

**THE LEARNING EXPERIENCE OF TBI STUDENTS  
OF UIN DATOKARAMA PALU AT THE ENGLISH ZONE**



**THESIS**

*Presented partial fulfillment of the requirements for the degree of Sarjana  
Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training  
Datokarama State Islamic University Palu*

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2024**

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I hereby declare that this thesis entitled: "*The Learning Experience of TBI Students of UIN Datokarama Palu at the English Zone*" has been officially approved as my work. It has not been and must not be submitted in whole or part to another University/Institute for the award of any other degree. Suppose later if this thesis is fabricated either in whole or in part. In that case, I declare that I must comply with the university's rules and regulations and abide by the university's laws and regulations. I must be ready for all the consequences after that due to this misconduct.

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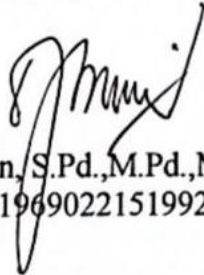
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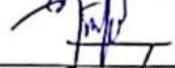
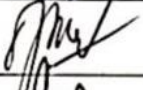



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A skripsi by Naila Amalia, NIM. 20.1.16.0047 entitled "The Learning Experience of TBI Students of UIN Datokarama Palu at the English Zone" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 7th March 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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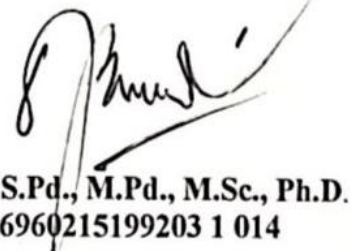
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The researcher realizes this thesis still has many imperfections. Therefore, constructive criticisms and suggestions be highly appreciated. Hopefully, this thesis can be used as a stepping stone for English Zone improvement. Especially for researcher and students/researcher who carry out the thesis as well as teachers and students that needed references and info about the learning experience at the English Zone.

**Palu, 13<sup>th</sup> March 2024 M**  
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**Yours Sincerely**



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## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>STATEMENT OF AUTHENTICITY .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>LEGALIZATION .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF FIGURE .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>ABSTRACT .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background .....	1
B. Research Problem .....	4
C. Objective and Significance of the Research .....	4
D. Operational Definition .....	5
E. Outline of the Research.....	5
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>7</b>
A. Previous Researches .....	7
B. Theoretical Review.....	9
1. Experiential Learning.....	9
2. English Zone .....	15
3. Learning Experience .....	17
4. English Skills .....	20
C. Conceptual Framework of the Research.....	25
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>27</b>
A. Research Approach and Design .....	27
B. Research Setting and Sampling .....	28
C. Positionality of the Researcher .....	28
D. Data and Data Source .....	29
E. Data Collection .....	33
F. Data Analysis .....	33
G. Reflexivity .....	36
<b>CHAPTER IV RESEARCH FINDINGS.....</b>	<b>39</b>
A. The Overview of Research Setting.....	39
B. The learning Experience of TBI Students of UIN Datokarama Palu at The English Zone .....	41



	1. The Views of Students about the English Zone .....	41
	2. The Influence and the Support of the Peer Tutors towards the Learning Progress of the Students.....	42
	2. The Assesments of Students' Progress in Learning English in the English Zone .....	49
	C. Discussions.....	52
<b>CHAPTER V</b>	<b>CONCLUSION .....</b>	<b>57</b>
	A. Conclusion.....	57
	B. Research Implication .....	58
<b>REFERENCES</b>		
<b>APPENDICES</b>		
<b>CURRICULUM VITAE</b>		

**LIST OF FIGURE**

Figure 2.1      The Experiential Learning Cycle.....11  
Figure 2.2      Conceptual Framework.....23

## LIST OF APPENDICES

Appendix 1-1	Interview info and Reference Codes
Appendix 1-1a	Interviewee Reference Codes
Appendix 1-1b	Profile of Students of TBI 2 2021
Appendix 2-1	Interview form Example and its brief transcription
Appendix 2-1a	Interviewee form for students
Appendix 2-1b	Brief interview transcription that was directly quoted in Chapter IV
Appendix 2-1c	Brief interview transcription that were mentioned in Chapter IV but not inputted directly.
Appendix 2-1d	Result of observation an excerpt of the field notes.
Appendix 3-1	Photos of interview activities and other important documents
Appendix 3-1a	Photos of interview activities with students
Appendix 3-1b	Berita Acara Proposal
Appendix 3-1c	SK Judul
Appendix 3-1d	Formulir Pendaftaran Proposal
Appendix 3-1e	Undangan Seminar Proposal
Appendix 3-1f	SK Penguji Proposal
Appendix 3-1g	Daftar Hadir Proposal
Appendix 3-1h	Surat Izin Meneliti
Appendix 3-1i	Surat Keterangan Telah Meneliti
Appendix 3-1j	Kartu Seminar Proposal
Appendix 3-1k	Documentation
Appendix 3-1l	Buku Konsultasi Skripsi

## ABSTRACT

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English Zone is a non-formal way of learning and is expected to be able to create habits for students to be able in English skills, and every student that received it has different learning experience of it.

To understand this problem, the main research problem to be addressed is how is the learning experience of TBI students of UIN Datokarama Palu at the English Zone?. The following sub-questions are focused on in order to further address the main question, how do students view the English Zone?, how do the peer tutors help them learn in the English Zone?, and how is the assessment of students' progress in learning English in the English Zone?.

This research used qualitative approach. Data collection methods was interview. Data analysis used were data reduction, data display, and conclusions.

Research results shows that students' learning experience at the English Zone currently positive. They think the English Zone really helps them in improving their English skills. The existence of punishment makes students more enthusiastic in learning. There are three types of learning engagement, learning from the instructor, peers, and independently. Regarding the form of assessment of students' progress in learning English in the English Zone in the form of corrective feedback.

In conclusion, to improve the English zone, a lecturer is needed as the person in charge to increase student discipline and enthusiasm.

## CHAPTER I

### INTRODUCTION

#### *A. Research Background*

Language is a means for humans to communicate with one another. A human cannot communicate with others without the use of a language. In Indonesia, English is the first foreign language that is formally taught in all schools. Because this language is one of the international languages, there are unavoidable consequences for those who learn or do not learn it.

In learning English, there are macro and micro skills<sup>1</sup>. Macro skills are the principal, key, main, and greatest skill set in a certain situation<sup>2</sup>. There are four macro skills: reading, listening, writing, and speaking. Meanwhile, micro skills are related to understanding the macro skills<sup>3</sup>. The micro skills are things like grammar, vocabulary, pronunciation, and spelling. All of the skills in English are critical and interconnected, and students must master all of them at once. However, based on the research done by Gunawan Tambunsaribu and Yusniaty Galingging, they found that EFL students still had difficulties mastering English skills, as evidenced by the

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<sup>1</sup>H. Aydoğan, *The Four Basic Language Skills, Whole Language & Intergrated Skill Approach*, 2014.

<sup>2</sup>Sarmiento and Chermilyn J, "Exposition about the Four Macro Skills and Applications in the Workplace" (n.d.).

<sup>3</sup>Brown, *Strategies for Reading Comprehension*, 2007.

existence of data where as many as 66% of respondents said English grammar was the most confusing for them, 22% of respondents said speaking was very difficult for them to master, 7% of respondents said listening was very difficult, 4% of respondent said writing was the most difficult to understand, and as many as 1% of respondents said that reading was the most difficult for them to understand<sup>4</sup>.

For many years, learning English as a Foreign Language (EFL) has been conducted in several methods. There have been several methods for learning to improve students' English skills, such as how to speak English through movies, how to write in English by looking at pictures, how to read well by reading newspapers, how to listen to English through songs, also, how to be capable of these four skills in English have been fully paid attention. These covered building or creating an environment for students to encourage and support them in the acquiring and learning English through experiential learning.

In the context of experiential learning, a process in which students "learn by doing" and reflect on their experiences has been made paramount<sup>5</sup>. In experiential learning, students are exposed to an ideal learning process where they understand themselves as learners and empower themselves to direct their own learning and development through the English Zone. English Zone as a part of experiential learning is an unconventional teaching and learning concept or an idea of thought

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<sup>4</sup>Gunawan Tambunsaribu and Yusniaty Galingging, "Masalah Yang Dihadapi Pelajar Bahasa Inggris Dalam Memahami Pelajaran Bahasa Inggris," *Dialetika: Jurnal Bahasa, Sastra dan Budaya* 1 (2021): 40.

<sup>5</sup>D. A. 1. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. (New Jersey: Prentice-Hall, 1984).

that gives rise to rules for using English as the first language in communicating with peers at a certain predetermined environment. It requires students to speak English when they have entered an area that has been agreed upon as an English Zone and imposes sanctions on students who enter the zone but do not use English when speaking. The existence of this English Zone is a non-formal way of learning and is expected to be able to create habits for students to be able to listen, read, speak and write well.

The research of Linda Septiyana et al., regarding English Zone (Ezo) shed light on the effective ways in which English Zone was able to improve students' speaking abilities<sup>6</sup>. It also revealed that English Zone was effective in increasing students' confidence during speaking practice. Moreover, it encouraged students to speak more and reduced their hesitation.

Based on the pre-observation of the researcher on January 15<sup>th</sup> to 22<sup>nd</sup> 2023, it was found that there were many students of TBI who were not fully confident to express themselves in English. The observation also revealed that they were lack of vocabulary, having poor pronunciation, poor grammatical knowledge, which led to hesitation and anxiety. Moreover, the students were lack of motivation to learn English due to lack of understanding about their future career.

Reflecting on the problems, this research is aimed to examine how the students of TBI experience their English learning during their attendances at the English Department of UIN Datokarama Palu. Therefore, the researcher is

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<sup>6</sup>Linda Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners," *international journal of Applied Linguistics (ALTICS)* 2 (2020).

interested in conducting research with the title "The Learning Experience of TBI Students of UIN Datokarama Palu at the English Zone".

### ***B. Research Problem***

Based on the background, the main research problem to be addressed is: "How is the learning experience of TBI students of UIN Datokarama Palu at the English Zone?"

The following sub-questions are focused on in order to further address the main question:

1. How do students view the English Zone?
2. How do the peer tutors help them learn in the English Zone?
3. How is the assessment of students' progress in learning English in the English Zone?

### ***C. Objective and Significance of the Research***

Based on these problems, the purposes of this research is to know the learning experience of TBI students of UIN Datokarama Palu at the English Zone.

The significance of the study will be useful for:

#### **1. Lecturers**

The results of this research are expected to be useful for English Tadris lecturers at UIN Datokarama Palu to add knowledge and references regarding the learning experiences of TBI students in the English zone and also to consider



implementing the English zone for TBI students in the campus environment of UIN Datokarama Palu.

## **2. Students**

The results of this research are to provide experience and knowledge about students' learning experiences at the English zone and also make it easier for students to be able to describe the learning experience referred to in this research.

## **3. Researcher**

The results of this research are expected to be the basis and theoretical reference for future researchers who will examine the same problem.

### ***D. Operational Definition***

In this part, the researcher describes about operational definition of the research:

#### **1. Learning Experience**

Learning experiences are a variety of student activities done to acquire new knowledge and skills in line with the objectives to be met<sup>7</sup>. Learning experiences that can be honed by these students include learning experiences in terms of mental, physical, and social<sup>8</sup>.

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<sup>7</sup>Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008).

<sup>8</sup>Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan (Tata Rancang Pembelajaran Menuju Pencapaian Kompetensi)* (Yogyakarta: Ar-Ruz Media, 2013).

## **2. English Zone**

English Zone is a specific place that requires students or participants to use English all the time<sup>9</sup>. In the English Zone regulations, students are required to use English fully, if they violate these rules they can get penalties.

### ***E. Outline of the Research***

Chapter I presents research background, research problem, objective and significance of the research, operational definition and the outline of the research; Chapter II deals with review of literature. This chapter discusses of previous researches, theoretical review, and conceptual framework of the research; Chapter III deals with research methodology. This chapter outlines research approach and design, research setting and sampling, positionality of the researcher, data and data source, data collection, data analysis, and reflexivity; Chapter IV deals with research findings. This chapter explains the overview of research setting and the learning experience of TBI students of UIN Datokarama Palu at the English Zone; Chapter V deals with conclusion. This chapter presents conclusion and research implication.

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<sup>9</sup>Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners."

