ENGLISH INTENSIVE PROGRAM OF TWELVE GRADES AT MAN 5 BOJONEGORO IN ACADEMIC YEAR 2019/2020

THESIS

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ABSTRACT

ROSYIDAH, NANDA ULFATIN. 2020.*English Intensive Program of the Twelve Grades at MAN 5 Bojonegoro.*Thesis, English Education Department,Tarbiyah Faculty, State Institute of Islamic Studies Ponorogo, Advisor Winantu, K. S. A., S.S., M. Hum.

Key words: *English Intensive Program, National Examination, Learning English*

English intensive program is learning guidance of English lesson to prepare student before nation examination. The purpose of this program is to prepare the students in facing national examination. This program is important and given to the 12th students.

The purposes of this research were to explain the implementation of English intensive program for English national preparation at XII IPA 1 MAN 5 BOJONEGORO andto explain advantages and deficiency of English intensive program.

This research applied descriptive qualitative. The object of this research was XII IPA 1. The numbers of the object in this research was 36 students. The procedures of data collection were observation, interview and documentation. Hermeneutical analysis was used to analyze the phenomenon of English intensive program.

The implementation of English intensive program was implemented at indoor and outdoor learning. Indoor learning consistently was applied in this program. Meanwhile, outdoor learning was applied conditionally depends on the atudents concentration. The researcher found

7 the advantages of this program that student felt and only 1 disadvantage during the application of this program.

It can be concluded that the implementation of English intensive program in MAN 5 Bojonegoro had been running well both indoor and outdoor learning. Indoor learning helps students to improve their knowledge and outdoor learning helps student to improve their understanding about the material and learning to be fun and meaningful. The advantages of this program were student felt any 7 and the advantages of this program was student felt any 1 in the implementation of English intensive program were less. The teacher may make the time of implementation this program optimally to give material, task or practice student skill related material.
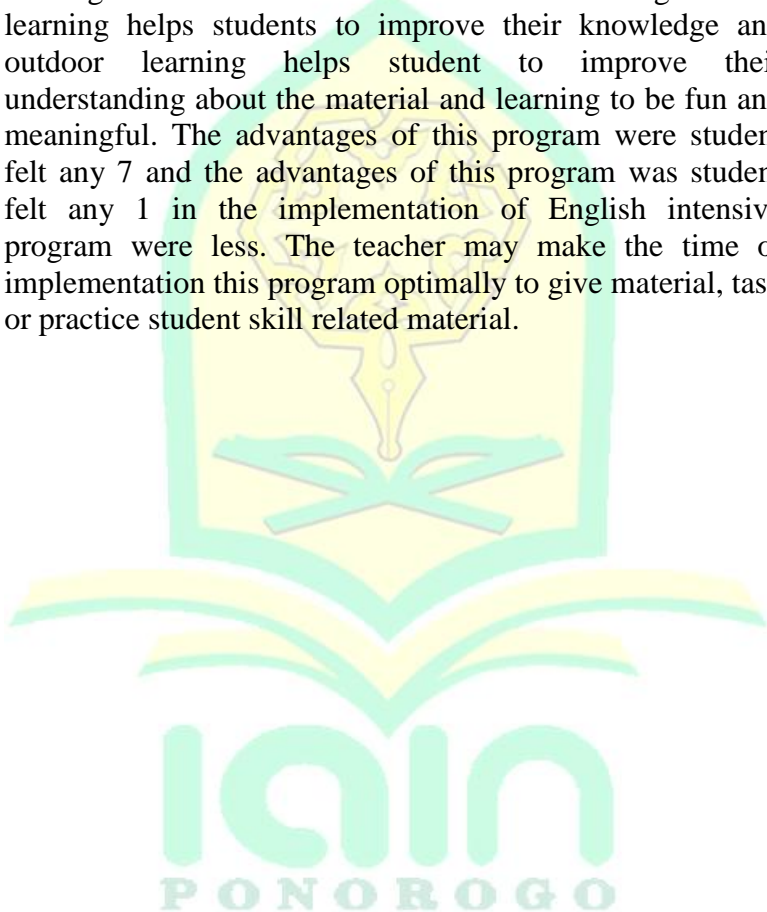
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CHAPTER 1
INTRODUCTION

A. Background of the Study

English intensive program is learning guidance program of English lesson to prepare student before national examination. This program isdesigned for students need English lesson intensively and students who want to improve their English subject before they do the national examination.This program is important and given to the 12th students. This program aims to develop the students' competence in English and provide them with language skill. English intensive program gives good progress in every meeting to students in learning process and students are more active and seriously when teacher teaching in the classroom.

English intensive program helps student to learn reading, writing and listening as skills to prepare national examination. In reading and writing, students learnreading comprehension, reading speed (predicting content and drawing inference from text) and new vocabulary from context. In listening, students learn to understand familiar words and basic phrases when native speaker speaks slowly and clearly.Gaubatz says that English intensive program can have a crucial role in developing the student basic academic knowledge, fostering their communicative skills, improving student-

teacher rapport, and facilitating active learning and creative instructional techniques.

In addition, English intensive program makes student fell confidence to practice language skills. For example, in listening skill, this skill will be test in the examination. This program helps students to prepared before do this part and increase the ability to be easier understanding vocabulary, meaning of words and pronunciations of the native speaker. This program will improve their skills.

English intensive program was first implemented in 2014, because English lesson being one of lesson student hate and student difficulty to learn that lesson. When learning process student being lazy to understanding the subject matter. The teacher tries to make student more interest with English lesson and improve their English lesson in the classroom, increasing their abilities to express ideas fully in written assignment or making feel less self-conscious about participating in classroom by communicative approach. Communication between student-teacher would be improved the relationship between them and help teacher to choose the way to convey the material and make the student active in the learning process. Implementation of English intensive program teacher always trying to engage student in activities that give their opportunities practice English and comfortable with class activities. In the first year of implemented English intensive program some student more loving

English lesson and more motivated to learn English. Every year has progress to result of student from English lesson in the national examination. This program help student get accepted at colleges like STAN, STEM, UNESA, UNESS, UNDIP, UTM, UIN SURABAYA, UIN MALANG and etc.

Based on the interview that had done on January 29th 2019 at MAN 5 BOJONEGORO with Mrs.Fauiza as the teacher of English intensive program.Some students at twelve gradeswas interesting to studied English lesson because they aware this lesson as an important think that be. English intensive program has made communicative approach to reach and create the conducivecondition.English intensive program helps student readier do examination. Furthermore, this program had given other skill provisions to continue school in the university.

In addition, based on the interview that has been done on March 6th at MAN 5 BOJONEGORO with Mr. Said Edi Wibowo as assistant principal for student.English intensive program makes student be stimulated to study hard about English lesson. Any student succeeds to study in the university with fellowship in the STAN and STEM that was the questions of test with English language. The student has motivation to learn English lesson since in the 10th grade and many good progresses in every grade. This moment makes MAN 5 BOJONEGOROmore famous because MAN 5 BOJONEGORO is first school that can

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study in STAN and STEM.MAN 5 BOJONEGORO more motivated to increase quality of English intensive program[1].

English intensive program in MAN 5 BOJONEGORO was implemented since 2014. English intensive program was applied to all of twelve grade students.This program was beginning when the students in twelve grades until before national examination and implemented every week after school hours at 14.00-15.00. This program was applied in the indoor and outdoor learning. The purpose of this program is to prepare students in facing national examination. The advantages of English intensive program are help student to representation of kind and type question the nation examination. English Intensive program gives facilitate to know about question that will do in the examination. The disadvantages ofEnglish intensive program arestudent more less than maximum to understand material of lesson because time influence does this program. The teacher hopes student more progress in English lesson or English skill from English intensive program and got best result in the national examination. The researcher hopes English intensive program can be better than before.

This program is recommended for students because given positive effect. Students focus and remember what they have learned, they can complete language study and provide for successful. This

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[1]Look at transcript at appendix

program has purpose to make good progress in English language. The implemented of this program are intensive to know understanding students about materials who teacher given when learning and teaching process in English intensive program. Intensive programs are more stimulating, exciting, efficient, challenging and enjoyable than regular courses.

B. Research Focus

This research focus on the English intensive program to learning English at XII IPA 1 of MAN 5 BOJONEGORO.

C. Statements of the Study
1. How is the implementation of English intensive program to prepare English nation examination?
2. What are the advantages and the disadvantagesof English intensive program?

D. Objective of the Study

Based on the statement of the problem, the purpose of the study is to find out:
1. To explain the implementation of English intensive program to prepare English nation examination at XII IPA 1 MAN 5 BOJONEGORO.
2. To explain the advantages and the disadvantages of English intensive program?

E. Significances of the Study

This study is expected to give the valuable contributions presented as follow:

1. Theoretical Significances

    Related to the theoretical significance, the researcher that this research will give a valuable contribution for developing the theory of English intensive program. This research, in other hand, is expected to enrich the knowledge and references about it.

2. Practical Significances

    a) researcher

        From this research, researcher hope can be added knowledge, experience, thought, and can solve a research problem.

    b) Teachers

        From this research, the teacher can be a motivator to learning so students will be more motivated in learning and get good result in English lesson.

    c) Students

        From this research, students can be more motivated in learning and prepared to the national examination in English lesson so can get good result.

F. Organization of the Thesis

This research willconsistofsix chapters as follows:

Chapter I   provides the introduction of the study. This consist of background of the study, research focus, statement of the study, objectives of the study, objective of the study, significant of the study and the organization of thesis.

Chapter II   consist of theoretical background and previous research findings.

Chapter III explain about research method. It consists of research design, researcher role, research location, data source, technique of data collection, technique of analysis data, data credibility, and research procedure.

Chapter IV   is findings. It consists of general data description and specific data description.

Chapter V   is discussion. It discusses about general data description and specific data description

Chapter VI is closing. It contains conclusion of the study and recommendation as the end discussion content series of the thesis.

CHAPTER II
REVIEW OF LITERATURE AND PREVIOUS STUDY

A. Theoetical Background
1. Learning English

Learning English can be considered as a process of getting knowledge about English. They want to learn about English language as a foreign language. In short, there are three factors that may influenced in the learning English. According sulistiyo these are class size (the number of students in classroom), student motivation (motivated to learn) and teaching focus(material of learning).[2] From this factors make effect in the success of learning English.

