

**STUDENTS' PERCEPTION OF ENGLISH CONVERSATION
PRACTICE AT THE ELEVENTH GRADE OF DAARUL ULUUM
BOARDING SCHOOL**

A Paper

Submitted to the English Language Education Study Program Faculty of Teacher
Training and Educational Sciences Pakuan University as a Partial Fulfillment of
the Requirement for the Degree of Sarjana Pendidikan Examination

by: Hilda Febriani

031119061



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL
SCIENCE PAKUAN UNIVERSITY**

2024

APPROVAL SHEET

Research Title: Students' Perception of English Conversation Practice at The Eleventh Grade of Daarul Uluum Boarding School.

Approved by:

Supervisor,

Co-Supervisor,



Dr. Yanti Suryanti, M.Pd.
NIK. 11011047560



Lector Grahadilla Andevita, M.Pd.
NIK. 11211052565

Dean of Faculty of Teacher
Training and Education Sciences,



Dr. Eko Sulardi, M.Si.
NIK. 1.0694.021.205

The Head of English Language
Education Study Program,



Lungguh Halira Vonti, M.Pd.
NIK 1.1211.052.5



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

Jalan Pakuan PO BOX 452, Telepon (0251) 8375608 Bogor

BUKTI PERSETUJUAN HARDCOVER SKRIPSI

Nama : Hilda Febriani

NPM : 031119061

Judul Skripsi : "STUDENTS' PERCEPTION OF ENGLISH CONVERSATION
PRACTICE AT THE ELEVENTH GRADE OF DAARUL
ULUUM BOARDING SCHOOL"

Tanggal Ujian : 6 Februari 2024

Pengujian Sidang Skripsi:

No	Nama Penguji	Tanda Tangan
1.	Dr. Farida Wulandari, M.Pd	
2.	R. Lungguh Halira Vonti, M.Pd	
3.	Hj. Cucu Mariam, M.Pd	

Pembimbing Skripsi :

No	Pembimbing skripsi	Tanda Tangan
1.	Dr. Yanti Suryanti, M.Pd	
2.	Leora Grahadila Andovita, M.Pd	

Bogor, 23 Juli 2024

Mengetahui,
Ketua Prodi,

R. Lungguh Halira Vonti, M.Pd.
NIK. 1.1211052564

SURAT PERNYATAAN PENGALIHAN HAK CIPTA

Yang bertanda tangan dibawah ini :

Nama : Hilda Febriani
NPM : 031119061
Program Studi : Pendidikan Bahasa Inggris
Alamat : Desa Ciburayut Kecamatan Cigombong Kab.Bogor

Dalam hal ini bertindak untuk dan atas nama pencipta dari hak cipta berupa Karya Tulis Ilmiah/Tugas Akhir/Skripsi yang berjudul : Students' Perception of English Conversation Practice at The Eleventh Grade of Daarul Uluum Boarding School yang selanjutnya disebut pencipta, bersama ini menyatakan mengalihkan hak atas ciptaan tersebut kepada :

Nama : Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pakuan
Alamat : Jalan Pakuan, Nomor 1 Ciheuleut, Kota Bogor, Jawa Barat
Telpon : 0251 8275 608

Dalam hal ini diwakili oleh Lungguh Halira Vonti, M.Pd, selaku Ketua Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Pakuan.

Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak mana pun untuk di pergunakan sebagaimana mestinya.

Bogor, 23 July 2024

Untuk dan atas nama
Program Studi Pendidikan
Bahasa Inggris
Ketua Program Studi,

Lungguh Halira Vonti, M.Pd.
NIK 1. 1211052564

Pecipta,



DECLARATION

I hereby declare that the paper entitled "Students Perception of English Conversation Practice at The Eleventh Grade of Daarul Uluum Boarding School" is completely my ownwork. I am fully aware that I have quoted some statements and ideas from many resources, and all quotations are properly acknowledged in the text. Should there be anyclaim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, February 2024



Hilda Febriani

PREFACE

First of all, the researcher would like to give a great thank to Allah SWT who has given health, strength, capability and always guided her to finish the paper entitled “Students Perception of English Conversation Practice at The Eleven Grade of Daarul Uluum Boarding School”. This paper is submitted to fulfill one of the requirements for the degree of *sarjana Pendidikan* examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. She realized that this paper still needs improvement. Therefore, recommendations and suggestions for the completion of this paper are highly appreciated. She also hopes that this paper will be beneficial for her and further researcher.

Bogor, February 2nd 2024

Hida Febriani

ACKNOWLEDGMENT

The researcher expresses her gratitude to Allah SWT for his blessings and opportunities so that she can finally complete this paper. She would not have completed this research without the support and motivation of many people around her. First, she would like to express her deepest gratitude to Dr. Yanti Suryanti, M.Pd as the supervisor and to Leora Grahadila Andovita, M.Pd as the co-supervisor for their guidance, advice, and motivation to help the researcher complete this research.

The gratitude is also given to Dr. Eka Suhardi, M.Si, the Dean of the Faculty of Teacher Training and Education. Lungguh Halira Vonti, M.Pd. as head of the English Education Study, Program Hj Cucu Mariam M.Pd, as an academic counselor, and all lecturers of the English Language Education Department of Pakuan University. She is also grateful to Daarul Uluum Boarding school who allowed the researcher to take the program of English conversation practice as the population of her research. Therefore, the researcher would like to be grateful and give huge appreciation to all of the eleven grades students of the English conversation practice who were becoming the respondents regarding their willingness and contribution to this research.

The researcher is genuinely grateful for the never-ending support, prayers, motivation, and love of my beloved family especially to my parents, H. Ujang Mamin MHPD and Siti Latipah. Because of them, she can go through the process and complete this paper. The researcher also would like to thank to her

sisters and her little brother for their lovely support during the process of this research. Then to another family. The researcher also would like give her special thanks and grateful to *Himpunan Mahasiswa Bahasa Inggris* and *Badan Eksekutif Mahasiswa*, which has provided a platform for researcher to develop their skill and gained a lot of great experience.

Special thanks and love for the time, energy and great effort to my friend Shofa Najla Adzkia, S.Pd. and Adinda Nurul Fauziah Harahap, S.Pd. who has helped researchers a lot during the process of compiling this research. So that researchers can complete this research well. The researcher also expressed his gratitude to the special people who never left her behind, always supported, helped, motivated him, and never gave up in carrying it out campus life, until researchers can complete the lecture process and write this research, especially to my friend Fati'ah Ramadanti who always supported researcher from the start college until the end. Gifany Nur Azizanti who has accompanied her in difficult and happy times. Fikria Trioktaviani and Ana Kusuma Wardani, S.Pd who have helped the researcher in compiling this research. Each of them experiences their own space in the researcher's heart, and always the first person among all the first people in the researcher's life.

Last but not least, the researcher would like to thank herself never giving up believing in herself, in any situation, in any circumstances, in any challenges, and in any pressures during her life in college.

ABSTRACT

English conversation practice is a program that provides students of Daarul Uluum to have the opportunity to speak in English without any boundaries. This research used descriptive research which aims to explore the students' perceptions of English conversation practice at Daarul Uluum boarding school on their speaking skill. This research focused on the perceptual component; cognitive, affective, and conative components. The population of this research was all 11th grade students in Daarul Uluum boarding school. The instruments used the Guttman Scale "yes" or "no" questionnaire and the Semi Structured interview. The results of the questionnaire correspond to the results of the interview; 100% students agree that English conversation practice has a very important role in improving their speaking; 91% students also agree that in regular classes it has its own role to help them in improving students' speaking skill. The findings showed that, their good feelings and emotions from English conversation practice encourage them to give their best efforts and feedback both to themselves and for English conversation practice itself. Therefore, it can be concluded that most of the students perceived that the English conversation practice had positive impact toward their speaking skill in all of the components of perceptions.

Keywords: Perception, English conversation, speaking skill.

TABLE OF CONTENTS

APPROVAL SHEET.....	i
<i>BUKTI PERSETUJUAN HARD COVER SKRIPSI.....</i>	<i>ii</i>
<i>SURAT PERNYATAAN PENGALIHAN HAK CIPTA.....</i>	<i>iii</i>
DECLARATION.....	iv
PREFACE.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF APPENDICES.....	xiii

CHAPTER I INTRODUCTION

A. Background of the study.....	1
B. Aim of the Research.....	4
C. Research Question.....	4
D. Research Focus.....	4
E. Operational Definition.....	4
F. Research Significance.....	6

CHAPTER II THEORETICAL FOUNDATION

A. Perception.....	7
1. Definition of Perception.....	7
2. Process of Perception.....	10
3. Component of Perception.....	11
B. Conversation.....	11
1. Definition of Conversation.....	11
2. Teaching Conversation.....	13
3. Advantages and Disadvantages of Conversation Practice.....	14
C. Related Research.....	15

CHAPTER III. RESEARCH METHOD

A. Research Method and Design.....	18
B. Research Site and Participants.....	21
C. Research Instrument.....	21
D. Research Procedure.....	25
E. Data Analysis.....	27
F. Data Validation.....	29

CHAPTER IV. DATA DESCRIPTION & ANALYSIS

A. Data Description

1. Data from questionnaire.....	30
a. Cognitive.....	31
b. Affective.....	32
c. Conative.....	34

2. Data from Interview.....	35
a. Cognitive.....	36
b. Affective.....	40
c. Conative.....	42
B. Data Analysis	
1. Cognitive.....	45
2. Affective.....	47
3. Conative.....	49
CHAPTER V. CONCLUSION AND SUGGESTION	
A. Conclusion.....	52
B. Suggestion.....	54
REFERENCES.....	56

LIST OF TABLES

Table 3.1 Statement for Questionnaire.....	24
Table 3.2 Interview question.....	25
Table 4.1 Questionnaire Result on Cognitive Component.....	31
Table 4.2 Questionnaire Result on Affective Component.....	32
Table 4.3 Questionnaire Result on Conative Component.....	34

LIST OF APPENDICES

Appendix 1. Research Instrument.....	59
Appendix 2. The Result of the Interview.....	63
Appendix 3. Appointment Letter of Thesis Advisor.....	64
Appendix 4. Research Permit.....	67
Appendix 5. Documentation.....	68
Appendix 6. Official Report of Research Guidance.....	71

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a global language that can be used to communicate feelings and ideas. Therefore, the English language has an important aspect in the modern world, English can help people from all over the world connect to each other (Nadziva and Fajarina 2023). One way to learn communication in English is to practice conversation intensively. Conversation refers to informal interchange of thoughts and communication between people in daily activity. However, learning English conversation still needs proper guidance to make learning English conversation more effective. This statement supported by Zebua (2019) cited in Ikram (2016), who stated that guided conversation can inspire students to create a communicative atmosphere, provide ideas, thoughts, responses, and provide the opportunity to give and get the correction of the speaking performances while practicing English conversation.