## **CHAPTER II**

### **LITERATURE REVIEW**

#### ***A. Previous Researches***

There are several previous researches related to the use of English zone to support this research, as follows:

The first research of thesis entitled: “The Impact of Using English Speaking Zone in Improving Students’ Speaking skill in SMA Plus Yayasan Munirul Arifin (YANMU) NW Praya”, By Muhamad Rendy Wiharno, in major English Education Department Universitas Mataram<sup>10</sup>. In this research, the researcher hopes to learn more about how the English Speaking Zone affects students' speaking abilities, as well as about the variables that affect how well it is used and how the students respond to its introduction. The improvement in score from "bad" to "average" demonstrates the effectiveness of English Speaking Zone in enhancing students' speaking abilities. Additionally, it was found that three elements contributed to the successful implementation of the English Speaking Zone, including the imposition of a penalty for non-English-speaking students, the students' high intensity to use English in the English Speaking Zone, and the English team's role as a monitor. The difference between previous research and this research is that the focus of previous research was the application of the English zone to find out how it affects students'

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<sup>10</sup>Muhamad Rendy Wiharno, “The Impact of Using English Movie in Improving Students Vocabulary” (n.d.).

speaking skill as well as the variables that affect how well it is used and how students feel familiar with it, while the research of researcher focused more on finding out students' learning experiences through the English zone.

The second research of international journal of Applied Linguistics (ALTICS) “English Zone (Ezo): A Fun Activity in Learning English Speaking Skill for Young Learners”, By Linda Septiyana, Puri Widiarti, Tika Purnama Sari, Eka Nur Kasih, Hijjriah Al Mukaromah. State Islamic Institute of Metro<sup>11</sup>. This research aims to describe how English Zone (Ezo) activities are used to help young learners improve their English speaking skill. The research's conclusions show that after taking part in English Zone, individuals were able to enhance their speaking abilities. The research's conclusions show that after taking part in English Zone, individuals were able to enhance their speaking abilities. By practicing with their friends or teachers in the English Zone, they enhanced their communication abilities (Ezo). Last but not least, English Zone (Ezo) was a game that helped young students learn English. The difference between previous research and this research is that the focus of previous research was to describe how fun activities through the English Zone (Ezo) were used to help young students improve their English speaking skills, while the researcher focused more on finding out the learning experience through the English Zone and not only focused on English speaking skills.

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<sup>11</sup>Septiyana et al., “English Zone (Ezo): A Fun Activity in Learning English Speaking Skills for Young Learners.”

The third research of international journal of English Education and Teaching (JEET) “Students’ Perception Toward English Zone in English Study Program of IAIN Curup”, By Maya Sari Setyowati. Institute Agama Islam Negeri Curup Indonesia<sup>12</sup>. This research's objectives were to discover how students felt about the English Zone at IAIN Curup's English Study Program. According to the research's findings, students in the second, fourth, sixth, and eighth semesters who are learning in an English-speaking environment (also known as the "English Zone") have a favorable view toward it. The benefits of speaking English when communicating in the English Zone include enhanced pronunciation, fluency, vocabulary, and accuracy. The difference between previous research and this research is that the focus of previous research was to find out how students perceive the English Zone, and it was hoped that it could have an impact or influence on student learning outcomes, while in this research, the researcher focused more on finding out how students' learning experiences through the English Zone.

## ***B. Theoretical Review***

### **1. Experiential Learning**

#### *a. Definition of Experiential Learning*

Experiential learning is a component of the constructivist approach. People acquire real experiences and then employ active cognition to purposefully expand their knowledge<sup>13</sup>. Experiential learning as a learning method can assist educators

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<sup>12</sup>Maya Sari Setyowati, “Students’ Perception Toward English Zone In English Study Program of Iain Curup,” *Journal of English Education and Teaching* 3, no. 4 (2019): 506–521.

<sup>13</sup>S. E. Kalafatis et al., “Experiential Learning Processes Informing Climate Change Decision Support,” *Weather, Climate, and Society* (2019): 681–694.

in connecting the content of learning materials with real-world conditions so that students can remember and understand more deeply the learning they receive in the educational process, ultimately improving education quality.

According to David Kolb, experiential learning is a method of learning that focuses on and remembers the experiences that students will have and learn on their own. By involving them directly in the learning process, they will construct all of their own experiences into knowledge<sup>14</sup>. Meanwhile, Kolb's experiential learning theory, specifically:<sup>15</sup>

#### 1) Concrete Experience

At this stage, students are provided with a stimulus that encourages them to participate in an activity. This activity can deviate from a previous experience, whether official or informal, or from a true situation. Individuals or groups can participate in activities presented within or outside the classroom.

#### 2) Reflective Observation

At this stage, students observe experiences or activities utilizing their five senses and visual aids. Furthermore, students recount their experiences and derive insights from their reflections. The reflection process will occur in this scenario if the teacher is able to enable students to re-describe their experiences, communicate again, and learn from these experiences.

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<sup>14</sup>Nandy, "Experiential Learning: Metode Pembelajaran Berbasis Pengalaman," <https://www.gramedia.com/best-seller/experiential-learning/>. (16 March 2023)

<sup>15</sup>A. Majid and C Rochman, *Pendekatan Ilmiah : Dalam Implementasi Kurikulum 2013* (Bandung: PT. Remaja Rosdakarya, 2014).

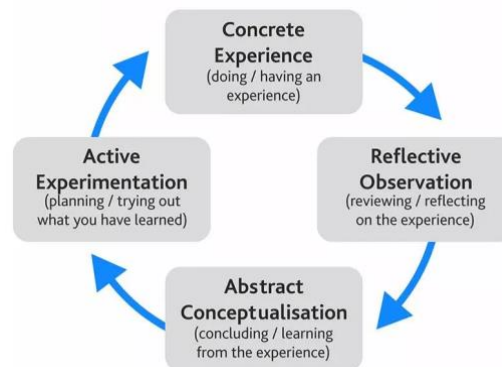
### 3) Abstract Conceptualization

After observing and reflecting, students begin to explore the reasons and reciprocal correlations of their experiences at the stage of generating abstract notions. Furthermore, students begin to comprehend a theory or model based on their experience and integrate it with past knowledge.

### 4) Active Experimentation

At this stage, students attempt to plan how to test the efficacy of a model or theory to explain the next new event. There will be a relevant learning process at the application stage since previous experience gained by students can be applied to new experiences or challenging situations.

**Figure 2.1 The Experiential Learning Cycle<sup>16</sup>.**



Based on the stages, it can be concluded that the Experiential Learning model stage begins with a real event experienced by students, which is then reflected, and during this reflection process, students attempt to understand what

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<sup>16</sup>Sean McPheat, "What Are KOLB's Learning Styles And What Do They Mean?," *Skillshub*.

happened or what they experienced. This contemplation serves as the foundation for conceptualization, or the process of comprehending the principles behind the experiences encountered, as well as estimations of potential applicability in other (new) circumstances or settings. The implementation process is a circumstance or context that facilitates the application of previously learned concepts.

In the context of this research, the experiential learning cycle of Kolb that is not necessary work the way the cycle. It means that when a person is given a concrete experience just like writing a narrative text, the students can jump on to abstract conceptualization by making a kind of abstraction.

#### *b. Characteristics of Experiential Learning*

According to Kolb, experiential learning is a holistic model of the learning process in which humans learn, grow, and develop. The term experiential learning is used to emphasize the importance of experience in the learning process and to distinguish it from other learning theories such as cognitive learning theory or behaviorism<sup>17</sup>. While the characteristics of experiential learning are divided into five categories, such as:<sup>18</sup>

##### 1) Participation

All of these characteristics point to the same outcome, which is personal growth or self-development. In this case, involvement that involves students in their

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<sup>17</sup>1. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*.

<sup>18</sup>G.A Walter and S.E Marks, *Experiential Learning and Change: Theory, Design and Practice.*, 1981.



activities influences behavior change and self-development while increasing skills. When participating directly and personally, students in this situation learn more than when they simply see information or concepts<sup>19</sup>.

## 2) Relevance

Relevance between learning programs and learning activities provided to students or participants' goals. Relevance in this context not only refers to similarities in activities, but it can also refer to the same learning relationships that students must learn.

## 3) Responsibility

Students are expected to respond in a way that directly influences their choice of activity. It is entirely their responsibility to manage those changes<sup>20</sup>. Most experiential learning activities provide students with media and opportunities to become more committed to and accountable for the success of their learning experiences. Controlling one's behavior, being trusted to do important work, completing work on time, and doing their part when working in a team are all responsibilities in the experiential learning process.

## 4) Flexible

This adaptability is determined by three factors: good arrangements, procedures, and circumstances; participants in the learning process; and the type of

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<sup>19</sup>Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif* (Bandung: Nuansa, 2009).

<sup>20</sup>Mel Silberman, *The Handbook of Experiential Learning* (San Francisco: Pfeiffer, 2007).

learning experience, including the uses and objectives of the learning. Flexibility also refers to the growing variety of learning approaches<sup>21</sup>. The learning approach for students with little experience can be focused on developing experiences.

#### 5) Responsive

One of the characteristics of experiential learning is responsiveness. Even when the activities are the same, what is planned in the learning process can differ from what other people experience. This distinction is due to differences in needs, background, culture, and so on.

#### c. *The Advantages of Experiential Learning*

The following are the advantages of the Experiential Learning paradigm:<sup>22</sup>

- 1) Improving group cooperation includes, among other things, the following:
  - a) Create and strengthen a sense of interdependence among group members.
  - b) Increase participation in issue-solving and decision-making.
  - c) Recognize and capitalize on latent abilities and leadership.
  - d) Improve empathy and understanding among group members.
- 2) Individual advantages include, among other things, increasing self-confidence and awareness:
  - a) Improving communication, planning, and problem-solving abilities

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<sup>21</sup>Muhibbin Syah, *Psikologi Belajar* (Probolinggo: Pakar Raya, 2009).

<sup>22</sup>M. Fathurrohman, *Paradigma Pembelajaran Kurikulum 2013: Strategi Alternatif Pembelajaran Di Era Global*. (Yogyakarta: Kalimedia, 2015).

- b) Develop and strengthen your ability to deal with adversity.
- c) Building and strengthening trust among group members
- d) Develop and strengthen the attitude of cooperation and the ability to compromise.
- e) Increasing and deepening dedication and responsibility
- f) Increasing one's willingness to provide and receive assistance
- g) Improve your dexterity, physical fitness, and coordination.

## 2. English Zone

English Zone is not fully identify in terms the origin. However, English Zone is mainly used in non English speaking countries.

The origin of English Zone is due to the multicultural presence of several countries<sup>23</sup>. As happened in America, all kinds of people from different parts of Europe came to America, and they are in the same community. Because of this, there is multicultural interaction that requires them to use one language. The language that was considered very representative at that time was English, and then English was used as the unifying language, thus creating a Contact Zone. The Contact Zone is the zone where they talk to each other using English<sup>24</sup>.

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<sup>23</sup>Patricia Bizzell, "Multiculturalism, Contact Zones, and the Organization. Professing in the Contact Zone: Bringing Theory and Practice Together," *National Council of Teachers of English* (2002).

<sup>24</sup>Alfhild Ingberg, "A Comment on 'Contact Zones' and English Studies" (1995): 599–602.

*a. Definition of English Zone*

English Zone is an idea or notion of thought that gives birth to rules to determine place or area where students are required to speak and communicate using English fully in their daily activities all the time<sup>25</sup>. In applying the English Zone, it requires students to speak English when they have entered an area that has been agreed upon as an English Zone and imposes sanctions on students who enter the English Zone but do not use English when speaking<sup>26</sup>.

*b. Advantages and Disadvantages of English Zone*

According to previous research by Linda Septiyana, Puri Widiarti, Tika Purnama Sari, Eka Nur Kasih, Hijriah Al Mukaromah in an international journal entitled *English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners*<sup>27</sup>, it was found that there are several advantages by holding an English Zone (EZO), which among other things can motivate young learners to talk more because the English Zone (EZO) can make class more fun and relaxed, the English Zone (EZO) can be used as a place where young learners learn to develop their abilities in speaking, makes it easier for young learners to find their English-speaking partners, increases young learners' confidence in speaking, English Zone (EZO) can make it easier for young learners to practice or develop

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<sup>25</sup>Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners."

<sup>26</sup>Eka Apriani, Sakut Anshori, and Sarwo Edy, "Efektivitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di Iain Curup," *Cendekia* 17, no. 2 (2019): 317–332.

<sup>27</sup>Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners."

their basic language skills by learning conversation in English without fear of making mistakes when they speak because there is a tutor or friend who are ready to help, young learners can also feel that they are heard, valued and not belittled by the tutor in the English Zone (EZO) even though they make many mistakes and also in the application of the English Zone when young learners make mistakes, the tutor does not stop or immediately corrects them but for the tutor to take notes student mistakes and provide feedback at the end of the meeting.

However, the English Zone (EZO) has some disadvantages as well. For starters, few of the young learners were able to use their sensory abilities during the learning process. Some students struggle to concentrate when there is music or sound around them. Second, more English tutors are required in the English Zone (EZO). There are many young learners who participated in the English Zone (EZO) activity. The lack of tutor made the learning process ineffective.

### **3. Learning Experience**

#### *a. Definition of Learning Experience*

Learning experiences are a variety of student activities done to acquire new knowledge and skills in line with the objectives to be met<sup>28</sup>.

