



**STUDENTS' PERCEPTION ON ENGLISH DAY PROGRAM AT SMAN 1
WEST SUMATERA**

(A Study of the Tenth Grade Students of SMAN 1 West Sumatera Registered in
2021/2022 Academic Year)

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher
Training Faculty of UIN Mahmud Yunus Batubara as A
Requirement to Obtain Bachelor Degree
in English Teaching*

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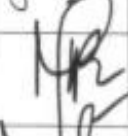

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ABSTRACT

Fajriati, NIM 1830104016, judul skripsi “**STUDENTS’ PERCEPTION ON ENGLISH DAY PROGRAM AT SMAN 1 WEST SUMATERA (A Study of the Tenth Grade Students of SMAN 1 West Sumatera Registered in 2021/2022 Academic Year)**”, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus (UIN) Batusangkar.

Permasalahan dalam penelitian ini adalah bagaimana persepsi siswa di SMA Negeri 1 Sumatera Barat tentang program *English day* yang dirancang oleh sekolah. Tujuannya adalah untuk mengetahui bagaimana persepsi siswa terhadap program *English day* di SMAN 1 Sumatera Barat.

Jenis penelitian ini adalah deskriptif kualitatif. Informannya berjumlah 7 orang yang merupakan siswa/i dari kelas 10 SMA Negeri 1 Sumatera Barat yang mengikuti *English day* pada tahun ajaran 2021/2022 yang dipilih dengan teknik *purposive sampling*. Pada penelitian ini peneliti berperan sebagai instrumen kunci. Teknik pengumpulan data adalah wawancara. Alat pengumpulan data adalah pedoman wawancara, *recorder*, dan *field note*. Untuk menguji keabsahan data, peneliti melakukan triangulasi waktu. Analisis data dilakukan melalui tiga tahap: reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa terdapat dua persepsi mengenai program *English day* yaitu persepsi positif dan negatif. Persepsi positifnya adalah sebagai berikut; (1) memperbaharui dan memperluas kosakata; (2) membuat siswa bagus dalam tata bahasa; (3) berbicara bahasa inggris dengan cara yang benar; (4) melatih pelafalan bahasa inggris; (5) meningkatkan pemahaman bahasa inggris. Sedangkan persepsi negatifnya adalah; (1) Program *English day* ini memberatkan siswa dengan hukuman-hukuman yang ada.

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CHAPTER I INTRODUCTION

A. Background of the problem

Communication is important in our lives because as humans, we will never be able to live without it. The significance of this communication also has an impact on the proper functioning of human life as social beings, as this communication aims to convey the message that we want to convey to others. A good reception of a message conveyed by someone to the recipient of the message is defined as good communication. Aside from that, when someone interacts with other people, they must use language whenever and wherever possible. Traditionally it is stated that language is a tool to interact or tools to communicate, in a sense, means to convey thoughts, ideas, concepts, or even a feeling. The concept that language is a tool to convey the thought has had a long history (Discloser, 2012).

The ability to communicate using English is one of the provisions for the next generation of the nation in the future because English is an international language. Speaking English fluently is crucial in the current era of globalization because of how interconnected and integrated individuals from all over the world have become. English has been chosen as primary language for international communication since it is necessary for individuals to succeed in the integration process (Crystal, 2012). Therefore, high school students must also have adequate English skills. Not only that, but according to the facts, English is also very important in various aspects of life in Indonesia, such as lectures, and the world of work frequently requires English as a basic skill that someone must possess. There are many things that can accommodate students in Indonesia to develop their English language skills, Based on Indonesian kurikulum, the aim of the English teaching in Indonesia is to enable students to have ability in developing communicative competence in both oral and written form achieving functional literacy level to have the awareness about the

essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture.

Various kinds of efforts are made by teachers as educators as well as students as stakeholders for the urgency of English in life, for that one of the efforts made by schools and the government is with activities such as curricular activities where English is one of the subjects that must be learned by high school students. The existence of English as one of the compulsory subjects in the Indonesian education curriculum makes students have to follow and learn English, besides that there are also co-curricular activities which are activities outside of class hours as a means of supporting academic activities, Co-curricular activities enable learning objectives to be focused on improving students' wellbeing as well as their knowledge and skill acquisition in areas such as adaptability, decision making, problem solving, teamwork, intrapersonal development and competence, practical competence, leadership, cognitive complexity, ethics, humanitarianism, and citizenship. Co-curricular program is generally voluntary and is primarily facilitated through participation in clubs/organizations, student government, recreation, athletics, arts, community service, committee membership, mentorship programs, and student life workshops (Stirling & Kerr, 2015). These elements necessitate a commitment to developing co-curricular learning that engages students in high-impact practices. Moreover, there is one supporting activity called extra curricular, extracurricular activities are defined as educational activities that are carried out outside of face-to-face lesson hours. These activities are carried out inside and outside the school environment to expand knowledge, improve skills and internalize values, religious rules and social norms. (Wiyani, 2013).

Co-curricular activities, such as the English Day program, are one of the student academic support activities. English Day program is a program to train students how to communicate in English, which

designates a special day for students to speak full English anytime and anywhere while in the school environment. In line with this, English day is a way to practice and familiarize yourself with the use of English in daily activities. (Syahfutr & Niah, 2017). In English Day students are required to talk or interact with one another during their daily activities, such as borrowing books from friends, inviting friends to the canteen during breaks, and other activities are conducted in English. English Day Program is a day that uses English to communicate in non- native English environment. English Day Program is the program by school where all the students should use English in their oral and written communication during the school time. English Day Program helps students to develop their competencies in using English. (Makasau,2015)

According to observations of grade 10 students at SMA Negeri 1 West Sumatera, the school has designated an English day for its students that handled by “Mahkamah Bahasa” which is directed by English teacher at the school in coordination with student council to make students accustomed to speak in English, stated the English teacher in interview. However, there are still many students who do not use this program properly as a means of improving the students' English language skills in the field. This can be influenced by a variety of factors, including student motivation, because motivation plays an important role in a student's learning process; if students are motivated, they will be more active in their learning. The next one is attitude, the development of the proper attitude in students will serve as a motivational factor for them to increase their efforts and study perseverance in order to succeed. Students with a positive attitude toward language are more likely to succeed than those with a negative attitude. The last is perception, this one is a process that is influenced by various elements and does not just happen. Because of this, even if everyone sees or encounters the same object, they all have a distinct interpretation. This perception also affects the improvement of

students' English skills because different perceptions of each student also have an impact on the process of accepting the English Day program.

By knowing students' perception on the English Day program at SMAN 1 West Sumatera schools can understand their students well about this program. Therefore researcher conduct a research with the title "Students' Perception on English Day Program at SMAN 1 West Sumatera (a Study of the Tenth Grade Students of SMAN 1 West Sumatra Registered in 2021/2022 Academic Year).

B. Research Focus and Question

Based on the background of the problem mentioned above, the focus of this research is "Students' Perception on English Day Program at SMAN 1 West Sumatera (A Study of the Tenth Grade Students of SMAN 1 West Sumatera Registered in 2021/2022 Academic Year)."

According to the research focus explained before, the research question for this study is as follow: "What are students' perception on English Day program at SMAN 1 West Sumatera?"

