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

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Abstract

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

Keywords: *Students' Perception, Language Environment and English Zone.*

Introduction

Language is a way for humans to have communication with others. Without a language, a human can not transfer some information to others. In Indonesia, English is the first foreign language to be formally taught in all schools and even as one of the major lessons. It is because this language is one of the international languages that bring about inevitable consequences to those who learn or who do not learn the language. Most of the information and technology come from another country use English. So, to increase student ability in English, it needs a high quality of human resources. Learning a foreign language is not easy. The students must be able to master all of the aspects of the target language.

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

According to student 1, English Zone is a rule made by TBI HMPS to be obliged to speak English, especially for TBI students. The goal is to improve speaking skills. English Zone was first created in the year 2016, and until now, the English Zone rules still apply to everyone speaking English. Student 2 said that English Zone is an area for all people must speak English. Unfortunately, it HMPS program not efficient. Then, Student 3 said that English Zone is the environment of communication in English.

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

Perception is observation in a brain about an object that we observe results ability to experienced organized. It means that perception is the option of a process receiving something by students toward their experience that has been happening. Perception is a process by which an individual can comprehend an object based on his experienced, and perception is also one of the processes within themselves to the objects that they get based on environment stimulus, which received by sense. Perception is essential in the English zone. So it can have an impact or influence on students' learning outcomes. English zone is a program TBI HMPS; If this program is good, then it can be continued; otherwise, if it is not good, then it will be abolished for English Study Program. According to the researches, when all students or lectures use English to communicate in the area, the English environment would be productive. However, if all students do not use English to communicate in an area, the English environment is not productive. Perception is the experience of objects, events, or relationships obtained by inferring information and means message.

Students' perception reveals the student's perception of their English environment (English Zone). The perception can be favorable or unfavorable to somebody or something. It also can be defined as the process of determining the meaning of what is sensed, which implies the ability to give meaning to stimuli. Moreover, Manser defines perception as the ability to perceive or way seeing or understanding. Its means that student perception is called the core of communication, because if our perceptions are not likely to communicate effectively. Perception is what determines we choose a message and ignore the other message. The higher the degree of common perception among individuals, the more comfortable and more often they communicate, and as a consequence, the more tends to form a culture group or identify the group. The importance of students' perception of Student Perception Is considered an essential variable in this research. It is the process of determining the meaning of what re sensed. After doing pre-observation about it, the result so disappointed because this environment is not productive. This environment is not utilized well by the students; they ignore the rules and keep talking in Bahasa when there is no lecturer. Then, the researcher finds out many students' perceptions of the English Zone.

Several previous studies are the first based on Nurdianti, who investigate the analysis of language awareness in the language environment (English zone) at STAIN Curup, have found out the result that affects someone's consciousness about using language in the language environment. The Aspects of language awareness play the main role in students' consciousness for always using English in their communication. So, language awareness and language environment have a relation to building students' awareness. The second is from Article by Roland Baddeley and David Attewell University of Bristol "The Relationship Between Language and the Environment." In that research, Roland and David discussed how language and environment have interaction. Environment effects of the evocative sort persist throughout life and environment; also, effects increase with development, as active replace passive forms. So the environment is important to increase the ability of language. The last is from other researcher have published under the title "Foreign Language Study and Language Awareness" by Eric W. Hawkins at the University of York, UK. In that research, the author discussed what the factor is that it can influence language awareness to increase foreign language study. Moreover, the result of the factors is that the language environment can influence the effectiveness of using language awareness of students.

Based on the previous study and the observation, there is much research about the language environment. The environment is an essential part of the increase that ability. This research different from the previous study because, in this research, the researcher focus on the students' perception toward the language environment that has been created as an English Zone in the English study program of IAIN Curup.

Research Methodology

This research was descriptive quantitative research, which investigates the students' perception toward the English Zone. Descriptive is a research method whose effort to describe interpreting the object based on the fact. Descriptive research is to the state of the event which is going happen and makes a description

of the fact of situation or event. In this research, the researcher tries to give a description of the positive and the negative of students' perceptions toward the English zone.

