are little difficult to accept learning and adapting .so as a teacher we nneed to be more patient and try to find the problem.</p>
<b>3</b>	<b>How to solve Facilities</b>	a. using a lot of reading and listening /	a.Have discussions with the head about what will be done both in terms of

	<b>Problems</b>	viewing materials b. using display board, wall, etc c. setting up English spot or room with resource material	the material that will be provided in the English corner and the development of the facilities that will be carried out.
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From the finding about the problem in implementing English corner as a language environment, the first problem is about inhibition. To overcome this problem the teacher will build emotional bound, as a teacher said in the interview process.

Teacher : *“when students seem afraid to use English, I, as a teacher and also the English corner guides, continue to encourage the children to continue speaking without any pressure and not giving direct corrections to students.”*

To overcome the students who look afraid of receiving criticism , the teacher said that teacher also ask for help to English corner guide to help their friends who are having difficulties so that the students feel comfort to speak English without having to feel any pressure.

Teacher : *“ So far, none of the students were afraid when they received input. But indeed there are some students who are rather*

*difficult to receive input, especially for students who are afraid to speak. and those who find it difficult to accept this input, usually often make the same mistakes and to overcome this I as a teacher have to be extra or patient in giving input slowly without having to make students feel pressured.”*

From the teacher statement above, the researcher conclude that the teacher effort to overcome the problems is with the build emotional bound with the students the teacher also said that the teacher also ask for help to English corner guide to help their friends who are having difficulties so that the students feel comfort to speak English without having to feel any pressure.

The second problem that faced with the teacher is crowded learning environment at English corner. the teacher said that to overcome the crowded learning environment the teacher makes an efforts in the form of dividing the English corner into 3 posts which are slightly apart and supervised and the English corner guide will be there . so when students come at the same time it will conducive.

Teacher : “ *At first I found it difficult to deal with an environment that was too crowded, and now what I'm trying to do is by dividing the English corner guides into several material posts, and the teacher at the front will direct the students to the posts. even though the environment will be crowded, students will be directed to queue so as to make the environment more conducive”*



The third problem is about lack of English exposure, the teacher said that every change of material in the English corner ,a test or exam will be given based on the material, students who have not passed will be asked to repeat the exam. It has a purpose to make the same English exposure received by students even though the students have different speeds in understanding the material.

Teacher : *“when there is an evaluation later and they don't pass, there will be repetition of material and remedial until later the children graduate. Why is it implemented like this, because the material in the English corner will always change.”*

From the teacher statement above, the researcher conclude that the teacher do the evaluation to overcome the lack of english exposure that caused by the crowded learning environment. The evaluation has a purpose to make sure that students have same English exposure that students received.

The fourth problem is about teacher psychological problems. in the term of students seem afraid to talk with their friends ,a as a teacher we have to evaluate whether there is something wrong or there is something the teacher doesn't know .the teacher statement is:

Teacher : *“in the term of students seem afraid to talk with their friends ,a as a teacher we have to evaluate whether there is something wrong or there is something the teacher doesn't know and its*

*true that there are some students in our school we call the “special students” who are little difficult to accept learning and adapting .so as a teacher we need to be more patient and try to find the problem”*

From the teacher’ s statement above, the researcher conclude that the teacher efforts to overcome the problems is try to do the reflection about the conditions. Try to see the caused of the problem.

The last question is about how to overcome the facilities problem the teacher said that the solution that can made is to have discussions with the head about what will be done both in terms of the material that will be provided in the English corner and the development of the facilities that will be carried out. As a teacher statements

Teacher : *“ in every time have an obstacles I always have a discuss with the head about how to solve the problems. the school is very involved because I always have discussions with the school principal on all matters relating to the English corner. And the school always tries to meet the needs in the English corner, such as providing dictionaries, books and posters.”*

At the end of the interview, the teacher said that there is no serious problem in the facilities , but the teacher also said that the English corner facilities still need a lot of development and evaluation. However, this facilities will be developed and evaluated In the line with the activities at English corner.