In the view of Tyler, the learning experience is not the same as the content of the learning materials or activities carried out by the teacher<sup>29</sup>. The term learning

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<sup>28</sup>Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran*.

<sup>29</sup>Ralph W. Tyler, *Basic Principles of Curriculum and Instruction*, 1973 editi. (Chicago: University of Chicago Press, 1973).

experience refers to the interaction between the learner and the external conditions in the environment to which they react. Based on this opinion, it can be explained that:

- 1) Learning experiences refer to learner interactions with external conditions, not lesson content.
- 2) Learning experience refers to learning through the active behavior of students.
- 3) Learning will be owned by students after they follow certain teaching and learning activities.
- 4) The learning experience is the result obtained by students.
- 5) There are various efforts made by teachers in their efforts to guide students to have certain learning experiences.

Learning experiences can be obtained from a variety of sources, including family, school, and the general public. Students will have positive experiences in a nice environment. On the flip side, a poor setting will also make a students' experience poor. The amount of student learning success is significantly influenced by the learning experiences that students have while engaging in educational activities. The findings of studies done by educational professionals demonstrate that students' abilities and understanding of learning materials are substantially based on the learning experiences they have<sup>30</sup>.

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<sup>30</sup>Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan (Tata Rancang Pembelajaran Menuju Pencapaian Kompetensi)*.

*b. Classification of Learning Experience*

1) Mental learning experience

Mental learning experience is a teacher-designed and implemented learning exercise that involves aspects of thinking, expressing feelings, taking initiative, and adopting ideals<sup>31</sup>. This mental learning experience can be achieved by assigning tasks such as reading books, listening to lectures, listening to the news on the radio, and carrying out activities.

2) Physical learning experience

A physical learning experience is a learning activity designed and implemented by the teacher that involves physical activity or the use of the five senses in the search for knowledge as a source of learning material<sup>32</sup>. This physical learning experience can be achieved by assigning field observation tasks, experiments, research, study visits, field trips, keeping a diary, and a variety of other practical activities connected to physical activity to participants.

3) Social learning experience

Social learning experiences are those that are connected to the ways in which students interact with others, including teachers, other students, and sources

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<sup>31</sup>Ibid 148

<sup>32</sup>Ibid 149

of learning resources in the form of individuals or resource persons<sup>33</sup>. Giving students assignments to complete, such as having them conduct interviews with fictional characters, role-play, engage in discussion, practice devotion, hold bazaars, plan exhibitions, engage in buying and selling, raise money for victims of natural disasters, and other activities, can facilitate this social learning experience.

The relationship between the three learning experiences described above does not stand alone, but all three work together to help students achieve specific abilities in the cognitive, emotional, and psychomotor domains<sup>34</sup>.

#### **4. English Skills**

Reading, writing, listening, and speaking are the four basic skills that must be mastered in English. These four skills are divided into two categories: receptive skills and productive skills<sup>35</sup>.

Receptive skill (decode) refers to the process by which listeners receive meaningful and useful language codes conveyed by speakers via articulation devices and received via hearing aids. Receptive skill is simply the ability to recognize language cues. In this process, it is hoped that other people can and will respond well to messages or intentions, so that the interlocutor can respond and

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<sup>33</sup>Ibid 149

<sup>34</sup>Ibid 150

<sup>35</sup>Abdul Chaer, *Psikolinguistik- Kajian Teoritik* (Jakarta: Rineka Cipta, 2003).



respond to the speaker's intent, examples of receptive skills are listening and reading.

Productive skill (encoding) is a process of language design. A person's productive skill is the process of creating or designing language. Language is a brain-based, natural human ability. Productive ability requires the production of utterances in communication. Productive skill refers to the speaker's ability to generate meaningful ideas, codes, concepts, and messages. Examples of productive skills are speaking and writing. Both receptive and productive skills must be developed as part of the process of developing English learning. Language is a complicated expertise, based on four important skills<sup>36</sup>:

*a. Listening*

Listening is the first and most basic skill that beginners must learn when learning a new language. It is a receptive skill, which means that language students learn new words based on what they have heard or listened to. The ability to receive has an impact on the ability to produce. If they are good at listening, they will understand and even excel at productive skills such as speaking and writing<sup>37</sup>. It also helps students improve their listening and perceptive skills. For example, people realize that the main difference between first and second language learning is in their surroundings. We can only encounter a second language in validated

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<sup>36</sup>Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature Studies* 1 (2015).

<sup>37</sup>Nurmala Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya," *Loquen English Studies Journal* 12 (2019).

locations and classes. Teaching and rehearsing the oral reading are not a day's work. It is critical to practice. Only by practicing can students develop their listening and perceptive skills.

*b. Speaking*

Speaking is a productive skill that may be directly and experimentally observed; nevertheless, those observations are usually tinted by the precision and effectiveness of a test taker's listening skill, compromising the reliability and validity of an oral production exam<sup>38</sup>. Speaking in a classroom entails interaction between teachers and students, or among students, depending on how classroom activities are organized. Speaking differs from writing and reading skills (which are often thought to be written language and receptive skills). Speakers often do not utter whole sentences and use a less detailed vocabulary than in written language.

In Keith's view, speaking is an activity that produces utterances for oral communication<sup>39</sup>. It indicates this activity involves two or more persons in which the participants are both hearers and speakers who must react to whatever they hear and contribute at a high rate, thus each participant has an intention or a set of intentions that he desires. As a result, the English teacher should encourage students' speaking abilities by providing communicative language exercises in the

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<sup>38</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (San Francisco: San Francisco State University, 2004).

<sup>39</sup>Keith S.Folse, *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom* (University of Michigan Press, 2006).

classroom and subsequently providing opportunities for them to practice their speaking skills as much as feasible.

*c. Reading*

Many experts have offered their interpretations of what reading entails. Reading is an important skill that students must master since it cannot be separated from the teaching and learning process. Reading is the most significant activity in any class, not only as a source of information but also as a way of consolidating and expanding one's concept of and knowledge of language<sup>40</sup>.

In the view of Nunan, reading is a fluid process in which a reader combines information from a text with their own prior knowledge to construct meaning. Reading's purpose is comprehension<sup>41</sup>. Reading can be characterized as "the interaction of the text, the reader, fluency, and strategies." The reader's prior information, which is connected with the text, might provide meaning. Reading strategy, on the other hand, can be used to determine the reader's reading objective from a range of reading tactics. So, if the readers encounter issues, they will know what to do. Finally, fluent reading allows the reader to read at an appropriate velocity while maintaining enough understanding.

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<sup>40</sup>W.M Rivers, *Teaching Foreign-Language Skills*, 2nd ed. (Chicago: The University of Chicago Press, 1968).

<sup>41</sup>Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Publishers, 2003).

#### *d. Writing*

Writing is one of the language skills that English learners must acquire, along with listening, speaking, and reading. They must be able to convey their thoughts in writing in order to develop their ideas and pique the interest of readers when their work is read. They can also communicate information and knowledge to others through writing. In other terms, writing can be defined as a means of communication between the writer and the reader<sup>42</sup>.

The writing process is important in writing instruction<sup>43</sup>. Based on some steps, the teacher will understand the students writing process. According to experts, there are certain writing processes. Teaching writing is a process that the teacher performs in the classroom. The teacher's role is critical in this situation since the teacher will aid students in writing about anything correctly during the learning process.

In writing, students will understand how to incorporate good content into ideas that is backed by relevant supporting sentences<sup>44</sup>. Students can enhance their grammar by learning how to employ accurate tenses, adjectives, articles, and noun phrases. They can also format a text with proper mechanics such as word spelling, punctuation, and capitalization

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<sup>42</sup>Y. H. Reszy, "Teaching Witing Descriptive Text by Using Environmental Observation Strategy," *English Languge Teaching* (2013): 30–38.

<sup>43</sup>R Azrial, "Teaching Writing Descriptive Text by Combining Braimstorming and Y Chart Starategy at Junior High School" (2013): 1–8.

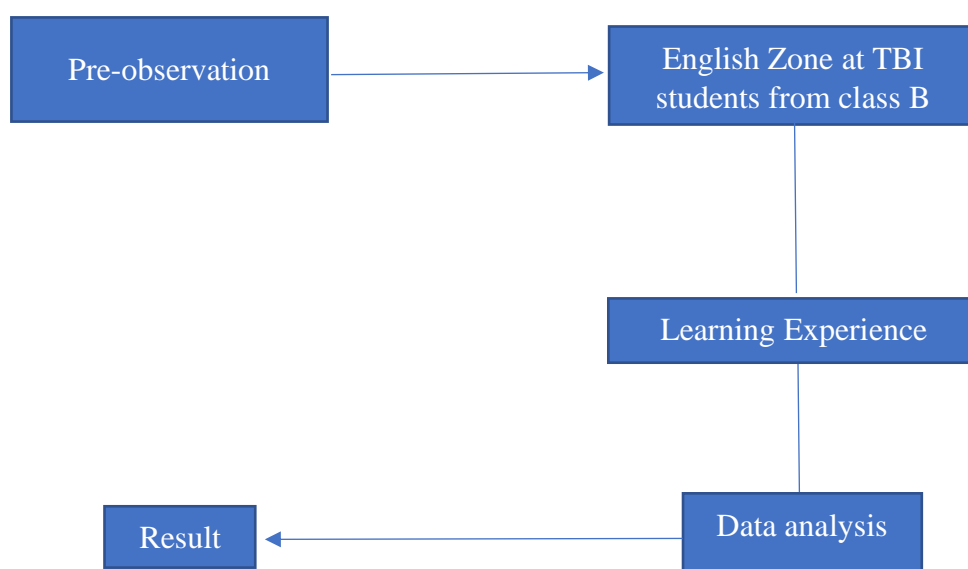
<sup>44</sup>E Rini, "An Analysis of Students' Ability in Writing Generic Structure of Descriptive Text." (2015).

### ***C. Conceptual Framework of the Research***

In this research, the researchers will examine how the learning experiences of TBI students at UIN Datokarama Palu were in the English zone. The objects of research are TBI students at UIN Datokarama Palu who have implemented experiential learning, in this case in the English Zone, through interviews.

The conceptual framework underlying the research is presented in the following way:

**Figure 2.2 Conceptual Framework**



The conceptual framework of this research is elaborated in the following ways: first, the first node deals with pre-observation conducted prior to the research. The pre-observation was conducted in the English study program of UIN Datokarama Palu Batch 2021 which is presented in the second node. As this is a case study, data collection techniques will be utilized, that is semi-structured

interview. Data analysis which is immediately presented in the following node represents the ways the researcher analyse the qualitative data resulted in the interviews. The arrow in between the nodes represent the flow of the research. The final node of the framework represents the results of the case study.

## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Approach and Design*

The researcher employed a qualitative approach in this research. Qualitative research is a kind of research in which the results are achieved without the use of statistical processes or other forms of calculation. An example could be in the form of research on a person's life, history, and behavior, as well as on the function of organizations, social movements, or interrelationships<sup>45</sup>. The study of research challenges relating to the meanings assigned by individuals or groups to a social or human situation begins with assumptions and the application of interpretive or theoretical frameworks<sup>46</sup>.

This research design uses a case study. A case study is an empirical investigation that explores a phenomenon in a real-life environment where the boundaries between phenomenon and context are not obvious and numerous sources of evidence are used<sup>47</sup>. A case study does not have to be a long-term investigation, nor does it have to rely on ethnographic data or participant

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<sup>45</sup>Juliet Corbin and Anselm Strauss, *Basic of Qualitative Research*, Fourth Edi. (USA: San Jose State University, 2015).

<sup>46</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edi. (Boston: Pearson Education, Inc., 2012).

<sup>47</sup>R.K Yin, *Case Study Research: Design and Methods* (Thousand Oaks: Sage Publications, 2013).

observation. Case studies are utilized as a thorough explanation pertaining to many aspects of a person, a group, an organization, a program, or a social situation that are explored, pursued, and studied as extensively as feasible.

Based on the explanation above, it is possible to deduce that the qualitative research case study method used in this research seeks to comprehend and present an overview of learning experience at TBI students in UIN Datokarama Palu at the English Zone

### ***B. Research Setting and Sampling***

The setting of the research is at the English study program of UIN Datokarama Palu. The participants of the research are TBI students from class B batch 2021. This group consists of 17 students from which the research interview will be drawn. In this research, researcher used purposive sampling and chose 6 students who have experience in the English zone, actively involved in the English zone, and are able to contribute to this research.

### ***C. Positionality of the Researcher***

The researcher's role in the field is full and active participation because the researcher directly seeks information through appropriate informants or sources and follows the social situation of the research. The researcher gathered, evaluated quality, analyzed data, interpreted data, and drew conclusions based on the findings. The researcher conducted this research by providing research support tools such as books, pens, phones, and so on to record and document data, and these tools will serve as research material for the researcher. Before beginning this research, the



researcher will seek advice from the supervisors, who will direct and guide the research so that the researcher will have direction and fluency in research.