In addition, Herbert welberg says that student spent on learning concluded that time necessary but in sufficient condition for learning. Time in and of itself is only a modest predictor of achievement. Other factors influence learning that time spent on learning are capacity, the quality of instruction and students' personal motivation.[3]There

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[2]Urip Sulistiyo, " Learning As a Foreign Language In An Indonesian University: A Study of Non-English Department Students' Preferred Activities Inside and Outside The Classrom,". *IJET* ,Vol 5 Issue 1, (July 2016), 4.

[3]Raymond J. Wlodkowski and Margery B Ginsberg, *Teaching Intensive and Accelerated Courses Instruction That Motivates Learning*(San Francisco: John Wiley&Sons,Inc,2010),3.

is evidence that make up long-term memory about material.

Normazidah, Koo, Hazita and Trawinski in UripSulistiyopresented the factor that impact the learning english language to have poor performance;

a. English is regarded as a difficult subject to learn.

English subject is compulsory subjects that mean student have to learn the language for improve their knowledge about the language. English subject be one of difficult subject because has less vocabulary and depend on the mother tongue.

b. Learners' learning depend on the English as authorities.

Students become constructive and critical thinkers in the ways they make meaning in and thought text. Authority begins with the authority of the classroom where text are explored and discussion group according to a set expectations, culture and processes.

c. Support to use English in the home enviroment and the community.

When student interested in what they are learning, hopefully they will pay closer attention, they will also process the information more efficiently, and thinking, making connections between old and features. Furthers, when student are interested in a task, they will work harder and persist longer, bringing more of their self-

confident skill English into daily activity or other condition.

d. Exposure to the language as there is a limited.

When the parent who speaks the mother tongue full time and children is automatically speak it. When children do not speak fluently their own mother tongue, even though they are exposed to the language daily in the home.Who have had less language exposure and become proficient speaker. Therefore language exposure is limited.

e. Students have a limited of vocabulary proficiency as well as English reading materials.

Vocabulary is essential for successful use of the language andcrucial for a student ability to perform in the four skills of English. Vocabulary is important for improving competency in as second language especially in the reading skill. In the reading skill vocabulary is basic to understand text.

f. Learners' have an unwillingness and lack of motivation to learn English.

Motivation be one factor in the success of learning or failure someone in learning English. Motivation is factor to doing something. Because, this desire from someone to make strong effort in each activity done, in this case learning English.

g. Lack of motivation for learning or the negative attitude toward the target language.[4]

When a student is motivated in learning English, he/she will make the best effort to achieve success in learning the target language.If a student is not motivated in learning English, he/she will not pay any attention of it nor even does not care about it at of teacher teach.

Based on the factor of poor performance, students' performance of language learning are affected from a lack of effort, lack of effective learning strategies, whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies. So, teacher have to help students' improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic success and academic achievement.

2. **Component of Learning English**

In the learning English any component skill, there are:

a. Reading

Reading is an activity use eyes to receive written symbol and use brain to convert them

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[4]Urip Sulistiyo, " Learning As a Foreign Language In An Indonesian University: A Study of Non-English Department Students' Preferred Activities Inside and Outside The Classrom,". *IJET* ,Vol 5 Issue 1, (July 2016) , 184.

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into words, sentence and paragraph. Reading helps student to discover new thing, information, expand the mind and develops the imagination, and exposed many new words. Five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading.Two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called intensive reading.[5] Some of learning media in the reading skill there are;books, white board, poster and flash card.

b. Writing

Writing is an activity to communication with sign and symbol. Writing helps student to organize knowledge and to convey meaning through well-constructed text, spelling, vocabulary, grammar and organization helps student to writing from the first sentence to elaborate stories and essay.

In addition, writing tends to be less flexible than those of conversation, and the language which is used tends to be standardized. If the goal of the English teacher is to enable

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[5]Geoffrey Broughton and Christopher Brumfit etc, *Teaching English as A Foreign Language 2th Edition* (New York: Routledge, 1980), 90-92.

students to produce fluent, accurate and appropriate written English.[6]

c. Listening and Speaking

Listening is an activity to receiving language with the ears. Listening is a helps to identify the sounds of speech and processing them into words and sentence. Listening is one subject studied with hearing a dialogue and conversation.Speaking is an activity to expression (feeling and ideas) and deliver of language with mouth in spoken language.

Listening is a passive skill and speaking is an active skill. A receptive skill is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that he is assured continually that his word are being understood. This is usually overtly signaled to him in a conversation by the nods, glances, body movement and often by the non-verbal noises of his listener.[7]

3. English Intensive Program

Hong-Nam and Leavell says that English intensive program has been mentioned as an important step in developing not only the students' Basic Interpersonal Communication Skill (BICS) but more importantly their Cognitive Academic

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[6]*Ibid, 116.*
[7]*Ibid, 65.*

Language Proficiency (CALP).[8]According Scout & Conrad says that English intensive program is a course in which the number of sessions or the length of course or class time in shorter than the usual format of the schedule.[9]English intensive program a program which completes their language to communicative skills and personal purpose in the academic successful.

Based on the interviewhad done on January 29th 2019 at MAN 5 BOJONEGORO with Mrs.Fauiza as the teacher of English intensive program. This program is learning guidance to student preparation before national examination. This program is design to improve their English language and provides academic knowledge to preparation for national examination.[10]English intensive program implementation with communicative learning to make student interesting variety material and always fight to do this program. English intensive program have been found to contribute leaerners basic interpersonal communication skill and cognitive academic language proficiency.

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[8]Nasiri, E.,MA. Dan Shokrpour, N., PhD ,” Comparison Of Intensive And Non-Intensive English Course and Their Effects On The Stusen's Performance In An Efl University Context,” *European Scientific Journal*,8 (April),130

[9]*Ibid,* 129

[10] Look at transcript at appendix

Talib says was English intensive Program has purpose to increasing student english knowledge which integrative and communication skill which reseptive and productive in the intermediate level.[11]

4. Component of English Intensive Program

According Cahyono states that there were four components of English Intensive Program, which is follows:[12]

1. Teaching and learning process of English Intensive Course Program.

   a. The teaching process

   The focus here is on teaching practices that occurs within program. How these can be characterized, and how quality teaching can be achieved and maintained.[13]

   1) Teaching model and principle[14]

   Teacher principles are a product of their experience, their training, and their beliefs. (Breen), comments; any innovation in classroom practice from the adoption of a

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[11]Suleman Bouti," Intensive Course dan Beberapa Permasalahannya,"*Jurnal Bahasa, Sastra dan Pembelajarannya,13* (Juni,2002), 26-27

[12]Elva Bonita Arbie, "Students' Perception on English Intensive Course ProgramAt State University of Gorontalo," (Thesis, University of Gorontalo, Gorontalo,2012), 4.

[13]PrylaRochmawati, *English Curriculum And Material Development* (Ponorogo:STAIN Po Press, 2016),62

[14]*Ibid,* 26

new task or textbook to the implementation of a new curriculum has to be accommodate are on the part of the designer of curriculum planner and, indeed the teacher themselves, will facilitate harmony between a particular innovation and the teacher's enacted interpretation of it in the classroom.[15]

2) Maintaining good teaching[16]

Quality teaching cannot simply be assumed to happen. It result from an active, Ongoing effort on the part teachers and administrators to ensure that good teaching practices are being maintained. This involves the establishment of shared commitment to quality teaching and the selection of appropriate measures to bring it about. Maintaining good teaching refers to;

a) Monitoring[17]

Information needs to be collected regularly on all aspect of the program to find out how teachers are teaching the course, what is working well or proving difficult, and what issues teachers need to resolve.

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[15]James Dean Brown. *The Elements of Language Curiculum(A system approach to program developmement).*Heinle&Heinle Publishers.

[16]*Ibid,* 62

[17]*Ibid,* 62

b) Observation[18]

Regular observation of teachers by others teachers or supervisor can provide positive feedback on teaching as well as help identify areas that might need attention.

c) Identification and resolution of problems[19]

Timely identification of a problem in a program is essential to ensure that small problems do not develop into bigger ones.

d) Shared planning[20]

During process planning, potential problems can often be identified and resolved.

e) Documentation and sharing of good practices[21]

Teachers should be encouraged to report on their positive teaching experience. Meeting or mini-conferences can be arranged in which teachers report in classroom innovations or others activities they wish to share with colleagues.

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[18]*Ibid,* 63
[19]*Ibid, 63*
[20]*Ibid,* 63
[21]*Ibid,* 63

f) Self-study of the program[22]

Study of the program's practices and values as part of the process of self-evaluations and review.

3) Evaluating teaching[23]

If a program seeks to provide quality teaching, it is essential that teacher performance be regularly reviewed. This involves the development of an appraisal system. The type of appraisal is in the following.[24]

a) Developing the appraisal system[25]

In appraisal system is likely to have greater credibility id it represents all points of view.

b) The focus of the appraisal conducting the appraisal[26]

The focus of appraisal my include a number of other aspects of teachers work, such as; lesson plan, teacher-made classroom materials, course outline and handouts, class assignment, participation in profession development activities.

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[22]*Ibid,* 63
[23]*Ibid.* 63
[24]*Ibid,* 63
[25]*Ibid,* 64
[26]*Ibid,* 64

c) Conducting in appraisal[27]

A teaching appraisal may be carry out by a supervisor, a colleague, the teacher himself, or herself, or students.

b. Learning process

1) Understanding of the course/ class[28]

It is important to ensure that the learners understand the goals of the course, the reason for the way it is organized and taught, and the approaches to learning they will be encouraged to take. It cannot be simply assumed that learners will be positively disposed toward to course, will have the appropriate skills the course demands, or will share the teacher's understanding of what the goals of the course are.

2) Views of learning[29]

Learner enters a course with their own views of teaching and learning and these may not be identical to those of their own teachers.

3) Learning styles[30]

Learners learning style may be an important factor in the success of teaching

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[27]*Ibid,* 64

[28]*Ibid,* 64

[29]*Ibid,* 64

[30]*Ibid,* 65

and may necessary reflect those that teachers recommend. Learning style can be defined as the preferences students' exhibit in their learning.[31] According to Felder & Silverman, a learning style is defined as the characteristics, strength and preferences in the way people receive and process information.[32] It refers to the fact that every person has its own method or set of strategies when learning.

4) Motivation[33]

It is also important to find out what the learners motivation are for taking the course.