C. Definition of the Key Terms

In case to clarify misinterpretation of certain key terms, the researcher needs to explain important concept used in this research:

1. Students' perception

Students' perception is how students see and think about English day in SMAN 1 West Sumatera.

2. English Day

English Day is such a program at SMAN 1 West Sumatera that is requires all students to interact each other using English in their daily activity, weather in the school, or boarding house.

D. Purpose of the Research

As stated on the research question above, the purpose of this research is to know about students' perception on English day program at SMAN 1 West Sumatera.

E. Significance of the Research

1. The students

The researcher is supposed to provide some information for students who participated in their school's English day program, as well as any barriers that they encountered during their English day activities.

2. English Teachers

This study is expected to contribute positively to English teachers as an evaluation for them who teach in senior high schools. It is hoped that they would be able to understand more about students' perception on the English day program.

3. Researcher

For researcher, this research is intended to enhance her knowledge, provide practical experience, and fulfill a criterion for obtaining an academic degree (S1) at UIN Mahmud Yunus Batusangkar

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Language Environment

a. Definition of Language Environment

The language environment is everything that the learner sees and hears while learning the target language. It consists of various situations such as reading a book, listening to a target language conversation, and so on. The language environment includes everything that language learners hear and see in a new language (Prayogi, 2016).

The language environment is an important consideration when learning a new language Dulay (Prayogi, 2016). The language environment is the most important factor in learning a new language. If learners only learn a language in one language environment today, such as the classroom, they will only master one aspect of the language. In this case, this aspect demonstrates academic achievement in class. While students will be weak in academic achievement, they will be strong in general communication outside of the classroom.

The classroom environment usually does not allow for periods of silence. The learners are often forced to produce a rash target language before they know enough syntactic competence to express their ideas. If learners learn only limited English in the classroom and are encouraged to produce in the target language before they are ready, they will revert to the rules of the first language. Newmark (Prayogi, 2016). If learners are encouraged to produce the target language from an early age, they will use the syntactic rules of their first language when speaking in a second language. It is clear that learners need a period of silence when learning the target language.

b. The models of Target Language

In addition, the beneficial effects of the language environment are the sources of language that learners can hear. Many target language models may be available in the language environment. Anyone who can speak the target language is a target language model. Language learning research provides numerous examples of evident preferences for target language models over others, including peers over teachers, peers over parents, and members of one's own ethnic group over non-members.

When both the teacher and peers speak the target language, the learners may observe the conversation, but according to Milon, Bruck, Lambert, Tucker, and Plann, the learners tend to follow their peers as role models rather than the teachers. (Prayogi, 2016), Another study, conducted by Stewart and Labove found that when the speech characteristics of parents and peers differ, learners tend to acquire the speech characteristics of their peers. (Prayogi, 2016).

In other words, the importance of language as a medium of communication and identification marker is not limited to the target language classroom. It is obvious that the language environment is required to support the teaching and learning of a new language because it provides four elements that cannot be provided in the classroom, namely the naturalness of the language environment, the learner's role in communication, concrete references, and target language models.

c. The Importance of English Language in Senior High School

Language is traditionally defined as a tool for interacting or communicating, which in turn means conveying thoughts, ideas, concepts, or even feelings. The idea that language is merely a tool for conveying ideas has a long history. However, sociolinguistic thought considers language activity to be too narrow because

language activity is essentially a "who speaks what language to Whom, when, and to what end?" As a result, from the perspective of sociolinguistics, language functions can be viewed from various perspectives, such as speakers, listeners, topics, codes, and conversation.(Chaer and Agustina, 2004).

In addition, Chaer and Agustina (2004) suggests 16 kinds of distinctive human language, as follows:

- 1) The language uses vowel auditory pathway. In this case, there are similarities between communication systems owned by many animals, including crickets, frogs, and birds.
- 2) Language can be spread in all directions; yet receptions are directed. Spoken language sounds can be heard in all directions due to noise or sounds of language that propagates through the air, but the receiver or listener can tell exactly from which direction the sounds of language came.
- 3) The language symbol is a sound that disappears once it is pronounced. In contrast, other symbols, such as animal footprints and heroic statues, can last for a long time. People are constantly attempting to preserve this symbol of language sounds in written form and sound recordings due to the rapid loss.
- 4) Participants in language communication can communicate with one another. This means that a speaker can be both a symbol sender and a symbol receiver.
- 5) The language symbol can provide comprehensive feedback. The speaker can hear their own language symbols as the sender. Whereas in some kinetic (movement) and visual (sight) communication, such as the bee dance, the sender information cannot see the important parts of the dance.

- 6) Each communication language has its own specialization. Humans can communicate without requiring physical movements to support the process. In bee communication, they are physically forced to dance in order to deliver the messages they intend to deliver.
- 7) Sound symbols in communication language means and refers to certain things.
- 8) The relationship between language symbol with its meaning is not determined by the presence of a bond between the two, but is determined by agreement or convention between the speakers of the language.
- 9) language as a tool of human communication can be separated into certain unit, i.e sentences, words, morphemes, and phonemes.
- 10) Reference or something being discussed in the language not always be at the present place and time. Human language can be used for something in the past, in the future, or are in distant places. Even that only in fantasy
- 11) Language is open. It means, symbols of speech can be made according to the human needs. While the language of animals is closed, unchanged from the first.
- 12) Skill and finesse to master the rules and customs of human language derived from learning process, not through genes inborn. Animal language generally be congenital.
- 13) The language can be learned. Someone who was born and raised in a particular language community will be able to learn other languages that not used in their community.
- 14) Language can be used to express the true and not true, or logically meaningless. Humans can use language to say the right things and that is not true. Only people who can use language to lie or deceive others.

- 15) Language has two subsystems namely the sound subsystem and meaning subsystems that enable language to have economic function. The economics diverse occurred by functional sound units that can be grouped and regrouped into meaningful units, e.g. phonemes into words.
- 16) The language can be used to talk about language itself.

As an international language and a compulsory curriculum in every high school in Indonesia, English is certainly one of the subjects prioritized by schools. Then there are reasons why should learn english for senior high school students :

- 1) English is the most widely spoken foreign language, in order to communicate on a global scale, everyone must learn the language. Speaking it will enable people to communicate with people from all over the world, not just those who speak English. (Nishanti, 2018)
- 2) Many countries teach and encourage children to learn English as a second language even in countries where it is not an official language but many curriculums are written in english.
- 3) Language allows students to communicate and comprehend a subject. The four basic skills of the English language are LSRW (Listening, Speaking, Reading, and Writing). In addition to the four skills, fundamental aspects of English grammar, vocabulary, and punctuation are important and extremely useful in both written and spoken English. The aforementioned skills and aspects are critical in order to:
 - a. understand and make the most effective use of your study materials
 - b. develop the specialised language and vocabulary relevant to your subject

- c. interpret assignment questions and select relevant and appropriate material for your response
 - d. write well-structured and coherently presented assignments, without plagiarism
- 4) Mastering English, particularly by speaking English fluently, students will have a better chance of getting better jobs in the future.

Furthermore, English take an important place for students especially senior high school students because english is an international language and it is influence to the students skill in english, then english has a significant impact on the future of high school students because most jobs require adequate English skills, particularly in the world of lectures, which places a high value on the English language.