#### ***D. Data and Data Source***

##### **1. Data**

Data are statements of fact, details, or descriptions. a description that is a starting point for research and is used to identify symptoms or solve problems<sup>48</sup>. The data in this research is qualitative. Qualitative data is information in the form of words rather than numbers. Qualitative data were collected using a variety of methods, including interviews, document analysis, and observation<sup>49</sup>.

##### **2. Data Source**

In qualitative research, the main sources of data are words and actions; the rest are supplements such as documents, interview transcripts, field notes, and observations will be used as data sources<sup>50</sup>. Types of data source can be divided into two types, namely primary data and secondary data<sup>51</sup>. However, in this research, researcher only used primary data.

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<sup>48</sup>Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*, 3rd ed. (Yogyakarta: Ar-Ruzz Media, 2016).

<sup>49</sup>Fathor Rasyid, *Metodologi Penelitian Sosial Teori & Praktik*, 1st ed. (Kediri: STAIN Kediri Press, 2015).

<sup>50</sup>Lexy J. Moleong, *Metodologi Penelitian Kaulitatif*, 38th ed. (Bandung: PT Remaja Rosdakarya, 2018).

<sup>51</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, DanR&D* (Bandung: Alfabeta, 2017).

Primary data is information obtained through proper data gathering methods from the original source during the research process<sup>52</sup>. To put it another way, primary data are the facts gathered by the researcher themselves. The observation and interview provided the main source of information for this research.

#### 1) Observation

Observation is a data collection technique that involves directly or indirectly observing and recording things. The primary benefit of using the method of observation is that the researcher does not have to worry about bias. This is critical because research design aims to describe what actually happens in real life, not what happens in fiction<sup>53</sup>. In this research, observation will be carried out by researcher on TBI students at UIN Datokarama Palu to find out which students have been involved in implementing the English Zone.

#### 2) Semi-structured Interview

An interview is a data collection technique that involves interviewing a specific individual as a respondent. Furthermore, it is a direct face-to-face attempt to obtain reliable and valid measures from one or more respondents in the form of verbal responses. Interview is a method of gathering information for research purposes through face-to-face questioning of the interviewer and informant or

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<sup>52</sup>Asrop Safi'i, *Metodologi Penelitian Pendidikan* (Surabaya: eIKAF, 2005).

<sup>53</sup>Fathor Rasyid, *Metodologi Penelitian Sosial Teori & Praktik*.

interviewee, with or without the use of an interview guide<sup>54</sup>. In this research, the researcher will interview students from TBI UIN Datokarama Palu who were involved in the implementation of the English Zone. There are several types of interview techniques, structured, semi-structured and unstructured interviews<sup>55</sup>.

Semi-structured interview is already classified as an in-depth interview, which is more adaptable in its implementation than structured interviews<sup>56</sup>. The goal of this type of interview is to identify problems more openly, and the parties invited to the interview are asked for their thoughts and ideas. When conducting interviews, researchers must pay close attention and record what the informants say. In the context of this research, semi-structured interviews will be used because this type of interview allows for the researcher to obtain indepth understanding about the topic. At the same time, this helps the researcher to track the interview effectively as it is guided by the themes provided earlier.

This research consisted of semi-structured interviews and for about a month. To help the researcher understand the phenomenon being studied, the researcher used purposive sampling to determine the participants of this research. Purposive sampling is intended to learn or understand the central phenomenon by intentionally

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<sup>54</sup>Burhan Bungin, *Penelitian Kualitatif, Edisi Kedu*. (Jakarta: Kencana Prenada Media Group, 2007).

<sup>55</sup>Sukandar Rumidi, *Metode Penelitian Petunjuk Praktis Untuk Peneliti Pemula* (Yogyakarta: Gajah Mada University Press, 2002).

<sup>56</sup>Ruslin et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies" (2022).

selecting individuals and sites<sup>57</sup>. Meanwhile, according to Sugiyono, purposive sampling is sampling that takes into account specific factors in accordance with the selection intended to be able to decide on the number of samples to be examined<sup>58</sup>.

### ***E. Data Collection***

The data collection method is a technique or method that the writer can use to collect data, and the data-gathering instruments are chosen and used by the writer in the data collection activities so that the activity is systematic and easier<sup>59</sup>. Because the primary goal of research is to collect data, the data collection technique is the most strategic step in the research process. In this research, the researcher collects data from primary data, namely from interviews.

Furthermore, in terms of data collection, the researcher employed a combining technique, namely triangulation. Triangulation is a data collection technique that combines different data collection techniques as well as existing data sources. If the researcher collects data through triangulation, the researcher collects it while also testing the data's credibility. When compared to a single approach, triangulation will strengthen the data even more.

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<sup>57</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, Inc., 2015).

<sup>58</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

<sup>59</sup>Ridwan, *Statistika Untuk Lembaga Dan Instansi Pemerintah/Swasta* (Bandung: Alfabeta, 2004).

## ***F. Data Analysis***

Data analysis is defined as the process of cleaning, transforming, and modeling data in order to find useful information for business decisions. The goal of data analysis is to extract useful information from data and make decisions based on that information<sup>60</sup>.

Data analysis in qualitative research occurs during data collection and after data collection is completed within a certain time frame. The researcher will analyze the answers given during the interview. If the answers obtained after analyzing the data are not satisfactory, the researcher will repeat the question until data that is considered credible is obtained. In this case, the researcher conducted data analysis in the field using the Miles and Huberman method, which proposed that activities in qualitative data analysis should be carried out interactively and continuously until the data is saturated. Data analysis activities include data reduction, data display, and conclusion drawing/verification<sup>61</sup>.

### **1. Data Reduction**

A research project will almost certainly generate a large amount and variety of data, which is why data analysis is required. Data is obtained and written in the form of reports or detailed data, reports are compiled based on reduced data, compiled, and focused on the important things. This data reduction is accomplished

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<sup>60</sup>Daniel Johnson, "What Is the Data Analysis," *GURU99*, last modified 2023, <https://www.guru99.com/what-is-data-analysis.html>.

<sup>61</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

by selecting the data required for the study<sup>62</sup>. The data collected in the field is substantial, and it must be carefully recorded. As previously stated, the longer the researcher is in the field, the more data there will be, and the more complex and complicated the data will be. As a result, it is critical to conduct data analysis through data reduction as soon as possible. Reducing data involves summarizing, selecting the essential points, focusing on the most important points, and searching for the pattern's theme. As a result, the reduced data will present a better picture and make it easier for researchers to obtain additional data and look for it if necessary.

Each researcher will follow the objectives to be reached as a guide for minimizing data. Findings are the primary objective of qualitative research. As a result, when undertaking data reduction, researchers should pay close attention to everything they discover that is regarded as alien, unknown, or does not yet have a pattern. Data reduction is a delicate mental process that calls for high levels of insight and intellect. Researchers who are just starting out with data reduction can talk to friends or other specialists about it. The researchers' ideas will grow through this discussion, enabling them to eliminate data that is significantly valuable for discoveries and theory-building<sup>63</sup>.

This reduction stage, which is the first in the data analysis process, aims to make it simpler for researchers to comprehend the collected data. The process of data reduction involves picking and choosing each new piece of information from

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<sup>62</sup>Djama'an Satori and Aan Komariah, *Metodologi Penelitian Kualitatif*, 2nd ed. (Bandung: Alfabeta, 2013).

<sup>63</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*.

observations and interviews, before processing and refining the raw information to increase its value.

## **2. Data Display**

Data display is the process of systematically compiling information in order to obtain conclusions as research findings<sup>64</sup>. The purpose of data presentation is to make it easier for researchers to see the big picture or specific elements of the investigation. This study presents organized data in the form of a systematic description of information in the form of narration and tables.

## **3. Conclusion**

Conclusion/Verification is carried out after data analysis activities that take place in the field or after completion in the field. Furthermore, this conclusion must be supported by data analysis, both from field notes, observations, and documentation gained from field study outcomes<sup>65</sup>.

Conclusion/Verification carried out in this research are as follows make a temporary conclusion first. The phrase "temporarily" refers to the fact that additional data will be collected while the research is still underway, and that data is being verified by looking at earlier data and having conversations with colleagues in order to make the new data more accurate and objective. so forth. After the first activity is completed, the final conclusions form. This result is reached by

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<sup>64</sup>Zainal Arifin, *Penelitian Pendidikan Metode Dan Paradigma Baru* (Bandung: Remaja Rosdakarya, n.d.).

<sup>65</sup>Ahmad Tanzeh and Suyetno, *Dasar-Dasar Penelitian* (Surabaya, n.d.).

conceptually comparing the fit of the respondents' statements with the meaning included in the research problem.

### ***G. Reflexivity***

The case study is the best method for extrapolating, utilizing the kind of test Karl Popper called "falsification," which in social science is a component of critical reflexivity<sup>66</sup>. Falsification is one of the most exacting tests that a scientific theory may undergo. If even one observation does not support the theory, it must be amended or rejected because it is generally seen as invalid. Meanwhile, reflexivity is the ability of the researcher to be able to consciously refer to himself in relation to the production of knowledge about the research topic<sup>67</sup>. Reflexivity helps researchers examine their perspective and comprehend how knowledge is created as a result. Because qualitative research significantly depends on the data provided by the participants, reflexivity is important<sup>68</sup>. The data acquired during a qualitative study might be influenced by underlying beliefs because questionnaires, discussions, and interviews are all researcher-led. No matter how carefully it is designed, qualitative research is fundamentally subjective, so researchers must include reflexivity in their study method.

Qualitative researchers can engage in reflexivity by taking notes during the interview on participant comments and thoughts, creating memoranda as quickly

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<sup>66</sup>Bent Flyvbjerg, "Five Misunderstandings About Case-Study Research" 12, no. 2 (2006).

<sup>67</sup>K. Roulston, *Reflective Interviewing: A Guide to Theory & Practice*. (Sage Publications, 2010).

<sup>68</sup>V. Braun, V., & Clarke, *Reflecting on Reflexive Thematic Analysis. Qualitative Research in Sport, Exercise and Health*, 2019.



as feasible following the interview, and developing and continuing to update the researcher's subjectivity statement. These processes are integrated into, rather than separate from, the data analysis process. Beginning researchers can begin to engage in a reflexive process by asking themselves, "What do I know? How did I come to know what I know? What shaped and continues to shape my perspective? How will I express my point of view? "What should I do with what I've discovered?"<sup>69</sup>.

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<sup>69</sup>G. B. Marshall, C., & Rossman, *Designing Qualitative Research (6th Ed.)* (Sage Publications, 2016).

## CHAPTER IV

### RESEARCH FINDINGS

#### *A. The Overview of Research Setting*

The origin of English Zone was strongly connected to the multicultural presence in several countries<sup>70</sup>. As taking place in the United States of America about four centuries ago or so, people from different parts of Europe came to that place and they formed a new community in which multinationality and multicultural ethnicities gathered together for the same nationhood. Because of this, the multicultural interactions necessitates to use one language. The language that was considered very representative at that time was English. Since then, English was used as the unifying language, thus creating a Contact Zone. The Contact Zone which is known today as the zone where they talk to each other using English<sup>71</sup>.

Adapting the term contact zone, English Zone is a concept or an idea that inspires regulations to establish a location or region where students must constantly speak and converse in English throughout their everyday activities<sup>72</sup>. The English Zone becomes a regulation that requires students to use English when speaking as

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<sup>70</sup>Bizzell, "Multiculturalism, Contact Zones, and the Organization. Professing in the Contact Zone: Bringing Theory and Practice Together."

<sup>71</sup>Ingberg, "A Comment on 'Contact Zones' and English Studies."

<sup>72</sup>Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners."

soon as they enter the Zone<sup>73</sup>. The agreed upon regulation in the English Zone requires students who enter the Zone to be punished when they do not use English.

The same way applies to presence of the English Zone in the TBI environment at UIN Datokarama Palu. This zone was established by a group of TBI Batch 2021 class B students in April 2022. Initially, the group consisted of a very few students, i.e. 3 to 4 students<sup>74</sup>. Over time, the small groups were able to influence their other friends to participate in the implementation of the English Zone. Hence, the English Zone applies to all students of the TBI B class of 2021. Moreover, inspired by the others, several groups were formed within the class where each group has a responsible person, tasked with supervising their friends and being able to give punishment to them. The form of punishment is the requirements for the members memorize 5 to 10 vocabularies reported to the person in charge for the English zone as they were using Indonesia language.

The reason for these students creating an English zone is because they were aware of the importance of learning English outside of classroom learning. According to one of the research participants, learning English in various ways to improve their English skills is a basic requirement as TBI students<sup>75</sup>. This is also supported by other research participants, who said that with the English Zone as

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<sup>73</sup>Apriani, Anshori, and Edy, "Efektivitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di Iain Curup."