## **B. Discussion**

Based on the explanation on the findings, the researcher describes the result of this research . The findings contains the activities at the English Corner as a Language Environment, Problems in implementing English Corner as a Language Environment and how to solve the English Corner as a Language Environment at SDIT JUARA.

### **1.The activities of the English corner as a language environment**

To recognize about the answer of first research questions, the researcher used observation to obtain the data. Based on the finding as mention above, the researcher found the activities in English corner. There are students speak English freely, Students do the conversation by a simulated situation, students also do the conversation by asking and answering activities , students do the conversation by involving the visual aids in English Corner, students do the conversation by using fun activities such they talk about the fact about animals and others . In English Corner activities The teacher do not interrupt students when they made mistakes in speaking English .

The first activities is students do the conversation freely . in the communication process, the students don't need thinking to much about the grammar . They only need to speak in English

based on the material at English corner . The focus point of this activities is the students can enjoy with the learning process and they dare to speak and do not think English is difficult language. this activities involves the application of aspects naturalness of the language environment. In the implementation of this activities related with the statement that “natural languages are not actually constructed as artificial language and they do not actually appear as formal language”<sup>53</sup> . So from this statement , natural environment is created at English corner .

The second activities is the students do the conversation by simulated situation. In the English corner activities, there is a material who gives the example in the form of conversation sentences about a simulation situation like a situation when people in a first meeting , when students at canteen , when people need help and others. In the English corner activities, students will decide with whom they will communicate and than the students will do the conversation. This activities related with Lazare statements that *simulated natural environment can help students practice English in a more authentic and immersive way* <sup>54</sup>. In relation to this, the activities in the form of

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<sup>53</sup> Soren Stenlund, Language and Philosophical Problems .Routledge,1990

<sup>54</sup> Lazare,Kouabran N’Diore, “ Creating a simulated Natural Environment as an Alternative Approach to Foreign Language Teaching .*Master’s Capstone Projects*.125 Retrived from <https://scholarworks@library.umass.edu/cie-capstones/125>

conversation by simulated situation related with the theories about the naturalness of the environment.

The third activities is teacher pays attention to students activities in the English corner assisted by English Corner guide but in the English corner activities teacher do not interrupt students when they made mistakes, teacher do not directly give critics to students and the teacher will give correction in the form of they will together correct the mistakes. Because of the natural environment focus with the content of the communication so it is related with the naturalness of the environment.

The fourth activities is students do the conversation with their friend. The activities at English corner allow the students to choose with whom they will do the conversation. They can do the conversation with their classmates, with their friends from other class, or maybe with the teacher. The role of the students role in communication is the students do the communication , so it is need to give directions to students they need a friend to communicate.

The fifth activities is the students do the conversation by involving the sentences about the advice . The key of the communication is there are 2 people in exchanging ideas and information. the communication can be formed with one way

communication and two way communication<sup>55</sup> . The English corner activities is allow the students to use two way communication with the purpose of achieving communication.

The sixth activities is the students do the conversation by the question and answer concept. In the activities, teacher prepared some materials include the simple sentences in the form of question and answer like the question and answer when students introduce themselves with others, it will created a communication. Related with the keyn of the communication is there are 2 people in exchanging ideas and information. the communication can be formed with one way communication and two way communication<sup>56</sup> . The English corner activities is allow the students to use two way communication with the purpose of achieving communication.

The seventh activities is feedback activities. In the English corner activities, when students do the conversation they should give feedback . Feedback activities can be carried out in the form of one way communication and two ways communication. The important point is there is a feedback in the communication.

The eighth activities is students do the conversation by using visual aids. In the English corner activities, students do the conversation with the visual or some picture to decide what

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<sup>55</sup> Mariya Postelnyak,2023

<sup>56</sup> Ibid

they will say. When they come to one of part English corner, they can choose the pictures and than they start to pronounce the material. And it is related with the statement by Dr. Nicole Schneider “*Visual aids is tools and facilities that help supports students in using them to communicate well*” . And based on the observation, the researcher saw how the students were enthusiastic about the pictures that had been provided , seen by the students who seemed to smile and started to talking about the pictures they were holding even though sometimes they suddenly say it in Indonesian spontaneously.