Practicing English conversations can increase the vocabulary, especially the new vocabulary that can be used by students to be more confident. According to Mulia et al., (2020), students have the opportunity to practice conversation and they can improve their pronunciation, fluency and comprehension in speaking. To help students to be more focused in practicing this activity, students must be guided by mentors and friends as interlocutors.

Wibowo et al., (2020) argues that students need to practice with their friends by participating in English conversation practice activities that are carried out outside of learning.

Daarul Uluum is a boarding school that implements English and Arabic language. Students in Daarul Uluum boarding school speak in English every two weeks in one month. English conversation practice (*muhadatsah*) is one of the leading programs that is impactful on students' communication skills at school. Daarul Uluum created this language program with the aim of improving students' English-speaking skills through productive activities. This program is a place where students can get used to using vocabulary for speaking English in daily activities. This program also includes a set of school plans designed to support the English conversation teaching process to make the learning process easier. School provides mentors and supervisors. Mentors are members of the student's council who are responsible to guide ten grade students, while eleven and twelve grades are supervised by English teachers.

The researcher did pre-observation to supervisors and mentors and the result were as follows: one of the teachers said that English conversation or commonly called *muhadatsah* make students active in practicing English. It has a good impact on students' language development by training students in constructing sentences and practicing how to speak English properly. Speaking requires skills which are exposed through English conversation practice training. This is also supported by one of the mentors who had

experience in carrying out this activity. She argued that this activity was fun learning to be able to communicate with each other using English in their routine.

Based on their perceptions, it is evident that teachers think this is a good thing and so do students. By knowing students' perceptions, they can find out the purpose and reasons for holding English conversation practice. By participating in the activities students can observe the differences before and after participating in English conversation practice activities. Thus, students can be motivated to carry out these programs. This is supported by Wibowo et al., (2020), who mentioned that English conversation can improve students' speaking skill. Moreover, English conversation programs allow students to present or share their own ideas among themselves interactively. This statement is proven that the practice of English conversation has a good impact on developing students' abilities. Lee (2016) argues that by joining English conversation each student has the opportunity to get into each other's comfort zone and communicate. Based on the explanation above, it can be concluded that the way to learn communication in English is by participating in English conversations. In addition, it is necessary to have training with a guide so that activities can be carried out systematically in order to obtain good results. English conversation, which is a program of Daarul Uluum, makes students more productive and able to develop their English skills. This activity proved that Daarul Uluum students like the English conversation practice. Therefore, the researcher decided to find out the perceptions of

students in class eleven of Daarul Uluum boarding school regarding the practice of English conversation.

B. Aim of the Research

The aim of the research is to find out the students' perception of English conversation practice at the eleventh grade of Daarul Uluum boarding school.

C. Research Question

Based on the background of the study above, the researcher wants to know about students' perception. The question of the research is what are the students' perception of English conversation practice.

D. Research Focus

This research focuses on students' perception of English conversation practice programs that are followed by second year students of three components; cognitive, affective, and conative.

E. Operational Definition

In this study, the researcher defines terms which are students' perception and English conversation;

1. Students' perception

Perception can be interpreted as students' observation of certain situations or environments. Definition of perceptions: In philosophy,

psychology, and cognitive, science, perception is the process to reach awareness or understanding of sensory information (Qiong, 2017).

According to Miller (2005) perspective is a way or method for seeing various situations or phenomena. Therefore, Miller also mentions that the choice of perspective taken by a person has implications for the theory and methodology that is used and mastered.

2. English conversation

Conversation is a joint activity in which two or more participants communicate interactively with each other. According to Pope, (2021) a conversation is not simply a sequence of messages expressed as speaking turns, produced by speakers, and received and decoded by addressees. Conversations are structured into adjacency pairs, with first and second parts produced by different speakers as in this.

Nakaya and Murota (2012) stated that English Conversation learning that aims at motivating learners to speak English more frequently, the proposed system features topics based on the learners' daily life. Based on the statement above, this English conversation practice can be done with the other person and can choose topics that are related to life.

F. Research Significance

The researcher hopes that the result of this research will give some benefits as follows:

1. For institution

The result of this research is as an input to support system of Daarul Uluum boarding school, especially in learning language systems in supporting and covering students' needs.

2. For English teachers

This research is expected to be as a crucial information for English teacher of Daarul Uluum boarding school which draw students' perception on English conversation practice and its effect also to motivate teachers in teaching his or her students by recognizing student's need and could find the best way to engage students deeper in English conversation practice.

3. For the students

This research hopefully will be useful for students in their English learning. The students are expected could motivate and increase their English conversation practice by recognizing their strength and weakness in learning conversation o get a better quality of practice.

4. For other researchers

The result of this research is hoped to be a reference for the next researcher.

CHAPTER II

THEORETICAL FOUNDATION

A. Perception

1. Definition of perception

The definition of students' perception as stated by Mulia (2020) is a student's observation of a certain situation or environment. This can be in the form of mental images, concepts or awareness of environmental elements through physical sensations which can be interpreted as the ability of students to see, hear, feel and present or understand everything about their environment both in everyday life and in school life. Qiong (2017) mentioned psychology, philosophy, and cognitive science as the process of becoming aware of or understanding sensory information. In line with the statement, Rechal (2019) states that awareness means the state or ability to perceive, feel, or be aware of objects or patterns. Reflecting on the statement above, awareness can be used to know one's perception. Rubayyi (2020) defines perception as an internal process recognized by an individual when a stimulus is selected and planned to come from outside.

Perception is the process of one's actions towards information held

through observation of the five senses. Perception is also information obtained from action, environment, and the process of understanding something and can help someone who needs that information (Mismara, 2019). Perception is how to influence the stimulus-response of an object receive through personal understanding, which is interpreted to be meaningful picture. Perception is an important psychological aspect to know the phenomenon related to our environment (Tutupoho and Hartati, 2022).

According to Demuth (2013) cited by Maulina (2022), perception is a process to obtain information that consists of two basic groups, namely the theory of direct perception (bottom-up) and the theory of indirect perception (top-down). Direct perception (bottom-up) is tangible information or facts by which sensory qualities determine or influence our final perception. Sensory input is people's views about something or experiences that happen to us and determines further processing. Meanwhile, indirect perception (top-down) is an opinion that is under the knowledge of someone who has no experience.

Based on the explanation above, perception is the introduction of understanding through information that is seen, heard, and how the students react to that information. There are results from this information with the aim that students can communicate with the surrounding environment and to help other people who need the information they want to know. Perception is also a real fact that is feel by someone because

perception can also be conveyed when someone has experienced it.

2. Factors affecting perception

There are some factors considered important in the process of perceiving human or things. According to Safitri (2021), there are three factors influence perception:

- a. The first is strong stimulus. It makes individuals aware so that they can directly perceive it. Clear stimuli may influence perception.
- b. The second is physiology and psychology. Physiology relates to sensory tools in our body while psychology aspects include experiences, motivation, and thinking ability.
- c. The last one is the environment. Situations that influence perception, especially if the object is a human. In this case, different people have different social backgrounds and produce different perceptions.

Additionally, factors that influence perception are; the first is selective attention, as humans face many stimuli from the surrounding environment which makes humans only focus or give attention to any stimulus. The next factor is individual values and needs as well as past experiences. Everyone has their own background and values that influence the perceptual process. The third is object characteristics such as motion, sound, size, and proximity. Big things can be more exciting than small ones to feel. Thus, it can be concluded that the factors that affect a

person's perfection come from internal and external individuals (Safitri, 2021).

3. Process of perception

Qiong (2017) explains the perception process consists of three stages, as follows:

a. Selection

In the first stage in the perceptual process, transforming environmental stimuli into meaningful experiences. For example, stimulation of words such as accident witnesses, ticking clocks, and so on. These stimuli simultaneously go to the sensory organs for processing.

b. Organization

At this stage there is an arrangement in several ways of certain patterns of meaning. At this stage of perception, a person will know the shape, color, texture, and size of the social and physical events or objects that are seen. For example, when asked about a human being, someone might describe them in terms of skin color, race, or nationality.

c. Interpretation

At this stage, it refers to the process of determining the

meaning of the selected stimuli. After the selected stimuli are categorized into structured patterns, students can try to understand these patterns by providing meaning.

4. Components of perception

According to Bimo Walgito (2021) cited by (Tutupoho and Hartati 2022) there are several aspects of perception, as follows:

a. Cognitive

This aspect relates to knowledge, views, expectations, ways of thinking or gaining of knowledge, experience in the past, and thoughts or beliefs related to how to perceive the object.

b. Affective

Affective is related to pleasure and displeasure. So, it is enthusiastic in nature which is closely related to cultural values or the value system it has. It concerns a person's emotional problems and experiences of an object of perception.

c. Conative

The aspects that concerning attitude, individual activity, behavior, and motivation by perceiving a particular object or circumstance.

B. Conversation

1. Definition of conversation

Based on Pangaro & Dubberly (2014) conversation is the development of exchange between participants. Each participant is a learning system, that is a system which changes internally. As a consequence of experience, conversation is a means of conveying existing knowledge and generating new knowledge.

Celce and Murcia (2001) cited by Wibowo et al., (2020) stated that conversation is one of the newest trends in oral skills pedagogy. Students analyze and evaluate the language they or others have produced. In other words, it is not enough to ask students to produce multiple languages; they must know many features of the language in order to become competent speakers and interlocutors in English. One of the speaking activities that is especially suitable for this type of student development analysis is conversation, the most basic form of oral communication.