5) Support[34]

Support mechanism provided for learners are another component of courses delivery. These include the kinds of feedback learners will get about their learning and opportunities that are provided for faster or slower learners. Self-access component might be provided

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[31]Hlebowish P, *Design the School Curriculum* (Boston: Pearson, 2004), 40

[32] RFelderand L Silverman L, " Learning and Teaching Styles in Engineering Education,". *Engineering Education, 78*(7), 678-681.

[33]PrylaRochmawati, *English Curriculum And Material Development,* 66

[34]*Ibid,* 67

to allow learners to address specific learning need and interest.

The teaching and learning process in the English intensive course program were carried out by a group of teachers in each teachers' college. Implementation of English intensive Program there were some factors that pay attention by the instructors. The instructors become the facilitator for their students.[35] The facilities provided may be good planning, implementing meaningful, and the provision of learning contexts that provide motivation.

In addition, according toHassanas cited in Zulkairnain says that teaching is to create a conducive atmosphere, which is fun so that students are stimulated to learn.[36] So, creating a pleasant atmosphere is the most vital and integral part of the teacher in the learning task.

2. Instructional materials of English Intensive Course Program.

There are many ways in developing materials. Some models of developing instructional materials are proposed by experts of instructional design. According to Tomlinson, there are seven steps in the process of material writing. The steps are identification of need for

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[35] *Ibid,* 6.
[36] *Ibid,*6.

materials, exploration of need, contextual realization of materials, production of materials, student use of material, and evaluation of materials against agreed objectives.[37]

The instructional materials consisted of student's handbooks, student workbooks, teacher's guide and cassettes of recorded materials along with the tape scripts. the materials were presented in a typical form of organization. They are conversation, vocabulary focus, explanation, let's practice, pronunciation, communicative activities and listening.[38]

The conversation section provides many new words and expressions that mostly relevant with the topic. The vocabulary focus section provides the lists of important words and expressions that used in the conversation. The explanation section explains about the grammatical structures. Let's practice contains exercises that related with grammatical items explained in the previous part. The pronunciation section provides the explanation of articulator phonetics, pronunciation model, and pronunciation practice. The communicative activities section provides various activities, for example read some story and then answer the

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[37]B Tomlinson and H Masuhara, *Developing Language Course Material: RELC Potfolio Series 11* (Singapore:RELC Publisher, 2004)
[38]*Ibid,* 5.

questions, listen to the tape or instructors and then write the answers and some games. The listening section contains exercises based on the explanation and let's practice sessions. In the listening exercises, the students were assigned to respond to the instructions from the tape recorder.

3. Evaluation of English Intensive Program

The purpose of evaluation can be divided into two broad categories:

a. General purpose[39]: this purpose include of three principal reason (Accountability, curriculum development and self-development).

b. Specific purpose for evaluation

Some of the roles of the curriculum supervision are the following;

1) Help develop the school's education goal.

2) Plan curriculum with students, parents, teachers and other stakeholders.

3) Design programs of study by grade levels.

4) Plan or schedule classes or school calendar.

5) Prepare curriculum guides or teacher guides by grade level or subject area.

6) Help in the evaluation and selection of textbooks.

7) Observe teachers.

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[39]Pauline Rea-Dickins and   Kevin Jermaine, *Evaluation* (Hongkong:OxfordUniversiy Press, 1993),23

8) Assist teachers in the implementation of the curriculum.

9) Encourage curriculum innovation and change.

10) Develop standards for curriculum and instructional material.[40]

4. Independent study and outdoor activity

Independent study is students learn independently with the guidance of instructor who uses the resources and material provided in the classroom. This activity was expecting to allow students to organize their study time and space itself. Instructors are only instructing to the students to build up the effectiveness of independent study itself.

In addition, English intensive program also applied the outdoor activity is outside of class meetings in which conducted activities such as games, and semi-controlled speaking practice under the guidance of instructors. This activity provides students with the opportunities for interdisciplinary study, developing concepts through concrete experiences, allowing for self-expression, encouraging students to investigate topics that fit their interest and ability, and

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[40]PrylaRochmawati, *English Curriculum And Material Development*, 74-75

interacting with people to solve problem.[41] When student engage outdoor activity with a group or work together with a team can be values of sharing some of things that are learned and contact with other people.

Patricia Scott says was the most important factors influencing a successful intensive course: "Because intensive courses progress so quickly, instructors need to be organized and present the material in an easy- to- follow manner. Without organization, intensive courses quickly become overwhelming and chaotic. Moreover, students recommended that instructors organize intensive courses to emphasize depth over breadth of learning. Too often, students said, intensive course instructors try to cover too much material, which creates information overload. Students preferred to delve into fewer areas in more depth and concentrate on major concepts rather than learning large amounts of seemingly inconsequential information. English Intensive program are an ideal format for applying what we have learned in cognitive science: take more time for students to deeply learn principles that cross

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[41]Elva Bonita Arbie, "Students' Perception on English Intensive Course ProgramAt State University of Gorontalo,", 8.

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disciplines and provide relevant knowledge for future learning.[42]

5. Motivation

Barry Corbin says that motivation as an emotional reaction in which the learner sees a benefit, reward in a task.[43]Motivation is an internal force which can biological, emotional, cognitive, or even social which energizes certain behavior, direct and sustain that behavior toward a specific goal. In essence, motivation to learn is adoption of learning goals and related strategies.Motivating student to learn means not only stimulating them to take an interesting and see the value of what they are learning, but also providing them with guidance about how to go about learning it.

Motivation brings student students to the task of learning English can be affected and influenced by the attitudes of a number people. It is worth considering what and who these are since they form part of the world around student's feeling and enjoyable with the learning process. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation

[42] Raymond J. Wlodkowski and Margery B. Ginsberg, *Teaching Intensive and Accelerated Courses: Instruction that Motivates Learning* (San Francisco: John Wiley&Sons,2010),8

[43] Elizabeth Kirby, Ed.D., and Jill McDonald, M.Ed, *Engage Every student Motivation Tools for Teachers and Parents* (Minneapolis: Search Institute Press, 2009),5.

is a factor which affects the student interest in joining the classroom,any two kind of motivation;

a. Intrinsic motivation.

Collier says that The concept of intrinsic motivation began as part of the attempt to balance the notion that people are driven by felt needs with the notion that we oft en engage in activities because we want to, not because we feel a need to.[44]Intrinsic motivation comes from inside of an individual. The stimulus here is biological, emotional, or spiritual or social. Students who are intrinsically motivated engage in an activity willingly and try to improve their skill. Intrinsic motivation driven by an interest or enjoyment which a person feels in a task.

In addition Abraham Maslow says that spoke of self-actualization needs that we begin to express when our lower needs are satisfied.[45] Student is more creative to express their satisfaction or other explanatory about something.

b. Extrinsic motivation

Eckblad says that extrinsically motivated activity as involving a clear differentiation in awareness between means and ends. In contrast, intrinsically motivated activity is not experienced

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[44]JereBrophty, *Motivating Student to Learn 3ᵗʰ edition* (New York: Routledge,2010),153.

[45]*Ibid,*153.

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as a means undertaken to achieve some goal. There is no awareness of means-end separation, of the self, or of striving to achieve some goal separate from the ongoing activity.[46]Extrinsic motivation comes from outside in the form of reward, social approval, appreciation, fame, material, benefit etc. for student such benefits lose importance with time and they become less motivation as time passes. The problem may be solved with the help of internalization of extrinsic motivation it. Extrinsic motivation refers to performance of task for attaining an outcome. It may in the form of some kind of reward social approval or appreciation. This type it can be operant conditioning or social cognition.

Motivation is a key factor in successful learning. Motivation is essential for effective learning. Student may be motivated to learn from an activity whether or not they find its content interesting or its processes enjoyable. They may not get to choose activity, but they can choose to make the most of the learning.

In essence.motivation to learn is adoption of learning goals related strategies. Motivation to learn be present when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the

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[46]*Ibid,* 154.

skills it develops. Student who are high in motivation to learn (as a disposition) tend to do these things routinely, as if they possess a motivated learning schema that is triggered whenever they enter a learning situation. Even students who do not have much motivation to learn as a general disposition may display such motivation in specific situation because teacher has sparked their interest or made them see the importance of the content or skill.

In addition Phyllis and her colleagues (Blumenfeld, Puro and Mergendoller) says also developed a concept of student motivation to learn that combines motivation and cognitive engagement.[47] Students made conceptual material more concrete and interesting by providing examples and connecting the material to their student's experiences or to current events. They also assigned more varied tasks and encouraged student to cooperate in small group.

A student's tendency to find academic activities meaningful and worthwhile and to try to get the intended learning benefits from them. In contrast to intrinsic motivation, which is primarily an effective response to an activity, motivation to learn is primarily a cognitiveresponse involving

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[47]M. Kay Alderman,,*Motivational for Achievement Possibilities For Teaching and Learning Second Edition* (New Jersey: Lawrence Erlbaum Associates, Inc.,2004),106.

attempts to make sense of the activity, understand the knowledge it develops, and master the skills that it promotes.[48]

In addition, Ford says that when a person has more than one reason for participating in an activity, motivational increased, providing a type of motivationalsurance.[49] Student be more interesting to learn and understanding material from teacher. Teacher must creatively to give activities as a supporting material that day. Other that helps student to improve their skills as a group or self.

Shiang- Kwei and Seungyeon Han suggest six strategies to sustain student motivation:

1) Choise

Ames says that choice of tasks or activities is viewed as fostering belief in personal control and increasing interest and involvement in learning.[50]Encourage to make choices and become self-determine. Some student choice enhances intrinsic interest in school tasks.

[48]Jere Brophy, *Motivating Students to Learn 2ᵗʰ edition* (NewJersey:Lawrence Erlbaum Associates, Inc ,2004), 250.

[49] M. Kay Alderman,, Motivational *For Achievement Possibilities For Teaching and Learning Second Edition,*63.

[50]Terrell H Bell, " How to Sustain Students' Motivation In A Learning Enviroment (Ishik University,2011), 6

2) Challenge

James says that Student can be maintained if the challenge seems realistic and the path to success is made to them. Student interest will remain high if the challenge seems realistic and the path to success is made clear to them.[51] Student may experience if the challenge of the assignments matches their skills. This activity helping students search for more information to improve and revise their tasks plays an integral part in the learning process.

3) Controll

Shiang- Kwei and Seungyeon Han says that if student are involved in the process of classroom control, they will be more responsible, independent, and self-regulated learners.[52] To share the classroom control with students means involving them in the process of decision-making, organization of content, and choosing team members.