The ninth activities is the teacher give instructions clearly . the Teacher say hello to welcome students gives the clear instruction with students before the students do the activities at English Corner on each post because for each post has different materials so that the instructions is different. Clear instruction has a purpose so that the students will not confused about what they will do in the English corner.

The last activities is the students do the conversation related with the materials and the students can choose with whom they will communicate to improve their speaking , they can choose their classmate ,senior class, even though the teacher ,so that students can confidently communicate with anyone. The teacher can use communicative language teaching

to put the students in a variety of real life situations so the students can learn how to use their language with others<sup>57</sup>.

From the resulting above, in the English corner program there are ten activities that describe how is the implementation of English corner as a language environment. The activities are do the conversation freely without thinking too much about grammar, do the conversation by simulated situation , do not interrupt students when they made mistakes , do the conversation with their friend to achieve the communication , do the conversation by involving the sentences about the advice , do the conversation by the question and answer concept , communication feedback activities , do the conversation by using visual aids , teacher give instructions clearly , do the conversation related with the materials and the students can choose with whom they will communicate to improve their speaking . And the activities that is more dominant is carrying out the conversation involving visual aids as a tool to achieve communication among the students.

## **2. The problems in the implementing English Corner as a language environment**

To recognize about the answer of second research questions, the researcher used interview to obtain the data.

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<sup>57</sup> Sanako , “The 10 best language teaching strategies” , 10-best-language-teaching-strategies, ( 4<sup>th</sup> June 2023)



Based on the finding as mention above, the researcher summarized that the problems in implementing English Corner as a Language Environment at SDIT JUARA.

From the result of interview, the researcher summarized that the problems in implementing English Corner as a Language Environment at SDIT JUARA are students inhibition ( students have worried to make mistakes in speaking English) , teacher's difficulty in managing the crowded English corner environment , lack of English exposure, teacher's difficulty when students who are afraid to speak English even with their friends , difficulty in finding new ideas or materials of English corner , and the last problem is about the English corner portable facilities.

The first problem is inhibition . according to Tsui in Nunan *“fear of mistake becomes one of the main factors of students’ reluctance to speak in English in learning environment”* <sup>58</sup>. From the statement above, in this research some the students from the first, second, and third grade seem have worried in making mistakes but for the fourth, five and sixth grade they seem enjoy with the activities at English corner because English corner has been run for 2 years. Students who have worried in making mistakes sometimes while do the

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<sup>58</sup> Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010).

conversation they covering their mouth or turning their face away.

The second problem is managing the crowded English corner environment . related with the theories “overcrowded classes and the effect of such condition can have on teaching and learning”<sup>59</sup> it means that overcrowded learning environment really affects for the learning process . one of the challenges in teaching English that is the size of the classroom or learning environment . The teacher having difficulty in managing the crowded English corner environment because usually students come at the same time, so the situation is not conducive.

The third problem is there is exposure to Indonesian which is quite frequent . in English corner activities sometimes students speak in Indonesia and than the other students give feedback in indonesia so that sometimes it makes other students want to use Indonesian language. in this situation can make more difficult for teachers to encourage students to be enthusiastic in using English due to the lack of English exposure .

The fourth problem is the teacher has difficulties when there are students are afraid to speak English even with their

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<sup>59</sup> Emery (2012)

friends. the challenging difficulty in teaching English as a foreign language is meeting students' awful attitude in practicing English. For instance, students can be fearful to speak in front of their classmates, particularly when it comes to the presence of a competitive student in the classroom. According to Khajloo (2013), these students have higher academic level than others and when they "listen to repetitive low-level content for them, they find it unattractive and boring" . Such psychological issues can affect students' motivation and learning attitude toward English language. In this research based on the interview the teacher find some students who are afraid to speak even with their friend. It may be related with the statements above ,the students who in the lower academic level don't confident to do the conversation with students who in higher academic level.

The last problem is about the facilities problem. The teacher has difficulty in finding new ideas or materials because the materials in the English corner will be change regularly. It can be a crucial problem if there is no solutions because the soul of the English corner is from the material. If the material is not interesting, the students maybe will be bores with the English corner activities. According to Lim & Moris To achieve quality education in English as a foreign language, learning

environment and facilities are important variables<sup>60</sup>. It means that the facilities is one of the most important aspect in education quality.

