CHAPTER FOUR

FINDING AND DISCUSSION

This chapter presents the detailed information about the data, which have been gathered and analyzed. The data presented is the findings of the clarified interview, which have been categorized, and connected to the available theories and explained by the researcher. This chapter is divided into two topics. The first topic is about the perception on the implementation of language day at the dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. The second is about the problems found in the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. The format of this chapter is the finding and discussion. It was then supported by the quotations from the interviewees, followed by the discussion, and supported by related theories in this study.

Students' perception on the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta

In answering the first research question of this study, the researcher took six representative students from two different locations of the dormitory. Every student had different perception on the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. The researcher found some findings related with the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta.

Finding# 1: Language day is good to be implemented at dormitory

The first question in the interview was asking about students' opinion on the implementation of language day at dormitory. The first finding of the study is about students' opinion on the implementation of language day, whether language day is good to be implemented or not. The results of the interview found that there were positive opinions of the participants about the implementation of language day at dormitory. It was good response of the participants.

Based on the six participants' reports, most of participants had positive response about the implementation of language day at dormitory. They said language day is fun to be implemented at the dormitory. Beside, language day is good to be implemented at dormitory because to learn languages is not only at the classroom but also at dormitory. In addition, language day will bring the students to speak foreign language actively. Here are their statements based on the appendix 2:

> "Language day is good, we got experiences from it. Language day is fun to be implemented, because we can speak foreign language, and it will take along until we grow up." (R3. Appendix 2, April 2015)
> "Actually, language day is very good, because to learn languages is not only at the classroom, but also at the dormitory. My teacher said that if you want to master English you have to go to America, everything and everywhere we use English. That is like in the

implementation of language day, we have to create environment like in America." (R5. Appendix 2, April 2015)

"When we implement language day at dormitory, it will bring us to speak foreign language actively, because language is very important for our future or our lesson at school or when we are at campus. So when we implement language day we have to be active in participate of language day itself." (R6. Appendix 2, April 2015)

Based on the data above, it can be concluded that mostly, the participants in this study perceived that language day is good to be implemented at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta because most of participants perceived positive response about the implementation of language day at dormitory. Thus, it can be conclude that language day is good to be implemented at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. Hence, language day is useful to be implemented at dormitory because mostly, the participants had positive response about language day. Then, the teachers created the program, which is language day, become useful program for the students.

Finding# 2: Language day is important to be implemented at dormitory

The next question is about the important of language at dormitory. Why language day should be implemented at dormitory. The participants were given the opportunity to share their opinion about that. All participants had different perception about the important of language day at dormitory. Here are their statements:

"…because language day makes the students more creative in language and to be able to speak foreign language, because when we just learn or memorize the vocabulary and dictionary, those are not enough. We have to practice it everyday. Beside, language is the key of world. If we are mastering foreign language we can go around the world."(R1.Appendix 2, April 2015)

"…because we live together at the dormitory, through language day, we got a lot of experience and we can learn from each other, from the students who had well in language. So that is why we learn together how to speak foreign language."(R2. Appendix 2, April 2015)

"In order to accustomed our self to be familiar in speaking foreign language. When we graduated from Muallimin we will be easily to talk with foreign people." (R6.Appendix 2, April 2015)

It can be seen that all of the participants are aware that language day is important to be implemented at dormitory because language day makes the students more creative in language and to be able to speak foreign language. Beside, through the implementation of language day, the students get a lot of experience and they can learn from each other. Moreover, language day accustomed the students to speak foreign language. Thus, it agrees with the purpose of the implementation of language day that is accustoming students to speak foreign language (Ahada, 2012).

Finding# 3: The students were happy in the practice of language day at dormitory

The interviewer asked the participants about their feeling in joining the language day at the dormitory. Their feelings were good feeling because they were happy in the practice of language day. Their statements based on the interview have shown in these quotes:

"I am happy because I can master the language [foreign language] easily." (R1. Appendix 2, April 2015)

"For happiness side is because maybe we got wrong in language, do not make that mistaken feel down, but make it fun. It was happy there." (R2. Appendix 2, April 2015)

"I enjoy because I like Arabic language from I was in elementary school. (R4.Appendix 2, April 2015)

"My feeling is happy because it is impressive for me." (R5.Appendix 2, April 2015)

"It [language day] is exciting. It is very enjoyable. I am interest on running it [language day]. Here, we practice everyday. Many inspiring friends have master in language here. They can do that, why I can not." (R3. Appendix 2, April 2015)

Based on the quotation above, it can be concluded that mostly, the participants in this study perceived that their feeling were good feeling on the implementation at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta because there were five participants having good feeling about the implementation

of language day at dormitory. Whereas only one participant in this study felt that, he is lazy on running the language day. Thus, it can be concluded that students' feeling on running language day were happy. Then, the teacher created the program of language day to be implemented at dormitory becomes useful program for the students.