4) Collaboration

Vygotsky says that communication and collaborative group work can enhance thingking and learning.[53] Collaboration seems

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[51]*Ibid,*7.

[52]*Ibid,*8.

[53]*Ibid,*8.

to work when student depend on each other to reach a desired goal, when there are rewards for group performance and when student know how to work together effectively.

5) Construed meaning

   Turner and Paris say that Value-related valences are associated with the construction of meaning.[54]If the students perceive the value of knowledge, their motivation to learn increses. Student should be given the opportunity to construct meaning in text as well as to build a rationale for the meaningfulness of literacy activity.

6) Consequence

   Malone and Lepper say that student enjoy having their work and learning achievement appreciated and recognized by other.[55] When student are provided channels to display their work motivation increases.

   The component of motivational teaching practice to teachers in the classroom

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[54]*Ibid,* 9.
[55]*Ibid,* 9.

6. Advantages and Disadvantages of English Intensive Program

On the advantages of this program, English intensive program helps student to improve their basic language skills to prepare national examination, there are; listening, reading and writing. Other that, this program can improve student grammar and vocabulary. Jacques-Bilodeasays that positive effects of English intensive program. The present intensive English courses, a deeper analysis of the results paper focuses specifically on the Reading and Writing revealed that the participants did not feel satisfied with their writing competencies. Reading and writing be one of component skills to national examination. In the reading skill, student get material about reading comprehension and reading speed like scanning, skimming, predicting content, guessing meaning from contentand drawing inferences from text. In the writing skill, student respect to their: content (relevant to the assigned topic), organization (fluent expression; clearly stated, succinct, well-organized and logically sequencing), vocabulary and language use.[56]The teacher also tended to give the students task of making writing composition as homework to measure the student's ability since writing activity

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[56]VahidNimehchisalem,et.al" Malaysian Secondary School Students' ESL Writing Performance in an Intensive English Program,", *World Applied Sciences Journal*, Vol 22, No 12 (2013),4.

spends much time in the class. Students can easily generate the idea and develop their writing.[57] The purpose is to know student ability were able to state the main idea and also brave to express their opinion and idea from their writing task or homework, to know the student feedback and advice material from the teacher and improving their English skill especially in the writing skill.

In addition, Burton and Nesible says that intensive programs canincrease learners' motivation, commitment and engagement, and that learners believe intensive programs are more stimulating, exciting, efficient, challenging and enjoyable. English intensive program can increase student motivation to learn English language subject. When student have motivation in the learning process will take interested to learn and concerned. Other thatfrom an activity whether or not student fined its content interesting or its processes enjoyable. Students were also brave to ask the teacher when they found the difficulties. The student was also more enthusiastic in following the lesson. The student were interested and participating and more actively in every lesson.

On the deficiency of English intensive program. Henbery also believes that students have to

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[57]YenyAryningtyas, "Improving Students' Writing SkillL By Using Guided Writing," (Surakarta: SebelasMaret University, 2015), 78.

move on to new material without having time to review or reread old material because the process of learning since the students are not given enough time to review the old materials before moving to the new ones.[58] Student felt confusing to understanding and evaluation materials because timing of delivery materials. Other that they are doesn't focus to learn and review old material and new material.

In addition, Scott and Conrad say that intensive courses may result in learner's fatigue and their failure to digest the new subjects due to the rapid assignments that do not allow extensive coverage of the new concept.[59]Because every student has different ability to think and understand material of lesson.Teacher is creative to make of learning situation more enjoyable and interesting student to learn.

Cause of the implementation English intensive program after student gets other material from other lesson. Henberyargued that apart from not being able to digest compressed materials and condensed knowledge, they usually feel more tired, stressful and frustrated in an intensive

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[58]Nasiri, E.,MA. Dan Shokrpour, N., PhD ," Comparison Of Intensive And Non-Intensive English Course and Their Effects On The Stusen's Performance In An Efl University Context," *European Scientific Journal*,8 (April),130

[59]JayakaranMukundanet,al, " The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency,"*English Language Teaching*, Vol 5 No.11 (2012),3.

programbecause of the lack of time to review and reread old material before new material is presented. There is also the concern that in intensive programs students may not be able to digest compressed materials and condensed knowledge.[60]Any student felt bored when do activity of this program. The teacher gives various activities and before giving material sometimes any games related material last meeting to giving evaluation and material that day to stimulus student.

B. Previous Study

There are many previous research related to English intensive program. The previous study help the researcher finish this research. The first is the research by writtenElenaVladimirovnaShvinko, entitle *Studens' Perspective on Language Use Outsede The Classroom in an Intensive English Program*from Department of Linguistics and English Language Brigham Young University.[61]The purposes of this study were to explore student attitudes toward the English-only environment in an intensive English program, and find factors that either promote or inhibit students' desire to use English

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[60] Rebecca Lee Su Ping, " Investigating the Efficacy of an Intensive English Program and the L2 Learners' Learning Styles," *Advances in Language and Literary Studies*, 6 (Desember,2014), 247.

[61]Elena VladimirovnaShvidko," Students' Perspectives on Language Use Outside the Classroom in an Intensive English Program," (Tesis, Brigham Young University ,Provo, 2012).

in their communication with compatriots in school.[62] In conclusion the finding of the study demonstrated that the problem of the English usein school appears to be not only an element of the out-of-class learning environment, but also an element of classroom practices, teaching methods, and extra-curricular activities. In other words, the use of English is woven into the entire curriculum of the ELC. Therefore, the issue of language use in school should not be viewed as a policy issue, like it has always been at the ELC, but as a curriculum issue. The same principle applies to any other English program that would take the findings of this study as a theoretical framework for creating a language plan that promotes students' English use both in class and outside of the classroom.[63] The similary this research and research now is same focus on implementation of English intensive program with creating activity to improve student interesting to come in this program. The differences in the place of study this research focus on outside classroom to stimulus student understanding and make enjoyable situation to support implementation English intensive program and research now focus on the inside and outside classroom to giving situation variation was student fell comfortable do English intensive program

The second isBambangYudiCahyonoThesis , entitle *How Intensive Course Program Affects The English Profiency of Student of Teacher's Collage in Indonesia.*From English

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[62]*Ibid,3*
[63]*Ibid,* 155.

Department, Faculty of State University MalangIndonesia.[64]The purpose of this research is to report the implementation of the ICprogram and to examine the effectiveness of the program in improving the English proficiency of the students in the eight teachers' colleges.[65] In conclusion the finding that that the gains affected the development of the English proficiency of the IC students at the eight teachers' colleges in a positive way and the teachers' colleges maintaining the IC program keep up with the development of the program. Additionally, it would be best if the decision makers, especially those related to the implementation of the national curriculum for English language teacher education, provides some supports for on-going implementation of the IC program in the eight teachers' colleges in particular, and in all teachers' colleges in Indonesia in general. In the implementation of the IC program, the findings should be interpreted with care. This is because of the possibility that the gains were the effects of maturation.[66] The similary this research and research now is same focus on the implementation of English intensive program. Other that, the differences is this research focused on the eight collage and different teachers'. Research now focus on the one place MAN 5 Bojonegoro as a object of research.

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[64]BambangYudiCahyono, " How English Intensive Course Program Affects the English Proficiency of Students of Teachers' Colleges in Indonesia,". *Kata*, Vol 4 No. 1 (June 2002).

[65]*Ibid,*57.

[66]*Ibid,*50.

The third is ReemaAbouzeidentitle *The Effect of An Intensive English Program on The Vocabulary Size of Lebanese English Foreign Learners.*From Department of English and Translation, Faculty of Humanities, Notre Dame University.[67] The purpose of this research is to know the effectiveness of English intensive program in a foreign language context in enhancing students' receptive vocabulary size.[68]In conclusion the findings that English intensive program is effective in improving students' English language proficiency as measured by the increase in their receptive vocabulary size. Time of this course are effective in achieving their learning objectives is a matter of controversy. such compact programs in a foreign language context by evaluating the effectiveness of one English intensive program through vocabulary size testing.[69] The similary of the previous and this research used to improve vocabulary of student and any practice to know how student vocabulary size in the English language skill because vocabulary be one of skill must learn. The differences of this research and research now is in the skill as a ability to get good result in the English intensive program and could be supplies to continue the study or work. Research now was just not vocabulary but all of English language skill

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[67]ReemaAbouzeid, " The Effect of an Intensive English Program on the Vocabulary Size of Lebanese English Foreign Learners,", *International Journal of English Linguistics*, Vol 8 No 6 (2018).

[68]*Ibid,*1

[69]*Ibid,*6.

to like reading, writing, listening, speaking   prepare student before national examintion

CHAPTER III
RESEARCH METHODOLOGY

A. Research Methodology

To conduct this research, the researcher used qualitative approach. Qualitative research method was developing in the social sciences to enable researchers to study social and cultural phenomenon. Qualitative research was turning the world into a series of representation including field notes, interviews, conversations, photographs, recordings, and memos to the self. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. Qualitative research involves an interpretive, naturalistic approach to the world. This means qualitative research study describes natural setting, attempting to make sense of interpret phenomenon in terms of the meanings people bring to them.[70] Qualitative inquirer deals with data that are in the form of word, rather than number and statistic. Qualitative research begins from the conceptual framework a system of concept, assumptions,

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[70] John W Cresswell, *Qualitative inquiry & Research Design: Choosing Among Five Approaches 2th Edition* (Thousand Oaks: Sage Publications Ltd, 2007),36.

expectations, beliefs, and theories.[71] Here, the data of the research did not form of number, but in the form word.

The type of study which used by researcher was descriptive qualitative. Descriptive research includes surveys and fact-finding enquiries of different kinds. The research design used in this research was generated into qualitative method and specified into descriptive qualitative research design. Descriptive qualitative have same notion with the term basic of qualitative study, that was basic qualitative studies attempt to provide rich description, which account to understand a phenomenon, a process or a particular point of the perspective of those involved.[72] Researcher choses this method because qualitative descriptive appropriate with this research, and it revealed a real phenomenon, processed the data and describe the data briefly and detailed, systematically and can be responsible.