Dealing with the importance of learning English in Senior High school studeants, there are some activity support them to learn english :

1) Singing

This activity serves as a container for students' interest and talent distribution in singing. They sing a song in English, which helps the students improve their pronunciation and indirectly provides them with a barren vocabulary. Aside from that, songs can help students master the proper intonation of words, phrases, and chants, and they can also help students learn new vocabulary and learning structures.

2) Speech

Speech is an activity in which you speak formally in front of an audience about a topic. This activity can prepare students mentally and verbally to communicate their ideas in large groups.

3) Drama

Drama is a piece of art that takes the form of a staged dialogue. The drama gives students practice acting as actors and speaking in front of an audience. Drama improves students' listening and speaking skills. Drama can also be used to convey a moral message to the audience. (Siti,2018).

4) Story Telling

Storytelling is a useful language activity. That is, when telling a story, a person uses their mind, mental readiness, courage, and clear words so that others can understand them. Storytelling can help students develop their potential by utilizing their hearing abilities to accept the contents of the story and revisit the contents of the story through oral activity.

5) Debate

Debate, in particular, can help students improve their ability to construct persuasive arguments. They can improve their speaking and thinking skills by debating.

6) Vocabulary Notebook

Students will need a vocabulary notebook to improve their vocabulary mastery. They write the unknown words and combine them to form a sentence.

2. Language Acquisition

a. Definition of Language Acquisition

Language acquisition refers to the development of a second language in children. It is critical for children to learn a second language. There are numerous distinctions between the processes of learning and acquisition. For example, the terms are commonly used to differentiate between first language acquisition and second language learning. A language device is "a device effectively

present in the minds of children by which a grammar of their native language is constructed." (Oxford, 2001).

Second language acquisition is the study of how children learn a second language in addition to their first. A second language is "a language that is not native to a community but has an established role, for specific purposes or at a certain social level within it." (Oxford, 2001).

Munoz, M.L stated that language acquisition in the classroom activities has specific targeted English skills being taught rather than hand one experience of language acquisition. Every day in class, children can learn a new concept quickly. They also have time to learn basic English before they understand how to use abstract and decontextualized activities in school. (Destri, 2018).

b. Factor Influencing Language Acquisition

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality (Siti,2014) cite in Ellis The goal of this session is to present these factors and how they contribute to second language acquisition success or failure.

1) Motivation

One of the most important factors in second language acquisition is motivation. According to Richards, motivation is a factor that determines a person's desire to do something (Siti,2014). It goes without saying that learners who want to learn are more likely to succeed than those who do not. Gardner and Lambert (Siti, 2014) investigated the role of attitudes and motivation in second language acquisition, defining motivation as "the learner's overall goal or orientation" and attitude as "the learner's persistence in striving for a goal."

2) Attitude

Attitude is a set of beliefs about factors such as the target language culture, their own culture, and, in the case of classroom learning, their teachers, as well as the learning task they are given. (Siti, 2014). Language attitudes refer to how speakers of different languages perceive other languages or their own language. Positive or negative feelings toward a language can reflect an impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of importance, social status, and so on. Learners' personality traits and general interest in foreign languages can have a positive or negative influence on them. It is also critical to know how they feel about learning a specific language in a specific course and from a specific teacher. Learners with positive attitudes obviously learn more, but so do learners who learn well. Learners' personality traits and general interest in foreign languages can have a positive or negative influence on them. It is also critical to know how they feel about learning a specific language in a specific course and from a specific teacher. Learners with positive attitudes obviously learn more, but so do learners who learn well.

3) Age

One of the factors influencing second language learning is age. It is widely assumed that children learn languages faster than adults. Other studies have shown that children who begin learning a foreign language as children have a more native-like accent than adolescents or adults (Siti, 2014) cited in Oyama, and they also perform better in grammar acquisition.

4) Intelligence

Language and logical mathematical abilities are used to define and measure intelligence. High IQ (intelligence

quotient) test scores should correlate with success in life and learning. Intelligence studies show a strong relationship between intelligence and the acquisition of a foreign language, but only in terms of academic skills. Learners with a high IQ perform better on language tests. Ellis (Siti,2014).

5) Aptitude

Aptitude refers to a learner's specific ability to learn a second language. Ellis defines aptitude as the natural ability to learn a language. He goes on to say that language aptitude is thought to be a combination of various abilities, such as the ability to recognize sound patterns in a new language, the ability to recognize the various grammatical functions of words in sentences, and so on. Students require aptitude - some specific abilities that are responsible for language learning.

6) Learning Style

Cognitive style is another name for learning style. It is the method by which a learner attempts to learn something. Different learners may prefer different solutions to learning problems when learning a foreign language. Some students may prefer audio explanations of grammatical rules, while others believe that writing down words and sentences helps them remember (kinesthetic learners). Others may remember things better if they are associated with a picture (visual learners).

7) Personality

Personality has been defined as a set of characteristics that define an individual. Because of its complexities, this concept has been described as difficult to define and measure. Personality trait research is based on the assumption that learners bring to the classroom not only cognitive abilities but also affective states that influence how they learn a language.

Some have been discovered to be beneficial, while others have been discovered to be an impediment to learning a second language.

c. The Stage of Language Acquisition

It is critical for teachers to understand and account for the stages of second language acquisition. The first stage, known as Pre-Production or initial states (Troike, 2006), is a silent period during which language learners may have up to 500 words in their receptive vocabulary but do not yet speak. Teachers may use visual aids and constant repetition to assist students in understanding. It is critical for teachers to use the environment, such as visual aids, and body language to help students understand during this first stage.

In fact, if students have limited receptive language, teachers must ensure their comprehension through the use of the environment. Students learn a second language through repetition, so it is critical for teachers to use constant repetition in order for students to understand and thus use it. When students are ready, they progress to the next stage, known as the Early Production Stage or Intermediate states, in which they are expected to produce basic sentences with simple vocabulary. As a result, their knowledge of vocabulary, grammar, and all other aspects of language structure and use grows. Finally, in the final stages (Speech Emergence, Intermediate Fluency, and Advanced Fluency), they can communicate with more complex vocabulary and understand more complex conversations, becoming fluent. (Troike, 2006).

3. Language Exposure

a. Definition of Language Exposure

Language exposure refers to any input that helps with language learning. Aside from reading, exposure can be expanded

to task-based learning, in which various inputs (listening, speaking, and writing) integrate learning goals in various situations (Mohamed, 2018). Language exposure, according to empirical research, promotes language acquisition and improves learners' language performance (Al Zoubi, 2018; De Wilde et al., 2020). In PISA, students with intensive English exposure outperformed students with limited English exposure (Agirdag & Vanlaar, 2018).

"Exposure refers to the total amount of time in which an individual has contact with a language, whether in verbal or written form, formal or informal modes of communication, and in which the individual may play an active or passive role." According to this definition, exposure to a second language occurs whenever people converse in the second language with family members, friends, classmates, and colleagues.

