

**PERCEPTIONS OF TEACHERS AND STUDENTS AT MA
DARUSSALAM SENGON JOMBANG REGARDING THE DARUSSALAM
ENGLISH COURSE (DEC) PROGRAM**

THESIS



By:

Ulil Nareswari Widi

22202015

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SYEKH WASIL KEDIRI**

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APPROVAL PAGE

This is to certify that the Thesis of Ulil Nareswari Widi has been approved by the advisors for the future approval by the board of examiners.

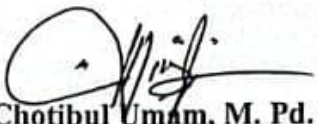
PERCEPTIONS OF TEACHERS AND STUDENTS AT MA DARUSSALAM SENGON JOMBANG REGARDING THE DARUSSALAM ENGLISH COURSE (DEC) PROGRAM

ULIL NARESWARI WIDI

NIM. 22202015

Approved by:

Advisor I


Chotibul Umam, M. Pd. Ph. D.
NIP. 197910222009121002

Advisor II


Annisa Aulia Saharani, M. Pd.
NIP. 199008092019032008

DECLARATION OF AUTHENTICITY

Name : Ulil Nareswari Widi
NIM : 22202015
Study Program : Tarbiyah and Teacher Training
Department : English Department
Title of Thesis : Perceptions of Teachers and Students at MA Darussalam
Sengon Jombang Regarding the Darussalam English Course (DEC) Program

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated to quotations and references. No portion on this work has been submitted in support of an application for another degree of qualification of this or any other university or institute of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others. This thesis is to fulfill requirement for the degree of Sarjana (S1) in English Department, State Islamic University of Syekh Wasil Kediri.

Kediri, 04 Juni 2026

Yang membuat pernyataan,



ULIL NARESWARI WIDI

NIM. 22202015

RATIFICATION SHEET

PERCEPTIONS OF TEACHERS AND STUDENTS AT MA DARUSSALAM SENGON JOMBANG REGARDING THE DARUSSALAM ENGLISH COURSE (DEC) PROGRAM

ULIL NARESWARI WIDI

NIM. 22202015

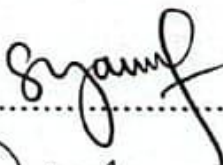
Has been examined by the board of examiners of State Islamic University of

Syekh Wasil Kediri on 23rd June 2026

1. Main Examiner

H. Burhanudin Syaifulloh, M.Ed., Ph.D.

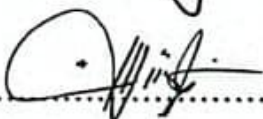
NIP. 197906202009121001

(.....)

2. Examiner I

Chotibul Umam, M. Pd. Ph.D.

NIP. 197910222009121002

(.....)

3. Examiner II

Annisa Aulia Saharani, M. Pd.

NIP. 199008092019032008

(.....)

Kediri, 23rd June 2026

Acknowledged by Dean of Faculty of Tarbiyah and Teacher Training

State Islamic University of Syekh Wasil Kediri.


H. Munifah, M.Pd.
NIP.197004121994032006

MOTTO

“And when I’m feeling better tomorrow, I’ll never forget the hard times I went through. I’ll tell the world how I turned sweat into a smile”.

(Andmesh Kamelang)

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This thesis was written to fulfill the requirements for the degree of Sarjana Pendidikan (S.Pd) degree in the English Language Department. The title of this thesis is “Perceptions of Teachers and Students at MA Darussalam Sengon Jombang Regarding the DEC Program.”

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The writer realizes that this thesis is still far away from perfection so that the writer needs the constructive critics and suggestion from the readers in order to conduct better study in the future. Then, the writer hopes that this thesis will give positive contribution for the readers especially for the students of English Department.

Kediri, June 4th, 2026

The writer,

Ulil Nareswari Widi

22202015

ABSTRACT

Widi, U. N. 2026. *“Perceptions of Teachers and Students at MA Darussalam Sengon Jombang regarding the Darussalam English Course (DEC) program”*. Thesis, Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil of Kediri. Advisors: (I) Chotibul Umam, M.Pd, Ph.D, (II) Annisa Aulia Saharani, M.Pd.

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English reinforcement programs play an important role in supporting students’ language development by providing additional opportunities to practice English beyond formal classroom instruction. One of these program is the Darussalam English Course (DEC) program at MA Darussalam Sengon Jombang, which aims to improve students’ communicative competence through various English learning activities. The objectives of this study were to explore the effectiveness of the DEC Program in supporting English language learning, identify the challenges encountered during its implementation, and examine recommendations for improving the program.

This study employed a qualitative descriptive research design. The researcher was conducted at MA Darussalam Sengon Jombang. The participants consisted of eight DEC teachers and eighteen tenth-grade students involved in the DEC Program. Data were collected through observations and interviews. The collected data were then analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing and verification.

The findings showed that both teachers and students generally had positive perceptions of the DEC Program. The program was considered effective in improving students’ speaking ability, vocabulary, pronunciation, confidence, motivation, and participating in English learning. Participants stated that the program provided more opportunities to practice English actively than regular classroom lessons. However, several challenges were found, such as students’ lack of confidence, difficulties with grammar and vocabulary, different levels of English proficiency, limited facilities, time constraints, and boredom during some learning activities. To improve the program, teachers and students suggested providing more varied and engaging activities, imptoving learning facilities and media, increasing speaking practice opportunities, strengthening students’ motivation and confidence, and extending the duration or frequency of the program.

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