Finding# 4: The implementation of language day improves students' communication competence

The researcher asked about the benefits on the implementation of language day in improving language skills. Mostly, all participants said that their communication competence improved through the implementation of language day at dormitory.

> "Through conversation every day using English, our communication skill is improved." (R2. Appendix 2, April 2015)
>
> "On the case of our way of talking are smarter than previous, because we force to speak up." (R3. Appendix 2, April 2015)
>
> "I feel more confident when I have to speak in front of audiences or delivering the speech using foreign language." (R6. Appendix 2, April 2015)

It can be concluded that all of the participants felt their communication competence improved through the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. Thus, it is supported by Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68). They said that communicative competence is the desired goal in communicative

language teaching. It already explained that the language day was created by the teacher based on the principle of communicative language teaching.

Finding# 5: The implementation of language day helps the students in learning English and Arabic language

In answering the question, each participant has different perception. Most of the participants argue that the implementation of language day at dormitory helps them in learning English and Arabic language at school. For example, they felt easier to follow the lesson of English or Arabic language at school; they got new vocabularies from their friends, moreover their English and Arabic language more fluent. Beside, through the implementation of language day they can know how to communicate properly. In addition, the implementation of language day helps the participants more understands in following the lesson of English or Arabic language at school. Here are some of participants' statements in answering the questions:

"I feel easier in following the lesson, more understand because we have practiced English or Arabic language at dormitory, so it is easier to remember." (R1. Appendix 2, April 2015)

"From the implementation of the language day at the dormitory I got new vocabularies from my friends, moreover my English and Arabic language more fluent." (R4. Appendix 2, April 2015)

"We can know how to communicate properly. We also know there are UK style and USA style." (R3. Appendix 2, April 2015)

"If we joined language day at dormitory it will easier to pervade the lesson at school, either English or Arabic." (R6. Appendix 2, April 2015)

Based on the information above, it can be concluded that most of the participants perceived the implementation of language day at dormitory helps them in learning English and Arabic language. They felt easier to follow the lesson of English or Arabic language at school; they got new vocabularies from their friends. It is in line with the purpose of the implementation of language day that is enriching vocabularies of foreign language (Ahada, 2012).

Moreover, some students felt that their English and Arabic language skill more fluent. It is supported by Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68). They said that fluency and acceptable language is the primary goal: accuracy is judged not abstractly but a particular.

Finding# 6: The implementation of language day improves students' speaking skill

In order to know the answer of the question about the effect on the implementation of language day in speaking skill, the participants request to explain it. All of the participants gave different statements about it. Generally, all of the participants claimed that their speaking skill was improved. It proved from their statements:

"My speaking skill is improved, because I forced by the regulation that I can not to speak Bahasa Indonesia, I have to speak foreign language, if I speak Bahasa Indonesia I will get the punishments, so

indirectly my speaking skill will improve." (R1. Appendix 2, April 2015)

"Of course, my speaking skill is accustoming and more fluency. So, I have to increase my motivation to speak language [foreign language]. I really appreciate about the implementation of language day at this dormitory because of course this is very beneficial for the future." (R2. Appendix 2, April 2015)

"I feel that my speaking skill is improved, because I got more practices here and I force to learn more in language. I got motivation from each other because they can do it, why I am not." (R3. Appendix 2, April 2015)

"Previously, for the first time, I spoke [foreign language] without basis, but it was ok for me because there were friends would correct my mistakes. From my mistakes I got new experiences." (R4. Appendix 2, April 2015)

"If I go abroad I have been familiar with their language [foreign language] because of language day, even though I use Indonesian accent." (R5. Appendix 2, April 2015)

"Before I enter Muallimin my speaking skill is bad, but after language day is implemented at dormitory I feel more fluent in speaking skill either English or Arabic language" (R6. Appendix 2, April 2015)

Based on the data above, it can be concluded that the implementation of language day at dormitory improved students' speaking skill. It can be seen from

the participants' statement above that all of the participants claimed their speaking skill is improved through the implementation of language day at dormitory. It was supported by the purpose of the implementation of language day that is improving students' speaking skill in foreign language (Ahada, 2012).

Finding# 7: The implementation of language day increases students' confidence to speak

Through the implementation of the language day, the participants felt that their speaking style was change. Beside, they felt more confident when they have to speak in front of friends or public area.