B. Researcher Role.

Giddens, Layder ,Lofland, Miles and Huberman says that the role of qualitative methods in seeking and providing explanation is widely recognized within a

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[71] Donald Ary, Lucy Cheser Jacob and Chris Sorensen, *Introduction to Research in Education* (Canada: Nelson Education, Ltd, 2010), 424-425.
[72]*Ibid,* 453.

range of different epistemological approaches.[73] To consider the particular role of qualitative methods in providing the kinds of information and understanding needed in social research, it is useful to consider some of the broader functions of social investigation. These have been defined in various ways, depending on the purpose of the classification.[74] The essential purpose is to explore and describe participants' understanding and interpretations of social phenomena in a way that captures their inherent nature.[75]

In the qualitative research, researcher as a human instrument and with data collection technique participant observation and in depth interview. The researcher talked with other people in the setting, observes their activities to get information, reads their document and written record, and records this information in the field notes. The qualitative researcher relies fieldwork methods includes interview, observation and document analysis.

C. Research Setting.

This research conducted in MAN 5 Bojonegoro, which located in Drsoetomo No 50 street Pengkok, Padangan. The researcher observe the twelve grade of science one in a class as an object in this research. Any

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[73]Jane Richie and Jane Lewis, *Qualitative Research Prachtice: A Guide for Social Science Students and Researcher*(London: SAGE Publications Ltd, 2003), 28.

[74]*Ibid,* 26.

[75]*Ibid,* 28.

four classes of twelve grade (two class science, one class social and one class religion), but researcher chose XII IPA because this class more active and interest in English intensive program. The students have motivation to learn through activity.[76]

The researcher chosen this school because there is phenomenon of English intensive program that has become a culture. This program conducted every Monday-Friday at 15.00-16.00. Each class has different schedule with the same teacher actually. This program gives significant positive effect to student and good progress in every year. Teacher used communicative approach to increase Students' English skill and to express ideas in written assignment or build student's self-conscious about participating in classroom. This approach made the learning process easier to understand and they can receive or understand what the teacher explains.

D. Data Source.

Data source in conducting this research are needed to analyze and describe the situation of the problem which are contain the data used in this research to espouse the validity of the research.[77] In this research consist of primary and secondary data

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[76]Look at transcript at appendix[3]

[77]Sari wahyuni, *Qualitative Research Method: Theory And Practice* (Jakarta: Salemba Empat, 2012), 12.

1. Primary data source is document is written by someone who had first-hand experience with the phenomenon under study.[78] In this research, the primary source was the result of interview dialogue the English teacher of Grade XII MAN 5 Bojonegoro. These transcriptsof video recording about the implementation of English intensive program as a learning guidance for prepared student in the nation examination. English intensive program was first implemented in 2014.

2. Secondary data source is a second hand description written by someone who may have heard about an event from others but did not directly experience it.[79] In this research the secondary data includes interview document, field notes, books and journal participants that can give contribute with English intensive program in teaching process as subject course matter.

E. Techniques of Data Collection.

Technique of data collection is a way to collect the data of research which suitable with variable of research. The most useful ways of gathering these forms of data are participant observation, interview and documentation.

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[78]Donald Ary, Lucy Cheser Jacob and Chris Sorensen, *Introduction to Research in Education*, 443.

[79]*Ibid,* 443

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1. Observation

Observation is selection and recording behavior of people in their environment.[80] An observation is the information is sought by way investigators' own direct information without asking from the respondents.[81] Observation is kind collecting data to understand the culture, setting, phenomenon, behavior of participants in setting. In this research,the study focused on a single unit, such as one individual, one group and program. In this activity, the researchers observed the research setting of English intensive program. In this researcher, the researcher just focused on English intensive program thought by English teacher. The researcherhad been observed this program on January 29th 2019 at MAN 5 Bojonegoro. This activity was used to know teaching and learning process using English intensive program.

2. Interview

Interviewing involves asking question and getting answer from participants in study. Researcher used interview to find some information.[82] Conducting interview after teaching

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[80] Sari wahyuni, *Qualitative Research Method: Theory And Practice*, 21.

[81] C R Kothary, *Research Methodology: Methods and Techniques 2nd revised edition* (New Delhi: New Age International Publisher, 2004),96.

[82]Sari wahyuni, *Qualitative Research Method: Theory And Practice*,25.

learning process is used to obtaine information relating this research. The researcher used structured interview because use of a set predetermined question and ask question in a form and order prescribed. Lincoln and Guba says that structured interview is the mode choice when the interviewer *knows that he or she does not know* and can therefore frame appropriate questions to find it out.[83] In qualitative interviews, the researcher conducted structured interviews with participants, interviews participants by telephone, or engages in focus group interviews, with all of student XII IPA 1 interviewed in each group. In this research, researcher interviewed Mrs. Fauiza as the teacher of English intensive program and all of student in XII IPA 1. From the teacher researcher, the can get information about the implementation of English intensive program and also interviewed the students, researcher the effect of English intensive program in learning process. The researcher conducted this activity to know the purposes of this program, advantages and disadvantages, the implementation of English intensive program from school, what should teacher prepare in applying this program and the outcome of this program.

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[83]Shraran B marriam and Elizabeth J Tisdell, *Qualitative Research: A Guide to Design and implementation 4ᵗʰ edition* (San Fransisco: Jossey-Bass, 2016),244.

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3. Documentation

Bogdad and Biklensays that document refers to any first-person narrative that describes an individual's action, experience and beliefs.[84] Such documents include diaries, letters, home videos, children's growth records, scrapbooks and photo album, calendars, autobiographies, travel logs, and personal blogs.[85] In some ways documents are like observations in that documents give us a snapshot into what the author thinks is important, that is, their personal perspective, while observation allows us to see over behavior.[86] Document is such data may yield descriptions of highly unusual or human experiences. Any two form of document written document (photographed and videotaped) and visual document (film, video, photos, web-based media).[87]

Documents are a good source of data for numerous reasons. Documents may be the best source of data on a particular subject, better than observations or interviews. Many documents are easily accessible and free and contain information that would take an investigator enormous time and effort to gather otherwise. The data found in document scan be used in the same manner as data

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[84]*Ibid,* 166.
[85]*Ibid,* 166.
[86]*Ibid,* 166.
[87]*Ibid,* 168.

from interviews or observations.[88] In this research, the researcher used photos and video to know about process teaching and learning using English intensive program, student activities in this program, and outcome of student from this program and transcript of interview from Mrs.Fauiza and all of student in XII IPA 1.

F. Technique of Analysis Data.

In this research, the researcher used hermeneutical analysis. Allen, Benner, and Diekelmann says that hermeneutical analysis is a qualitative research question asks for meaning of the phenomenon with the purpose of understanding the human experience.[89] In orienting to the phenomena, the researcher explored the participants' and her own historical and cultural horizons, in order to make these explicit. The research questions and sample evolve during the interview and observation process, as meanings, concerns, and practices emerge from varied perspectives interviewer.[90] The reason was the research focused on the phenomenon (English intensive program) in the MAN 5 Bojonegoro. So, the researcher had purpose about English intensive program itself, the implementation this program and the

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[88]*Ibid,*182.

[89] Janice D.Crist and Christine A.Tanner, "Methods Interpretation/Analysis Methods in Hermeneutic Interpretive Phenomenology, *Nursing* Research, Vol 52, No (May-June, 2003), 202.

[90] *Ibid,*203.

effect of English intensive program in learning process from the interviewer. Gadamer states that there were six steps of hermeneutical analysis, which is follows:[91]

1. The fusion of horizons.[92]

   The fusion of horizons, refers to the of process understanding. The researcher, understanding the question before asking to the interviewer/ the object of research.

2. The act of dialogue.[93]

   The researcher maintains a stance of openness to the topic, and seeks to formulate questions.

3. The interview process.[94]

   The researcher, interview with the object of research (interviewer). In the interview process, the researcher asked some question based on the focused of research (English intensive program).

4. Entering into dialogue.[95]

   The researcher open-ended conversations were held with each participant to explore their experience in the implementation of English intensive program in learning process and the effect of this program.

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[91] Margaretha M. Wilcke, "Hermeneutic Phenomenology as a Research Method in Social Work," *New Scholarship in the Human Services*,1 (2002),4.

[92] *Ibid,* 5

[93] *Ibid, 5*

[94] *Ibid,*5

[95] *Ibid,*5

5.   The hermeneutic circle.[96]

The researcher exploration result of interview with dynamic movement of understanding from projection to topic to new projection, and from whole to part to whole, constitutes the hermeneutic circle of understanding and interpretation.

6. The circle interpretation.[97]

The researcher transcribed the record of the conversation and then transcriptions were checked and rechecked against the records, in order to make sure that the transcripts accurately recorded the conversation. Through the process of transcribing the record of the conversation, the experiences described were transposed to written text.

G. Data Credibility

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects.[98] Terms abound in the qualitative research that addresses validity, such as trust worthiness, authenticity, and credibility.[99]In this research, researcher rechecked the

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[96] *Ibid,*5

[97] *Ibid,*5

[98]John W Creesswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach 3th edition* (Thousand Oaks: Sage Publication,2009),190.

[99]*Ibid,* 19 1.

information to confirm the reliability of the information that has been obtained and to cross check the information with some either evidence to verify the validity of the information collected.

The credibility or internal validity related with the results of qualitative research which should be credible or believed from the perspective of the participant in the research. The purpose of qualitative research is to describe or understand the phenomenon of interest from the participant eyes; the participants are the only ones who can legitimately judge the credibility of the result. To increase credibility of data, normally people use several data source and different methods which called as triangulation.[100]

H. Research Procedure.

1. Planning

   Before doing the research activity, the researcher has to prepare material, such as;

   a) Arrange structure research.

   The researcher made a planning to research included the background of the research and the reason for doing research, the location of research, the schedule of research, the design of collecting data, the design of analysis data and the design of credibility research.

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[100]Sari Wahyuni, *Qualitative Research Method: Theory and Practice,* 40.

b) Choose location of research.

In this step, researcher considered the geographical location, time to the location and cost to the location.

c) Achieve letter of permission.

Researcher came to the school to ask permission conducting research. In the school, the researcher met headmaster and rearranged the schedule in conducting the researcher in this school.

d) Observe the location of the research.

Researching a general overview of location, social environment and culture. The aim of this activity was to know the environment and situation the of the school.

e) Choose informant.

In this step, researcher asked the informant (Mrs.Fauiza and all of student in XII IPA 1).

f) Prepared some equipment of research.

The researcher prepared research equipment such, permit held research, the contact with school/ informant and the equipment to be used.