“whenever they read books, magazines, and newspapers written in that language; whenever they come across information being disseminated in different multimedia sources; or even when they are mere passive listeners in any activity or place in which the second language is being spoken” (Magno, 2009)

English language exposure can be obtained both inside and outside of the classroom. If students are exposed in the classroom through learning activities, they will be exposed outside of the classroom based on their interest in the real world. Learning English in the classroom refers to the English taught by the teacher in a classroom setting. Inside the classroom, English is taught by watching a movie or reading a book. English outside of the classroom refers to all aspects of the English language that students encounter outside of the classroom. Examples of English picked up outside of the classroom include watching TV or reading an English book before bedtime (Macleod, 2011).

Language learning is influenced by a number of factors. One of the most important is exposure to the language itself.

Students who have had more exposure to the target language are expected to become more familiar with it. Language exposure is critical for language learning. Language exposure almost entirely determines learning and the type and level of language proficiency that results from the language learning process (Ravikumar, 2016).

Informal settings are contexts in which the adult learner is exposed to the target language at home, at work, or in social interaction, whereas formal settings are contexts in which the target language is taught to a group of second or foreign language learners. (Lightbown and Spada, 2001). The focus of learning in a formal language learning setting is on the language itself. On the contrary, the emphasis in informal language learning is on meaning.

b. The Importance of Language Exposure

When discussing exposure, it includes both inside and outside of the classroom exposure. The teacher uses various methods and approaches to achieve specific results in the target language during formal or in-class exposure to English. There are activities planned for the classroom. It's similar to learning to drive under the supervision of a professional. Activities for informal or outside-of-classroom exposure to English are not planned. It could be friends, the media, or any other social gathering. The student will have the opportunity to practice and test his language skills in real time. This is comparable to actual driving experience. These two exposures are mutually beneficial to the student's language skills.

Dealing with increasing students' english exposure, (Rafikumar, 2016) state there are several ways to improve exposure :

- 1) Creation of English villages so that the students attend these programmes
- 2) Formation of English clubs
- 3) Whole school learning programme i.e. all the programmes in the school are Designed with an eye on improving exposure to English
- 4) Lunch break discussions
- 5) Observation of 'English days' and 'English weeks' in schools and colleges
- 6) Movie clubs
- 7) Making friendship with native English speakers via social media
- 8) School assemblies as venues to improve exposure to English
- 9) NSS &NCC Camps can be utilized to get maximum exposure
- 10) Literary clubs
- 11) Class libraries with print rich short stories
- 12) Boarders residing in the Govt Hostels would get ample opportunities to get Maximum exposure
- 13) Cell phone language learning applications
- 14) Self introduction of students and small skits played by students got video graphed and telecasted before the students
- 15) Translated books
- 16) Telecast of comic scenes and jokes
- 17) Announcements in English
- 18) Involving parents and parent associations
- 19) Language labs
- 20) Interactive spoken English programmes

c. Strategies to Improve Language Exposure

Many factors influence learning English as a second language, including age, personality, motivation, and anxiety. As we know, age has a significant impact on a person's exposure to language because memory declines with age. However, a person's personality can also influence his exposure to language, even if they are frequently exposed to the target language, if they do not learn it, it will not be applied in everyday life, similarly to motivation, if there is no motivation to learn a target language, the target language will not be applied in everyday life. One of the strategies is by using language in daily life such as English day program.

English day is an activity designed to acquaint and acclimate students to using English in their interactions. English day is a way to practice and familiarize yourself with the use of English in daily activities. The school created this initiative to help students speak as much English as possible (Syahfutr & Niah, 2017). Creating English day means involve the environment (Mudyanita, 2011). Moreover, The aim of learning any language is to communicate with others. The effectiveness of communication is proved when we interact with the people in the society. The more exposed we are to the target language the more fluency we get (Sheela & Ravikumar, 2016).

4. Students' Perception

a. Definition of Perception

Perception means someone's interpretation about something in their environment, they can use their own instrument to perceive something. This definition interchangeable, in accordance with this some experts have stated varied statements on the definition of perception.. In addition, Sobur in (Irsyad Z, 2005)

claim that in a broad meaning, perception is a view or how someone perceive and interpret something. It means that views can also be interpreted as perception.

Perception is a term that is commonly used to describe how one feels about an object or an event. In addition, Perception is a process of interpreting or assess to stimuli, the process of feeling an object, events, or links between symptoms produces stimulus, which is subsequently process by the brain (Lele, 2019). In line with this, perception is the process through which individuals recognize things or objective information using their own instruments (Zamroni, 2013).

Perception deals with developing both objective and subjective meanings for people, events, and objects, and a culture's hierarchy of values influence people's perceptions in that culture (Zilnyk, 2011) . Therefore, perception may be described as the act of receiving stimuli through the senses, followed by the individual's ability to determine, interpret, and enjoy what is witnessed, or how a person sees, views, or defines anything.

In conclusion, student's perceptions is what things happening on around them, which are supported by a stimulus and interpreted by the brain, and which can take the form of a positive or negative appraisal of the desired item.

b. Indicators of Perception

According to (Robbin, 2003) There are three kinds of perception indicators, namely:

- 1) Acceptance The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. This means that the information submitted by individuals to another will be absorbed or accepted by the five senses,

both sight, hearing, smell, and tasting individually or together.

- 2) Understanding It means as the results of analysis which is subjective, or different for each individuals.
- 3) Evaluation is stimulus from the outside that has been grasped by the senses, and then evaluated by individuals. This evaluation is very subjective. It will be different perception of each person in environment. One individual assesses a stimulus as difficult and boring but other individuals judge the same stimuli as good and pleasant

According to (Hasnidar, 2020) cited in Bimo Walgito there are several indicators of perception :

- 1) Absorption of stimuli or objects from outside the individual
These stimuli or objects are absorbed or received by the five senses, both vision, hearing, touch, smell, and taste, individually or together. From the results of absorption or reception by sensory devices would get a picture, response, or impression in the brain. These images can be single or plural, depending on the object of perception observed. Inside the brain, there are images or impressions, both old and newly formed. Clear whether or not the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.
- 2) Understanding After the images or impressions occur in the brain, the picture is organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The definition formed depends also on the old images that have been owned by the individual before (called apperception)

c. Factor influence Students' perception

A person's perception is influenced by a variety of circumstances. These variables explain why two people who observe the same item may perceive it differently. Several aspects influence the extent of a perception in a person. The factors that influence the occurrence of a perception as stated by (Sondang, 2012) are :

1) Characteristics of the perceiver

An individual's interpretation of an object are influenced by their own characteristics, such as attitudes, interest, and past experiences. As a result of the differences in each individual's characteristics, each person's perception will different.

2) Characteristics of the perceived

Things that exist in the targeted object that will be perceived, will shape our perception of it. Shapes, values, and other characteristics can be included.

3) Situational factors

In this case a review of perceptions must be contextualized, which means they must be relevant to the situation in which the perception originates.

Furthermore, according to Smith In (Lele, 2019), the following factors influence perceptions:

- 1) The value, meaning, distance, and intensity of existence are typical features of the stimulus item. The stimulus's value is defined as the value of the items perceived by the stimulus.
- 2) Personal aspects comprising an individual's usual characteristics such as intellect, intensity, and so on
- 3) The group impact understanding other individuals can provide guidance in a certain manner

Based on the theory from expert above, it can be conclude that factor influence students perception are characteristics of the perceiver, then characteristics of the targeted object that will be perceived and also the situational factors that must be relevant. Furthermore, the factors make students' perception differents are intellect, intensity, attitude, interest, and past experience.

d. Types of perception

Positive perception and negative perception are the two categories of perception, (Astuti & Mujiasih, 2015). Positive perception is a human point of view on things with a favorable evaluation or expected of the viewed object is called positive perception. While negative perception is an individual's perception of specific objects or information with a negative view or the opposite of what is expected of the perceived objects.