According to Thornbury and Slade (2006:17) cited by Sitepu (2017) conversation is a type of speech event that is distinct from lectures, discussions, interviews and courtroom trials. Conversation is social, which means that it establishes rapport and mutual agreement, engages in phatic communication, maintains and modifies social identity and involves interpersonal skills.

Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken

communication, as written exchanges are usually not referred to as conversations (Efendi, 2019).

From the explanation above, it can be concluded that conversation is a means of conveying new knowledge to students. Conversations can develop a thought resulting from the analysis and evaluation of the language they produce. Having a conversation can lead to an exchange of thoughts which results in an idea or opinion being discussed. Therefore, conversation is a form of interactive and spontaneous communication between two or more people.

2. Teaching conversation

Learning a language cannot be separated from speaking. In conversation two people or more interact with each other through asking and giving for information, students learn English on purpose of communication. According to Brown (2000) cited by Ulfah (2020) stated that non-native speakers have been using English increasingly as a tool for interaction among them. In teaching conversation, there are some steps which can be carried out by a teacher through the techniques as follow:

Introduce the conversation orally while the students close their book that contains the material of conversation. Let students open their book if they still do not understand the situation and the meaning of certain expressions. Ask students to listen and imitate what the teacher says.

- a. Practice together as the partner of the whole students.

- b. Divide students into two groups to replace the teacher's role.
- c. Pair students to practice the conversation alone.
- d. Some steps above could be implemented in teaching learning English conversation especially for senior high school

Using the techniques could help students build their knowledge about how to pronounce well by imitating the teacher and cooperating with their pair in practicing conversation.

3. Advantages and disadvantages of conversation practice

According to Naik (2013) cited by Efendi (2019) The advantage of English conversation practice are:

- a. Facilitate the understanding of first language people in directly understanding what is heard and read.
- b. Improve speaking fluency, speaking fluency results in easier writing, tends to increase expression, expression in writing and it is a fast and easy way of learning to expand vocabulary.
- c. Promote to develop understanding of language, this method is full of activities that make it very interesting and exciting. It emphasizes the target language with
- d. Help students express their thoughts and feelings directly in English without using their mother tongue.
- e. Listening, speaking, reading and writing are developed, it helps in change words from passive vocabulary to active vocabulary and also

precede English from specific to general.

Based on the explanation above, it can be concluded that the implementations of conversation practice give many advantages especially in improving speaking ability. Which in improving speaking ability, students need to have a good language learning environment and partner to practice their speaking continuously. By using conversation practice, it can help to improve students speaking ability. However, there are also some disadvantages of using conversation practice which can discuss below:

- a. Ignoring systematic and written work reading activities. This method might not hold well at higher class levels where the translation method is more suitable.
- b. If you do not apply enough practice, then the implementation of this activity can only be used by children who are good at this method.
- c. Lack of skilled teachers, for example, most of the teachers in Indian Schools are less proficient in English.
- d. This method does not suit or meet the individual needs of students in large classes, as this can neglect the reading and writing aspects of language learning. Grammar is not taught systematically either.

C. Related Research

The researcher cited related research to support the similar variables to be referenced in developing this research. The first study was written by

Yulqowin (2023) who conducted study entitled "English Conversation Program at Islamic Boarding School Sunan Gunung Jati Wonogiri". This study aims to solve the obstacles faced by students in learning speaking. This study uses qualitative research with a case study approach. In addition, to collect data using interview, observation and documentation. The study subjects were the fourth grade and 27 students. In this study, researcher focused on describing the implementation of the English conversation program in weekly activities, namely muhadlarah at the Sunan Gunung Jati Islamic Boarding School and strategies to overcome the problems faced by students. The result of the study shows that students encountered various problems that become barriers to having English speaking skill. The solution to solving student problems is increasing and memorizing vocabulary, motivating students, and practicing speech.

The second related research was written by Ulfah (2020) entitled "Student Perceptions of the English Speaking Program at Al-Manar". The aims of this study were to explore students' perception toward English speaking programs conducted in their school and the challenges or common problems they found while involved in the programs. This study was conducted through descriptive qualitative study. The population was tenth graders who were selected purposely based on their criteria, namely those who had lived in Al-Manar for more than two years and actively participated in the speaking program. In addition, researchers used in- depth interview instruments. The results of the data show that all positive perceptions of the students' English-

speaking program aim to improve speaking ability. The difference between Ulfah's research and this research is that this research focuses on practicing English conversation only, not on the entire speaking program in schools.

The last cited related was written by Nurmawati (2018) entitled "The Implementation of Daily Conversation Method to Improve Students Speaking Ability." It focuses on the process of carrying out daily conversations on students' abilities. It employs descriptive qualitative by using observation instruments, interviews, and questionnaires. The technique of collecting data was observing the activities of the teaching learning process. Besides observation, another technique was through interview. The data from the interview was acquired from Musyriyah (language division) and the data from the questionnaire was from students of Ma'had Al Jami'ah in the third semester. The results of the study show that the teaching and learning process is carried out using the daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung. The difference in this research is that Nurma's research focuses on several problems faced by students in speaking skills and the implementation of the daily conversation method, while this forthcoming research only focuses on the results of practicing English conversation

CHAPTER III

RESEARCH METHODOLOGY

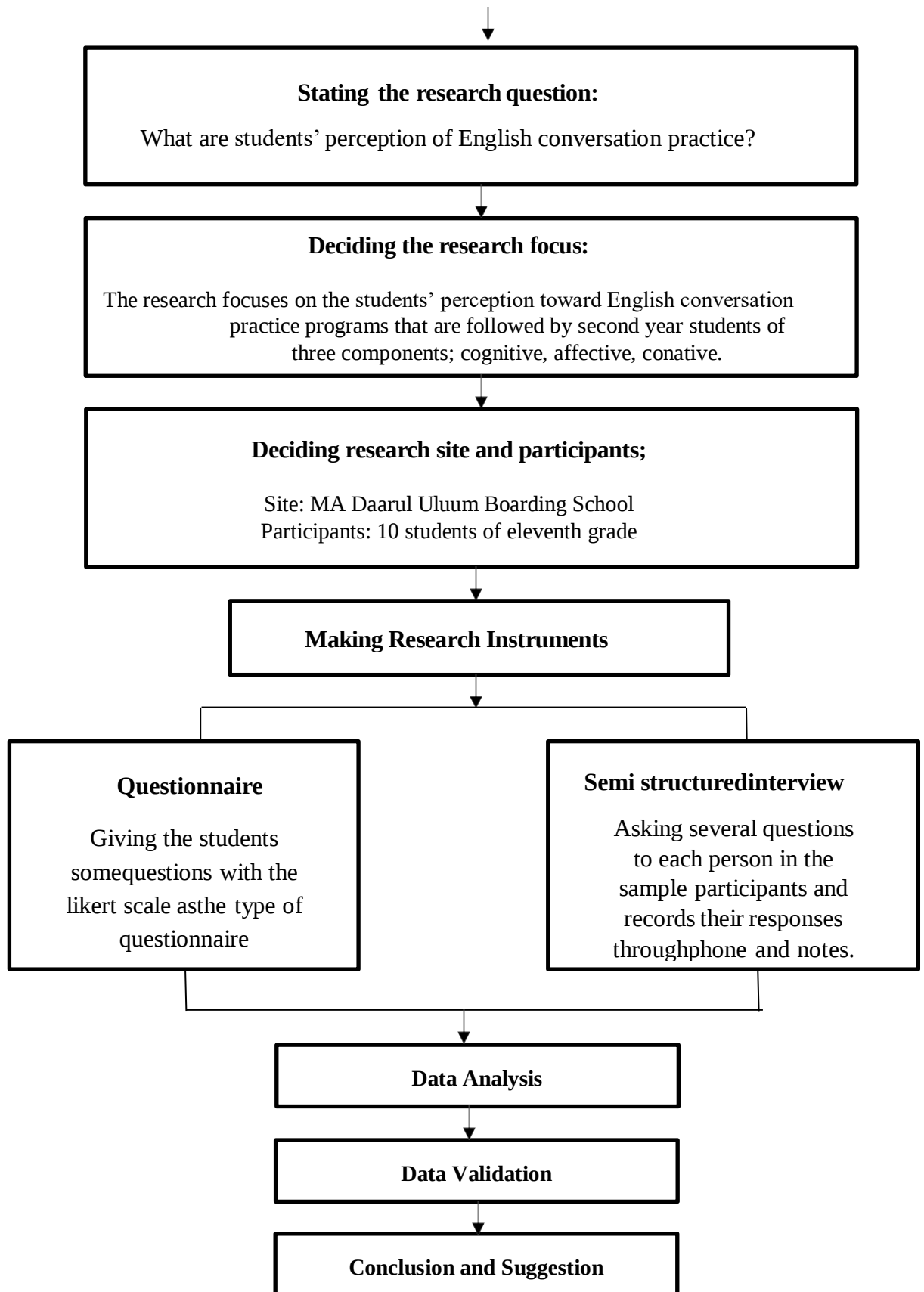
A. Research Method and Design

Research method is very needed in conducting the research. Research design refers to the strategy to integrate the various components of a research project in a cohesive and coherence way. According to Dowling et al., (2016) qualitative research frequently focused on particular people, things, or circumstances, which made an interpretive research design of analysis attractive. It indicates that qualitative research is a method that forms significant findings based on observational data, providing concepts and thoughts to inform this study. Based on the phenomenon and objectives of this study, the researcher decides to use a qualitative approach. Creswell, (2009) cited by Yulqowin, (2023) explains qualitative approach is research for exploring and understanding the meaning of individual or group to a social or human problems. In addition, qualitative methods are divided into five types, namely phenomenological research, grounded theory, ethnography, case studies, and narrative research.

Qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that

are interactive and humanistic, and emergent rather than prefigured and fundamentally interpretative. Qualitative research has some purposes, are; describing, and reporting the creation of key concepts, theory generation and testing (Louis 2007 cited by Efendi, 2019).