From the explanation above, the researcher find there are five problems that faced in implementing English corner as a language environment at SDIT JUARA. The problems are inhibition ( students have worried to make mistakes in speaking English) , crowded English corner environment , lack of English exposure, teacher's difficulty when students who are afraid to speak English even with their friends , difficulty in finding new ideas or materials of English corner , and the last problem is about the English corner portable facilities. Besides that, inhibition was one of problem that always faced in implementing English corner as a language environment .

### **3. How to Solve The problems in the implementing English Corner as a language environment**

To recognize about the answer of third research questions, the researcher used interview to obtain the data. Based on the finding as mention above, the researcher summarized that the ways to solve problems in implementing English Corner as a Language Environment at SDIT JUARA.

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<sup>60</sup> Lim & Morris, 2009

From the result of interview, the researcher summarized that the ways to solve problems in implementing English Corner as a Language Environment at SDIT JUARA are given directions slowly and the teacher do not gives correction directly when students made mistakes , ask for help to English corner guide to help their friends who are having difficulties ,to overcome the crowded learning the teacher dividing the English corner into 3 posts , to overcome the lack of English exposure the teacher will give test or exam will be given based on the material at English corner , to overcome the phycological problem the teacher evaluate whether there is something wrong or there is something the teacher doesn't know , and the last to overcome the facilities problem the teacher have discussions with the head about what will be done both in terms of the material that will be provided in the English corner.

The first solution to overcome the problems in implementing English corner is given directions slowly and the teacher do not gives correction directly when students made mistakes and ask for help to English corner guide to help their friends who are having difficulties . It can be seen from the observation that teacher do not give criticism or give correction directly. It is related with the statement that we need to build emotional bonds between students and teachers .This way, the

students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake<sup>61</sup>. With the teacher ways above, the students will feel comfort to the teacher .

The second solution is to overcome the crowded learning environment the teacher dividing the English corner into 3 posts which are slightly apart and supervised and the English corner guide will be there . So when students come at the same time it will conducive. Based on the Virginia Department of Education (2006) considering seating positions for cooperative learning activity is one of the ways to manage classroom in order to get students familiar with and get used to use target language.

The third solution is to overcome lack of English exposure the teacher will give test or exam will be given based on the material at English corner . It has a purpose to make the same English exposure received by students even though the students have different speeds in understanding the material. From the second chapter the ways to overcome this problem is “special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids” and the special efforts that teacher made is doing the test . Actually it is note related with the theories at the second

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<sup>61</sup>Zua, Li (2008). *Exploring the Affective Factors Influencing Teaching of Spoken English*. [online]. Available. <http://karticle.com/html/Thesis/20080104./26.html> (march 19 2023)

chapter, but the researcher conclude that teacher do this way because of other reason, the teacher want students enjoy with the learning process but the students also should pay attention about the material.

The fourth way is to to overcome the phycological problem the teacher evaluate whether there is something wrong or there is something the teacher doesn't know in this research, there are some students in the school we call the “ special students” by the teachers because they are little difficult to accept learning and adapting .So as a teacher we need to be more patient and try to find the problem because Teacher's reflection put forward that one of the most important aspects of teaching is self-reflection<sup>62</sup>.

The last solution is to overcome the facilities problem the teacher have discussions with the head about what will be done both in terms of the material that will be provided in the English corner and the development of the facilities that will be carried out. As mention on the second chapter that the ways to overcome the facilities problems are using a lot of reading and listening / viewing materials using display board, wall, setting

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<sup>62</sup> Christodoulou (2010)

up English spot or room with resource material<sup>63</sup> and the solution is has been implemented in the English corner .

From the explanation above, some solutions are made from teacher is related with the theories but there is solution that not related with the theories because of the different needs and goals.

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<sup>63</sup> Adapted from those in the Final Report of Language Education Review of the Standing Committee on Language Education and Research (SCOLAR, 2003)



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presented the conclusion as well as few suggestions of this study, conclusion and suggestions was taken based on the finding of this research.