2. Application

a) Understanding background of research.

The researcher understands what strategy will be carried in the research as well as role of

the researcher based on the background that will examine.

b) Join the research to collect data.

Some steps included noted data based on problem and research purpose, noted data based on the form of the data (document, picture and photos), recording the result of research to remember the data that was found, analyzing based on the problem research and analyzing data to anticipate the suitable with problem research with data that was found.

3. Analyzing.

Analyzing with hermeneutical analysis that had six steps such;

a. The fusion of horizons.

b. The act of dialogue.

c. The interview process.

d. Entering the dialogue.

e. The hermeneutic circle.

f. The circle interpretation.

4. Writing the result of research project.

Write the result of research based on data analysis that has been done with carefully.

CHAPTER IV
RESEARCH FINDINGS

A. General Data Findings.

Based on the researcher observation in MAN 5Bojonegoro at the XII grade, teaching and learning process was started by the English teacher Mrs.Fauisa entered the classroom, greeted the students, and checked the attendance list of students to know who did not attend that day.

Before continue to the next material, the teacher asked the students about the material in the last meeting. After that, the teacher introduced the new material that would be discussed on that day. Then, the teacher asked students about new material to know students understanding before entering new material. After that student answered it, the teacher explained the material to improve the student understanding.

During the teacher explanation, the students tried to pay attention. Although in a while moments, students were noisy and did not pay attention to the teacher, however the teacher did not desperate to give the students' concentration back to the teacher explanation.

The teacher supported the explanation using his own book and gave several examples that related with the material. Then, the teacher gives listening session with audios related with the material to improve the student English skills especially in listening skill. So

that, the students were easier to catch the new material and enjoying the class.

After explaining the material and practice with listening skills, the teacher gave evaluation about the audios were student listen. Then, the teacher gave a chance to the students to ask about the part that had not been understood and the teacher would explain again it again clearly. While the students understood well about the material, the teacher gave a task to the students. After the students finished the teacher asked the students to speak in front of the class in order to present their task.

In the post activity, the teacher gave a conclusion about the material to make sure the students understood well by giving some questions. Before closing the class the teacher gave the students homework that would collect in the next meeting. Then, the teacher gave motivation to the students and closed teaching and learning process.

B. Specific Data Findings

1. The Implementation of English Intensive Program in Learning English

The implementations of English intensive program in learning English were collected by interview and documentation. Based on the all transcript of interview and documentation on Wednesday 23th Oktober 2019, on Saturday 26thOktober 2019 and on Thursday 31th Oktober

2019 with Mrs.Fauiza as a teacher of English intensive program and all of student XII IPA 1, this research found that the implementation of English intensive program in MAN 5 Bojonegoroespecially in XII IPA 1 was optimum because the students focusing and interesting to learn English in English intensive program and score of students in the nation examination is good some students could be learn in the universities. For the implementation of English Intensive program any two kinds there are:

1. Indoor learning.

    The teacher started with greeted student, and checked the attendance list of students to know who did not attend that day. The teacher asked the students with some question about the material in the last meeting to know student understanding about the material before continue to the next material. After that, the student was answer the question and when the answer is correct the teacher was gives scores.

    When the student was look tired and unfocused to understanding the material. The teacher was warming up the students with watching movie without subtitle and next write the vocabulary as much as much as possible to building learning situation be more fun and enjoyable so that students was focused to understanding the material.

In the indoor learning, student was improving their ability to understanding the meaning of sentence from word to word. The teacher gives task to read the material based on book from school in every student with translate every sentence in that text before gives the material. Then, the student was explained the meaning of sentence from word to word without open the dictionary. From this activities was improve their vocabularies and easier to memorized. This activities helped students to easier understanding a text when do the question in the every test of English subject and more ready to do question in the nation examination.

Then, the teacher introduced the new material and explained the material based own book and gave several examples related the material in that day. After that, the teacher asked the studentto improve their understanding and the student answer with English language to improve their speaking skills.

Next, the teachers gives variety activity with games or quiz related material in that meeting and make some group consist of 4 or 5 students. After games were finish, the teacher gave a chance to the student to ask about the part that had not been understood and the teacher would explain again it again clearly.

In post activity, the teacher gave a conclusion about the material. Before closing the teacher gave the students homework that would collect in next meeting. Then, the teacher gave motivation and closed teaching and learning process.

2. Outdoor learning.

The implemented in outdoor were conditionaldepends on student's concentration to understand the material in that day. The teacher was started with greeted the student and checked the attendance list of students to know who did not attend that day. Then, the teacher introduces the material based on books from school and asked student about the material to know the students concentration and to know students understanding before entering the material.

After that, the teacher explained the material and gave several examples related the material in that day. The teacher supported the explanation using games (think fast, name Pictionary, race for the truth and etc) competition among groups and quiz. Usually the teacher gave task for the student to practice their understanding with presentation every groups or competition among group. For that, the students were more enjoyable and interesting to learning English. The student was more active and easier to improve their English skills. The students was

felt more able to express themselves and more positive about the learning experience also their memory better to understanding every material that the teacher gives in learning process.

After explaining the material and practice or showing the students English skills, the teacher gives evaluation about the material. Then, the teacher gave a chance to the students to ask about the part that had not been understood and the teacher would explain again it again clearly. After that, the teacher gave a task to the student related the material and collect in that meeting. Next, the teacher gives task to the teacher related the material

In the post activity, the teacher gave a conclusion about the material. Before closing the class the teacher gave the students homework that would collect in next meeting. Then the teacher gave motivation to the students and closed teaching and learning process.

2. **The Advantages and Disadvantages of English Intensive Program.**
   a. **The advantages of English Intensive Program.**

   In order to know the advantages of English intensive program in MAN 5 BOJONEGORO especially in XII IPA 1, the researcher took interview with the teacher of this

program (MrsFauisa) and all of student XII IPA 1. Most of them realized that they felt the advantages of English intensive program. There are 7 advantages that teacher and students felt:

1) Improve the nation examination scores and increase theinterested to learn English subject.

MrsFauisa said.[101]

> The advantages of English intensive program were progress on the nation examination scores of student andthe student encouraged and interested in learning process so that it focuses on the material being delivered.

Faizah said.[102]

> I felt the advantages of English intensive program were any progress in the test and the nation examination scores.

Khindy said.[103]

> The advantages of this program were more interesting to learn English and understanding about English subject to the nation examination.

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[101]See appendix of interview transcript 1.
[102]See appendix of interview transcript 2.
[103]See appendix of interview transcript 4.

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Siska said.[104]

> The advantage of this program was more interesting to learning English.

Murtadho said.[105]

> I felt the advantage of this program was more interesting to learn English subject to the nation examination.

Sa'adatul said.[106]

> The advantage of English intensive program was more interesting to learn English subject in every meeting and love English subject more and more than before.

Dian said.[107]

> I think the advantages of English intensive program were more interesting to learn English intensive program and readier to do the nation examination especially in English subject.

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[104]See appendix of interview transcript 5.
[105]See appendix of interview transcript 9.
[106]See appendix of interview transcript 6.
[107]See appendix of interview transcript 11.

Ulum said.[108]

> From this program the positive effect was more interesting to learning English.

NurFaizah said.[109]

> To the advantages of this program was I felt more enthusiastic to learning English subject because this subject is test in the nation examination.

2) Student was readier to do the nation examination.

Nurziadah said.[110]

> From English intensive program was made readier to the nation examination.

Sepia said.[111]

> English intensive program was made readier to the nation examination.

Meiasya said.[112]

> The advantage of this program was more enthusiastic and readier to the nation examination.

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[108]See appendix of interview transcript 3.
[109]See appendix of interview transcript 5.
[110]See appendix of interview transcript 4.
[111]See appendix of interview transcript 6.
[112]See appendix of interview transcript 9.

Sa'adah said.[113]

> The advantage from English intensive program was readier to do English question in the nation examination.

Farhan said.[114]

> The advantage of this program was readier to the nation examination in the English subject.

3) Improve student's confidence to practice their English skills and improve their English skill.

Sumarni said.[115]

> The advantages of English intensive program was more confident to practice the English skills in the classroom or outdoor.

Firdaus said.[116]

> This program was improve the confidence to speak English and easier to understanding the meaning of a movie or song with English subject.

Nabila said.[117]

> The advantages of this program were improving the English skill, especially in the listening skill.

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[113]See appendix of interview transcript 10.

[114]See appendix of interview transcript 12.

[115]See appendix of interview transcript 5.

[116]See appendix of interview transcript 8.

[117]See appendix of interview transcript 11.

Effendi said.[118]

> The advantages of English intensive program were improving the English skills the example; listening a dialogue or music in English language and understanding meaning of a text to prepare do English question.

4) Helps student to known and easier to do various type of question.
   Ghofur said.[119]

> This program was made to easier working on various types of question in the nation examination.

Silviana said.[120]

> The advantage of this program was easier to working the English question in the nation examination. Because the teacher gives the easy way to understanding question and answer the question.

Lathifah said.[121]

> The advantage of English intensive program was known various types of question in the nation examination.

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[118]See appendix of interview transcript 12.
[119]See appendix of interview transcript 4.
[120]See appendix of interview transcript 6.
[121]See appendix of interview transcript 7.

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Lutfia said.[122]

> The advantages from this program was known easy way to understanding the various question in the nation examination.

Dwifani said.[123]

> The advantages of English intensive program were felt easier to do English subject question with various types.

Johan said.[124]

> The advantages of English intensive program were easier to do English subject question in the nation examination.

5) The student was more love English subject. Aini said.[125]

> This program was given positive effect to more love with English subject and I want know more about English subject and hope can studied in the universities with English department major.

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[122] See appendix of interview transcript 9.

[123] See appendix of interview transcript 11.

[124] See appendix of interview transcript 12.

[125] See appendix of interview transcript 2.

Muna said.[126]

> The positive effect from this program was love English subject more than before.

Ulfa said.[127]

> From this program I felt more lovely the English subject.

6) Improve students to more focused and concentration to learning English and easier to understanding the material of English subject.
Laili said.[128]

> The advantages of English intensive program were more concentration and focused with the material that the teacher given in the learning process.

Aziz said.[129]

> To the advantages of English intensive program was in the progress to understanding the material that the teacher gives in the learning process as prepare before the nation examination.

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[126]See appendix of interview transcript 7.
[127]See appendix of interview transcript 10.
[128]See appendix of interview transcript 3.
[129]See appendix of interview transcript 3.