While, Robbin in (Sari et al., 2020) divide perception on three types , they are :

1) Person perception

Person perception refers to the process by which we learn about and think about other people. Their traits, talents, and internal state We develop images of others in ways that assist to stabilize, forecast, and regulate our vision of the social environment, to the extent that we assign stable characteristics and persistent disposition to other people.

2) Social perception

Perception does not occur in a vacuum; rather, we bring to bear existing knowledge that we have structured and stored in our minds in order to comprehend new information about persons. Social existence demonstrates that we are more than just creatures of the present. Sustained patterns of engagement or social relationships necessitate the retention of knowledge as the circumstance requires. Without memory, we should react to every incident as if it were unique, and if we don't recall the facts, we won't be able to think or reason.

3) Perception of situation

The term "situation" refers to all of the social aspects that impact a person's experience or behavior at a specific moment and location. It is a time-space interaction in which we operate in precise ways. The context in which stimuli occur has implications for their interpretation. This type means that people perception are different based on the situation. It is due to social variables influencing a person's conduct, as well as differences in knowledge among

students, that information and technology flow, consequently influencing the students' mind.

From the theories explain before, it can be conclude that there are some type of perception such as person perception, as well as social perception, and perception of situation. Each person's perception about something are different, therefore someone perception can be positive or negative.

B. Review of Relevant Studies

Accordingly, the researcher discovered various papers that were relevant to this suggested research, including The study about students perception on english day program towards their speaking skill (Wahyu, 2020). This study focused on students' perceptions of the English Day program in relation to their speaking abilities, as well as the teacher's understanding of students' perceptions in order to aid their students in improving their speaking skills through the use of English Day. To acquire information from the sample regarding the phenomenon, the researcher employed a quantitative technique and a survey study. The distinctions between his study and this suggested study concerning students' perceptions of English Day are that his study focused on students' speaking abilities, whereas this proposed research focused on students' perception on English Day program. The similarities between his study and this proposed study concern students' perceptions of English Day.

Second, study was conducted by Mudyanita (2011) entitled "The Contributions of English Day Program towards Students' Speaking Skill in International Standard School SMKN 1 Pacitan". This was a descriptive qualitative research in purpose to investigate the implementation of English Day Program in SMKN 1 Pacitan. Data collection in this study was using observation, interview, questionnaire, and field note. The result of this study showed that English Day Program gave a huge contribution

to students' and teachers' speaking skill. Then, the writer found that SMKN 1 Pacitan cannot run English Day Program well.

Third, the study is done by Yulia, Yeni, and Aryuliva in English Department of Universitas Negeri Padang entitled "Students' Perception Towards English Week at Darul Hikmah Junior High School in Padang Panjang". (Yulia Dewi Suryani, Yenni Rozimela, 2013) The aims of this study is to know students' perception towards English week activity from cognitive, affective, and conative aspect. this research was descriptive study. The similarities between the study above with this study is to know about students view on English day, the differences is the research before focus on cognitive, affective, and conative aspect, but this study focus on the perception of students toward the english day program.

Fourth, The study was conducted by Mahbubah (2015) entitled "The Implementation of Daily English Speaking Program at Al-Ishlah Islamic Boarding School". This study was descriptive qualitative study. This study was conducted to investigate the implementation of daily English speaking program in Al-Ishlah Islamic Boarding School where the program is run daily by school. The data collections used were observation, interview, questionnaire, field note, and documentation. The observation was done a week in Al-Ishlah Islamic Boarding school by using non-participant observation where the writer did not involve in the activities of group which was being observed. Then the interview was conducted by the Mahbubah with the head of Al-Ishlah Islamic Boarding School, the teachers, the chief of OPPI girls, and the language division room. The questionnaire distributed to 96 out of 629 students and 5 out of 16 teachers. Mahbubah used Arikunto's (2006) theory to take a number of samples that was taken (Mahbubah, 2015). The result of this study showed that 91% of the students get advantages from the implementation of the daily English program. They stated that they can improve their language competence through this program. This study also found that the implementation of daily English speaking program in Al-Ishlah Islamic

Boarding School has 3 main supporting program, conversation program, session of giving punishment, and *Ta'limul Lughoh* (learning language).

Last, The research about “The Implementation of English Day Program in SMK Putra Indonesia Malang (Diantoro, 2016) . The data for this study was collected using a descriptive qualitative. The differences between both study, his work focused on the implementation English day itself for the students, whereas our proposed research focused on students' impressions of English Day programs. The similarities between his study and this proposed study concern on English day and its Implementation for students

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was a qualitative descriptive research, that focuses on student's perception on English day program at SMAN 1 West Sumatera. Qualitative research is the study to comprehend the phenomenon of what research subjects experience, such as behavior, perception, motivation, action and so on, holistically and by way of description in the form of words and language in a unique natural setting, utilizing a variety of natural approaches (Moleong, 2017).

According to (Creswell, 2012), qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social human problem. Concerning the theory, the researcher focused on students' views on english day program to improve vocabulary mastery of tenth grade students SMAN 1 Sumatera barat 2021/2022 academic year

B. Research Setting

This study involved at SMAN 1 West Sumatera, especially the tenth-grade students from SMA N 1 West Sumatera who were enrolled in the 2021/2022 academic year. This research site was chosen based on a program that is still in place at this school, namely English Day.

C. Research Informant

The informants of this study were SMAN 1 Sumatera Barat students who participated in the English day especially grade tenth students. As stated by (Sugiyono,2016) "This research method are scientific way of obtaining data by specific purposes and uses" . The informant's criterion in this study is particularly: 1) SMAN 1 Sumatera Barat tenth grade students in the 2021/2022 academic year.

2) Tenth grade Students that followed the English Day Program for the school year 2021/2022.

Informants are persons who are utilized to offer information about the situation and condition of the study background, writes (Moleong, 2017) in his book *Research Methods Qualitative*. Furthermore (Andi, 2010), explains informant is people who are regarded to be in possession of and knowledgeable about data, information, and statistics, or information gleaned from a study subject.

D. Technique of Data Collection

The techniques employed by researcher to obtain research data from data sources are known as data collecting techniques (subjects and research samples). Data collecting procedures are required since they will be utilized as the foundation for constructing research instruments later. Researchers will utilize a set of tools called research instruments to collect data for their studies (Nugroho et al., 2018).

In qualitative research, the quality and completeness of the data gathered are extremely important. The questions that are constantly explored in data collecting are what, who, where, when, and how. So, in this case the researcher use two ways on collecting the data :

1) Interview

The interview technique also a way of gathering information for research purposes by asking and answering questions face to face between the interviewer and the respondents / interviewees, with or without the use of a guide Interview. These interviews are generally performed alone or in groups in order to acquire useful information.