#### **A. Conclusion**

Based on the result of the previous chapter, the researcher draws the conclusions that the activities at the English corner have describes that the activities is an implementation of language environment based on on the definition of language environment and the aspect of the language environment which has mentioned on the previous chapter although there are activities that are not implemented based on the theory. Some problems in implementing English corner as a language environment are from the students problem, teacher problem, and facilities problem . these problems are dominant to the internal problems dan teacher teacher trying to overcome these problems by some ways, some ways related with the theories but there is other way do not related because refer to the different needs and goals.

## **B. Suggestions**

After concluding the result, the researcher would like to give some suggestions related to this research. The suggestions are follow:

### **1. Teacher**

The teacher need to do something new to make the students always feel happy and enjoy with the activities in the English corner as a language environment .

### **2. Students**

Students need to more active and enjoy with the communication process in language environment that has been created.

### **3. Further Research**

This study only focus on the activities , problems, and how to solve the problem. Therefore, other researcher may investigate deeply about the implementation of language environment and other method to investigate the activities, problems, and how to solve the problems.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

KEPUTUSAN DEKAN FAKULTAS TARBİYAH

Nomor : 309 Tahun 2023

Tentang

PENUNJUKAN PEMBIMBING I DAN II 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 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 -2026.  
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 : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.137/FT.5/PP.00.9/05/2023  
2. Berita Acara Seminar Proposal Pada Hari Selasa, 18 April 2023

MEMUTUSKAN :

Menetapkan

Pertama

1. **Jumatul Hidayah, M.Pd** NIP. 19780224 200212 2 002  
2. **Sarwo Edy, S.Pd.I.,M.Pd** NIDN. 2007068102

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

N A M A : Putri Rahmadania

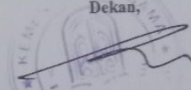
N I M : 19551045

JUDUL SKRIPSI : The Implementation Of English Corner as a Language Environment at SDIT Juara

- 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 05 Mei 2023

Dekan,

  
Hamengkubuwono

Tembusan :

1. Rektor  
2. Bendaharu IAIN Curup.  
3. Kabag Akademik kemahasiswaan dan kerja sama.  
4. Mahasiswa yang bersangkutan.





PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/205 /IP/DPMPISP/V/2023

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 289/In.34/FI/PP.00.9/05/2023 tanggal 10 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Putri Rahmadania/ Pungguk Meranti, 10 Desember 2000  
NIM : 19551045  
Pekerjaan : Mahasiswa  
Program Studi/Fakultas : Tadris Bahasa Inggris / Tarbiyah  
Judul Proposal Penelitian : The Implementation Of English Corner as a Language Environment at SDIT Juara  
Lokasi Penelitian : SDIT Juara  
Waktu Penelitian : 12 Mei 2023 s/d 10 Agustus 2023  
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
Pada Tanggal : 12 Mei 2023

Pt Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu  
Kabupaten Rejang Lebong



**AGUS, SH**  
Pembina / IV.a  
NIP. 19780810 200903 1 004

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SDIT Juara
4. Yang Bersangkutan
5. Arsip



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1		Perbaikan Bab I	X	<del>PdH</del>
2		Bimbingan Instrument Bab III	X	<del>PdH</del>
3		Bimbingan Instrument Bab III	X	<del>PdH</del>
4		Bimbingan Bab IV	X	<del>PdH</del>
5		Bimbingan Bab IV	X	<del>PdH</del>
6		Bimbingan Bab IV	X	<del>PdH</del>
7		Bimbingan Bab V	X	<del>PdH</del>
8		Pembahasan dan Penilaian secara keseluruhan	X	<del>PdH</del>



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1		Perbaikan Bab I	X	<del>PdH</del>
2		Bimbingan Instrument Bab III	X	<del>PdH</del>
3		Bimbingan Instrument Bab III	X	<del>PdH</del>
4		Bimbingan Instrument Bab III	X	<del>PdH</del>
5		Bimbingan Bab IV	X	<del>PdH</del>
6		Bimbingan Bab IV	X	<del>PdH</del>
7		Bimbingan Bab V	X	<del>PdH</del>
8		Pembahasan dan Penilaian secara keseluruhan	X	<del>PdH</del>

