

CHAPTER IV

FINDING AND DISSUSION OF RESEARCH

This chapter shows result of research data that obtained from interview and documentation which are discussed in the first chapter. The following information that will be presented by the researcher are from interview and documentation. The interview was conducted on July 01 until July 14, 2024 with the parents of 2nd grade students by directly or face to face. This research focuses on how parents perceive on vocabulary subject at Madrasah Diniyah Miftahul 'Ulum 1. Data obtained from interviews with parents were analyzed to understand their perceptions on English in educational environment that is religious-based educational.

A. Research Finding

Based on the interviews that have been conducted by researcher, in this section will be given and shown. It is about how do the parents' perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan.

1. Parents' Perceptions on Vocabulary Subject of 2nd Grade Students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan

The findings in the field related to parents' perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan. To obtain the data quickly,

researcher conducted interviews directly with parents. Based on the theory used by the researchers about perceptions, there are two kind of perception; positive perception and negative perception.

a. Positive Perceptions

The following are the data obtained by researchers of the eleven data, ten parents had a positive perception on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan.

The first interview was conducted with parents' of Aida Rahsetya Islami, as follows:

At first we were surprised by the existence of English subjects in the Madrasah Diniyah Miftahul 'Ulum 1, because as far as we knew in the madrasah institution, all the subjects given were about religion and the books. But we think this is an innovation and characteristic of the Madrasah Diniyah Miftahul 'Ulum 1 to advance its educational institutions. And we give a good respond and fully support the program from this madrasah to provide English subjects, especially vocabulary mastery for 2nd grade students.⁹¹

Based on the results of interviews conducted with parents' of Aida Rahsetya Islami, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

Parents' of Aida Rahsetya Islami said that is at first, parents were surprised by the English lessons at Madrasah Diniyah Miftahul 'Ulum 1, because they thought that all subjects in the madrasah were

⁹¹ Nur Aini, parents' of Aida Rahsetya Islami, direct interview (July 02, 2024)

only related to religion and books. However, they later responded to this as an innovation and characteristic of the madrasah to advance its educational institutions. Parents responded positively and fully supported the program in English teaching, especially vocabulary mastery for 2nd grade students, which was considered to provide benefits for students.

The first impression felt by one of the parents at the 2nd grade students of Madrasah Diniyah Miftahul 'Ulum 1 when the researcher asked that there was an English subject at the madrasah was that they were surprised. They said that it is a religious subject and there are some basic books of fiqh that are usually taught to 2nd graders. However, they responded well to this. They realize that English is important for children especially nowadays.

The second interview was conducted with parents' of Hafiza Salma Syarifah said that their perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan namely:

I agree, although Madrasah is a religious-based educational institution, teachers can also provide vocabulary to students related to religion itself. Therefore, in Madrasah can add and support students' knowledge of English vocabulary.⁹²

Based on the results of interviews conducted with parents' of Hafiza Salma Syarifah, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah

⁹² Fatimul Bahriyah, parents' of Hafiza Salma Syarifah, direct interview (July 01, 2024)

Miftahul 'Ulum 1 even though it is a religious-based educational school.

They support the inclusion of English in the curriculum of Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan. They believe that, although the Madrasah is primarily a religious-based educational institution, incorporating vocabulary related to religious topics can enhance and support the students' English vocabulary.

While, the third interview was conducted who agreed with vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 were the parents of Indra Ramadhani said that:

My perception is definitely positive because without vocabulary children will not be able to string words together to speak English. I strongly agree with the existence of English lessons at madrasah Diniyah Miftahul 'Ulum 1 as a mediation in deepening, supporting and motivating children in learning English, especially vocabulary mastery.⁹³

Based on the results of interviews conducted with parents' of Hafiza Salma Syarifah, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

It can be concluded that Indra Ramadhani's parents said that vocabulary mastery is a fundamental element in English speaking ability. Without vocabulary mastery, children will find it difficult to

⁹³ Sadali, parents' of Indra Ramadhani, direct interview (July 04, 2024)

string together words to communicate well in English. Therefore, the existence of English in this madrasah not only serves as a means to deepen knowledge, but also as an effort to support and motivate children in English.