The population of this research is all students in the academic year 2015, 2016, 2017, and 2018. For semester VIII in the academic year 2015 are 3 classes, consist of 38 students, for semester VI in the academic year 2016 are 2 classes which consist of 54 students, for semester IV in the academic year 2017 are 3 classes consist of 60 students, and semester II in the academic year 2018 are 3 classes which consist of 60 students. The researcher takes students' from the second, fourth, sixth, and eighth semesters because they are studying in the English zone. The population of this research is 212 students. According to Sugiyono, the sample is a part of the number and characteristic owned by the population. There no specific limit on how large a sample taken from the population because legitimate least not situated on a large sample or the number of samples taken. However, it lies in the nature and characteristics of the sample population is approaching or not. The sampling technique used in this study is simple random sampling. Simple random sampling by Sugiono, "data collection technique the most simple (simple) for taking members of a population sample was random without regard to existing strata in the population."

Thus, the number of samples obtained 37 students' research. Sampling was taken from the second, fourth, sixth, and eighth semesters. As a result of the above calculation, the division took 9 until 10 students per semester. So, the researcher takes a sample of just 25% of the population. This percentage, based on Suharsimi Arikunto said that if the population is less than 100, we should take all of the population as a sample. However, if the population is more than 100 we take from population 10%-15% or 20%-25% more use as a sample. So, 25% can be a sample in this research. In this research, the researcher takes random sampling. According to Amirul Hadi and Haryono, random sampling is a technique to take samples where all individuals of the population have the same chance to be chosen as a member of the sample. According to Sugiyono, "Random sampling or random can be done with random numbers, computer or the lottery." In this study, members of the sample

collection is done by way of lottery. Then every member of the population is membered in advance in accordance with the number of members of the population.

The researcher used a questionnaire to answer two research questions. A close-ended questionnaire is used in this research. So, the respondents answered the question based on the answer provided that has been prepared by the researcher. The researcher chooses a close-ended questionnaire because the close-ended questionnaire is used to get the data from students' perceptions about the English zone. A close-ended format questionnaire includes a multiple-choice answer. Then, multiple-choice questions come from the category of close-ended format questions. This multiple-choice could either be in even numbers or in odd numbers. "By including closed format questions in the questionnaire design, the researcher can easily calculate statistical data and percentages." The close-ended format questionnaire aimed to get information about student perception toward the English zone.

Moreover, Sugiyono in Maysaroh " in order to measure the scale, One type of question format employed is the Likert format, which provides five responses to each question or statement (a. strongly agree, b. agree, c. neutral, d. disagree, e. strongly disagree). The students give the answer based on their perception toward the English zone by giving a sign (√) to indicate their choices. The options from Linkert scale could be shortened in the form as below:

Table
Questionnaire students' perception toward English zone

No	Item Of Questionnaire	Answer				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I use English because of a rule.					
2	I never give respond when some partners invite me to use English language.					
3	I use English when there is a controlled by the					

	other people.					
4	I use English in English zone because I am afraid of a punishment.					
5	English Zone makes me afraid and stress to always use English language.					
6	I derisive my friends when they use English language.					
7	I lack of confidence to use English language.					
8	I am difficult to find partners to use English language.					
9	I lack of vocabularies to speak English.					
10	English zone really helps me to speak English well.					
11	English Zone forces me to always use English language.					
12	All friends surrounding me always shove me to use English language.					
13	English Zone motivated me to use English language.					
14	I invite my friends to use English language.					
15	English Zone makes me spirit to increase new vocabularies in English Language					
16	I always use English language in every condition and situation at English study program at IAIN Curup.					

To find out the percentage, the researcher used a percentage formula. Frequency divided of total numbers of the students and then multiplied 100%. The formula for positive statements is $X = \frac{f_{SAx5} + f_{Ax4} + f_{Nx3} + f_{Dx2} + f_{SDx1}}{N} \times 100\%$. The formula for negative statements is $X = \frac{f_{SAx1} + f_{Ax2} + f_{Nx3} + f_{Dx2} + f_{SDx1}}{N} \times 100\%$.

Dx4+f SDx5. So, the maximum score of the questionnaire is $37 \times 5 = 185$. The percentage of each statement was calculated by using the formula, which was $P = \frac{F}{185} \times 100\%$.

Findings and Discussion

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

Table
Percentage of Students' Perception Toward English Zone

Indicators		F	%	
Difficulties	1. Inhibition	109	5,69	(Negative Perception) 49,48
	2. Nothing to say	122	6,28	
	3. Low or uneven participation	105	5,40	
	4. Mother tongue use	112	5,77	
		118	6,07	
		110	5,66	
		101	5,20	
		85	4,37	
		98	5,04	
Benefits	1. Improve pronunciation	146	7,52	(Positive Perception) 50,52
	2. Improve fluency	141	7,26	
	3. Improve vocabulary	132	6,80	
		144	7,41	
	4. Improve accuracy	136	7,00	
		150	7,72	
Total		1941	100	