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Jamilatun said.[130]
> English intensive program was given positive effect to more passion in learning process.

Fauziah said.[131]
> The advantage of English intensive program is was easier to understanding the material that the student gives in learning process

Munawwarotul said.[132]
> I think the advantages of this program were in the progress in understanding the material.

Fitriyah said.[133]
> The advantages of this program were more focused to learn English subject in the learning process.

Alif said.[134]
> The advantages were easier to understanding the material from the teacher and easier to do English subject question.

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[130]See appendix of interview transcript 2.

[131]See appendix of interview transcript 7.

[132]See appendix of interview transcript 8.

[133]See appendix of interview transcript 9.

[134]See appendix of interview transcript 10.

Aulita said.[135]

> The advantages of this program were easier to understanding the material from the teacher and easier to do English question.

7) Improve students vocabularies
   Figur said.[136]

> I think the advantage of English intensive program was improve the vocabularies so easier to write a text or understanding of meaning from a text or stories in the question of test or the nation examination.

Nafisatul said.[137]

> The advantages of this program was in the progress of the test score, improve the memorized of vocabularies and support to write a text, understanding the meaning of text and translate a text.

From all the statements above, the researcher concluded that were the teacher English and all of students in the XII IPA 1 can felt the advantages of English intensive program in the learning English and felt

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[135]See appendix of interview transcript 10.
[136]See appendix of interview transcript 4.
[137]See appendix of interview transcript 8.

progress in every meeting or every years in the implementation of this program.

b. The Disadvantages of English Intensive Program

In order to know the disadvantaged of English intensive program in MAN 5 Bojonegoro especially in XII IPA 1, the researcher took interview with Mrs.Fauisa and all of student XII IPA 1. Most of them realized that they felt the disadvantages of English intensive program.

1) Timing of implementation English intensive program was less

Mrsfauisa said.[138]

> I think the disadvantages of English intensive was in the time of the implementation this program is once a week.

Jamilatun said.[139]

> The disadvantages of English intensive program in time of the implemented were less.

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[138] See appendix of interview transcript 1.

[139] See appendix of interview transcript 2.

Faizah said.[140]

> The disadvantages of English intensive program in time of the implemented were less.

Aini said.[141]

> The disadvantages of English intensive program in time of the implemented were less.

Laili said.[142]

> For the disadvantages of this program in the time of the implemented just once a week while there's a lot of material to study and that material to prepared before do the nation examination.

Ulum said.[143]

> For the disadvantages of this program in the time of the implemented just once a week while there's a lot of material to study and that material to prepared before do the nation examination.

Aziz said.[144]

> For the disadvantages of this program in the time of the implemented just

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[140]See appendix of interview transcript 2.

[141]See appendix of interview transcript 2.

[142]See appendix of interview transcript 3.

[143] See appendix of interview transcript 3.

[144] See appendix of interview transcript 3.

once a week while there's a lot of material to study and that material to prepared before do the nation examination.

Ghofur said.[145]

The disadvantages of English intensive program were sometimes students do not yet understand the material but in the next meeting were different material and just once a week to the implemented of this program.

Figur said.[146]

To the disadvantages of English intensive program was in the timing of the implemented this program.

Nurziadah said.[147]

I think the disadvantages this program in the time of the implemented this program while this subject is does in the nation examination.

Khindy.[148]

I think the disadvantages of this program same with Figur and Nurziadah in the time of the implemented this program just once a week.

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[145]See appendix of interview transcript 4.
[146]See appendix of interview transcript 4.
[147]See appendix of interview transcript 4.
[148]See appendix of interview transcript 4.

Sumarni said.[149]

> For the disadvantages of English intensive program were just in the time of the implemented this program is less.

Nurfaizah said.[150]

> The disadvatages of this program were just in the time of implemented of this program just once a week that should add up to the time.

Siska said.[151]

> For the time of the implemented should add up, because the student felt enjoyable when in the learning process of this program, sometimes the teacher makes games or quiz to give the material.

Silviana said.[152]

> The disadvantages of English intensive program was in the time of the implemented this program is less while there's a lot of material that the student should learn to do the nation examination.

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[149]See appendix of interview transcript 5.

[150] See appendix of interview transcript 5.

[151]See appendix of interview transcript 5.

[152]See appendix of interview transcript 6.

Sepya said.[153]

> I think the disadvantages of this program same with Silviana were just once a week.

Sa'adatul said.[154]

> I think the disadvantages of this program same with Silviana were just once a week.

Fauziah said.[155]

> I think the disadvantage of English intensive program were in the time of the implemented this program should add up just not once a week.

Lathifah said.[156]

> The advantages of English intensive program were felt doesn't concentration to understanding the material that the teacher gives in the learning process because yesterday any other activities in the dormitory.

Muna said.[157]

> I think the disadvantages of this program were same with Fauziah is in the time of the implemented this program is less.

[153]See appendix of interview transcript 6.
[154]See appendix of interview transcript 6.
[155]See appendix of interview transcript 7.
[156]See appendix of interview transcript 7.
[157]See appendix of interview transcript 7.

Nafisatul said.[158]

> The disadvantage of this program was just in the time of the implemented this program while add up thirty or thirty five in every meeting.

Munawwarotul said.[159]

> I think the disadvantages of English intensive program was just one in the time of the implemented this program.

Firdaus said.[160]

> I think the disadvantages of this program were same with Munawwarotul in the time of the implemented this program just once a week.

Murtadho said.[161]

> The disadvantages of English intensive program was in the time of the implemented this program is just once a week.

Meiasya.[162]

> The disadvantages of English intensive program was in the time of the

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[158]See appendix of interview transcript 8.

[159]See appendix of interview transcript 8.

[160]See appendix of interview transcript 8.

[161]See appendix of interview transcript 9.

[162]See appendix of interview transcript 9.

implemented this program is just once a week.

Lutfia said.[163]

> I think for the implemented this program was added up thirty or thirty five minutes because I felt enjoyable in the learning process of this program.

Fitriyah said.[164]

> The time is less because some materials of the nation examination review from the material in the ten and eleven grade.

Alif said.[165]

> For the disadvantages of English intensive program was just in the time of the implemented this program is less.

Ulfa said.[166]

> Because just once a week should the time is add up thirty or fourty minutes in every implementation of this program

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[163]See appendix of interview transcript 9.
[164]See appendix of interview transcript 9.
[165]See appendix of interview transcript 10.
[166]See appendix of interview transcript 10.

Sa'adah said.[167]

> Remember the purpose of this program to prepare the student before the nation examination.

Aulita said.[168]

> I think the disadvantages of this program were same with other friend is in the time of the implemented English intensive program is less.

Dian said.[169]

> I think the disadvantages of this program the time of the implemented was less while add up for every meeting this program.

Dwifani said.[170]

> Yes I agree with Dian the disadvantages of this program was in the time of the implemented this program just once a week.

Nabila said.171

> Because the purpose of this program is to prepare the students before do the nation examination.

Effendi said.[172]

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[167]See appendix of interview transcript 10.

[168]See appendix of interview transcript 10.

[169]See appendix of interview transcript 11.

[170] See appendix of interview transcript 11.

[171]See appendix of interview transcript 11.

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For the disadvantages of English intensive program I think is in the time of the implemented this program.

Farhan said.[173]

While there's a lot of the material to be studied before do the nation examination.

Johan said.[174]

I think the time of the implementation this program is added up thirty minutes in every meeting in the learning process.

From all the statements above, the researcher concluded that were the teacher English and all of students in the XII IPA 1 can felt the disadvantages of English intensive program in the learning English and the disadvantages that most the student felt is in the time of the implementation of this program because just once a week.

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[172]See appendix of interview transcript 12.
[173]See appendix of interview transcript 12.
[174]See appendix of interview transcript 12.

CHAPTER V
RESEARCH DISCUSSION

A. The Implementation of English Intensive Program

The implementation of English intensive program was implemented at indoor and outdoor learning.

1. Indoor leaning was often applied in English intensive program. The teacher were given warming up before introducing and explaining the next material with purpose to build concussive situation so, the student had been focused to understand the material was the teacher given in that meeting. The teacher introduces the material based on books from school and gave several examples related the material in that day.

   In the indoor learning, student was improving their ability to understanding the meaning of sentence from word to word. The teacher gives task to read the material based on book from school in every student with translate every sentence in that text before gives the material. Then, the student was explained the meaning of sentence from word to word without open the dictionary. From this activities was improve their vocabularies and easier to memorized. This activities helped students to easier understanding a text when do the question in the every test of English subject and more ready to do question in the nation examination.

The teacher supported the explaining using games or quiz with make some groups consist 4 or 5 student in every group. Before closing gave the student homework as evaluation from the material in that meeting and that would collect in next meeting. Then, the teacher gave motivation to the students to more study hard to prepare before do the national examination and last closing the learning and teaching process. The teacher was helpful to improve their knowledge in English subject for students'.

Wardle says that indoor environment have an immediate, positive effect on the quality of students learning process.[175] Indoor learning helps student to enhance their knowledge and skill through conventional ways of teaching and learning. In addition, Jackman says that indoor learning could improve students' performance it could also students motivation and interest to learn for may reason.[176]

2. Outdoor learning was seldom applied in this program and the implemented of outdoor learning had been conditional depends on student's concentration to understand the material in that day. The teacher supported the explanation using games (think fast, name Pictionary, race for the truth and etc.), competition among groups and quiz. For that,

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[175]SarojaDhanapal and Cally Cheng Yee LIM , "A comparative study of the impacts and students' perceptions of indoor and outdoor learning in the science classroom", *Asia Pacific Forum on Science Learning and Teaching* ,Vol 14 Issues 2(December 2013),6.

[176]*Ibid,* 6.

the students were more enjoyable and interesting to learning English, so learning to be fun and meaningful for the students. Usually the teacher gave task for the student to practice their understanding with presentation every groups or competition among group so, The student was more active and easier to improve their English skills, the student was more confident to express themselves, more positive about the learning experience and also their memory better to understanding every material that the teacher gives in learning process.

Then, the teacher given evaluation for the result of student showing and gave a chance to the students to ask about the part that had not been understood and the teacher would explain again it again clearly. Next, the teacher a task or homework related the material and collect in next meeting. After that, the teacher gave motivation for the students and closing the teaching and learning. The teacher was helpful the student improving their English skills (reading, writing and listening) and improve their confidence to practice their skills to prepared the national examination.