The fourth interview was conducted with parents' of Moh. Syarif Syarifullah said that:

My opinion of the existence of English at the 2nd grade students of Madrasah is quite positive. My opinion is that although this Madrasah is a religious-based institution, their role in supporting English vocabulary mastery remains important. It shows a balance between religious and foreign language education, which helps students' language skills in an environment that also emphasizes religious values.⁹⁴

Based on the results of interviews conducted with parents' of Moh. Syarif Syarifullah, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

They stated that although Madrasah Diniyah Miftahul 'Ulum 1 is a religious-based institution, their role in teaching English, particularly in vocabulary mastery is still considered important. This approach shows a harmonious balance between religious education and foreign languages, especially English which not only strengthens religious values but also helps students' vocabulary mastery.

The fifth interview was conducted with parents' of Niko Pratama said that:

⁹⁴ Abd. Rahman, parents' of Moh. Syarif Syarifullah, direct interview (July 04, 2024)

In my opinion, it would be fine if Madrasah Diniyah Miftahul 'Ulum 1 had English lessons, so that in this case at least between elementary school and madrasah it is balanced in supporting students in mastering vocabulary of English. My perception also tends to be positive about that and does not questions if English is included in the lessons at the madrasah.⁹⁵

Based on the results of interviews conducted with parents' of Niko Pratama, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

Niko Pratama's parents do not mind if Madrasah Diniyah Miftahul 'Ulum 1 incorporates English lessons into the curriculum. According to them, this move will help create a balance between primary school and madrasah education in supporting students' mastery of English vocabulary. And they are also of the opinion that the teaching of English in madrasah, especially those related to religious materials. Overall, perceptions of this idea were positive and they supported the teaching of English in madrasah without considering it a problem.

Furthermore, the results of the sixth interview was also expressed by Nur Anindya Rahman's parents, said that:

Although Madrasah Diniyah Miftahul 'Ulum 1 is a religious-based educational institution, I think there is no problem if it is included in general knowledge such as English, especially in mastering vocabulary. Because it can certainly support children's knowledge in addition to learning about religion and Islamic books.⁹⁶

⁹⁵ Dewi Utami, parents' of Niko Pratama, direct interview (July 02, 2024)

⁹⁶ Adi Mansur, parents' of Nur Anindya Rahman, direct interview (July 02, 2024)

Based on the results of interviews conducted with parents' of Nur Anindya Rahman, they also gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

And then the seventh interview was conducted with parents' of Noveladi Mirzafari about the parents' perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 said that:

Actually, English is usually taught in elementary schools, but in reality, because the current era is getting more modern, I think it is also important and okay to include English subjects, especially on vocabulary mastery at Madrasah Miftahul 'Ulum 1. I am more likely to respond well to this, agreeing and supporting them of course.⁹⁷

Based on the results of interviews conducted with parents' of Noveladi Mirzafari, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

From Noveladi Mirzafari's parents said that although English is usually taught in primary schools, she believes that with the development of modern era it is important and not to be a problem if English lessons, especially vocabulary subject, are also taught in Madrasah Diniyah Miftahul 'Ulum 1. Noveladi Mirzafari's parents'

⁹⁷ Radiatno, parents' of Noveladi Mirzafari, direct interview (July 06, 2024)

tends to respond positively, expressing support and agreeing to the teaching of English in Madrasah Diniyah Miftahul 'Ulum 1.

The eighth interview was conducted with parents' of R. Ayu Arifa Ramadhani said that:

It is true that Madrasah is a religious-based educational institution, but we think it is also important if the Diniyah Miftahul 'Ulum 1 includes English lesson for 2nd grade students. And of course we strongly agree and support this madrasah program.⁹⁸

Based on the results of interviews conducted with parents' of R. Ayu Arifa Ramadhani, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

It can be concluded that R. Ayu Arifa Ramadhani's parents that although the madrasah has a primary focus on religious education or lessons, they still see the importance of teaching English to student, especially at the 2nd grade students, even though is taught at madrasah. Therefore, they support the initiative of Madrasah Diniyah Miftahul 'Ulum 1 to include English lessons, as this considered to provide students with a broad knowledge in addition to religion.