Based on experts' explanation above, the researcher concludes that qualitative research is employed to understand and obtain in-depth information about how to analyze individuals or phenomena of people in natural settings. Thus, the researcher applies descriptive method as the research design.



B. Research Site and Participants

The researcher conducts research at Daarul Uluum Islamic Boarding School. Daarul Uluum school is chosen by the researcher because the students implement two languages, namely Arabic and English, in their daily lives and therefore the language factor is one of the advantages of this school.

Participants in this research are chosen by using purposive sampling technique. According to Efendi (2019) purposive sampling is a sampling technique by selecting certain people who are considered to provide the required data. This research involves students Daarul Uluum Islamic Boarding School. The sampling is decided through purposive sampling by following criteria; the researcher chooses class XI as the sample class because this class has had one year of experience in carrying out English conversation exercises. As a result, the prospects and experiences are more varied.

C. Research Instrument

A research instrument is a medium or technique that the researcher uses to gather data. This makes the research more effective, and the results are better, more educative, organized, and comprehensive. To consider data collection, the researcher first defines the method and instruments. De Trigueros (2017) stated that research instruments as a tool used for collecting, measuring, and analyzing data based on a phenomenon. Sugiyono said that there are two main things that affect the quality of

research, namely; research instrument quality and data collection quality. In qualitative research, the instrument or research tool is the researcher himself. Qualitative researchers as human instruments function to determine research focus, select informants as data sources, collect data, assess data quality, and analyze data, separate data and draw conclusions on their findings (Sugiyono, 2016). In research, there are several elements that support the research process.

In this research, the researcher collects the data regarding participation in the setting. Then, the source of this study used the primary data source. Flowerdew and Martin (2013) said that primary data collection as a starting point for research projects, and carried out without adequate background or planning. Primary data collection can be carried out in various forms, including questionnaires and sampling, technical interviews, focus groups, 'participatory' research methods and participant observation. Therefore, in this research, the researcher decides to use participant questionnaire and semi structured interviews.

1. Questionnaire

In this research, the researcher is used the questionnaires to know their conversation habit score. According to Patten (2020), the questionnaire has three advantages. The first, the questionnaire provides an efficient way to collect data. Questionnaires produce responses that are usually easy to tabulate or assess and the resulting data is easy to analyze. The second, questionnaires are useful for

collecting information on sensitive matters, which means that the questionnaire can be administered anonymously. Knowing that their responses are anonymous encourages respondents to be honest. Third, questionnaire research is economical, for researchers to contact many respondents who are geographically far away by sending questionnaires.

2. Interview

In this research, the researcher conducts the semi-structured interview since the in-depth interview is more appropriate with this study, which is based on the three components of perception; cognitive, affective, and conative. Semi-structured interviews are more commonly used in the field qualitative research. Such interviews are usually based on a flexible topic guide that provides a loose structure of open questions for exploring experiences and attitudes. It has the advantage of great flexibility and can generate more data. In addition, semi-structured interviews obtain the views and descriptions of others and benefit from disclosing problems or concerns that the researcher has not anticipated. It is used when the aim is to gain information about the perspectives, understandings and meanings that people construct about their life events and experiences. The interview is applied to collect data about students' perceptions of English conversation exercises. The researcher can collect in-depth information based on interview questions. The

interview is conducted face-to-face and relaxed so students can answer questions calmly.

Table 3.1 Statement for questionnaire

Aspect	Question
Cognitive	1. English conversation practice is very important for me to train students' ability to speak English. 2. English conversation practice helps me to improve my speaking skill. 3. Practicing speaking English in English conversation is more effective than in regular classes. 4. English conversation practice does not help me in learning grammar. 5. When grammar error in English conversation practice happens, I do not fix it. 6. English conversation practice can acquire a lot of the new vocabulary. 7. English conversation practice makes me confident
Affective	I am happy and enjoy practicing English conversation. Every English conversation practice is very useful for me. 10. I get burdened when the vocabularies are distributed and I have to remember those vocabularies. 11. I am helped by having a mentor when practicing English conversation. 12. I felt uncomfortable when practicing English conversation under the supervisor. My peer always actively asks questions and is fun for me.

Conative	14. I always prepare myself and give my best effort when I practice English conversation in front of my friends. 15. When practicing English conversation, I always find the right person to talk 16. I do not like my interlocutor during practicing English conversation. 17. Having a supervisor when practicing English conversation makes me more discipline. 18. The implementation of English conversation practice makes me more active in learning English in class. 19. Practicing English conversation does not change my ability to speak English. 20. Practicing English conversation keeps me motivated to continue
----------	--

Table 3.2 Interview question

Aspect	Indicators	Question
Cognitive	Students elaborate on knowledge and information about English conversation practice.	In your opinion, through English conversation practice, can you improve your English-speaking skill? Give your reason.
	Students analyze the experience of the English conversation practice.	In your opinion, through English conversation practice, can you create conversation texts that are relevant to daily activities?
		What are your experiences and achievements in taking part in English conversation practice?
Affective	Students explore their feeling of practicing English conversation practice.	Do you feel that practicing speaking skill in the English conversation practice is more effective rather than regular class? Give your reason.
		When practicing English conversation, where do you find it difficult? How do you overcome this? Please explain.
Conative	Students explain the behavior in responding their performance of joining English conversation practice.	What do you do after practicing your speaking skill in English conversation practice? What have you done to improve your speaking skill through English conversation practice?

D. Research Procedure

This study carried out by implementing several steps, there are questionnaire and interview.

1. Questionnaire

The questionnaire is used to measure students' perception of English conversation practice at Daarul Uluum Boarding school. The purpose of this questionnaire is to facilitate and validating data related to student perceptions of conversation practice at the eleventh grade of Daarul Uluum boarding school. The researcher uses the Guttman scale as options for "yes" or "no" questions. Form of questionnaire used a closed questions because closed questions usually require a more specific responses; these types of questions allow the interviewer to do so easily control sources and collect the necessary data (Jaelani & Zabid 2020). Closed questions are far easier to analyze, as the answers need no further categorization. Closed questions also encompass a range of more innovative question types, such as Likert scales and ranking questions (Flowerdew and Martin, 2013). The questionnaire consists of 20 statements related to students' perception of English conversation practice. Strictions from questionnaire is to give a tick (v) to the option based on agreement on students' opinions.

2. Interview

After the researcher knows the actual state of English conversation practice and obtains some data consisting of general speaking skill level,

mentor involvement, and 11th grade students, the researcher conducts interviews. To obtain in-depth data and information on student perceptions, researchers conduct semi-structured interviews. There are 7 questions with adjustable duration. During the conversation, the researcher will record all students' answers through recordings and notes. Participants will be taken by 10 students from all 11th grade students. Each participant will do his individually. When the information is sufficient, the researcher will close the interview.

D. Data Analysis

Data analysis in qualitative research is carried out before going into the field, while in the field, and after finishing in the field. The purpose of the analysis before going into the field is to determine the research focus. Analysis in the field was carried out at the time of data collection. The analysis after the field is done after all the data collected. Data analysis is the process of organizing in order to obtain regularity of the study pattern form. According to Miles and Huberman (2014) there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, the

researcher selected the data that contain of observation of teaching learning process, interview and questionnaire. Then, this summary analyzes to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format, so it can give meaningful result and conclusion.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. Thus, the researcher uses data in form of table. Then, the researcher categorizes the data to make easy in making conclusion.

3. Conclusion drawing/verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyze data mean and to assess their implication for the question at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.

In this step, the researcher concludes and verifies the answer to the research question that had been done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher gets a conclusion about English conversation practice at Daarul Uluum boarding school.

E. Data Validation

According to Cohen (2007) cited by Nurmawati (2018), to make qualitative research trustworthy and credible, researchers use the Triangulation Methodology. It uses the same method on different occasions or different methods on the same study object. Methodological triangulation there are three data collection techniques used to collect data. Namely observation, interviews and questionnaires. By applying these three triangulation methods, researchers hope that the results of this research will be consistent in terms of data, because data will be collected from more than one data source.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted to explore the students' perception of English conversation practice at the eleventh grade of Daarul Uluum boarding school. To answer the research question, the researcher collected the data by using questionnaires that consist of 20 items and conducted interview that consists of 7 questions. The researcher distributed questionnaires to all eleventh-grade students, as many as 70 students and the researcher conducted the interview to 10 students.

1. Data from the questionnaire

The researcher created a closed-ended question and the researcher uses Guttman scale for questionnaire. Guttman scale is the questionnaire that having two as option these are "yes" or "no" question. The questionnaires were administered on November, 2 to November, 3 2023. The statement is based on indicators, the components of perception are cognitive, affective, and conative. The results of the questionnaire are reported as follows:

a. Cognitive

Table 4.1
Questionnaires Result on Cognitive Component

No.	Statements	Frequency (students)	
		Yes	No
1.	English conversation practice is very important to practice my ability to speak English.	70	-
		100%	-
2.	English conversation practice helps me to improve my speaking skill.	67	3
		96%	4%
3.	Practicing speaking English in English conversation practice for me is more effective than in regular classes.	64	6
		91%	9%
4.	English conversation practice does not help me in learning grammar.	20	50
		29%	71%
5.	When grammar error in English conversation practice happens, I do not fix it.	26	44
		37%	67%
6.	English conversation practice can acquire a lot of the new vocabulary.	61	9
		87%	13%
7.	English conversation practice makes me confident in speaking English.	64	6
		91%	9%

From the data above, it shows that most of the students agreed with the statements. In the first statement, 70 or all students agree that English conversation practice is very important to practice students' ability to speak English. In the second statement 96% of students agree that English conversation practice helps students to improve speaking skill. The third statement, 64 students agree that practicing speaking English.

in English conversation practice for students is more effective than in regular classes. In the fourth statement, 20 students agree that English conversation practice does not help students in learning grammar. Meanwhile 50 students disagree from that statement. In the fifth statement, 37% agree that students do not correct the grammatical error in English conversation practice is carried out. The sixth statement, as many as 87% students agree that English conversation practice can acquire a lot of the new vocabulary. The seventh statement, 64 out of 70 students agree that English conversation practice makes student confident in speaking English.