Interviews were used to capture people's thoughts, feelings, and emotions, as well as other information. Researcher can get additional data through conducting interviews, which allows them

to better understand culture through the language and expression of the rights interviewed, as well as explain aspects that are unclear.

E. Checking of Data Trustworthiness

The researcher used triangulation to obtain accurate information from informants when assessing the data. In qualitative research, triangulation is one of the procedures used to assess the validity of the data. Obtaining data from numerous sources using the same way is referred to as source triangulation. Researcher employed a triangulation strategy in this investigation to ensure that they didn't lose any data. The triangulation method involves this is accomplished by contrasting information or data in various ways. In qualitative research, the researcher used interview, observation, and survey methods. Researcher conducted interview twice. Firstly, researcher ask about Students' perception on English day program to the tenth grade students of SMAN 1 West Sumatera and for the second interview is to re-confirm the data in the previous interview to check the credibility of the data.

F. Research Procedure

According to Cresswell (2008), there are several steps in conducting qualitative research such as :

1. Identifying Research Problems.

The researcher took certain steps when defining the study problem. First, define a unique research topic, phenomenon, participants, and results.

2. Studying Literature

The review provides information about what was done, how it was done, and what results were generated. In this step, researchers was look for theories and similar research support their finding, such as perception and english day.

3. Designing the Study

At this part , the researcher will determine the research design, was a qualitative descriptive study. Then a structured interview guide will be used as a tool.

4. Collecting Data

The researcher was interviewed tenth grade students who followed the english day program at SMAN 1 West Sumatera by using an instrument in the form of an interview guide to collect data. To prepare the transcript of the first interview, the researcher was listened to the recordings and collect field notes. The researcher was devote a lot of time to data collection to ensure that the information used in this study is accurate. The second interview then was transcribed by the researcher.

5. Analyzing the Data

The researcher was analyze data from interviews regarding students perceptions on english day program at SMAN 1 west sumatera in this step.

6. Interpret and Drawing Conclusion.

In this step, the researcher was analyze and draw conclusion from the research findings about students' perception on english day program at SMAN 1 west sumatera. The research report will then written by the researcher.

G. Technique of Data Analysis

Qualitative data analysis activities were carried out interactively and in a continuous manner until the data was saturated. Organize data, break it down into units, synthesize, organize into patterns, choose what is important and what studied, and draw conclusions that can be shared with others were all part of the data analysis process. (Huberman, 2013) Activities in data analysis are data reduction, data display and data conclusion drawing/verification.

1) Data Reduction

The researcher collected a large amount of data while out in the field. This necessitates meticulous and detailed documentation. Reducing data entails summarizing it, selecting the most significant elements, focusing on them, and searching for themes and patterns. As a result, the reduced data presented a better picture and make it easier for researchers to collect additional data and find it when needed. Each researcher is directed by the objectives to be met while minimizing data.

Data reduction was used in this study after the researcher obtained data from interviews with students from SMAN 1 West Sumatera. The author then simplifies the data by focusing on the information that is relevant to the topic of this study. As a result, the data leads to trustworthy judgments.

2) Display data

The next stage was to display the data once it has been reduced. Data can be presented in qualitative research in the form of brief descriptions, charts, correlations between categories, flowcharts, and other visual aids.

In presenting the data in this study, the researcher described data on students' views about English day to improve vocabulary

mastery so that the meaning of the data is found to be easier to understand.

3) Data conclusion drawing/verification.

This was the final step in qualitative. The preliminary findings are just temporary, and they will be changed if no solid evidence is discovered to support them at the next round of data collecting. However, when findings were presented early in the research process and are backed by reliable and consistent evidence when the researcher went to the field to gather data, the conclusions are believable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

To collect data the researcher's made an interview guide, which was then approved by the advisor, after getting approval the researcher conducted interviews with the research informants which were carried out for three days. After the data was collected the researcher's made a transcription, to make it easier for the researcher to conclude the transcription analysis it used a coding system, for example; R code for researcher, I-1 is informant 1, I-2 is informant 2, and so on. After analyzing the transcription it can be conclude that there are two version of student's perception about english day program at SMAN 1 West Sumatera, the first one is a positive perception including: (1) enriching students' vocabulary; (2) improving students' grammar mastery; (3) improving students' speaking skills; (4) improving students's pronunciation; (5) increasing students understanding of english. Negative perception include; (1) english day program burdens the students with the punishment.

2. Data Analysis

Based on the data analysis the researcher can summarize four positive perception from the research informants. They are as follow:

1) Enriching students' vocabulary

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they had positive perception about English day program in which it could enrich their vocabulary, the informants are I-1, I-2, 1-3,

I-4, I-6, and I-7. The information about their statement can be seen below:

R : *apakah punishment dari English day ini juga berdampak terhadap penguasaan kosa kata yang I-1 miliki?*

(Does the punishment from English day also have an impact on the vocabulary mastery that I-1 has?)

I-1 : *“Tentunya iya Miss..apalagi benar-benar bikin sendiri, kata-katanya liat kamus.. itu tu menambah vocab kita miss”*

(“Of course yes miss..especially when actually made by our own word, look at the dictionary for the words.. thats add our vocab miss”)

R : *apakah hukuman yang didapatkan saat pelanggaran English day yang bervariasi tersebut berpengaruh nggak terhadap penguasaan kosa kata I-2?*

(Does the variation of punishment during English day violations affect vocabulary mastery I-2?)

I-2 : *“..pada pelanggaran I-2 yang pertama I-2 diberikan punishment untuk membuat vocabulary sebanyak seribu kosa kata , lalu membuat essay sebanyak enam lembar double folio.. itu sangat membantu untuk memperbanyak dan memeperbaharui serta memperluas perbendaharaan kosa kata bahasa Inggris I-2”*

(“on my first violation, I was given punishment for making a thusand vocabulary words, then writing six double folio essays.. it was very helpful to reproduce, update, and expand my English vocabulary”)

R : *apakah dengan punishment tersebut I-3 merasakan kosa kata I-3 e.. lebih meningkat dari sebelumnya?*

(Did you feel that your vocabulary had increased more than before?)

I-3 : *“Ya.. tentu saja saya merasakan kosa kata Inggris yang saya dapatkan meningkat dari sebelumnya karena hukuman yang diberikan itu bukan sepuluh kosa kata Bahasa Inggris tapi sekitar seratus kosa kata..”*

(“Yes.. of course I feel my English vocabulary that I got increased than before becuase the punishment was given not just ten English words but about a hundred words..”)

R : *apakah dengan membaca puisi tersebut e..dari punishment English day tersebut e.. dapat berpengaruh teradap e.. penguasaan kosa kata I-4 atau vocabulary yang I-4 dapatkan gitu?*

(does reading the poem e.. from the English day punishment e.. can have an effect on your vocabulary mastery?)

I-4 : *“Mahkamah Bahasa memberi punishment menulis Essay full di double folio dengan tema yang ditentukan misal nya satu, dua atau tiga essay dan juga ditambah dengan membaca puisi itu menurut I-4 cukup untuk menambah kosakata dan pemahaman Bahasa Inggris kita”*

(“Mahkamah Bahasa gave punishment to write a full essay in a double folio with a specified theme for example one, two, or three essays and also added reading poem that I think can increase our vocabulary and understanding of English”)

R : *apakah dengan punishment tersebut, karena melanggar English day tersebut ee.. dapat mempengaruhi gitu peningkatan kosa kata atau vocabulary yang I-6 miliki?*

(is punishment for violating the English day affect the increase in the vocabulary or vocabulary that you have?)