<sup>74</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>75</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

another way to learn English, where in the English Zone students directly practice their English skills, in her opinion these English skills are stored more in memory<sup>76</sup>.

## ***B. The learning Experience of TBI Students of UIN Datokarama Palu at The English Zone***

### **1. The Views of Students about the English Zone**

It is important to note that students' understanding of the English zone is quite diverse. Five out of six students think that the English zone is a certain environment that requires students to speak English every day. This was supported by the statement from S3/RA: *"English zone is an area or a place in which we always speak English and have rules in it"*<sup>77</sup>. The findings of the research confirm the argument of Muhammad Rendy Wiharno, who said that the English Zone is an area or zone where students must use full English to communicate in their daily activities, all students in the English Zone are required to communicate in English after formal class, and those who do not do so receive penalties<sup>78</sup>. Meanwhile, according to S6/SW, during the interview, she said: *"English zone is a group of people who learn English, where they use English in their environment"*<sup>79</sup>. This statement was quite different from the statements of other students who said the same thing.

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<sup>76</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>77</sup>S3/RA, *Interview*, RA's House. (August 9<sup>th</sup> 2023)

<sup>78</sup>Muhamad Rendy Wiharno, "The Impact of Using English Speaking Zone in Improving Students' Speaking Skill in SMA Plus Yayasan Munirul Arifin ( Yanmu ) Nw Praya" (University Of Mataram, 2018).

<sup>79</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

Despite the fact that the English zone is just an environment where people may speak English and the way of learning is informal, in contrast to classroom learning, all research informants were pleased about it. S5/MI agrees with this statement. She states:

I think the English zone is very good because there are people who learn English formally and there are also people who learn English, but it can't be too formal. In this English zone, we are required to speak English, so we learn in a relaxed manner, but because we always say it and practice it every day, it is more stored in the brain. So, in my opinion, the English zone is very good, especially for us English students<sup>80</sup>.

All the information above shows that students' views of the English zone are that it is a non-formal English learning environment that requires students to use everyday English. Then, this was also supported by the enthusiasm of the research participants, who were passionate about describing the English Zone, which they thought was very helpful in improving their English skills. As said by the S2/LN: *"The English Zone is very good, and we as English students are greatly helped by the existence of the English Zone"*<sup>81</sup>.

## **2. The Influence and the Support of the Peer Tutors towards the Learning Progress of the Students**

The influence and support that students receive on their learning progress in the English zone vary greatly. This is because of the existence of punishment in the English zone. This was supported by the statement from S1/SM: *It's important because if there's no punishment, we usually lack enthusiasm, look at mistakes more*

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<sup>80</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

<sup>81</sup>S2/LN, *Interview*, LN's House. (August 9<sup>th</sup> 2023)

*lightly, and don't want to change ourselves. That's just what's wrong*<sup>82</sup>. It means that when they made mistakes, and they must correct their mistakes in various ways. To correct their mistakes, information or new knowledge from peers, lecturer, and even taking the initiative to study independently in various ways are needed. This was supported by a statement from S2/LN, which says:

Personally, I find out or ask people who have more knowledge about English skills directly. Usually, I ask my mentor when I was in high school or with a lecturer, and when I don't understand, I study via YouTube until I understand.<sup>83</sup>

S1/SM added statement based on her experiences:

So far, there are usually some friends who also know. If, for example, no one knows, then look for it yourself via the internet, such as Google Translate, because usually there is vocabulary that we don't know or learn about grammar on YouTube, and sometimes if friends can't explain it, I ask the lecturer directly who I think knows about it, mostly it's like grammar.<sup>84</sup>

The quotations showed that the punishments received triggered the initiatives of the students to fix their mistakes. Based on the experiences of students, there were three types of learning engagements, for examples, learning from instructors, learning from peers, and learning independently<sup>85</sup>, through which they improvde and developed their knowledge and skills in English.

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<sup>82</sup>S1/SM, *Interview*, SM's House. (August 9<sup>th</sup> 2023)

<sup>83</sup>S2/LN, *Interview*, LN's House. (August 9<sup>th</sup> 2023)

<sup>84</sup>S1/SM, *Interview*, SM's House. (August 9<sup>th</sup> 2023)

<sup>85</sup>Ruslin, "The Learning Experience of Automotive Students at a Vocational School in Indonesia: Perspectives of School Stakeholders" (University of Sussex, 2017).

a. Learning from Instructors (Lecturers)

The relationship between the instructor as an educator and the students or trainees is referred to as learning from the instructors<sup>86</sup>. The instructor and the training students exchange information during the learning process. The technique and strategy of the instructor in implementing learning will influence good educational outcomes<sup>87</sup>. The instructor serves as an informant, providing information about learning materials.

In the context of this research, an instructor is a lecturer who teaches in the classroom. Larlen viewed that, educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specialty and participate in organizing education<sup>88</sup>. Learning from instructors or lecturers also influences and provides support for students to improve their English skills when they get punished in the English zone. Some students, when they get punished and don't get an explanation for their mistakes from their friends or by studying on their own, ask the lecturers they trust. S3/RA confirmed the statement. She said:

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<sup>86</sup>S. Wahyuni, "Peran Pamong Belajar: Studi Naturalistik Terhadap Pamong Belajar Dalam Melaksanakan Layanan Program Pendidikan Non Formal.," *Pepatudzu : Media Pendidikan Dan Sosial Kemasyarakatan* 17, no. 2 (2021): 102–114.

<sup>87</sup>Saraka, "The Impact of Teaching Entrepreneurship Engangement on Teacher's English Proficiency, Teaching Skills, Self-Regulations and Supply Chain for Indonesian EFL Students.," *International Journal of Supply Chain Management* 9, no. 1 (2020): 784–793.

<sup>88</sup>Larlen, "Persiapan Guru Bagi Proses Belajar Mengajar," *FKIP Universitas Jambi* 3, no. 1 (2013): 82.

Often corrected on vocabulary, and sometimes my friends tell me about grammar that I don't know and the pronunciation too, now when my friends can't explain it, I usually ask the lecturer directly.<sup>89</sup>

The student also added: *"Search on Google to find out the meaning of unknown vocabulary, or usually ask the lecturer about grammar"*<sup>90</sup>.

These quotations showed that there were similarities in the way students learned to gain new knowledge. When they were punished, they would ask the lecturer as they would not be satisfied of their fellow students' feedback. In contrast the experience of S4/TS showed a different view. She made mention that: *"Personally, maybe it's because I'm lazy to study at home, so I have to concentrate fully when the lecturer teaches in class and I can ask questions at that time"*<sup>91</sup>. This statement is quite different from the statements of most students here, the students were lack of responsibilities regarding their study. Consequently, this type of students had to learn effectively when they were in the classroom.

#### b. Learning from Peers

Peer tutoring is a type of learning practice where students involve in learning activities with their senior. Here, the role of senior fellow students is to assist their friends in performing an action or comprehending a topic<sup>92</sup>. Students

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<sup>89</sup>S3/RA, *Interview*, RA's House. (August 9<sup>th</sup> 2023)

<sup>90</sup>S2/LN, *Interview*, LN's House. (August 9<sup>th</sup> 2023)

<sup>91</sup>S4/TS, *Interview*, TS's House. (August 10<sup>th</sup> 2023)

<sup>92</sup>Udin S. Winataputra, *Pendekatan Pembelajaran Kelas Rangkap* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1999).



take on the roles of both teachers and learners in reciprocal peer learning and peer learning holds great promise because it enables students to study without the assistance of their instructors<sup>93</sup>. As for learning from peers in the implementation of the English Zone, it provides opportunities and encourages students to learn English skills well, and at the same time, it becomes a source of new knowledge about English skills for other friends. S5/MI confirmed the statement in the following way:

Sometimes my pronunciation is still wrong, so my friends correct me, and then when my friends don't know the vocabulary they want to use, they sometimes ask me, and I tell them about the vocabulary I know or the use of auxiliary words too.<sup>94</sup>

The results of the interviews showed that many students learned from their friends when they were in the English zone. In many cases, most of them only learned new knowledge from their friends regarding vocabulary and pronunciation. This was confirmed by S3/RA as follows: *"For example, sharing about vocabulary. If there is a vocabulary that friends don't know, I usually explain it too, and I also tell them the correct pronunciation"*<sup>95</sup>. As previously stated by S5/MI, she made it clear what she learned in the zone: *"My friends often tell me about the pronunciation that I don't know, and friends also help to add to the vocabulary I have"*<sup>96</sup>.

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<sup>93</sup>David Boud, "Situating Academic Development in Professional Work: Using Peer Learning.," *The International Journal for Academic Development* 4, no. 1 (1999).

<sup>94</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

<sup>95</sup>S3/RA, *Interview*, RA's House. (August 9<sup>th</sup> 2023)

<sup>96</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

Nevertheless, they argued that peer tutors were not fully helpful because in the English zone, students in general were lacked of vocabulary. This was one of the obstacles, that hindered students to be active in participating in the English Zone. The statement of S6/SW confirmed the argument as follows: *"The problem is that sometimes our friends talk about it, but when we don't know the vocabulary, we don't understand what our friends are talking about"*<sup>97</sup>. Likewise, S4/TS experienced:

The problem is the lack of firmness in charge of the English zone, so if, for example, today you don't use English, in the following days you will get used to using Indonesian and not using English<sup>98</sup>.

The arguments showed that even though peer tutors helped them in the English zone, there were still some obstacles regarding the possibility of effective learning to take place. Hence, some students perceived peer tutors in the English zone as lacking contribution to effective learning. This was nicely confirmed by S6/SW:

So, my hope is that maybe the person in charge of the English zone has to be more assertive, and also for those of us in the English zone, we have to support each other and be even more serious, not just the person in charge who is serious.<sup>99</sup>

Even though they had problems in this regard, they still expected to improve the English zone peer learning practices. Hence, the English zone would run more effectively. This was also confirmed by S4/TS:

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<sup>97</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>98</sup>S4/TS, *Interview*, TS's House. (August 10<sup>th</sup> 2023)

<sup>99</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

Usually, when we have free time, we sit around casually with classmates to discuss English language skills and find solutions on how our English zone can run more effectively and better.<sup>100</sup>

c. Learning Independently

Students' independence in undertaking a task and their ability to complete that activity to a reasonable standard reflect their capacity to learn independently<sup>101</sup>. In this case, independence implies that a student has control over the outcome's quality and timing and is confident in his or her competence<sup>102</sup>.

The results of the interviews showed that the majority of students chose to study on their own in the English zone. It means that self-learning in the English zone was preferred by a number of students. This was true as they were punished, their friends were unable to provide information needed. When possible, they would find the answers on their own via internet or youtube. This statement was justified by S6/SW, who explained: *"Usually I search YouTube for grammar that I don't understand, and then I translate it using Google Translate"*<sup>103</sup>. Then, S5/MI also added: *"Open Google Translate to find out the pronunciation of unknown vocabulary or search in the Oxford dictionary"*<sup>104</sup>. The findings of the research confirmed the argument of Chamot, where they argued that learning independently

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<sup>100</sup>S4/TS, *Interview*, TS's House. (August 10<sup>th</sup> 2023)

<sup>101</sup>Michael Eraut, "Transfer of Knowledge between Education and Workplace Settings. Knowledge, Values and Educational Policy: A Critical Perspective" (2009).

<sup>102</sup>D. O'Donnell and J.N. Garavan, "New Perspective on Skill, Learning, and Training: A View Point.," *Journal of European and Industrial Training* 21, no. 4 (1997).

<sup>103</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>104</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

is a learning setting in which students have control over the learning process through knowledge and use of relevant strategies, task understanding, decision-making strength, and willingness to learn<sup>105</sup>.

This case was different from the opinion of S4/TS: *"Personally, maybe it's because I'm too lazy to study at home, so I have to concentrate fully when the lecturer teaches class and asks questions"*<sup>106</sup>. The view of S4/TS showed that there were students who were lack of responsibilities regarding their study and learned new knowledge on their own when they were punished. Rather, the students in this group would learn new knowledge through lecturer instead of their fellow students.

### **3. The Assessments of Students' Progress in Learning English in the English Zone.**

The assessment applied in the English zone was not exactly the same as the assessment applied in formal education. In the context of this research, the assessment of students' progress in learning English in the English Zone could take the form of corrective feedback (feedback as the learning and for learning)<sup>107</sup>. Here, the feedback referred to a type of feedback given when students were using words or sentences, or feedback after using words or sentences. This corrective feedback could be given by anyone in the group, and the feedback could function as feedback

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<sup>105</sup>A.U Chamot, ElDinaryP.B. Barnhardt, S, and J. Robbins, *The Learning Strategies Handbook* (New York: Addison-Wesley, 2000).