b. Affective

Table 4.2
Questionnaires Result on Cognitive Component

No.	Statements	Frequency (students)	
		Yes	No
1.	I am happy and enjoy practicing English conversation	64	6
		91%	9%
2.	Every English conversation practice is very useful for me.	63	7
		90%	10%
3.	I get burdened when the vocabularies are distributed and I have to remember those vocabularies.	21	49
		30%	70%
4.	I am helped by having a mentor when practicing English conversation	61	9
		87%	13%
5.	I felt uncomfortable when practicing English conversation under the supervisor.	24	46
		34%	66%
6.	My pair always actively asks questions and is fun for me.	45	25
		64%	36%

Based on the data above, students' answers are varied. The first statement, 91% students agree with the statement that by participating in English conversation practice, they felt happy and liked the practice. The second statement, 90% of students agree that every English conversation practice is very useful for students. The third statement, there were 21 students who agreed with the statement that they felt burdened when vocabulary was distributed during practice conversations and they had to memorize it. The fourth statement, 87% of students agreed that students were helped by having a mentor when practicing English conversation. The fifth statement, there were 24 students who agreed that they felt uncomfortable when practicing English conversation under the guidance of their supervisor. Meanwhile, the rest of them agree with that statement. The sixth statement, 64% students agreed that during English conversation practice, they felt happy having friends who were always active in asking questions.

c. Conative

Table 4.3

Questionnaires Result on Conative Component

No.	Statements	Frequency (students)	
		Yes	No
1.	I always prepare myself and give my best effort when I practice English conversation in front of my friends.	54	16
		77%	23%
2.	When practicing English conversation, I always find the right person to talk	43	27
		61%	39%
3.	I do not like my peers during practicing English conversation.	19	51
		27%	73%
4.	Having a supervisor when practicing English conversation makes me more disciplined	61	9
		87%	13%
5.	The implementation of English conversation practice makes me more active in learning English in class	53	17
		76%	25%
6.	Practicing English conversation does not change my ability to speak English.	18	52
		26%	74%
7.	Practicing English conversation keeps me motivated to continue practicing speaking in English	61	9
		87%	13%

As showed in the table above, in the first statement, 77% of students agreed to the statement that they always prepare themselves to give their best effort when practicing English conversation. The second statement, as many as 43 students agreed that when practicing English conversation students always found the right person to talk to. The third statement, 19 students agreed that they did not like their peers while practicing English conversation. On the other hand, there were 51 students who did not agree with this statement. The fourth statement, 61

out of 70 students agreed that having a supervisor when practicing English conversation made students more disciplined. The fifth statement, 76% of students agreed that implementing English conversation exercises made students more active in learning English in class. The sixth statements, 18 students agreed that practicing English conversation did not change the students' ability to speak English. Meanwhile, there were 52 students who did not agree with this statement. The final statement, 87% of students agree that practicing English conversation makes students motivated to continue practicing speaking in English.

2. Data from the interview

The interview was conducted to 10 respondents of eleventh grade who experienced one year following English conversation practice. The interview was conducted on November 19, 2023. The researcher distributed seven questions which referred to the perception component. The perception component itself is an indicator of this study. Components of perception consist of three components, these are cognitive, affective, and conative.

a. Cognitive

In this research, the cognitive component is described into two aspects: 1) Students describe knowledge and information about English conversation practice. 2) Students analyze their experiences in participating in English conversation exercises. From these two aspects there are three questions, two questions about their knowledge of English conversation practice and one question about students' experiences in English conversation practice.

1) Students elaborate on knowledge and information about English

conversational practices. In this aspect, the first question is whether English conversation practice can improve students' English-speaking skill. Student#1 agreed that through English conversation practice students can improve their English-speaking skill. The evidence of this sentence can be seen on the following excerpt:

Excerpt#1

Student#1

English conversation practice menurut saya berpengaruh secara signifikan karena ketika saya berbicara secara langsung dalam bentuk percakapan membuat saya mempunyai tingkat pemahaman yang lebih jelas dengan lawan bicara. Menurut saya hal ini work, and it very esensial for us.

[In my opinion, English conversation practice has a significant effect because when I speak directly in a conversation practice, I have a clearer level of understanding with my peer. In my opinion, this works, and it is very essential for us.]

Regarding the first statement student#8 think the same statement that through English conversation practice students can improve their English-speaking skill. It can be seen on the following excerpt:

Except#2

Student#8

Melalui pelatihan percakapan bahasa inggris, saya dapat mengimplementasikan teori yang sudah saya pelajari. Saya menjadi tahu seberapa lancar dan bagusnya saya dalam pemilihan kosakata saat berbicara, serta seberapa tepat dalam penyampaian setiap katanya. Saya pikir melalui pelatihan percakapan bahasa Inggris, saya berlatih untuk memahami apa yang dibicarakan lawan bicara.

[Through English conversation practice, I can implement the theory I have learned. I came to know how fluent and well I am in choosing vocabulary when speaking, as well as how precise I am in delivering each word. I think that through English conversation practice, I can understand what my peer was talking about.]

In the second question, students provide answer about how they can make their own conversation text. Student#3 stated that through English conversation practice, students can create texts that are relevant to daily activities and it even becomes a good habit for her to be able to write a diary. It can be seen on the following excerpt:

Excerpt#3

Student#3

Menurut saya, mudah untuk membuat teks percakapan tersebut jika sudah menghafal kosakata. Adanya praktik percakapan ini saya sering membuat teks percakapan di buku tulis harian saya.

[In my opinion, it is easy to create a conversational text if you have memorized the vocabulary. This conversational practice, I often create conversational texts in my diary book]

In addition, student#7 added the statement that through English conversation practice, students were able to create the text because they remembered it when practicing English conversation. It can be seen on the following excerpt: Expert#4

Student#7

Topik utama dalam percakapan bahasa Inggris yaitu topik yang relevan dengan kehidupan sehari-hari, misalnya pada saat di kantor atau di kelas. Hal tersebut memudahkan saya ketika menulis teks percakapan Bahasa Inggris

[The main topics in English conversation practice are relevant to daily activities, for example at the office or in class. This makes it easier for me when writing text English conversation.]

2) Students analyze the experience of the English conversation practice.

In the next aspect is experience in practicing English conversation. The question is about the experience and achievements gained while participating in English conversation practice. Student#5 expressed that statement about his experience of being participant in the West Java English debate competition and the achievement from English speech.

More precisely, it can be seen on the following excerpt:

Excerpt#5

Student#5

Saya pernah mengikuti beberapa ajang perlombaan percakapan Bahasa Inggris. Lomba yang pernah saya ikuti diantaranya yaitu lomba debat Bahasa Inggris se-Jawa Barat, juara 3 lomba English speech Tingkat kabupaten Bogor dan menjadi MC Bahasa Inggris dalam acara pentas seni.

[I have participated in several English conversation competitions, including the West Java English debate competition, got third place in the English speech competition at Bogor district level, and being an English MC in an art performance event.]

Furthermore, student#8 stated that he had gained more experience. She stated that he had won second place in English speech in the city of Bogor and also in other competitions. This can be seen on the following excerpt:

Excerpt#6

dan menjadi perwakilan kota bogor dalam lomba story telling di Tingkat provinsi jawa barat.

[By joining English conversation practice, I became more familiar with English succeeded in participating in several competitions. I got second place in the city of Bogor for English speech. I once took part in an English language debate, and I was one of the representatives of the city of Bogor in a storytelling competition at the West Java provincial level.]

b. Affective

In the affective aspect, students explore their feelings while practicing in English conversation practice and their difficulties in English conversation. The first question is about how participants feel when practicing English conversation practice than regular class.

Student#2 stated that practicing speaking skill in English conversation practice is more effective than regular class, on the reason that it is more enjoyable and fun. It can be seen in the following excerpt:

Excerpt#7

Student#2

Kegiatan English conversation lebih efektif dibandingkan dengan kelas regular. Karena kegiatan ini dilakukan dengan santai diluar kelas dan fokus utama nya yaitu dapat berbicara Bahasa Inggris dan menghafal kosakata.

[English conversation practice is more effective than regular classes. This activity is carried out outside of class and the main focus is being able to speak English and memorizing vocabulary.]

This statement was fully supported by student#3 who stated that in this English conversation practice they really learned speaking. It can be seen on the following excerpt:

Excerpt#8

Student#3

Latihan percakapan bahasa Inggris lebih efektif untuk meningkatkan keterampilan berbicara. Dalam kegiatan ini, saya belajar berbicara bahasa Inggris sepenuhnya. Sedangkan di kelas saya hanya mempelajari teori tata bahasa

[English conversation practice is more effective for improving speaking skills. In this activity, I learned to speak English completely. Meanwhile, in class I only study grammar theory]

The next aspect asks about the difficulties students when practicing English conversation. The question is about the most difficult part of practicing English conversation and how to overcome it :

Excerpt#9

Student#1

Kesulitan saya pada saat English conversation practice adalah saat pengucapannya saja dan saya mengatasinya dengan terus berlatih berbicara.

[My difficulty during English conversation practice was just the pronunciation and I overcame it by trying to practice speaking English.]

The supporting statement submitted by student#6 was that the difficulties experienced by students started with pronunciation. It can be seen on the following excerpt:

Excerpt#10

Student#6

Menurut saya, kesulitan utama pada English conversation practice yaitu dalam proses pelafalan atau pengucapan. Cara untuk mengatasinya adalah rajin berlatih

[The supporting statement submitted by student #6 was that the difficulties experienced by students started with pronunciation.]

c. Conative

In this aspect, asks about students' positive behavior in English conversation practice. In the first question, participants were asked to provide answers regarding actions taken after practicing English conversation.

Excerpt#11

Student#2

Setelah melakukan English conversation practice saya melakukan evaluasi bersama teman dengan mengoreksi apa saja yang kurang tepat baik dari pemahaman materi, grammar atau pronounciationnya

[After doing English conversation practice, I evaluate with my friends by correcting anything that is not quite right, whether in terms of understanding the material, grammar, or pronunciation.]