**SURAT PERNYATAAN VALIDASI  
INSTRUMEN PENELITIAN TUGAS AKHIR**

Saya yang bertanda tangan di bawah ini :

Nama : Melli Kusmaningrum, M.Pd

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Putri Rahmadania

NIM : 19551045

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Implementation of English Corner as a Language Environment at SDIT JUARA

Setelah dilakukan kajian atas instrument penelitian tersebut dapat dinyatakan :

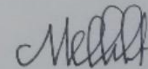
**Layak digunakan untuk penelitian**

Dengan Catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Curup, 13 Juni 2023

Validator,



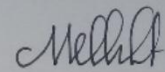
Melli Kusmaningrum, M.Pd

Catatan Validator

1. Secara konten, panduan observasi dan wawancara sudah valid .bagaimanapun juga, aspek kebahasaan dari blueprints dan instrument awalnya masih ada yang kurang efektif
2. Validator selanjutnya membantu membersihkan kekeliruan tutur tulis dari blueprints dan instruments.
3. Semua bagian yang validator modifikasi telah ditandai
4. Berdasarkan pertimbangan validator, sekarang instrument ini sudah valid dan sudah bisa digunakan sebagai alat pengambilan data.

Curup, 13 Juni 2023

Validator,



Melli Kusmaningrum, M.Pd



**Surat Keterangan Selesai Penelitian**

Nomor : 421.2/146/Pb/SDIT-J/RL/2023

Assalamu'alaikum Warahmatullahi Wabarakatuh,

Yang bertanda tangan dibawah ini :

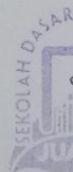
Nama : Meliana, S.Pd.I  
NIY : 8150106120004  
Jabatan : Ka. SDIT JUARA

Dengan ini menerangkan bahwa mahasiswa/i yang beridentitas:

Nama : Putri Rahmadania  
NIM : 19551045  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah  
Universitas : IAIN Curup

Telah selesai melakukan penelitian di SDIT JUARA selama 1 (satu) bulan , terhitung mulai dari tanggal 25 mei 2023 sampai tanggal 24 juni 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul " **The Implementation of English Corner as a Language Environment at SDIT JUARA** ".

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya .



Wassalamu'alaikum Warahmatullahi Wabarakatuh  
Ka SDIT JUARA

**Meliana, S.Pd.I**  
NIY. 8150106120004

Tembusan :  
1. Arsip  
2. Yayasan Indonesia Juara

## KETERANGAN TELAH WAWANCARA

Yang bertanda tangan dibawah ini :

Nama : Heli Agustin, S.Pd  
Jabatan : Guru Bahasa Inggris  
Pekerjaan : Guru

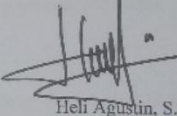
Menerangkan dengan sebenarnya bahwa :

Nama : Putri Rahmadania  
NIM : 19551045  
Jurusan : Tarbiyah  
Program Studi : Tadris Bahasa Inggris

Telah mengadakan wawancara dalam rangka penyusunan skripsi yang berjudul “ **The Implementation of English Corner as a Language Environment at SDIT JUARA** “.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Curup, 22 Juni 2023  
Mengetahui,



Heli Agustin, S.Pd

### Blue print of the observation check list

No	Indicator	Sub Indicator	Activities	yes	no
1	Naturalness of environment	Focus on the content in the communication than the grammar	a. Ignore rules or grammar rules in communicate (students do the conversation freely about material at the English corner without thinking too much about grammar)		
			b. creating a simulated natural environment as an alternative approach to learn English ( teacher gives a simulated situation and then students do a conversation at English Corner based on the simulated situation. e.g : situation at dining room when students have breakfast; situation when students at market, and others)		
			d.students have conversation by involving outdoor activities (students doing sports, drawing, playing games and others )		
			e.do not correcting or giving explicit grammar explanations (teachers do not interrupt students when they have conversation even if they made grammar mistakes)		
2	The learner's role in communication	Using two ways communication	a. conversing between two people (students do the conversation with their classmate or with other students)		
			b. giving advice (students do the conversation with their classmate or other friends by involving the sentences about the		