<sup>106</sup>S4/TS, *Interview*, TS's House. (August 10<sup>th</sup> 2023)

<sup>107</sup>Ruslin, "The Learning Experience of Automotive Students at a Vocational School in Indonesia: Perspectives of School Stakeholders."

for learning. It means that the feedback would help students learn from mistakes. Here, those mistakes would no longer be repeated. At the same time, when students were given feedback, they would also learn how to give feedback such. S4/TS commented:

Sometimes my pronunciation is still wrong, so my friends answered, and then when my friends don't have the vocabulary they want to use, they sometimes ask me, and I tell them about the vocabulary that I know.<sup>108</sup>

This was also confirmed by S6/SW:

Yes, many friends gave me advice, corrected my mistakes, and supported me in learning English. For example, if I speak but there is a lot of wrong vocabulary or a lot of wrong grammar, it is often corrected by friends who have more knowledge and understand more about skills that I don't know.<sup>109</sup>

The expects of the interviews confirmed the argument of A. D Ellinger and M. Cseh, the existence of feedback can increase students' self-confidence to achieve even better<sup>110</sup>. Positive feedback directs students to express their daily involvement and look for ways to improve their performance<sup>111</sup>.

Here, the researcher utilized feedback to assess students' progress in learning English in the English zone because there was no obvious instructor who was responsible for this matter. Since the presence of an English zone is a result of

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<sup>108</sup>S4/TS, *Interview*, TS's House. (August 10<sup>th</sup> 2023)

<sup>109</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>110</sup>A. D Ellinger and M. Cseh, "Contextual Factors Influencing the Facilitation of Others' Learning through Everyday Work Experiences," *Journal of Workplace Learning* (2007).

<sup>111</sup>Van den Bossche, M. P., Segers, and N. Jansen, "Transfer of Training: The Role of Feedback in Supportive Social Networks.," *International Journal of Training and Development* (2010).

students' initiative and of the values of their attendances in the English Zone. S6/SW explained: *"We agreed to have an English zone because we both want to learn and improve our English skills as English Tadrīs students"*<sup>112</sup>.

The argument of students suggested that they assessed for themselves how their progress in learning the English zone and how this activity provided feedback to them. It also showed that all students gave positive responses to the existence of the English zone. They believed that the English zone really helped them improve their English skills. S1/SM and S5/MI explained:

I think it's good because, so far, it has had an impact. I said earlier that if I learn listening and reading, I don't learn speaking enough. With the English zone, I think my speaking is getting better and better. And also, in my opinion, not only for speaking but for all English skills, including writing as well. Everything is covered.<sup>113</sup>

According to my experience, speaking and listening have increased because in the English zone most of us only practice speaking and listening, while reading and writing have also increased but not as much as speaking and listening.<sup>114</sup>

In addition to students' progress in improving their English skills, their confidence to express their abilities in English increased was qualitatively approved. This statement was justified by S2/LN:

Because we have one goal. The goal is to learn English, so we are not afraid of making mistakes, training ourselves to be confident, and not afraid of someone correcting us, even though there are certain corrections to give us new knowledge and not bring it down.<sup>115</sup>

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<sup>112</sup>S6/SW, *Interview*, SW's House. (August 10<sup>th</sup> 2023)

<sup>113</sup>S1/SM, *Interview*, SM's House. (August 9<sup>th</sup> 2023)

<sup>114</sup>S5/MI, *Interview*, Classroom. (August 10<sup>th</sup> 2023)

<sup>115</sup>S2/LN, *Interview*, LN's House. (August 9<sup>th</sup> 2023)

Apart from skills and confidence, the students also recognized the existence of punishment in the English zone really helped them participate more actively in the English zone. Moreover, this punishments helped them improve their English skills. S1/SM agreed upon the statement:

It's important because if there's no punishment, we usually lack enthusiasm, look at mistakes more lightly, and don't want to change ourselves. That's just what's wrong.<sup>116</sup>

In addition to their English skills and confidence to express their ideas in English, it was clearly evidenced that punishments provided in for fun and friendly ways would help students learn English effectively. Therefore, the students were excited to learn better.

### *C. Discussions*

Experiential learning is defined as learning by experience and reflecting on what has been acquired<sup>117</sup>. Experience includes not only listening but also participating in real-life events such as field excursions, role-playing, and games. The body, mind, feelings, and behaviors are all involved in experiential learning. As a result, it is a completely personalized learning experience. Tyler argues that the learning experience is distinct from the content of the subject or the learning activities carried out by the teacher<sup>118</sup>. Based on the definition, it is understood that

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<sup>116</sup>S1/SM, *Interview*, SM's House. (August 9<sup>th</sup> 2023)

<sup>117</sup>David A Kolb, *Experiential Learning: Experience As The Source of Learning and Development*, 2nd ed. (New Jersey: Pearson FT Press, 2014).

<sup>118</sup>Ralph W. Tyler, *Basic Principles of Curriculum and Instruction*.

the interaction between the learner and the external variables in the environment that offend them is referred to as a learning experience.

Meanwhile, the English Zone provides students a zone or an area to speak and fully communicate in English<sup>119</sup>. In implementing the English Zone, it requires students to speak English when they entered an area that has been agreed upon as an English Zone. Here, punishments was enforced when students did not obey the rules.

Based on the research findings, it was proved that the implementation of English zone helped students improve their English skills. It was evident that the attendance of students in the English Zone could help them build up their confidence in using English. This was shown by the fact that the students were becoming more confident to use English front of their fellow students. Likewise, the students gained confidence when using English in formal classroom. This confirmed the argument of Linda, et al., where the English Zone developed the level of confidence of students and becoming better users of English<sup>120</sup>.

Similarly, motivation to learn English better was also apparent amongst the active participants in the English Zone. This was evident in the students' motivation to learn more and their attempts to learn a great deal of new information about English as a result of being disciplined in the English Zone. They become more

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<sup>119</sup>Septiyana et al., "English Zone (EZO): A Fun Activity in Learning English Speaking Skills for Young Learners."

<sup>120</sup>Ibid.



motivated and enthusiastic to learn. This is in line with the argument of Linda et al, English Zone motivated students to learn more because English Zone could make the them enjoyed the learning process and made them more relaxed<sup>121</sup>.

The other contribution of the English Zone is positive learning experience where students were able to learn English in a non-formal way. This way of learning was adequately fun for students to keep them motivated to learn. This confirmed the argument of Rendy Wiharno, where students had positive learning experience toward the implementation of English Zone in improving students 'speaking skill. Here, the English Zone was very useful for them because it motivated and encouraged their willingness to practice English<sup>122</sup>.

It was also found that participants' knowledge and skills of English improved. This was shown by the fact that vocabulary, students' knowledge of grammar and pronunciation were becoming better. This is in line with the argument of Maya Sari, the benefits of using English can improve the aspects of English skills, such as pronunciation, fluency, vocabulary, grammar and accuracy, to communicate in English Zone<sup>123</sup>.

The influence and assistance that students obtained in their learning development in the English zone varied substantially. This was due to the presence

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<sup>121</sup>Ibid.

<sup>122</sup>Muhamad Rendy Wiharno, "The Impact of Using English Speaking Zone in Improving Students' Speaking Skill in SMA Plus Yayasan Munirul Arifin ( Yanmu ) Nw Praya."

<sup>123</sup>Maya Sari Setyowati, "Students' Perception Toward English Zone in English Study Program of IAIN Curup," *Journal of English Education and Teaching (JEET)* 3, no. 4 (2019): 519.

of punishment in the English zone. It means that when people made mistakes, they must correct them in numerous ways. To fix their errors, they needed information or knowledge from peers, lecturers, or even taking the initiative to learn independently through various methods.

In addition, the assessment of students' progress in learning English in the English Zone could take the form of corrective feedback (feedback as the learning and for learning). The existence of this feedback could increase students' self-confidence to achieve even better. This confirmed the argument of A.D Ellinger and M. Cseh where positive feedback direct students to express their daily involvement and look for ways to improve their performance<sup>124</sup>. However, there was 4 out of 6 students who felt that the English was still not running optimally because there was no lecturers who were managing the English Zone. Lack of firmness in giving punishment when someone speaks Indonesian in the English zone and lack of awareness of the importance of English were apparently seen in the activities therein.

Apart from these issues, this research revealed how students' learning experiences at the English Zone contributed to their English performance. It was observed that English Zone provided rooms which were flexible for every student to learn English faster and effective.

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<sup>124</sup>Bossche, P., Segers, and Jansen, "Transfer of Training: The Role of Feedback in Supportive Social Networks."

Despite the case, some hampering factors were apparently seen in the organization of the English Zone, such as the awareness of students about the importance of learning English. Also, the absence of a responsible chair person (could be a lecturer) for the English Zone aggravated the potential contribution of the English Zone towards students English performance.

In addition, the experiences of students in the English Zone would be explained rigorously if the observation could be carried out as planned. However, the observation was not conducted as the active members were all busies for the academic activities scheduled throughout the period of research.

## **CHAPTER V**

### **CONCLUSION**

#### ***A. Conclusion***

This research has reached its conclusion. Those conclusion were as follows:

1. The views of TBI students in UIN Datokarama Palu regarding English Zone is currently positive. According to students, the English zone is a non-formal English learning setting that really helps them as English Tadris study program students to be more motivated and enthusiastic about enhancing their English skills.
2. The influence and support that students receive on their learning progress in the English zone vary widely. This is because there is punishment in the English zone. Based on student experience, there are three types of learning engagement: learning from the instructor, learning from peers, and learning independently.
  - a) Learn from the instructor when students do not find the right information from their friends or when they find out on their own.
  - b) learn from peers when they get punished and are able to share with each other. But according to them, learning from peers is still less effective due to students' lack of discipline towards punishment in the English zone.

- c) Learning independently when their friends are not able to provide the right information and they are able to find out for themselves about what they do not know.
3. The Assessments of Students' Progress in Learning English in the English Zone. Assessment of students' progress in learning English in the English Zone can take the form of corrective feedback (feedback as learning and for learning). In this case, students self-assess how well they are progressing in learning the English zone and how the zone provides feedback to them.

## ***B. Research Implication and Suggestion***

### **1. Research Implication**

- a) The researcher found that in order to improve a good and effective learning experience in the English zone, students need to improve discipline and be supportive of the rules in the zone, as well as increase awareness of the importance of learning English non-formally outside the classroom to improve English skills.
- b) In order for students to adapt well in the English zone, it is necessary to have a person in charge in the form of a lecturer who is able to supervise, motivate, control, and demand that students continue to be disciplined in accordance with the English zone regulations.
- c) The main weakness of this research is the absence of observation as well as document reviews needed to back understand the benefit and the advantages of this English Zone.

## **2. Suggestion**

- a) In order to ensure more thorough preparation for its execution, this English Zone program needs to be officially adopted or coordinated by the English Tadrīs study program.
- b) English Tadrīs study program had should guarantee on the basis rules and regulations and then schedule it, and point the person to be judge of to ride this English zone.
- c) If English Zone is made an official program, it is recommended to use the experiential learning cycle described by David Kolb in directing the program so that it can be more optimal.

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# **APPENDICES**



## APPENDIXES

### Appendix 1-1: Interview info and Reference Codes

#### Appendix 1-1a Interviewee Reference Codes

TBI 2 2021	List of Participants Interviewed	Reference Code
<b>Students</b>	Student 1	S1/SM
	Student 2	S2/LA
	Student 3	S3/RA
	Student 4	S4/TS
	Student 5	S5/MI
	Student 6	S6/SW

#### Appendix 1-1b Profile of Students of TBI 2 2021

No.	Students	Year/Semester	Class	Date of Interview
1	S1/SM	3/V	TBI 2	9 August 2023
2	S2/LA	3/V	TBI 2	9 August 2023
3	S3/RA	3/V	TBI 2	9 August 2023
4	S4/TS	3/V	TBI 2	10 August 2023
5	S5/MI	3/V	TBI 2	10 August 2023
6	S6/SW	3/V	TBI 2	10 August 2023

## **Appendix 2-1: Interview form Example and its brief transcription**

### **Appendix 2-1a Interviewee form for students**

#### **INSTRUMENT EXAMPLE 1**

#### **INTERVIEW QUESTION<sup>125</sup>**

#### **Interview with Students**

##### **Title of Research:**

**The Learning Experience of TBI Students of UIN Datokarama Palu at the English Zone**

The main objective of this research is to find out how the learning experience of TBI Students of UIN Datokarama Palu at the English Zone. In particular, this research aims to understand how students perceive the English Zone, how peer tutors support students' learning there, and how their progress there is measured.

##### **Name of Interviewee:**

##### **Day/Date of Interview:**

##### **Duration:**

Tema	Jenis Pertanyaan	Komentar
Introduction ( <i>Pengenalan</i> )	Hello, my name is .... I am a student of English Tadris at UIN Datokarama Palu. I am interested to finding out about the learning experience through English Zone from your perspective. Therefore, I kindly ask you to provide information according to your	

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<sup>125</sup>Ruslin, "The Learning Experience of Automotive Students at a Vocational School in Indonesia: Perspectives of School Stakeholders" (University of Sussex, 2017).