The last, according to the results of an interview with parents' of Widya Aulia said that:

I agree with that, because it is undeniable that English is very

⁹⁸ Aminullah, parents' of R. Ayu Arifa Ramadhani, direct interview (July 10, 2024)

important. I don't think it is a problem if the Diniyah Miftahul 'Ulum 1 madrasah includes English subjects, it plays an important role in various fields for children in the future. My perception is positive because the madrasah can help children in learning English, especially mastering vocabulary first.⁹⁹

Based on the results of interviews conducted with parents' of Widya Aulia, they gave their positive perceptions on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 even though it is a religious-based educational school.

From the statement is that Widya Aulia's parents agree with the program to include English lessons in Madrasah Diniyah Miftahul 'Ulum 1. She recognizes that English is important in various fields, especially for the children's future. Therefore, they see no problem if the madrasah includes English lessons in its curriculum. The perception is positive, as they believe that the madrasah can help children in learning English, with the main focus on mastering vocabulary as an important first step.

The findings show that parents have a progressive opinion of education, where they see the importance of English to achieve academic and professional success. They understand that although madrasah are religious-based institutions, the need to master English cannot be ignored in this increasingly connected world. In the interviews conducted by the researchers, parents emphasized that their understanding is good and supportive of their children's English, especially vocabulary subject.

⁹⁹ Jamilah, parents' of Widya Aulia, direct interview (July 08, 2024)

b. Negative perceptions

The following are the data obtained by researchers of the eleven data, only one parents had a negative perception on vocabulary subject of 2nd grade students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan.

This was expressed by parents' of Moh. Azzam Hermani gave their opinion about the existence of English, especially vocabulary subject in the Madrasah Diniyah Miftahul 'Ulum 1 that there are two things, namely there are a positive and negative sides. They have their own reasons for giving their opinion on this matter, as they said that:

I think English vocabulary mastery is very important because the internationalization must be instilled as early as possible of children. There are two sides, namely negative aspects and positive aspects. The first positive aspect is that children can start to recognize English, especially vocabulary from an early age. While the negative aspect is the misuse of English by children, but from the two aspects above there are more positive aspects than negative aspects.¹⁰⁰

Based on the results of interviews conducted with parents' of Moh. Azzam Herman Ilhami, actually they gave their perceptions on two sides are positive and negative. Negative perception is the potential for language misuse by children.

The statement stated that vocabulary subject is considered very important, especially in the context of globalization which demands early internationalization of children. Although there are negative sides, such as the potential for language misuse by children.

¹⁰⁰ Nurul Henniati, parents' of Moh. Azzam Herman I., direct interview (July 11, 2024)

While the positive side, namely the introduction and understanding of English from an early age. Thus, the benefits of teaching English vocabulary far outweigh the risks, so it is considered important to support children's development in the modern era.

B. Discussion

The results of the data presented in the previous section will be discussed. The discussion here about Parents' Perceptions on Vocabulary Subject of 2nd Grade Students at Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan.

1. Parents' Perceptions of Vocabulary Mastery at the 2nd Grade Students of Madrasah Diniyah Miftahul 'Ulum 1 Murtajih Pademawu Pamekasan

a. Positive Perceptions

As we knew that madrasah has a distinctive feature of educational institutions such as madrasah diniyah that distinguishes them from other educational institutions actually learned the yellow book or classical Islamic books. Education for mankind is a system and a way to improve the quality of life in all fields and in accordance with the development and progress of the times.

The implementation of English vocabulary subjects at Madrasah Diniyah Miftahul 'Ulum 1 make something different and unique so that in this right can be done a study to get something new. Madrasah is known as a religious-based educational

institution, which generally focuses on knowledge of Islamic sciences. However, with the inclusion of English subjects, questions arise about its acceptance among parents. The researcher wanted to know how the parents of 2nd grade students perceived it.

Perception is an act of judgment in a person's mind after receiving a stimulus, then develops into a thought that finally makes a person have a response related to a case or event that is happening. In the discussion of perception this research, the researchers will describe the perceptions given by parents to their opinions and responses about the existence of English in madrasah Diniyah Miftahul 'Ulum 1.