			advice )		
			c. answering and asking questions (students do the conversation by using question and answer concept. Student begin with question related with the material at English corner and other students answer the question)		
			d. participants practice actively listening and giving feedback ( students do the conversation and listen carefully their friends and the students should give feedback )		
3	The Availability of concrete referents to clarify Meaning	Providing tools and facilities that help supports students in using them to communicate well	a.use real life objects to help students understand abstract concepts (teacher show the real object to help students understand the material at English corner. e.g: teacher show the real fruits , foods, or other real things that related with the material)		
			b. use visual aids to help students understand abstract concepts (teacher show the visual aid in form of symbols or pictures to help students understand the material at English Corner. e.g: teacher shows pictures about animals, part of body and others that related with the material)		
			c. give clear instructions by using short or complete sentences (Teacher gives the clear instruction before the students do the activities at English Corner . e.g: teacher give instruction the students should do the conversation in form of question and answer , teacher give instruction the students should		



			choose a picture and say it in English e.g: students choose the apple picture , so when the students take the picture ,they should say “Apple”)		
4	Target language models	students can choose whom they will communicate	<p>a. Use communicative language teaching (put the students in a situations and students can choose with whom they will communicate . students can communicate with their classmate , their other friends, or the teacher at English corner)</p> <p>b. speaking games ;students speak by using fun activities( students do the conversation in the form of telling the truth about something , conversation about fact or fake, and others)</p>		

### Blue print of Interview Guidance

No	Aspects	Indicator	Questions
1	Students Problems and how to solve the problems in Implementing English Corner as a language environment	1. Inhibition ( worried about making mistakes, fearful of criticism , and simply shy )	1. a)Do the students seem have a worried about making mistakes when they talk in English? b)How do you know the students have worried about making mistakes ? c)How do you overcome the problems?  2. a)when students make mistakes and they are the given suggestions or criticism, do they seem have a fear of receiving criticism? b)How do you overcome the students who seem have a fear of receiving criticism?  3. a)when communicating at the English corner, do students show a shy attitude? b)How do you overcome the students who show shy attitude?
2	Teacher Problems and how to solve the problems in Implementing English Corner as a language environment	1.Crowded Learning Environment 2.Lack of English Exposure 3.Psychological Problems	4. a)Do you have difficulties in the form of a crowded learning environment in implementing the English Corner as a Language Environment? b)What kind of the crowded learning that make you feel difficult? c)How do you overcome this difficulty?  5. a)Do you have difficulties in implementing English Corner as a Language Environment in terms of lack of English Exposure? b)What kind of lack English exposure that make you feel difficult? c)How do you overcome this difficulty?  6. a)Are there any students who are afraid to speak in front of their friends in the English Corner activities? b)How do you know that the students are afraid? c)How do you overcome this situations?

3	Facilities Problems and how to solve the problems in Implementing English Corner as a language environment	1.learning that students	facilities motivate	1. a)Does the school have problems in providing facilities that can increase the students motivation in a language environment? b)What kind of facilities problems that encountered in the English corner ? c)How do you overcome the problems? d)What are efforts made by school to overcome this problems?
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## DOCUMENTATION









## BIOGRAPHY



The researcher's name is Putri Rahmadania. She was born in Pungguk Meranti On 10<sup>th</sup> December 2000. She is a daughter from best couple Mr. Ali Amran and Mrs.Purnawalaini , she has an older sister Heli Agustin,S.Pd . Her hobbies are Watching Korean movie and make

a handycraft . She finished her elementary school at SDN 07 Ujan Mas, continued to junior high school at SMPN 2 Rejang Lebong then continued to MAN Rejang Lebong . For the next education program, she decided entering State Islamic Institute of Curup and selected English Tadris Study Program . In her campus she a member of English Students Association and she is a treasures in English Students Association for a year. In 2023 she decided to be a Tax Volunteer. She got a lot of experiences .Now, Alhamdulillah all of the education was passed very well.