> "Of course I got a lot in changing. My speaking style is changing, because previously when I was in elementary school and now I am at Muallimin are different in speaking. I know how to use grammar in sentences." (R2. Appendix 2, April 2015)

> "The changes, we are more confident when we have to speak in front of friends or public area, moreover I feel more fluent in speaking foreign language. We can speak with tourist. We also got a lot of vocabularies here." (R4. Appendix 2, April 2015)

It can be seen that the implementation of language day at dormitory give changes for the students. The participants felt that their speaking style were changes. Beside, they felt more confident when delivering speech in public area. It is conformity with the purpose of the implementation of language day that is developing students' ability and skill in foreign language (Ahada, 2012).

Finding# 8: the implementation of language day promotes the teachers as facilitator, as resource, as controller, and as guidance

When the researcher asked about what roles of teachers on the implementation of language day, most of them explained more about what the teachers' roles on the implementation of language day at dormitory. The first role that is revealed by students is teacher as facilitator. That is in line with the participants respond:

> "Teacher is as facilitator here, if we do not know what the language [foreign language], so the teacher will help or facilitate the students." (R1. Appendix 2, April 2015)

Another participant also explained same experienced:

> "Teacher is as facilitator if the students got confused, so the students will ask the teacher." (R3. Appendix 2, April 2015)

The participants' reports are in conformity with Brown (2001) related to a teacher as facilitator. He said that one of the characteristics of a Communicative Language Teaching Approach is the role of the teacher is facilitator and guide, not an all-knowing font of knowledge.

The others participants also stated that the teachers become resource for the students. On the implementation of language day at dormitory, the teacher gave the vocabularies and the teacher gave information regarding with languages.

> "Teacher is giving vocabularies here, and also gives new information regarding with languages [English or Arabic language]." (R4. Appendix 2, April 2015)

Moreover, one of participant said that the teachers had the control of implementation of language day and gave punishment for the students.

> "Students are the main goal on the implementation of language day, whereas the teachers are only controlling the implementation of language day and also give punishment for the students." (R5. Appendix 2, April 2015)

In addition, another participant gave short statements that teacher is only as guidance for the students. He said that:

> "This program is for the students, the teachers are only as the guidance for us." (R6. Appendix 2, April 2015)

It can be concluded that there were three roles of the teachers on the implementation of language day. The first one was teacher as facilitator for the students. When the students do not know what the foreign language is, thus the teacher will help or facilitate the students. The second was teacher as resources for the students, because the teacher shared new vocabularies and knowledge about foreign language on the implementation of language day. The last was the teacher as controller and guidance for the students on the implementation of language day.

Finding# 9: The implementation of language day promotes the students as active participants

Beside the roles of the teachers, students also have the roles in the implementation of language day at dormitory. Based on students' interview, all of the participants stated that the roles of the students are the main actor on the

implementation of language day at dormitory. They were active participants on the implementation language day. In addition, the students were the main goals for the implementation of language day. In addition, the students have to follow the rules and regulation on the implementation of language day at dormitory.

> "The students are active participants in this program [language day] because this program is designed by the teachers is for the students itself." (R1. Appendix 2, April 2015)

> "Students are the main goal on the implementation of language day, whereas the teachers are only controlling the implementation of language day and also give punishment for the students." (R5. Appendix 2, April 2015)

> "For the students, the roles are only following the rules and regulations on the implementation of language day." (R3. Appendix 2, April 2015)

Based on the data above, it can be seen that students are the active participants on the implementation of language day at dormitory. It is conformity with Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68). They said that students in a CLT class are active participants in their own learning process. It means that the students become the main goals for the implementation of language day at Madrasah Muallimin Muhammadiyah Yogyakarta.

The problems on the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta

In order to answer the second research question, the participants asked about what the problems found on the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta. Based on the participants reported, the researcher found some problems faced by students on the implementation of language day at dormitory.

Finding# 1: Being unfamiliar with foreign language is the problem for the students

The first problem on the implementation of language day at dormitory is the students feel unfamiliar with foreign language (English or Arabic language). Therefore, they got difficulties to adapt language day at dormitory. The difficulties are there were students with different level in mastering language, thus they got misunderstanding when they had conversation at dormitory. In addition, less of vocabularies also became the problems for the students.

> "There are a lot of students do not speak foreign language. They just speak foreign language when there is a spy around them. So, it is just because we are not familiar with language [foreign language]. Maybe we need to adapt the language [foreign language] itself" (R1. Appendix 2, April 2015)

> "I got difficulty on the implementation of language day. I am not familiar with the language [foreign language] because I am not

mastering language yet, so I have to think first before I speak up."

(R1. Appendix 2, April 2015)

 "Less of vocabularies become the problems for me, so I got troubled

to speak." (R4. Appendix 2, April 2015)

Based on the data above, it can be seen that the first problem on the

implementation of language day at dormitory is the students feel unfamiliar with

foreign language. It means that it is not always an easy task for students to speak

English or Arabic language as a second language. According to Luoma (2004) as

cited by Juhana (2012), she said that students have to perfectly understand the

sound system of English. Moreover, they also have to perceive what is being said

to them and need to be able to respond appropriately to acquire amiable relations

or to accomplish their communicative goals (Luoma (2004) cited by Juhana

(2012)).