I-6 : *“Setelah membuat punishment dari Mahkamah Bahasa tadi miss ada...banyak kosa kata baru yang I-6 dapatkan”*

(“After make the punishment from Mahkammah Bahasa there are.. many new vocabulary that I got”)

R : *Lalu bagaimana pandangan Adni terkait program English day yang ada di sekolah tersebut?*

(Then what is your view regarding the English day program at the school?)

I-7 : *“Menurut I-7 sangat berpengaruh miss, sebab ketika kita tidak mengetahui arti sebuah kata kita akan langsung mencari arti kata tersebut.. otomatis kita akan menambah vocabulary yang kita miliki sebelumnya”*

(“In my view, it’s very influential miss.. because when we don’t know the meaning of a word, we will immediatelly look for the meaning of the word.. it will automatically increase vocabulary that we had before”)

Based on interview result above, informants I-1,I-2,I-3,I-4,I-6,1-7, activities on English day program and also the punishment of English day encourage them to looking for much vocabulary, make essay and poem using their own word can increase and expand their vocabulary

2) Improving students' grammar mastery

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they had positive perception about English day program in which it could improve their grammar mastery, the informant is 1-6. The information about the statement can be seen below:

R : *apakah dengan punishment tersebut, karena melanggar English day tersebut ee.. dapat mempengaruhi gitu peningkatan kosa kata atau vocabulary yang I-6 miliki?*

(is punishment for violating the English day affect the increase in the vocabulary or vocabulary that you have?

I-6 : *"...sedikit banyaknya berpengaruh pada speaking dan reading saya dan memperbaiki tata bahasa I-6 sendiri miss.. jadi, itu sedikit membantu meperbaiki kosa kata sendiri miss"*

("it has a little bit of an effect on my early speaking and reading and improves my grammar miss.. so it helps a little bit to improve my own vocabulary miss")

Based on interview result above, informant I-6, punishment that she got have an impact to make her grammar better, because in this case she made an essay around three until five pages of double folio and the essay itself made by construct her own word.

3) Improving students' speaking skills

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they

had positive perception about English day program in which it could improve their speaking skills, the informant aer I-1, I-2, I-4, I-5, I-6, and I-7. The information about their statement can be seen below:

R : *jadi bagaimana pandangan I-1 terhadap e.. program English day yang ada di sekolah tersebut?*

(So what is your view of the e.. English day program at the school?)

I-1 : *“Menurut I-1 sangat membantu miss.. apalagi kalau melatih speaking kita, bicara Bahasa Inggris sehari-hari sangat membantu miss”*

(“I think it very helpful miss.. especially to practice our speaking, talk English every day is help a lot miss”)

R : *apakah hukuman yang didapatkan saat pelanggaran English day yang bervariasi tersebut berpengaruh nggak terhadap penguasaan kosa kata I-2?*

(Does the variation of punishment during English day violations affect vocabulary mastery I-2?)

I-2 : *“..dalam membaca puisi ini itu membantu bagaimana dapat berbahasa Inggris dengan cara yang baik dan dapat menyampaikannya dengan memadai”*

(“ in reading the poem help me how to use English correctly and can convey it adequately”)

R : *bagaimana pandangan Mifdhal terhadap program English day yang ada di sekolah?*

(what is your perception of the English day program at school?)

I-4 : *“Menurut I-4 program English day yang diadakan sekolah sangat bermanfaat dan penting terutama bagi para siswanya agar siswa SMA Negeri 1 Sumatera Barat lancar dalam menggunakan Bahasa Inggris dengan baik dan benar”*

(I think, the English day program held by the school is very useful and important, especially for the students of SMA N 1 West Sumatera, it make them using English fluent and correct”)

R : *jadi setelah medapatkan hukuman tersebut apa gitu pengaruhnya atau apa dampak dan feedbacknya terhadap diri I-5 ?*

(So after receiving the punishment, what was the effect or what was the impact and feedback on you?)

I-5 : *“I-5 coba untuk bisa berbahasa Inggris kayak untuk minimal kalimat-kalimat yang sering saya ucapkan dan Alhamdulillah I-5 bisa menjalankan English day dengan baik setelah hukuman itu Miss”*

(“I-5 tries to be able to speak English like at least the sentences that I often says.. Alhamdulillah I can run English day well after got the punishment Miss”)

R : *bagaimana pandangan I-6 tentang program tersebut.. program yang diadakan oleh sekolah tersebut?*

(what is your view of the program... the program held by the school?)

I-6 : *“Menurut saya program ini lumayan bagus untuk para siswa dan siswi di SMA Negeri 1 Sumatera Barat terutama yaitu untuk melatih ee.. cara speaking dan listening mereka dengan kata-kata sederhana di kehidupan sehari-hari”*

(I think this program is pretty good for students at SMA N 1 West Sumatera, especially to train them how to speak and listen with simple words in everyday life”)

R : *lalu bagaimana pandangan I-7 terhadap program tersebut.. program yang diadakan oleh sekolah tersebut?*

(what is your view of the program... the program held by the school?)

I-7 : *“Menurut saya bagus miss.. dalam program English day ini kita dapat melatih percakapan kita dalam berbahasa Inggris menjadi lebih lancar, karna setiap diberlakukannya English day ini kita diwajibkan menggunakan Bahasa Inggris dalam percakapan kita sehari-hari selama sehari penuh”*

(“ I think it’s good miss.. in this English day program we can practice our conversations in English to be more fluent, because every English day implemented we are required to use English in our daily conversations for a full day”)

Based on interview result above, informant I-1,I-2,I-4,I-5,I-6,I-7, stated that punishment and activities on English day such as make a poem, read a poem can train them to speak in English because in English day itself they required to use English fully start from Monday to Wednesday.

4) Improving students' pronunciation

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they had positive perception about English day program in which it could improve their pronunciation the informant is I-2. The information about thei statement can be seen below:

R : *apakah hukuman yang didapatkan saat pelanggaran English day yang bervariasi tersebut berpengaruh nggak terhadap penguasaan kosa kata I-2?*

(Does the variation of punishment during English day violations affect vocabulary mastery I-2?)

I-2 : *"..pelafalan-pelafalan bahasa Inggris dapat dilatih melalui membaca puisi tersebut."*

("English pronunciation can be trained through reading the poem")

Based on interview result above, informant I-2, punishment that he got is make a poem about three poem and read it while carrying out the morning ceremony, so that the English pronunciation can practice with this activity.

5) Increasing students' understanding of English

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they had positive perception about English day program in which it could increase their understanding of english the informant are I-2 and I-3. The information about their statement can be seen below:

R : *jadi bagaimana pandangan I-2 terkait program English day yang ada di sekolah pada saat ini?*

(So what is your view regarding the current English day program at school?)