Beames, Atencio, and Ross say that outdoor learning activities involve many kinds of teaching and learning activities that take place outside the

classroom.[177] In the outdoor learning was student learning sustainability to improve their creativity with practical skills or doing something in fun atmosphere. Outdoor learning gives facilitate to improve their ability with variety of activities (games, singing, materials and others). Thus, the activity helps student to improve their ability to socialize and share knowledge within a group or team.

B. The advantages and disadvantages of English Intensive Program.

The advantages of English intensive program were student felt any 7,there are:

1. Progress on the nation examination scores and interesting to learning English subject. MrsFauisa said.[178]

> The advantages of English intensive program were progress on the nation examination scores of student and the student encouraged and interested in learning process so that it focuses on the material being delivered.

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[177]CandraHadi Asmara,et,al" EFL Learners' Perception toward an Outdoor Learning Program," *International Journal of Education & Literacy Studies*,Vol 4. No.2(April 2016),2.

[178]See appendix of interview transcript 1.

Faizah said.[179]

> The advantages of English intensive program were progress in the test and the nation examination scores.

Dewey says that when interest is high, so is academic engagement.[180] Interested is an important because when the students interested in the learning process there had been motivated to learn and easier to understanding the material that teacher given in the learning process.

2. Student was readier to do the national examination. Nurziadah said.[181]

> English intensive program was made readier to the nation examination.

Sepia said.[182]

> English intensive program was made readier to the nation examination.

Raymond says that English intensive program could have significant positive effect on

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[179]See appendix of interview transcript 2.

[180] Michael Pressley, Linda Yokoi, Peggy Van Meter, Shawn Van Etten, and Geoffrey Freebern, " Some of the Reason Why Preparing For Exams Is So Hard: What Can be Done to Make it Easier?", *Educational Psychology Review*,Vol 9, No.1 (1997),29.

[181]See appendix of interview transcript 4.

[182]See appendix of interview transcript 6.

language knowledge.[183]When the student were understood every material that teacher given in every meeting. The student had been motivation to learn and understanding every material and last the student was readier to do the nation examination.

3. Student was more confident to practice their English skills and improve their skills.
   Sumarni said.[184]

   > The advantages of English intensive program was confidence to practice the English skills in the classroom or outdoor.

   Firdaus said.[185]

   > This program makes confidence to speak English and easier to understanding the meaning of a movie or song with English subject.

   Confidence is a crucial part for student to brave and stimulating in practicing their skills. In addition, Lautser says that self-confidence is an attitude or feeling confident in the ability of self so that person concerned is not too anxious in his action, feel free do things and take responsibilities

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[183]JayakaranMakundan, "The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency,".*English language teaching*,Vol5 No.11 (August 2012),3.

[184]See appendix of interview transcript 5.

[185]See appendix of interview transcript 8.

for his actions, warm and polite in interacting with others, have encouragement to participate and get to know the advantages and disadvantages.[186]

4. Student was known and easier to do various of types question.

Ghofur said.[187]

> This program was making to easier working on various types of question in the nation examination.

Silviana said.[188]

> The advantage of this program was easier to working the English question in the nation examination. Because the teacher gives the easy way to understanding question and answer the question.

> English intensive program helps student to predict to appear the question test in the nation examination and trained exam strategies to do the question in the nation examination.

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[186]Utama, I M. Permadi.Marhaeni, A.A.I.N dan Putra, I NyomanAdi Jaya, " The Effect of Think Pair Share Teaching Strategy to students' Self-Confidence and Speaking Competency of The Second Grade Students of SMPN 6 Singaraja", *E-Journal Program PascasarjanaUniversitasPendidikanGanesha Program StudiPendidikanBahasaInggris*, Vol1 (2013),3.

[187]See appendix of interview transcript 4.

[188]See appendix of interview transcript 6.

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5. Student was more love English subject.
   Aini said.[189]

> This program was given positive effect to more love with English subject and I want know more about English subject and hope can studied in the universities with English department major.

Muna said.[190]

> The positive effect of this program was more love English subject more than before.

6. Student was more focused and concentration to learning English and easier to understanding the material of English subject.
   Laili said.[191]

> The advantages of English intensive program were more concentration and focused with the material that the teacher given in the learning process.

Aziz said.[192]

> To the advantages of English intensive program was progress to understanding the

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[189]See appendix of interview transcript 2.
[190]See appendix of interview transcript 7.
[191]See appendix of interview transcript 3.
[192]See appendix of interview transcript 3.

material that the teacher gives in the learning process as prepare before the nation examination.

Focus and concentration helps student in material progress.

7. Improve student vocabularies.
Figur said.[193]

The advantages of English intensive program were improving the vocabularies so easier to write a text or understanding of meaning from a text or stories in the question of test or the nation examination.

Nafisatul said.[194]

The advantages of this program was in the progress of the test score, improve the memorized of vocabularies and support to write a text, understanding the meaning of text and translate a text.

Folse says that given importance of vocabularies acquisition in improving competency in a second or foreign language, increasing size of a learner's vocabulary is essential for successful use

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[193]See appendix of interview transcript 4.
[194]See appendix of interview transcript 8.

the language and, in the case of students, for academic success.[195] Vocabulary is a crucial for determining a students to practice in the four language skills to prepared their before do the nation examination.

The disadvantages of English Intensive program was just in time of the implemented this program less.

Mrsfauisa said.[196]

> The disadvantages of English intensive was in the timing of the implementation this program is once a week.

Jamilatun said.[197]

> The disadvantages of English intensive program was in timing of the implemented were less.

Faizah said.[198]

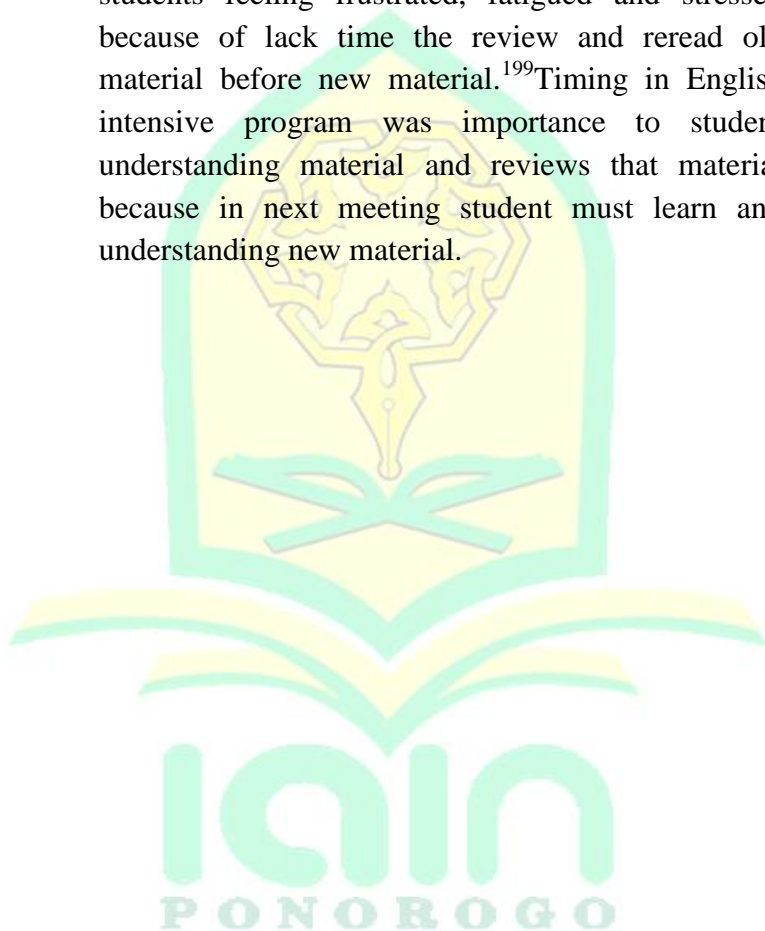> The disadvantages of English intensive program was in timing of the implemented were less.

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[195]ReemaAbouzed, "The Effect of an Intensive English Program on the Vocabulary Size of Lebanese English Foreign Learners," *International Journal of English Linguistic,* Vol 8, No.6 ,(June 2018),4.

[196] See appendix of interview transcript 1.

[197]See appendix of interview transcript 2.

[198]See appendix of interview transcript 2.

Henbery says that English intensive may not be able to digest compressed materials and condenses knowledge, highlighting the possibility of students feeling frustrated, fatigued and stressed because of lack time the review and reread old material before new material.[199]Timing in English intensive program was importance to student understanding material and reviews that material because in next meeting student must learn and understanding new material.

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[199]ReemaAbouzed, "The Effect of an Intensive English Program on the Vocabulary Size of Lebanese English Foreign Learners," *International Journal of English Linguistic,* Vol 8, No.6 ,(June 2018),6.

BAB VI
CLOSING

A. Conclusions
1. The implemented of English intensive program in MAN 5 Bojonegoro had been running well both in indoor and outdoor learning. Indoor learning helps students to improve their knowledge with variety activities that teacher gives in the learning process. Outdoor learning helps students to improve their understanding about the material and learning to be fun and meaningful for student because the object concrete saw. Other that, outdoor activity helpful students to improve their confidence to practice or showing the students English skill with games (think fast, name Pictionary, race for the truth and etc) and competition among group. This program that was implemented intensively beginning when the students in twelve grades until before national examination and implemented every week after school hours at 14.00-15.00.

2. The advantages of English intensive program that they felt; 1) The students was progress on the nation examination scores and interesting to learn English subject, 2) The students was readier to the nation examination, 3) The students was more confident to practice their English skill and improve their English skill, 4) The students was known and easier to do various type of question, 5) The students was more

love English subject, 6) The students was more focused and concentration to learning English and easier to understanding the material of English subject and 7) Improving students vocabularies. In addition, the disadvantages of English intensive program that they felt just in the time of implementation of English intensive program were less.

B. Recommendations

1. The students need to motivate themselves in the learning process both on the indoor or outdoor learning because this program helpful student to prepare before do the nation examination with variety material and activities to improve their understanding about every material that teacher given in the learning process. The result, students had been readier and get good score in the nation examination and last their can studied in the universities or work.

2. The teacher may makes the time of implementation English intensive program with maximal to give the material, task or practice student English skill related material. The teacher must build concussive condition in the learning process to make student interesting and motivate to learning English in English intensive program.

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