	<p>experience and knowledge on the topic.</p> <p><i>(Halo, nama saya .... saya seorang mahasiswi Tadris Bahasa Inggris UIN Datokarama Palu. Saya tertarik untuk mencari tahu mengenai pengalaman belajar melalui English Zone dari sudut pandang anda. Oleh karena itu, saya dengan hormat meminta anda untuk memberi informasi sesuai dengan pengalaman dan pengetahuan anda tentang topik tersebut).</i></p>	
<p>Umum (General)</p>	<p>First of all, please tell me what do you know about English Zone?</p> <p><i>(Pertama-tama, tolong beri tahu saya apa yang anda ketahui tentang English Zone?)</i></p>	
<p>The impact of experience TBI UIN Datokarama Palu students study in the English Zone on their English skills (Dampak dari pengalaman</p>	<ol style="list-style-type: none"> <li>1. What English skills have you learned?</li> <li>2. How do you learn and develop your English skills?</li> <li>3. Do you know what English skills you need to learn?</li> <li>4. What is your reason for taking part in implementing the English Zone?</li> <li>5. Is this your first experience in implementing English Zone?</li> <li>6. What experiences did you get when implementing English Zone?</li> </ol>	

<p><i>Belajar mahasiswa TBI UIN Datokarama Palu dalam English Zone pada keterampilan Bahasa Inggris mereka)</i></p>	<p>7. What are the activities in the English Zone?</p> <p>8. What are the obstacles when implementing English Zone?</p> <p>9. What do you think about English Zone as another way to learn English?</p> <p>10. Do you agree that the English Zone can improve your English skills?</p> <p>11. Based on your experience, what English skills have improved after participating in implementing the English Zone?</p> <p>1. <i>Keterampilan Bahasa Inggris apa saja yang telah anda pelajari?</i></p> <p>2. <i>Bagaimana anda belajar dan mengembangkan keterampilan Bahasa Inggris anda?</i></p> <p>3. <i>Apakah anda tahu keterampilan Bahasa Inggris apa saja yang perlu dipelajari?</i></p> <p>4. <i>Apa alasan anda sehingga ikut serta dalam penerapan English Zone?</i></p> <p>5. <i>Apakah ini pengalaman pertama anda dalam penerapan English Zone?</i></p> <p>6. <i>Apa saja pengalaman yang anda dapatkan saat menerapkan English Zone?</i></p>	
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	<p>7. <i>Bagaimana bentuk kegiatan dalam English Zone?</i></p> <p>8. <i>Apa saja kendala ketika menerapkan English Zone?</i></p> <p>9. <i>Bagaimana pendapatmu mengenai English Zone sebagai cara lain untuk belajar Bahasa Inggris?</i></p> <p>10. <i>Apakah anda setuju bahwa English Zone mampu meningkatkan keterampilan bahasa Inggris?</i></p> <p>11. <i>Berdasarkan pengalaman anda, keterampilan Bahasa Inggris apa saja yang meningkat setelah ikut serta dalam penerapan English Zone?</i></p>	
<p>The effect of punishment on the learning experience in the English Zone (<i>Pengaruh punishment pada pengalaman belajar dalam English Zone</i>)</p>	<p>1. Is there any punishment in implementing the English Zone? If so, in what form is the punishment?</p> <p>2. When implementing the English Zone, how often do you receive punishment?</p> <p>3. After receiving punishment, did you become enthusiastic about being more active in implementing the English Zone?</p> <p>4. When you received punishment, were you able to share your English skills with friends?</p> <p>5. When you received punishment, your friend was able to provide you</p>	

	<p>with new knowledge about English skills that you didn't know?</p> <p>6. How do you gain new knowledge about English skills that you don't know after receiving punishment but your friends are unable to explain?</p> <p>7. In your opinion, how important is punishment in the English Zone to motivate you to find out about English skills that you don't know?</p> <p><i>1. Apakah ada punishment dalam penerapan English Zone? jika ada, dalam bentuk apa punishment tersebut?</i></p> <p><i>2. Dalam penerapan English Zone, seberapa sering anda mendapatkan punishment?</i></p> <p><i>3. Apakah setelah mendapatkan punishment anda menjadi bersemangat untuk lebih aktif dalam penerapan English Zone?</i></p> <p><i>4. Apakah ketika mendapatkan punishment, anda mampu saling sharing mengenai keterampilan Bahasa Inggris dengan teman?</i></p> <p><i>5. Apakah ketika mendapat punishment, teman anda mampu memberikan pengetahuan baru</i></p>	
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	<p><i>tentang keterampilan Bahasa Inggris yang anda tidak ketahui?</i></p> <p>6. <i>Bagaimana cara anda untuk mendapatkan pengetahuan baru tentang keterampilan Bahasa Inggris yang anda tidak ketahui setelah mendapatkan punishment tetapi teman tidak mampu menjelaskan?</i></p> <p>7. <i>Menurut anda, seberapa penting punishment dalam English Zone untuk memotivasi anda dalam mencari tahu tentang keterampilan Bahasa Inggris yang anda tidak ketahui?</i></p>	
<p>Closing (Penutup)</p>	<p>Tell me things you want to say more about or something you are not satisfied with.</p> <p><i>(Ceritakan hal-hal yang ingin anda katakan lebih banyak atau sesuatu yang anda belum puas).</i></p>	

## **Appendix 2-1b Brief interview transcription that was directly quoted in chapter IV**

These are some noteworthy responses from students. This quotation is directly entered into Chapter IV.

1. What is English Zone?
  - a. English zone is an area or a place in which we always speak English and have rules in it.
  - b. English zone is a group of people who learn English, where they use English in their environment.
2. What do you think about English Zone as another way to learn English?
  - a. I think the English zone is very good because there are people who learn English formally and there are also people who learn English, but it can't be too formal. In this English zone, we are required to speak English, so we learn in a relaxed manner, but because we always say it and practice it every day, it is more stored in the brain. So, in my opinion, the English zone is very good, especially for us English students.
  - b. The English Zone is very good, and we as English students are greatly helped by the existence of the English Zone.
  - c. Because we have one goal. The goal is to learn English, so we are not afraid of making mistakes, training ourselves to be confident, and not afraid of someone correcting us, even though there are certain corrections to give us new knowledge and not bring it down.



3. When you received punishment, were you able to share your English skills with friends?
  - a. Sometimes my pronunciation is still wrong, so my friends correct me, and then when my friends don't know the vocabulary they want to use, they sometimes ask me, and I tell them about the vocabulary I know or the use of auxiliary words too.
  - b. For example, sharing about vocabulary. If there is a vocabulary that friends don't know, I usually explain it too, and I also tell you the pronunciation.
  - c. My friends often tell me about the pronunciation that I don't know, and friends also help to add to the vocabulary I have.
  - d. Sometimes my pronunciation is still wrong, so my friends answered, and then when my friends don't have the vocabulary they want to use, they sometimes ask me, and I tell them about the vocabulary that I know.
  - e. Yes, many friends gave me advice, corrected my mistakes, and supported me in learning English. For example, if I speak but there is a lot of wrong vocabulary or a lot of wrong grammar, it is often corrected by friends who have more knowledge and understand more about skills that I don't know.
4. How do you gain new knowledge about English skills that you don't know after receiving punishment but your friends are unable to explain?
  - a. Personally, I find out or ask people who have more knowledge about English skills directly. Usually, I ask my mentor when I was in high school or with a lecturer, and when I don't understand, I study via YouTube until I understand.

- b. So far, there are usually some friends who also know. If, for example, no one knows, then look for it yourself via the internet, such as Google Translate, because usually there is vocabulary that we don't know or learn about grammar on YouTube, and sometimes if friends can't explain it, I ask the lecturer directly who I think knows about it, mostly it's like grammar.
  - c. Often corrected on vocabulary, and sometimes my friends tell me about grammar that I don't know and the pronunciation too, now when my friends can't explain it, I usually ask the lecturer directly.
  - d. Search on Google to find out the meaning of unknown vocabulary, or usually ask the lecturer about grammar.
  - e. Personally, maybe it's because I'm lazy to study at home, so I have to concentrate fully when the lecturer teaches class and I can ask questions at that time.
  - f. Usually I search YouTube for grammar that I don't understand, and then I translate it using Google Translate.
  - g. Open Google Translate to find out the pronunciation of unknown vocabulary or search in the Oxford dictionary.
5. What are the obstacles when implementing English Zone?
- a. The problem is that sometimes our friends talk about it, but when we don't know the vocabulary, we don't understand what our friends are talking about.

- b. The problem is the lack of firmness in charge of the English zone, so if, for example, today you don't use English, in the following days you will get used to using Indonesian and not using English.
6. Do you agree that the English Zone can improve your English skills?
- a. We agreed to have an English zone because we both want to learn and improve our English skills as English Tadris students.
  - b. I think it's good because, so far, it has had an impact. I said earlier that if I learn listening and reading, I don't learn speaking enough. With the English zone, I think my speaking is getting better and better. And also, in my opinion, not only for speaking but for all English skills, including writing as well. Everything is covered.
  - c. According to my experience, speaking and listening have increased because in the English zone most of us only practice speaking and listening, while reading and writing have also increased but not as much as speaking and listening.
7. In your opinion, how important is punishment in the English Zone to motivate you to find out about English skills that you don't know?
- a. It's important because if there's no punishment, we usually lack enthusiasm, look at mistakes more lightly, and don't want to change ourselves. That's just what's wrong.

**Appendix 2-1c Brief interview transcription that were mentioned in Chapter IV but not inputted directly.**

Notable answers from students that were not quoted directly

1. S6/SW: As for the English zone in the class, we initially created it for fun at the start of semester 2, around April 2022, but there was only one group that created the English zone. Then, at the start of semester 4 we tried to make the English Zone evenly distributed in the class. So in the class we have several groups where the groups consist of people who are often together every day, so each group has a different story. In my own group, most of us often talk in English, but basically we agree that there is an English zone because we both want to learn and want to improve our English skills as English students.
2. S5/MI: In my opinion, this English zone is very good, because there are people who study English formally and there are also people who when studying English can't be too formal. Well, in this English zone we are required to speak English so we learn in a relaxed manner but because We always say it and practice it every day so it stays better in our brain. So, I think this English zone is very good, especially for us, TBI students.
3. S6/SW: In my opinion, this is a good and appropriate way for us, so that our insight regarding English language skills increases, we become more accustomed to speaking English and we hone our English skills more because the English zone gets us used to speaking and listening to English continuously every day so that easily stored in memory.

**Appendix 2-1d Result of observation an excerpt of the field notes.**

1. Students appeared excited while discussing the English Zone and depressed when discussing the problems in the English Zone, particularly the lack of strict punishment.
2. When the researcher made observations some time after the interview, the researcher found that there are no more activities in the English Zone because students have difficulty dividing their time because they are too busy with their academic activities in campus.
3. There was no assertiveness on the part of the students who were in charge of the English Zone to reactivate activities in the English Zone.

**Appendix 3-1: Photos of interview activities and other important documents**

**Appendix 3-1a Photos of interview activities with students**





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Senin, tanggal 24 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

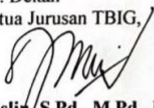
Nama : Naila Amalia  
NIM : 20.1.16.0047  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Dzakiah, S.Pd., M.Pd.  
Penguji : Fitriningsih, S.S., S.Pd., M.Hum.

**SARAN-SARAN PENGUJI/PEMBIMBING**


No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	✓ Please revise the layout based on UIN KTI -
2.	BAHASA & TEKNIS PENULISAN	83	✓ Please do the validation on your research instruments -
3.	METODOLOGI	83	✓ Please comprehend your research proposal in order to master about your master plan in conducting your research
4.	PENGUASAN	80	✓ find out the very first source of English zone.
	Jumlah	332	
	Nilai Rata-rata	83	

Palu, 20 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Penguji,

  
Fitriningsih, S.S., S.Pd., M.Hum.  
NIP. 19850622 201503 2 002

**Catatan**

Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Senin, tanggal 24 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

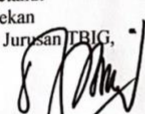
Nama : Naila Amalia  
NIM : 20.1.16.0047  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Dzakiah, S.Pd., M.Pd.  
Penguji : Fitriingsih, S.S., S.Pd., M.Hum.