I-2 : *"pelaksanaan program English day di SMA Negeri 1 Sumatera Barat saya rasakan merupakan salah satu program yang cukup efektif untuk memperlancar kemahiran berbahasa Inggris bagi setiap siswa di SMA Negeri 1 Sumatera Barat"*

(“I feel that the implementation of the English day program at SMA N 1 West Sumatera is one of the most effective programs to facilitate English language proficiency for every student at SMA N 1 West Sumatera”)

R : *jadi bagaimana pandangan I-2 terkait program English day yang ada di sekolah pada saat ini?*

(So what is your view regarding the current English day program at school?)

I-3 : *“Menurut I-3 sendiri program English day di sekolah itu bagus karena dapat melatih seorang siswa untuk melancarkan Bahasa Inggris yang dia punya, bisa melatih kemampuan Bahasa Inggris yang dimiliki oleh siswa tersebut”*

(In my mind, English day program in the school is good because can practice student to fluent in English, also can train English skill that they have”)

Based on interview result above, informant I-2, I-3, running the English day activities well by follow the regulation of this program and also with the punishment, learn from mistakes there are many lessons to be learned including how to make a poem, how to speak English well.

6) english day program burdens the students with the punishment.

After doing interview to research informant on Wednesday 22th 2022 to to Friday 24th 2022 the researcher knew that they had negative perception about English day program in which it could burdens the students with the punishment. The informant is I-6. The information about the statement can be seen below:

R : *jadi setelah mendapatkan hukuman tersebut apa gitu pengaruhnya atau apa dampak dan feedbacknya terhadap diri I-5 ?*

(So after receiving the punishment, what was the effect or what was the impact and feedback on you?)

I-5 : *kayak bisa menambah kosa kata dan juga kadang hukuman itu membuat kegiatan lain terhalang gitu*

misss.. kan gatau kita apa yang bakal terjadi selanjutnya gitu miss..

(It's like being able to increase vocabulary and sometimes punishment can hinder other activities miss.. because we don't know what will happen next, miss..)

Based on interview result above, informant I-5, punishment that he got is looking for vocabularies translation so that hindering other activities because of doing the punishment when violating English Day

B. Discussion

The result of data analysis shows that there are several positive views on English day program to improve vocabulary mastery, They are; (1) enriching students' vocabulary; (2) improving students' grammar mastery; (3) improving students' speaking skills; (4) improving students's pronunciation; (5) increasing students understanding of english. Negative perception include; (1) english day program burdens the students with the punishment.

The first finding is english day program can enrich students' vocabulary by some activities such as to make a poem, to make an essay and others. A study conduct by Anita Anggraeni entitled "Improving Students' Vocabulary Mastery through Vocabulary self-collection strategy (VSS) at Dormitory of State Islamic Insstitue (IAIN Parepare) found that positive result of vocabulary self-collection strategy improving students' vocabulary mastery significantly better after getting the treatment. In line with this, this result of study also found that english day program as one of activites in improving students' vocabulary. In line with this (Umam, 2010) states that the vocabulary that students choose to express their thought is an important element of the writing process because only through the words that they choose and the ways they arrange it, the reader will understand and know their writing means. Those were good to help the students to enrich their vocabulary in English (Sukarlov, 2018). Based

on this theory can be interpreted that English day can affect to students' vocabulary mastery.

The second finding is to make students good at grammar, as said by Cameron in (Suri, 2012) one of the things that indicate they have mastered the vocabulary is grammar, "Mastery of vocabulary indicated by how well the students made a sentence with the correct grammar." As accordance with study conducted by Nur Fatmah with the title "Improving Students' Grammar Mastery by Using Match Game Media at The Eighth Graders of Junior High School Ma'arif 09 in Way Jepara East Lampung" who found improving the learning process in English such as the students' English learning is improved, the students felt easy and enjoy in understanding the material that was given, and the students could achieve the target. Furthermore, the finding of the current study showed that students' grammar mastery can increase by following the English day program. In line with the previous study conducted by Arinas, English day is a place for students to train their speaking, students will be more understand about grammar use in daily life because they will also get a grammar correction or feedback from the person they are talking to or students who are experts in speaking (Sabila, 2019).

The third finding is improving students' speaking skills. While, English day program is relation with speaking is very closely related because in this language program students are required to speak in order to be able to practice their knowledge about language that they have (Busrah, 2014). Furthermore, the finding of this research supports the previous study conducted by (Aida, 2015), found there was a significant speaking improvement when students use English in daily activity. Based on this statement can be concluded that there are some activities to improve students' speaking skills and one of them is English day program. While, a research conducted by Ade entitled "The Application of English day program to improve the students' speaking performance" supports that the application of English day as a program can improve the students' speaking

performance where the strategy have positive affect toward teaching and learning process, especially in speaking.

The fourth finding is improving students' pronunciation, by having good pronunciation will avoid misunderstanding in doing communication (Ananda, 2020). Then, indicating of good pronunciation is know how to produce English sounds correctly and how to pronounce each words correctly. Furthermore, reading english poetry is believed to have direct influence on the pronunciation skills (Merry, 2017). in addition merry on her research found that the activities in reading poetry gave positive impacts to the process of teaching and learning on students' pronunciation. The students could emphasize how to pronounce words correctly, most of students engaged well in teaching and learning process and they were also enthusiastic in reading poetry.

The fifth finding is increase understanding of English, it also support by previous study (Wardani, 2015) by having a lot of vocabularies, we can improve English. Then, Burton in (Wardani, 2015) also stated that vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing. In line with this, english day has been implemented in the school for four years in order to improve students' english skills, in english day students performed a performance by using english such as drama, poetry, singing, and speech, it was held every Saturday and students were guided by some English teachers, through his research he found that the implementation on english day at this school can improve students' english skills (Basri, 2014)

The last finding is english day program burdens the students with the punishment. As accordance to research conducted by Sinaga entitled "Students' Perceptions on the Role of English Day Program in Speaking Skill Development" found that there were a bit more than a half of the students who personally perceive EDP plays a good role in their speaking skill development. A bit more than a half of them quite enthusiastically support and love to join EDP. Whereas he didn't found

any negative perception towards the english day program. Therefore, this study found a negative perception on englishh day program that is english day program burdens the students with the punishment

Based on the result of the discussion above, it can be concluded that activities during English day help students a lot to improve their vocabulary mastery, speaking ability, grammar mastery and also increasing students' understanding of english. After seeing the result it is also have negative perception on english day program that is burdens the students with the punishment such as making a lot of vocabulary and its translation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the data analysis catches that there are several students' perception on English day program at SMAN 1 West Sumatera, The perceptions are ; (1) enriching students' vocabulary; (2) improving students' grammar mastery; (3) improving students' speaking skills; (4) improving students's pronunciation; (5) increasing students understanding of english. Then the negative perception ; (1) english day program burdens the students with the punishment.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. The students

The research found there are negative perceptions from students regarding the english day program, they perceive that english day program can burdens the students with the punishment. Researcher hopes that this study can motivate students to follow english day well by knowing the good impact of following the english day.

2. English Teachers

The result of this study expected to contribute positively to English teachers who teach in senior high schools. It is hoped that they would be more attention to the students' negative perception on english day program and as an evaluation for the teacher who handle the english day program.

3. Other Researchers

The researcher hopes that this research can motivate the next researchers to continue a research to find out more causes of students negative perception on english day program.

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