The results of the responses obtained by researcher from parents of second grade students are positive and negative. However, more of them said agreed, of course included in the positive response or perceptions. It is suitable with the theory about perceptions, there are two kinds of perception namely; positive perception and negative perception.¹⁰¹

The following is a checklist table of data results obtained based on interviews conducted by researcher showing parents' perceptions either positive or negative:

¹⁰¹ Irwanto, *Psikologi Umum*. (Jakarta: PT Prehalindo, 2002), 71.

Table 1.4 Checklist of data results

No.	Parents' name	Student's name	Positive perception	Negative perception
1.	Nur Aini	Aida Rahsetya Islami	✓	
2.	Nurul Henniati	Moh. Azzam Herman	✓	✓
3.	Fatimul Bahriyah	Hafiza Salma Syarifah	✓	
4.	Sadali	Indra Ramadhani	✓	
5.	Abd. Rahman	Moh. Syarif Syarifullah	✓	
6.	Dewi Utami	Niko Pratama	✓	
7.	Adi Mansur	Nur Anindya Rahman	✓	
8.	Radiatno	Noveladi Mirzafari	✓	
9.	Aminullah	R. Ayu Arifa R.	✓	
10.	Jamilah	Widya Aulia	✓	
11.	Titin Desi Wd.	Radina Annur	✓	

Based on the table most of respondents in this research gave a positive perception of existence and implementation of English vocabulary subjects in Madrasah Diniyah Miftahul 'Ulum 1. Parents were the opinion that addition of English in madrasah curriculum is very beneficial for children's development, especially in support vocabulary subject and foreign language skills.

Even though based on the research findings, most of parents

agree and support teaching English especially in terms of vocabulary subject, even though the madrasah is religious-based educational institutions. Parents believe that vocabulary subject is an important skill for their children. They recognized that English is an international language plays an important role in their children's future educational and employment opportunities.

c. Negative Perceptions

Meanwhile, the perception of parents who say that English lessons, especially vocabulary subject are included in the madrasah curriculum is negative. When interviewed by researchers, these parents said that there are actually two sides they see from the inclusion of language subjects in madrasah, namely positive and negative. The positive side has been described previously. While the negative side they said that needs to be considered, which is the possibility of language misuse by children. For example, children may use English in inappropriate or even incorrect contexts. However, this negative impact can be minimized through proper guidance from educators and parents. With proper supervision and teaching methods, children will be able to utilize their English skills in a positive way.

Although Madrasah Diniyah Miftahul 'Ulum 1 is a religious-based educational institution, the parents interviewed by the researcher did not see any conflict between English language learning and religious education. They even emphasized that

vocabulary subject can help students in understanding religious literature that may be available in the language. This reflects an understanding that religious education and foreign language acquisition can go hand in hand without compromising the Islamic values taught at the madrasah.

Parents' support for teaching English has also led to change in the way of community views madrasah education. In the past, madrasah are often only considered as a place to study religion. However, with the integration of local content subject such as English in the Madrasah Diniyah Miftahul 'Ulum 1, the madrasah is now seen as an educational institution that not only focuses on spiritual aspects, but also cognitive aspects and skills of students.

Of the eleven respondents interviewed by the researcher, all described their perceptions of vocabulary mastery at the 2nd grade students of Madrasah Diniyah Miftahul 'Ulum 1 as positive. The following are some of the main reasons for their opinion:

1. Gain Global Insight:

Parents who have a positive perception generally realize that vocabulary mastery will give their children a broader insight. English is not only seen as a language lesson, but also as a way to learn about the international world. With a good vocabulary, students will find it easier to understand information from various sources, including today's technology that is mostly by English, which can help children to access international information. In

addition, parents also realize that English can be an important for their children's future. English is becoming a necessity in the world of work and education.

2. Religious Education Enrichment

Although Madrasah Diniyah Miftahul 'Ulum 1 is a religious-based educational institution, parents do not see any conflict between teaching religion and English. On the contrary, they feel that mastery vocabulary of English can support a broader understanding of religion. For example, a lot of Islamic literature has been translated into English, so students who master this language will have easier access to various references and religious studies from the international world.

3. Developing communication skills

Parents also see that learning English at Madrasah Diniyah Miftahul 'Ulum 1 can help their children develop English at the madrasah and contribute to strengthening their children's communication skills. By learning English, students are not only taught vocabulary and grammar, but also trained to communicate.