Finding# 2: The punishments are complicated to be implemented in language
day

Four out of six participants said that the punishments are complicated to be

implemented in language day. The punishment is the students and teachers have

to pay if they speak Bahasa. They explained that the punishments press the

financial. Moreover, the punishments are damage theirselves. Beside the

punishments are complicated to be implemented in language day. Therefore, the

punishments are one of the problems on the implementation of language day.

"The punishments are pressing my financial, so I hope the punishments make the students anxious. For example they have to write al-Qur'an or dictionary." (R1. Appendix 2, April 2015)

"Maybe for some students feel annoyed with language day because the punishments are damage their self. (R2. Appendix 2, April 2015)

"I think the punishments are complicated to be implemented because if we got punishments maybe we are too enthusiasm, or maybe we willfully speak Bahasa, so this is what we have to think more about the punishments." (R6. Appendix 2, April 2015)

Based on the data above, it can be seen that the second problem on the implementation of language day at dormitory is the punishments are complicated to be implemented on the implementation of language day at dormitory. It is conformity with Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68). They said that the target linguistic system would be learned best through the process of struggling to communicate. Although, the punishments are complicated to be implemented in language day, but it is good for the students to give them anxiety to speak Bahasa because they will get punishment, thus the target linguistic system will be learned well.

Finding# 3: The punishments applied are too heavy

There were participants claimed that language day makes the students feel lazy to be active at dormitory because they are scared to get the punishment. It means the punishments applied are too heavy in the implementation of language day. Some students just keep silent on the implementation of language day in

order that they do not get the punishments. Another participant also explained same experienced that sometimes the students are getting hard to do daily activities because of the implementation of language day.

> "The times that implemented in language day makes the students feel lazy to do activities because they are scared to get the punishments. They more utilized when off day." (R2. Appendix 2, April 2015)

> "Sometimes I am getting hard to do daily activities because I have to speak language [foreign language]." (R3. Appendix 2, April 2015)

Based on the data above, it can be seen that the third problem on the implementation of language day at dormitory is the students feel lazy to be active at dormitory because they are scared to speak. When they got mistake they would get punishment because the punishments applied are too heavy. Hence, some students were fear of making mistake in speaking. It is conformity with Robby (2010) as cited by Juhana (2012), he said that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. As a result, students commonly stop participating in language day's activity.

Finding# 4: Some teachers do not encourage the students to be active on the implementation of language day

The next problem found in the implementation of language day at the dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta is some teachers do not encourage the students to be active on the implementation of language day. The participants said that the teacher should give the examples or give instructions

for the students, thus the students will follow the teacher, because the teacher as the model for the students.

"If the teacher do not speak foreign language in language day, we also follow the teacher for do not speak foreign language." (R3. Appendix 2, April 2015)

"The problem is the teacher does not give the punishment for the students directly, only language division who had control and give punishment for students' mistake. So, some students underestimate the punishment and do not anxious." (R4. Appendix 2, April 2015)

"The teacher does not encourage the students to speak foreign language. The teacher just give the vocabularies and do not control on running of language day, so there are some student do not serious on the implementation of language day." (R5. Appendix 2, April 2015)

Based on the data above, it can be seen that the next problem on the implementation of language day at dormitory is the teacher does not encourage the students to be active on the implementation of language day. It is unconformity with Finocchiaro and Brumfit (1983) cited by Richards and Rodgers (1999, p. 67-68). They said that teachers help learners in any way that motivates them to work with the language. It means that the implementation of language day is not implemented well because the teachers become the problem here.

Finding# 5: No serious control by the teachers is applied

The last problem found in the implementation of language day at dormitory of Madrasah Muallimin Muhammadiyah Yogyakarta based on the interview is there is no serious control by the teachers. The participants mentioned that there were some students keep speak Bahasa when they have a chance because there is no controlled seriously by the teachers.

> "Everything has been set, but there are some students who still speak Bahasa when they have a chance." (R4. Appendix 2, April 2015)

> "There are some students who still speak Bahasa until now because there is no controlled seriously, some students take a chance to speak Bahasa at bedroom." (R5. Appendix 2, April 2015)

Based on the data above, it can be conclude that the last problem on the implementation of language day at dormitory is there is no serious control by the teachers in the implementation of language day at dormitory. It is conformity with Munjayanah (2004). She assumed that it is easier for the student to use their mother tongue in their class because it looks naturally. Thus, the students keep speaking Bahasa when they have a chance because Bahasa is their mother tongue.