Student#2 stated a statement and was supported by the same statement from student#4 who said that they carried out an evaluation after practicing English conversation. Excerpt#12

Student#4

Saya melakukan evaluasi terhadap kemampuan diri saya sendiri dengan melihat seberapa sulit saya dalam memahami lawan bicara dan seberapa lama saya menjawab pertanyaan lawan bicara.

[I evaluate my abilities by seeing how difficult it is for me to understand my peer speak and how long it takes me to answer my peer's questions]

The second question asked about how to improve speaking skill through English conversation practice. Student#9 stated that apart from memorizing vocabulary, private tutoring was also one of the efforts made by him. It can be seen on the following excerpt:

Excerpt#13

Student#9

Jika disekolah saya hanya menghafal kosakata saja tetapi jika libur sekolah dan berada dirumah saya melakukan les private Bahasa Inggris.

[When I'm at school I just memorize vocabulary, but when I'm on school holidays and I'm at home I do private English lessons.]

In this statement, not all students do what student#9 does. For example, student#10 trains English conversation and watches films with English subtitles during school holidays.

Excerpt#14

Student#10

Menurut saya, hal yang perlu dilakukan yaitu konsisten melatih diri sendiri untuk berbicara Bahasa Inggris karengan dengan berlatih dapat lebih mudah mengingat kosakata dan meningkatkan kepercayaan diri. Saya juga melakukan evaluasi dengan berlatih grammar dan jika libur sekolah saya selalu menonton film dengan subtitle Bahasa Inggris.

[In my opinion, the thing that needs to be done is to consistently train myself to speak English because by practicing, I can remember my understanding more easily and increase my self-confidence. I also evaluate by practicing grammar and when it's school holidays I always watch films with English subtitles]

B. Data Analysis

1. Cognitive

The results of the questionnaire show that most students agreed that English conversation practice help them to improve their speaking skill. Apart from that, almost all of them agreed that English conversation practice is very important for improving speaking skill. Some students choose practicing speaking English in English conversation is more effective than in regular classes. Students also stated that English conversation practice helps them to l Vearn grammar, increase vocabulary and based on the results of the questionnaire, English conversation practice can make students more confident in speaking English.

The results of the interview show that English conversation is one of the leading programs at Daarul Uluum Islamic Boarding School, which is a superior program that can be a place to speak English in many ways informally without restrictions. Therefore, they agree that these English conversation exercises help them in learning English, especially in improving English speaking skill, developing knowledge, increasing vocabulary, building self-confidence, and building achievement. Other students said that English conversation practice had a significant effect because speaking or speaking directly in a conversational form created an immediate level of understanding. The students think that through this English conversation practice they can measure how fluent and good the students are in English pronunciation. What the students conveyed above

fully states that this English conversation has a great influence on their ability to speak English.

Therefore, many students are also able to achieve the achievements in competitions, which is due to their practice and self-confidence. It can be proven that English conversation practice has a big influence on students' learning achievements. They said that this English conversation was used as an opportunity for their experience to explore their achievements. This encourages them to be more confident and take part in several language competitions. Some of the competitions they took part in were English speech competitions held in boarding houses, in the city of Bogor. They even took part in storytelling competitions at the West Java provincial level. Provincial English debates and many other things that are useful for you. They also partly become part of the English tutor in class when they participate in these English conversations.

Regarding the questionnaire and interview results, it can be concluded as follows. English conversation practice is a program that helps students to improve their speaking skill. This is in line with students in Ikram's (2016) statement that, the implementation of English conversation helps students enhance their speaking ability. It is because learning English through guided conversation makes the students feel more motivated and easier to grasp the lesson. This is also supported by Ulfah (2020) statement that all participants responded positively toward how important English speaking ability is, all of them agreed that English

speaking ability is really important. Besides that, some students stated that this English conversation practice helps students to be able to make conversational texts in daily activities, even students write them regularly in their diaries.

This shows that from this practice students can create a different impression of the practice. In addition to being able to create texts, students get many things, one of which is becoming more confident so that they get a lot of good experience and good achievements. Students take part in various competitions and some students become English tutors for their younger classmates. This shows that English conversation practice makes students gain a lot of experience and achievements. This statement is in line with the result of Nurmawati (2018) research with states, that students get positive improvements from implementation of English conversation method in boarding school, which they are more confident and can speak English as their daily communication.

2. Affective

The results of the questionnaire showed that almost all students are happy with English conversation practice. Students also stated that English conversation practice was very useful for them. Some students feel burdened in remembering vocabulary, but most students feel unburdened by it. Students are comfortable to the presence of a supervisors when practicing English conversation, because they are helpful.

The interview results showed that almost all students agreed that

practicing speaking skill in English conversation practice more effective than regular classes. The difference is that regular class learning is carried out in class by studying theory, whereas English conversation practice is full of speaking practice in the field by creating dialogue texts and giving the vocabulary. From the statement above, it proves that English conversation practice is more effective than learning in regular classes. Furthermore, students have their own difficulties in practicing English conversation. The difficulties these students have are in conveying ideas and grammar which they usually only learn in class. Meanwhile, other students experienced difficulties in pronunciation or speaking English and the peers were inactive that makes them less supportive.

Based on the results of questionnaires and interviews, it can be concluded that students are happy and enjoyable with English conversation practice. Students also stated that this activity was very helpful and beneficial for them. Most students stated that English conversation practice was more effective than in regular classes. This statement is in accordance with Nurmawati (2018) that the application of the English conversation method is quite effective in improving students' speaking skills at Ma'had Al Jami'ah. Even though this practice ran well, and the students were guided by supervisors, the difficulties they faced were of course various. Most students experience difficulties with pronunciation to vocabulary. The difficulties faced by students are supported by that statement Yulqowin (2023) stated that, one of the factors

of speaking difficulties faced by students is about vocabulary that is due to laziness in memorizing vocabulary. That statement showed from this practice there are difficulties faced by students.

3. Conative

The results of the questionnaire show that they are always well prepared and give their best effort when they are going to practice their speaking skill in front of the other students. Apart from that, almost all students agree that having a supervisor when practicing English conversation makes students more disciplined. Students agreed by saying that practice can motivate students to continue practicing. Students also agree that practicing English conversation changes my ability to speak English. Most students agreed that the implementation of English conversation practice makes students more active in learning English in class.

The interview results showed that after practicing English conversation, some students behave differently. Students memorize vocabulary and students practice English conversation in daily activities. Therefore, they become accustomed to using English in daily life. Meanwhile, for other students are carry out evaluation activities with their friends. Other students stated that they did teach or guide younger classmates. In essence, the statement above makes them have a good impact on their abilities.

It is proven that practicing English conversation has a big influence

on their habits in daily life. It can be concluded that this program is very suitable for students who really want to improve their English skill. In the next statement, students do several things to improve their ability to speak. In addition, students do many things to improve their ability to speak English. What they often do is memorize vocabulary and then practice continuously to get used to speaking English. There were other students who said that they were committed to continuing to speak and also self-evaluating their use of grammar. Some students have started to like things that help them visually, that watching films with English subtitles. Apart from that, students also enjoy listening to music and writing music song lyrics, this helps students' abilities in listening, writing, reading and also speaking when students practice the music. There is one student who takes private lessons during school holidays. In essence, every student has their own abilities and ways to continue to improve their ability to speak English.

Regarding the questionnaire and the result of the interview, it can be concluded that the existence of English conversation practice produces many positive impacts for students to develop better in their daily lives. There are many things' students do to become proficient in English. This practice is also not carried out when it is time to implement it, but they implement it every day. This is in line as Nurmawati (2018) That the process of teaching learning in implementation of English conversation practice has been conducted. All of the indicators and objectives could be

achieved. It was a good method which can be implemented in improving English ability. From these statements, that the implementation of English conversation practice is going well and has had many positive impacts, changing students' habits to continue to improve and enhance students' abilities in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides significant information on the research conclusions and suggestions. Both conclusion and suggestions are drawn based on the results of the data analysis.

A. Conclusion

This research is entitled "Students' Perceptions of English Conversation Practice in the Eleventh Class of Daarul Uluum Islamic Boarding School." The focus of this research is exploring the students' components of perception of the English conversation practice toward their speaking skill. This research used qualitative as the approach and descriptive as the method. The instruments that the researcher used in this research were questionnaire and semi- structured interview. The respondents of this research were class XI students at the Daarul Uluum Islamic Boarding School who had one year of experience in carrying out English conversation practice. In this research the researcher used the components of perception as the indicator, namely cognitive, affective, and conative.

Referring to data analysis, the findings of this research reveal that the most of students have positive perceptions related to their speaking skill in English conversation practice. This can be seen on

the conclusions of the findings refers to cognitive and affective components which showed that most students agree with this English conversation practice has an important role in improving and enhancing their speaking skill. It is due to the findings in English conversation practice that there is an opportunity to learn English material more effectively than other students in regular classes. Besides that, in English conversation practice they have many opportunities to take part in various kinds of competitions at school and outside school, many students also had several awards from the competitions they take part in. This can mean that English conversation practice provides an opportunity to develop their knowledge. Since they took part in English conversation practice activities, they have developed their own habits that can improve their ability to speak English. they can talk a lot without any restrictions and can build their self-confidence English conversation practice is a place free from anxiety. They feel happy and comfortable in practicing speaking skills in English conversation practice. Most of them agree that it is more effective to learn and practice speaking skills in an English conversation practice than in a regular class.

The positive things and feelings they get from English conversation practice were engaging them to give in the same way, such as awareness to do positive things feedback that refers to the

conative component; either for themselves or for English conversation practice. Even though they have difficulties with this practice, they have their own ways to overcome it. Students become willing to get used to their habits to continue to improve their ability to speak English in their daily lives.

This research is supported by the perception component framework by Bimo Walgito (2021) cited by (Tutupoho and Hartati 2022) showing information, feelings, and students' responses or behavior regarding English conversation practice from their attitudes related to their speaking skill. Through this information, the potential and achievements of English conversation practice can be demonstrated in improving their speaking skill.