**SARAN-SARAN PENGUJI/PEMBIMBING**

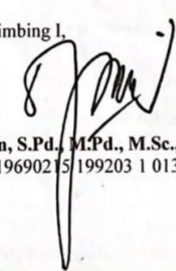
No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	92	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	91	
4.	PENGUASAN	92	
	<b>Jumlah</b>	<b>365</b>	
	<b>Nilai Rata-rata</b>	<b>91.5</b>	<b>A</b>

Palu, 20 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing I,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka





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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Senin, tanggal 24 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

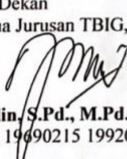
Nama : Naila Amalia  
NIM : 20.1.16.0047  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone  
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
Pembimbing II : Dzakiah, S.Pd., M.Pd.  
Penguji : Fitriingsih, S.S., S.Pd., M.Hum.

**SARAN-SARAN PENGUJI/PEMBIMBING**


No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	95	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	92	
4.	PENGUASAN	95	
	<b>Jumlah</b>	372	
	<b>Nilai Rata-rata</b>	93	

Palu, 20 Juli 2023

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing II,

  
Dzakiah, S.Pd., M.Pd.  
NIP. 19920629 201903 2 017

**Catatan**

**Nilai Menggunakan Angka:**

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

**Keterangan**

Harap memberikan nilai dalam bentuk angka

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 129 TAHUN 2023

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

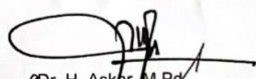
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Dzakiah, S.Pd., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Naila Amalia
- NIM : 201160047
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE LEARNING EXPERIENCE OF TBI STUDENTS AT THE ENGLISH ZONE IN UIN DATOKARAMA PALU
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 27 Januari 2023  
Dekan,

  
Dr. H. Askar, M.Pd.  
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN


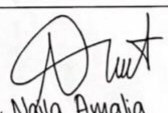
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

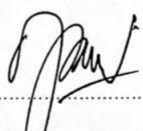
**FORMULIR PENDAFTARAN  
UJIAN PROPOSAL SKRIPSI**

Nama : Naila Amalia  
NIM : 201160097  
SMT/Prodi/Kelas : G./T.B1/T.B1.3  
Alamat : Jl. Kelapa 2  
No. Tlp / HP : 0823 4904 4669  
Pembimbing : I. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
II. Dzakiah, M.Pd.

Judul :  
The Learning Experience of T.B1 Students of UIN Datokarama Palu at the English Zone

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Fotocopy tanda bukti pembayaran ujian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Mempersiapkan Power Point untuk bahan presentasi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau	<input type="checkbox"/>	<input type="checkbox"/>	

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
 NIP. 467021982031013 Catatan Pembimbing I/II :	<u>TTD</u> (.....) NIP. .... Catatan Dosen Penasehat Akademik :	 (Naila Amalia) NIM. 201160097

Penguji : <u>Fitriingsih, S.S., S.Pd., M.Hum</u>	Persetujuan Ketua Jurusan  (.....) NIP. ....
Hari/Tgl : <u>Senin, 24/03/23</u>	
Waktu : <u>08.30 - 10.00</u>	
Tempat : <u>Ruang Ujian FTIK</u>	



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 2682 /Un.24/F.I/PP.00.9/07/2023 Palu, 20 Juli 2023  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Dzakiah, S.Pd., M.Pd. (Pembimbing II)
3. Fitriningsih, S.S., S.Pd., M.Hum. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Naila Amalia  
NIM : 20.1.16.0047  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 24 Juli 2023  
Waktu : 08.30 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu 'alaikum warahmatullahi wabarakatuh*

a.n Dekan  
Sekretaris Jurusan TBIG

Hijrah Syam, S.Pd., M.Pd.  
NRD. 2004058603

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
NOMOR : 2022 TAHUN 2023

TENTANG  
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Fitriingsih, S.S., S.Pd., M.Hum.  
2. Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
3. Pembimbing II : Dzakiah, S.Pd., M.Pd.
- untuk menguji Proposal Skripsi Mahasiswa  
Nama : Naila Amalia  
NIM : 201160047  
Jurusan : Tadris Bahasa Inggris (TBIG-3)  
Judul Proposal : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone
- KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 21 Juli 2023

Dekan

Dr. H. Askar M.Pd.

NIP. 19670521 199303 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2022/2023

Pada hari ini Senin, tanggal 24 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Naila Amalia  
NIM : 20.1.16.0047  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : The Learning Experience of TBI's Students of UIN Datokarama Palu at the English Zone  
Tgl / Waktu Seminar : 24 Juli 2023/08.30 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1	Ikrima	201160049	TBI		
2	Indah Fravidya Anantasari	201160052	TBI		
3	NIHTA SAKI	201160061	TBI		
4	FITRI ZAHAYU	201160062	TBI		
5	Nur Fadhah Limbatong	201160060	TBI		
6	Anggi Angraini	201160028	TBI		
7	Syarifah Ramadhani-s	201160025	TBI		
8	Andra Rusmana Dewi	201160003	6/TBI		
9					
10					
11					

Palu, 20 Juli 2023

Pembimbing I,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Pembimbing II,

Dzakiah, S.Pd., M.Pd.  
NIP. 19920629 201903 2 017

Penguji,

Fitriingsih, S.S., S.Pd., M.Hum.  
NIP. 19850622 201503 2 002

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU  
الجامعة الإسلامية الحكومية داتوكاراما فالو  
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Lamp : 1 (satu) berkas

Hal : **Permohonan Pembuatan Surat Izin Penelitian**

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP : 19690215 199203 1 013  
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Naila Amalia  
NIM : 201160047  
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 3)  
Semester : VI (Enam)  
No. HP : 082349044669  
Judul Skripsi : The Learning Experience of <sup>TBI</sup> the Students of UIN Datokarama Palu at the English Zone

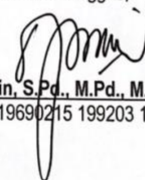
Pembimbing : 1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
2. Dzakiah, S.Pd., M.Pd.

Penguji : Fitriingsih, S.S., S.Pd., M.Hum.

Bahwa mahasiswa/i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 08 Agustus 2023  
Ketua Jurusan  
Tadris Bahasa Inggris,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

**Catatan :**

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).

**KARTU SEMINAR PROPOSAL SKRIPSI**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU**

FOTO 3 X 4

NAMA : Naila Amalia  
 NIM : 201160047  
 PROGRAM STUDI : Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Selasa, 10-01/2023	Eduwin	The Effectiveness of Picture Card Series on the Improvement of Speaking Skill at the English Grade of SMP IT Qur'otul Awwal Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Didiin Fathmahan, S.Ag., M.Ag	
2	Jumat, 13-01/2023	Maulidya Raiza Tahinmu	Improving Students' Reading Comprehension Skills by using the Deductio Method at X IPA Grade SMA NEGERI 2 SIGI	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Moh. Sugfri M.Pd	
3	Senin, 16-01/2023	Hafidatunnisa	The effect of English Animated movies on the improve students' vocabulary mastery at the eleventh grade of MAN 1 Parigi	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Hijrah Syam, S.Pd., M.Pd	
4	Selasa, 17-01/2023	Siti Nur Fathmah	Using Podcast as a medium of instruction to improve the speaking skill of grade IX students at SMP Negeri 1 Palu	1. Dr. Abdul Gafur, S.Pd., M.Pd 2. Mula Tamrin AM S Pettawali, S.S. M.Pd	
5	Rabu, 15-02/2023	Irna Safitri	The role of teacher in teaching English toward students' interest at SMP Islam Terpadu Bina Insan Palu	1. Ana Kuliawana, S.Pd., M.Pd 2. Hijrah Syam, S.Pd., M.Pd	
6	Rabu, 15-02/2023	Nirma Wali	The use of storytelling to improve the students' vocabulary at the eight grade of SMPN 13 Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Dzakiyah, S.Pd., M.Pd	
7	Jumat, 17-02/2023	Yuli Andawati	The effectiveness of weekly report tasking on the students ability in writing recount text at SMA Negeri 4 Palu	1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D 2. Ana Kuliawana, S.Pd., M.Pd	
8	Senin, 20-02/2023	Mulyafana	Tinjauan Pendidikan Islam tentang entrepreneurship Pembinaan minat kelapa studi pada masyarakat Desa Dampai kec. Sirenja Kab. Barragala	1. Dr. Bahdar, M.H.I 2. Syarif Lohud, S.Ag., M.Pd	
9	Rabu, 22-02/2023	Moh. Rofy S. Mairongi	Petani superintensi dalam mengembangkan profesionalisme guru di Mts Al-Fikriat ulumaliqu kec. Kalandi Kab. Topu-una-una	1. Dr. H. Astar, M.Pd 2. Drs. H. Gumawan B. Dulumina, M.Pd	
10	Rabu, 01-03/2023	Muhammad sydq Adriansah	Kompetensi manajerial Kepala Madrasah dalam meningkatkan kedisiplinan peserta didik MAN Biau di Kab. Buol	1. Drs. Sagar Muhammad Awwn, M.Pd 2. Dra. Mastura Minabari, M.M	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi





**JURNAL KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI**


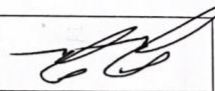
Nama : Naila Amalia  
 NIM : 201160047  
 Program Studi : Tadris Bahasa Inggris  
 Judul : The learning experience of TBI students  
in UIN Darulataman Palu at the English Zone

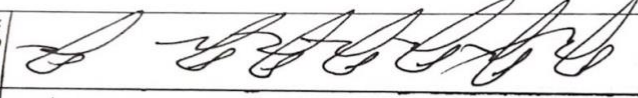
Pembimbing I : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D  
 Pembimbing II : Dzakiah, S.Pd., M.Pd.

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Senin / 30 Jan 2023	I	Introduction, background write the background on the basis of the instruction upside down pyramid research methodology, grand theory of English zone, limitation Problem, score, background	
2.	Rabu / 1 Feb 2023	I		

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Selasa / 21 Feb 2023	I	Don't specify speaking skill but all english skills read more references about experiential learning	
4.	Selasa / 7 Mar 2023	I	On the background explain about experiential learning before explaining the English zone, scope, novelty (advantages & disadvantages of Ezo), gap (look for a reference related to the shortage of English students in learning english), formulation of the research, write about learning experience, operational definition (experiential learning & english zone), write the differences between previous research and this research in each paragraph, select only 3 discussions about the most recent previous research, added more theory in theoretical review	
5.	Rabu / 15 Mar 2023	II		

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	Jumat / 31 Mar 2023	II	Added a reference source on theoretical review, added more references about english zone (advantages & disadvantages). write the explanation of conceptual framework, explain the definition about data & source, added more explanation about characteristics of case study, added types of interview, added more explanation about parts of data analysis activities	
7.	Semin / 17 April 2023	II III	Added more references source Added more explanation about type of data such as primary data and secondary data	

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
8.	Rabu / 24 Mei 2023	II	Theoretical review (clearing experience) need to be defined (the term in the title and set the scope	
9.	Selasa / 11 Juli 2023	II	Background, theoretical review	
10.	Rabu / 12 Juli 2023	I	Background	
11.	Kamis / 20 Juli 2023	III	Research methodology	
12.	Selasa / 25 Juli 2023	II	Theoretical Review, Grand theory of Ezo	
13.	Kamis / 27 Juli 2023	II	Grand theory of Ezo	
14.	Jumat / 28 Juli 2023	II	Added a references Source On theoretical rev	
15.	Rabu / 2 August 2023	III	Research Instrument	
16.	Kamis / 10 August 2023	IV	Research Findings, Research location Overview	

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
17.	Senin / 14 Agust 2023	IV	The Influence and the support of the peer tutors towards the learning progress of students	
18.	Rabu / 16 Agustus 2023	IV	Learning from Peers	
19.	Jumat / 25 Agust 2023	IV	Assasments	
20.	Senin / 28 Agust 2023	IV	Discussions	
21.	Rabu / 30 Agust 2023	IV	Discussions	
22.	Jumat / 1 Sept 2023	IV	Discussions	
23.	Kamis / 19 Okt 2023	V	conclusions	
24.	Jumat / 20 Okt 2023	IV	The learning exp of TBI students of UINDK Patu at the Ezo, appendices	

No	Hari / Tanggal	Bab	Saran Pembimbing	Tanda Tangan
25.	Semin / 30 Okt 2023		Abstract, Appendices, Acknowledgment	

## CURRICULUM VITAE



### Research Identity

Name : Naila Amalia  
Date of Birth : Palu, 16 October 2002  
Gender : Female  
Department : English Tadris Study Program  
Faculty : Faculty of Tarbiyah and Teacher Training  
NIM : 20. 1. 16. 0047  
E-mail : nailaamalia973@gmail.com  
Address : Jl. Kelapa II  
Father's Name : Drs. Ali Tahir  
Mother's Name : Dra. Rokhani

### Educational

SDN Inpres 2 Lere : Graduate in 2014  
MTsN 1 Kota Palu : Graduate in 2017  
MAN 2 Kota Palu : Graduate in 2020

Palu, 13<sup>th</sup> March 2023  
Researcher,

Naila Amalia  
20. 1. 16. 0047