From the table above for the first indicator, there were 49,48% students "Disagree" about English zone because the statement number 1-9 was negative perception. So, if students' strongly agree and agree, it means negative. The second indicator there were 50,52% students "Agree" about English zone because the statement number 10-16 was positive perception. Based on the data above, it can be concluded from 16 items; respondents gave 5 items negative responses and 11 positive responses. From the result, the majority of students' perception toward the English Zone is positive perception.

a. Difficulties

Table

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

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

Based on the table of percentage above there are 37 students who answered the questions by 5 scales where each of them answer with different states, the researcher has grouped each item the highest percentage to the lowest percentage item as follows: I never respond when some partners invite me to use English language it consists of 122 or 6,28%, English Zone makes me afraid and stress always to use English language it consist of 118 or 6,07%, I use English in English zone because I am afraid of a punishment it consists of 112 or 5,77%, I derisive my friends when they use English language it consist 110 or 5,66%, I use English because of a rule it consist 109 or 5,69%, I use English when there is a controlled by the other

people it consists 105 or 5,40%, I lack confidence to use English language it consist 101 or 5,20%, I lack vocabularies to speak English it consists 98 or 5,04%, I am difficult to find partners to use English language it consist 85 or 4,37%. From that explanation, the researcher concludes that in the lowest percentage items number 1, 3, 7, 8, and 9. Many students choose to agree than disagree in the negative statement. So, there are difficulties students' Using English at English Zone.

b. Benefits

Table

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

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

Based on the table of percentage above there are 37 students who answered the questions by 5 scales where each of them answer with different states, the researcher has grouped each item the highest percentage to the lowest percentage item as follows: English Zone makes me spirit to increase new

vocabularies in English Language it consist 150 Or 7,72%, English zone really helps me to speak English well it consist 146 or 7,52%, English Zone motivated me to use English language it consist 144 or 7,41%, English Zone forces me always to use English language it consist 141 or 7,26%, I invite my friends to use English language it consist 136 or 7.00%, I always use English language in every condition and situation at English study program at IAIN Curup it consist 132 or 6,80%, All friends surrounding me always shove me to use English language it consist 133 or 6,81%. From that explanation, the researcher concludes that Many students' chosen agree than disagree in the positive statement. So, there are many benefits of using English in the English zone, and the English zone is a positive perception to increase students' ability in English.

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

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

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

Based on the table, Item 1 (I use English because of a rule) it consist 109 or 5,69%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, students who share the same mother tongue tend to use it because it is easier to speaking their mother tongue for communicate at English zone. For item 3 (I use English when there is a controlled by the other people) it consist 105 or 5,40%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, Students are worried about making mistakes or simply shy

when using English for communicate at English zone. For item 7 (I lack of confidence to use English language) it consist 101 or 5,20%. From that explanation, the researcher conclude that many students' choosed agree than disagree in the negative statement. So, Students have no motive to express themselves using English for communicate at English zone. For item 8 (I am difficult to find partners to use English language) it consist 85 or 4,37% and item 9 (I lack of vocabularies to speak English) it consist 98 or 5,04%. From that explanation, the researcher conclude that only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all to communication using English at English zone.

Discussion

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

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

That table above snow the categories in the analysis data of the questionnaire — the table above using a Likert scale that divided the students' perception into five categories. There are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Those are categories will make a perception agreement from students. If the answer is strongly agreed or agrees in negative statements, it means the students give a negative point of view about the English zone. Besides that, if the answer is strongly disagreed or disagrees with positive statements, it shows that the English zone got a positive perception from students'.

According to Sapir-Whorf states that the language a person speaks influences the way the world is perceived and interacted with. In student's English speaking

performance, the environment can act directly only on an individual, and in those cases, we find that purely environmental influence is responsible for a communal trait. This common trait must be interpreted as a summation of distinct processes of environmental influences on individuals. Based on the theory above, the researcher concludes that the language environment can influence ability in English. So, the English zone greatly influences the appearance of English students' in communicating.

The majority of the students got benefits from Using English in the English zone.

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

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

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

According to Ur also cited in Al Hosni, many factors cause difficulty in speaking, and the areas follow:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

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

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

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

Conclusion

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

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

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

To investigate students' problems in Using English to communicating at the English zone, From the questionnaire contains 16 items, the researcher found 5 items that students' problems in Using English for communicating at English Zone. Students'

problems in using English to communicate in the English zone caused by several factors, such as Inhibition, nothing to say, low or uneven participation, and mother tongue use.

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