B. Suggestions

Based on the conclusions outlined above, the researcher would like to present several suggestions for schools, English teachers, for students and for future researchers who will address similar topics. For schools, this English conversation practice is proven that English conversation practice is useful for improving speaking skills. Therefore, it is recommended that schools create modules related to some of the material presented so that these modules can become examples in the future for implementing conversation procedures and also improve control when implementing English conversation practice. For teachers,

it recommended that teachers should be able to mix material learning and implement English conversation practice when learning English. The reason is that the results of the interview revealed this because the student said that although learning English conversation practice speaking skills was more fun, he said that learning in regular classes was also important for understanding the material or grammar. Therefore, both have their respective roles. Students are advised to continue practicing it in daily life so that it becomes a good habit that can improve students' speaking abilities. For future researchers, it is recommended that other researchers carry out further analysis by considering for future researchers, needs more extra effort to do it to all boarding schools in Bogor.

REFERENCES

- De Trigueros, R. (2017). *Qualitative and Quantitative Research tools*. Research Gate, March 2017, 1–16<https://www.researchgate.net/publication/323014697>
- Dowling, R., Lloyd, K., & Suchet-Pearson, S. (2016). *Qualitative methods 1: Enriching the interview*. *Progress in Human Geography*, 40(5), 679–686. <https://doi.org/10.1177/0309132515596880>
- Efendi, A. S. (2019). *Teaching Learning of English Conversation Using Direct Method*. (A Study At Al Khawarizmi Muhammadiyah Statistic Dormitory) (Doctoral dissertation, state Islamic University).
- Flowerdew, R., & Martin, D. (2013). *Questionnaire design and sampling*. In *Methods in human geography* (pp. 78-109). Routledge. www.pearsoned.co.uk
- Ikram, M. (2022). *Using Guided Conversations As A Strategy To Enhance Students' English Speaking Skills (An Experimental Study At An Islamic Junior High School In Aceh Besar)* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Lee, E. J. E. (2016). *International and American students' perceptions of informal English conversations*. *Journal of International Students*, 6(1), 14–34. <https://doi.org/10.32674/jis.v6i1.394>
- Maulina, M., Sri Andriyani, A., Amin, S., Nasrullah, R., Asdar, A., & Hamsiah, A. (2022). *Students' Perception in Learning English through Blended Learning*. *Journal of Education and Teaching (JET)*, 3(1), 50–68. <https://doi.org/10.51454/jet.v3i1.138>
- Miles, H. and S. (2014). *Miles et al. 2013 Qualitative Data Analysis - Chapter 4*. <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
- Miller, K. (2005). *Theories of message processing*. *Communication Theories: Perspectives, Processes, and Contexts*, 1-275.
- Mismara, J. (2019). *Students' Perception on Using Social Media for Learnig English*. In *Progress in Retinal and Eye Research* (Vol. 561, Issue 3).
- Nadziva, H. A., & Fajarina, M. (2023). *The Effectiveness of Using Application English Conversation Practice to Teach Speaking in SMPN 1 Tembelang Jombang*. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(6), 2188–2195.
- Nakaya, K., & Murota, M. (2012). *Development and evaluation of interactive english conversation learning system with a mobile device using topics basedon learners' life*. *Proceedings of the 20th International Conference on Computers in Education, ICCE 2012*, 8(1), 346–353.
- Nurmawati (2018). *The Implementatiom of Daily Conversation Method (DCM) to Improve Students' Speaking Ability at Ma'had al Jami'ah UIN Raden Intan Lampung* a Thesis Submitted as a Partial Fulfillment of the Requirements for S1- Degree. Dcm, 29.

- Pangaro, P., & Dubberly, H. (2014). *What is Conversation? How Can We Design for Effective Conversation? Driving Desired Futures*, 144–159 *Interaction. Magazine*, 16(4), 22-28. <https://doi.org/10.1515/9783038212843.144>
- Patten, M. (2020). *Planning Questionnaire Research. Questionnaire Research*, 7– 14. <https://doi.org/10.4324/9781315265858-5>
- Pope, R. (2021). *Speech, conversation and dialogue. Studying English Literature and Language*, 269–272. <https://doi.org/10.4324/9780203718179-43>
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Safitri, M. (2021). Students' Perception of the Use of Social Media for Learning English (A Case Study at the Eleventh-Grade Students of SMA Al-Hasra in Academic Year 2020/2021) (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Septi Mulia, A., Rahmi, R., Hijjatul Qamariah, dan, & Bangsa Getsempena Banda Aceh, S. (2020). Students' Perception Toward English Speaking Ability (a Descriptive Study of Ninth Grade Students At Smp Negeri 18 Banda Aceh). *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1).
- Sugiyono. (2016). Metode Penelitian Kuantitatif Kualitatif dan R&D. In *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* (Vol. 6, Issue August).
- Tutupoho, A. M., & Hartati, E. (2022). Students' perception of paraphrasing in writing: cognitive, affective and conative. *National Seminar of Pendidikan Bahasa Inggris*, 1(1), 83–90.
- Ulfah, M. (2020). Students' Perception toward English Speaking Programs in Al- Manar (Doctoral dissertation, UIN AR-RANIRY).
- Wibowo, R., Akbar Rafsanjani, A., Pawiyatan Luhur, J. I., Dhuwur, B., Studi Nautika, P., Bumi Akpelni, P., Kelud Utara, J., & Gajahmungkur Semarang, P. (2020). *Improving English Speaking Skill Through English Conversation Club Activities Viewed By Students Perception At Ivet University*. In *Prosiding Seminar Nasional* (Vol. 2, No. 1, pp. 168-173).
- Yulqowim, I. (2023). English Conversation Program at Islamic Boarding School Sunan Gunung Jati Wonogiri (Doctoral dissertation, IAIN Ponorogo).

APPENDICES

A. Appendix. 1. Research Instrument

QUESTIONNAIRE

Nama :

Kelas :

Tanggal :

Kuesioner ini disusun untuk mendapatkan informasi mengenai persepsi siswa terhadap salah satu program Daarul Uluum boarding school yaitu Muhadatsah atau English conversation practice. Informasi yang didapat akan digunakan sebagai bahan data penelitian dalam skripsi yang disusun oleh Hilda Febriani (031119061), mahasiswa Pendidikan Bahasa Inggris Universitas Pakuan. Penelitian tersebut berjudul “STUDENTS’ PERCEPTION ON ENGLISH CONVERSATION PRACTICE AT THE ELEVEN GRADE OF DAARUL ULUUM BOARDING SCHOOL. Atas perhatian dan kerjasamanya dalam mengisi kuesioner ini saya ucapkan terimakasih.

Isilah tabel dibawah dengan tanda centang pada kolom pilihan “Ya” atau “Tidak” sesuai dengan pilihan anda masing – masing.

No.	Pertanyaan	Ya	Tidak
1.	Praktik percakapan bahasa Inggris sangat penting untuk melatih kemampuan saya dalam berbicara bahasa Inggris.		
2.	Praktik percakapan bahasa Inggris membantu saya untuk meningkatkan kemampuan berbicara bahasa Inggris.		
3.	Praktek berbicara bahasa Inggris atau muhadatsah lebih efektif dibandingkan kelas regular.		
4.	Praktik percakapan bahasa Inggris tidak membantu saya dalam mempelajari grammar.		
5.	Saya tidak memperbaiki kesalahan Grammar pada saat praktik percakapan bahasa Inggris.		
6.	Praktik percakapan Bahasa Inggris dapat memperoleh banyak kosakata terbaru.		
7.	Saya menjadi lebih percaya diri dalam berbicara bahasa Inggris setelah mengikuti praktik percakapan bahasa Inggris.		
8.	Saya senang dan menikmati dengan adanya praktik percakapan bahasa Inggris.		
9.	Bagi saya setiap praktik percakapan bahasa Inggris sangat bermanfaat.		
10.	Saya terbebani pada saat pembagian kosakata dan harus dihapalkan.		
11.	Saya merasa terbantu dengan adanya pembimbing pada saat praktik percakapan bahasa Inggris.		
12.	Saya merasa tidak nyaman pada saat praktik percakapan bahasa Inggris diawasi oleh supervisor		
13.	Lawan bicara saya selalu aktif bertanya dan menyenangkan bagi saya.		
14.	Saya selalu mempersiapkan diri saya dan memberikan usaha yang terbaik ketika saya melakukan praktik percakapan bahasa Inggris di depan teman – teman saya.		
15.	Pada saat praktik percakapan bahasa Inggris saya selalu menemukan teman lawan bicara saya yang tepat.		
16.	Saya tidak menyukai lawan bicara saya pada saat praktik percakapan bahasa Inggris		
17.	Adanya pembimbing pada saat praktik percakapan bahasa Inggris membuat saya lebih tertib.		
18.	Adanya pelaksanaan praktik percakapan bahasa Inggris membuat saya menjadi lebih aktif di kelas pembelajaran bahasa Inggris.		
19.	Praktik percakapan bahasa Inggris tidak mengubah kemampuan saya dalam berbicara bahasa Inggris.		
20.	Praktik percakapan bahasa Inggris membuat saya termotivasi untuk terus berlatih berbicara dalam bahasa Inggris.		

INTERVIEW QUESTION

Nama :

Kelas :

No	Pertanyaan	Penjelasan
1.	Menurut anda, melalui latihan percakapan bahasa Inggris, apakah Anda dapat meningkatkan kemampuan berbicara bahasa Inggris Anda? Berikan alasan Anda.	
2.	Melalui latihan percakapan bahasa Inggris, apakah Anda dapat membuat teks percakapan yang relevan dengan aktivitas sehari-hari?	
3.	Bagaimana pengalaman dan prestasi Anda dalam mengikuti latihan percakapan bahasa Inggris?	
4.	Apakah menurut Anda melatih keterampilan berbicara dalam latihan percakapan bahasa Inggris lebih efektif dibandingkan kelas reguler? Berikan alasan Anda.	
5.	Saat berlatih percakapan bahasa Inggris, dimanakah anda merasa kesulitan? Bagaimana Anda mengatasi hal ini? Tolong jelaskan.	
6.	Apa yang Anda lakukan setelah melatih kemampuan berbicara Anda dalam latihan percakapan bahasa Inggris?	
7.	Apa yang telah Anda lakukan untuk meningkatkan kemampuan berbicara Anda melalui latihan percakapan bahasa Inggris?	

B. Appendix 2. The Result of the Interview

Name of interviewer : Hilda Febriani

Name of interviewee : Haka Hagi

Grade : XI

Interviewer : Halo, assalamualaikum Interviewer.. Good Evening

Interviewer : Hai kak, waalaikumussalam. Good evening kakak

Interviewer : I am so happy that finally we can do our interview section! Thank you so much for make time with me in this beautiful evening. Interviewer : You're welcome kak..

Interviewer : Alright, before we start the interview, let me to introduce myself first. My name is Hilda Febriani, you can call me kak Hilda. I am a college student at Pakuan University majoring on English education study program. Now, its your turn. Please introduce yourself.

Interviewee : Okay, my name is Haka Hagi, but you can call me Haka. Sekarang aku kelas 11, sebentar lagi kelas 12..

Interviewer : Halo Haka.. wah iya yaa sebentar lagi kenaikan kelas. Nice to meetyou!

Interviewee : Iyaa kak.. nice to meet you too, kak

Interviewer : Okay, kamu sudah mengikuti selama satu tahun muhadatsah atau praktik percakapan Bahasa Inggris yaa? So, I wanna know, Apakah menurut kamu muhadatsah

ini dapat meningkatkan kemampuan berbicara Bahasa Inggris?

Interviewer : Iya, menurut saya, melalui muhadatsah ini, saya dapat mengimplementasikan teori yang sudah saya pelajari. Saya dapat mengukur seberapa lancar dan bagusnya saya dalam pemilihan kosakata saat berbicara, serta dalam penyebutan tiap katanya atau pronunciation.

Interviewer : Wah berarti, benar-benar sangat membantu yah.

Interviewee : yap, betul banget kak

Interviewer : In your opinion, melalui muhadatsah ini, apakah kamu dapat membuat teks percakapan yang relevan pada kehidupan sehari-hari? Give your reason.

Interviewer : Pastinya, dengan muhadatsah ini saya jadi lebih memahami percakapan apa yang paling sering dijadikan topik utama, terkadang saya menyusun beberapa percakapan untuk dipelajari agar suatu saat percakapan kembali saya sudah mahir dan sudah terbiasa dengan topik tersebut.

Interviewer : Wow, ternyata sangat berpengaruh yah, kamu jadi bisa membuat teks percakapan bahasa Inggris. Lalu, bagaimana pengalaman dan prestasi kamu yang diraih setelah mengikuti muhadatsah?

Interviewer : Pelatihan percakapan bahasa inggris memiliki peran yang sangat penting dalam meningkatkan kemampuan berbahasa Inggris. Dengan mengikuti berbagai program pelatihan percakapan bahasa inggris membuat saya lebih mengenal bahasa Inggris dengan baik. Bahkan beberapa prestasi pun sempat saya dapatkan berkat pelatihan pelatihan yang saya jalani seperti pidato berbahasa Inggris, debat bahasa Inggris Bahkan perlombaan percakapan bahasa inggris.

Interviewer : Wah I have the same experienced.Kamu jadi percaya diri terus untuk mengikuti perlombaan lainnya! Nah next question, Do you feel that practicing speaking skill in the English conversation practice or muhadatsah more efektif rather than in regular class? Give your reason. Interviewer : Menurut aku sih, Kegiatan muhadatsah ini sangat efektif dibandingkan dengan kelas regular. Karena kegiatan ini dilakukan dengan santai diluar kelas dan fokus utamanya yaitu dapat berbicara Bahasa Inggris dan menghapal kosakata.

Interviewer : Wah I see.. So, when practicing English conversation practice, where do you find it difficult? Dan bagaimana cara kamu mengatasinya ?

Interviewer : Kesulitan yang saya alami saat pelatihan berbahasa Inggris adalah saat pengucapannya saja dan saya mengatasinya dengan cara terus berlatih.

Interviewer : Jadi dari pronunciationnya yah. Next, wat do you do after practicing your speaking skil in English conversation practice?

Interviewer : Sebenarnya yang saya lakukan setelah melatih kemampuan berbicara saya dengan mengevaluasi seberapa buruk saya memahami lawan bicara dan seberapa lama saya menjawab pertanyaan lawan bicara.

Interviewer : What have you done to improve your speaking skill through English conversation practice?

Interviewer : Yang saya lakukan untuk meningkatkan kemampuan berbicara say a adalah terus berlatih dan memperkaya materi serta kosakata, dan tidak lupa untuk membiasakan menggunakannya dalam keseharian agar terbiasa.

C. Appendix 3. Appointment Letter of Thesis Advisor



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
 Jalan Pakuan Kotak Pos 452, E-mail: kip@umpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 3142/SK/D/FPKIP/II/2024

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang :**
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
 3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
 4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat :**
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
 2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
 5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan :** Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN**
- Menetapkan Pertama :**
- | | | |
|---------------------------------|---|-----------------------|
| Mengangkat Saudara | | |
| Dr. Yanti Suryanti, M.Pd. | : | Pembimbing Utama |
| Leora Grahadila Andovita, M.Pd. | : | Pembimbing Pendamping |
- | | | |
|---------------|---|---|
| Nama | : | HILDA FEBRIANI |
| NPM | : | 031119061 |
| Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| Judul Skripsi | : | STUDENTS' PERCEPTION OF ENGLISH CONVERSATION PRACTICE AT THE ELEVEN GRADE OF DAARUL ULUUM BOARDING SCHOOL |
- Kedua :** Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga :** Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
 Pada tanggal 01 Februari 2024



Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

D. Appendix 4. Research Permit

**YAYASAN PAKUAN SILIWANGI**
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 7130/WADEK I/FKIP/X/2023
Perihal : Izin Penelitian

31 Oktober 2023

Yth. Pimpinan Kampus 1 Pondok Pesantren Daarul Uluum Banter Kemang Kota
Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : HILDA FEBRIANI
NPM : 031119061
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 1 November s.d. 1 Desember 2023 mengenai: STUDENTS' PERCEPTION OF ENGLISH CONVERSATION PRACTICE AT THE ELEVEN GRADE OF DAARUL ULUUM BOARDING SCHOOL

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

P.a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Dr. Satri Budiana, M.Pd.
NPM 11006025469


 Scanned with CamScanner

E. Appendix 5. Documentaions



English conversation practice activities



Distribution of Questionnaires



Interview Section

A. Appendix 6 : Official Report of Research Guidance

Tanggal	Bab	Catatan Bimbingan	Paraf
04/10/2023	1	Perbaiki cover skripsi	CS
04/10/2023	1.	Perbaiki kalimat di bagian paragraph pertama	[Signature]
	2.	Perbaiki kalimat Conversation before to ...	
	3.	perbaiki kalimat persepsi dari "Mulia".	
	4.	ubah Students Organization jadi Students Council	
	5.	Jelaskan terlebih dahulu sudah melakukan pre-observation. baru ke hasil	
	6.	gunakan kalimat Based on ... untuk kesimpulan	
	7.	State Bagaimana the result ubah menjadi: This research focuses ...	
		1. Yang mau di lihat the persepsi ap?	

Lampiran 2 Catatan Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
	1	Perhatikan layout baru sampai ke bagian cover nya, de. coba jangan asal !!!	
17/12	1	Perhatikan - 1. layout 2. Grammar 3. Kalimat yg ditulis di merge di Tn asal ditulis.	
14.6.23	1.	Posisi judul - Perhatikan huruf kapital. - huruf - huruf setelah pengutipan. - Jelaskan ans dari mentors. - Banyaknya pengulangan kalimat. - Cukup fokus ke GLP saja. - Perhatikan cara penyampaian dari paraphrase	

Tanggal	Bab	Catatan Bimbingan	Paraf
11/08/23	II	• Berikan komentar pada bagian According to + mentioned • Berikan typo factors • Improving speaking? • don't? jangan di singkat • researches? berikan • perhatikan cara penulisan	
11/08/23	III	• Penambahan kata/State • Setelah According • tambahkan verb • tambahkan page • berikan typo • no full • berikan pada bagian • Research site • tambahkan questionnaire • Sugiono? jangan • Questionnaire seperti	

Tanggal	Bab	Catatan Bimbingan	Paraf
6/7 12	III	- perhatikan tanda baca - perkecil tabel - perhatikan kata di bagian B. - Conducted ? - lakukan di beberapa menggunakan times - lihat Sugiono ke yang lain - Cari jurnal fes orals - pahami. Methods local for angulation - perbaiki questionnaire	
08/09	II/III	Perbaiki grammar dll	

Tanggal	Bab	Catatan Bimbingan	Paraf
28 Juli 2023	II	pengubahan & menjadi and Menggunakan jurnal di atas 2013 - penempatan penulis - The researcher suggests → ganti - Factor → factors - It has to → makes - tdk menggunakan etc - perhatikan by out. - ubah menjadi kalimat pd bagian affective - ganti tdk menggunakan recording	
3 Agustus 2023	II	According not ^{explains} not ^{not} not ^{not} Connative not ^{not} not ^{not} not ^{not} It → agar not ^{not} not ^{not} not ^{not} perhatikan penulisan tanda baca Teluturi arti dari persepsi proses dari kemampuan yg not ^{not} not ^{not} not ^{not} buat pernyataan yang bertahap sehingga not ^{not} not ^{not} not ^{not} hasil not ^{not} not ^{not} not ^{not} tidak menggunakan Pengulangan kalimat research yg akan datang	 23/8

Tanggal	Bab	Catatan Bimbingan	Paraf
10/09 23	III	Pendahuluan koma. Sambungkan paragraf Perbaiki hal 9 Ubah kata people hal 8 Perbaiki di hal 9 Perbaiki hal 11 Ubah I feel menjadi I am happy Ubah kalimat interlocutor • over dely • Perbaiki urutan cara di hal 16 • tambahkan wawancara supervisor.	
26/09 23	III	- Single piece pada table instrument - masih terdapat <u>toxic</u> gangguan di final text. - Graphon questionnaire bahasa Indonesia.	
3.10.23		- approved → SP - perbaiki instrumen (minor revision)	