

**INVESTIGATING ENGLISH USED IN BOARDING SCHOOL**



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## ABSTRACT

This study aims at examining the use of English in the boarding school environment. This study uses a qualitative descriptive method with data collection techniques through direct observation and in-depth interviews. The research sample consisted of six participants. The results show that the use of English among female students is still limited and inconsistent, accounting for only about 25-30% of daily communication. English is more often used in informal contexts, such as casual conversations with peers, than when interacting with dormitory supervisors. The main obstacles found were limited vocabulary and fear of making mistakes, causing the female students to frequently switch between English, Indonesian, and Arabic. Nevertheless, this study concluded that the use of English in informal situations contributes positively to increasing the female students' confidence and motivation in communicating in English.

**Keyword:** *English use, boarding school*

## **ABSTRAK**

Penelitian ini bertujuan untuk mengkaji penggunaan bahasa Inggris di lingkungan asrama sekolah. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui observasi langsung dan wawancara mendalam. Sampel penelitian terdiri dari enam peserta. Hasil penelitian menunjukkan bahwa penggunaan bahasa Inggris di kalangan siswi masih terbatas dan tidak konsisten, hanya sekitar 25-30% dari komunikasi sehari-hari. Bahasa Inggris lebih sering digunakan dalam konteks informal, seperti percakapan santai dengan teman sebaya, daripada saat berinteraksi dengan pengawas asrama. Hambatan utama yang ditemukan adalah keterbatasan kosakata dan rasa takut membuat kesalahan, yang menyebabkan siswi sering berganti-ganti antara bahasa Inggris, Indonesia, dan Arab. Meskipun demikian, penelitian ini menyimpulkan bahwa penggunaan bahasa Inggris dalam situasi informal berkontribusi positif dalam meningkatkan kepercayaan diri dan motivasi siswi dalam berkomunikasi menggunakan bahasa Inggris.

Kata kunci: *penggunaan bahasa Inggris, sekolah asrama*

## DECLARATION

I declare this thesis does not contain material which has been accepted for the award of any other degree of diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 06 September 2025



**APPROVAL**

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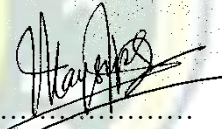
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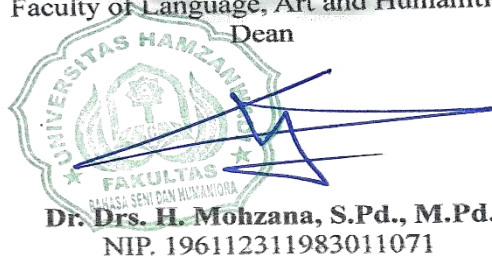


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## **MOTTO**

**“NOTHING THAT IS IMPOSSIBLE”**

**“Tak peduli sebarapa lelahnya dirimu, teruslah berusaha, teruslah bermimpi, lelah boleh tapi asal jangan HILANG ARAH, STAY ALIVE”**

**“Ingat penyesalan bukan untuk di TANGISI, tapi untuk DIPERBAIKI”**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is the most widely spoken official international language in the world. English has an important role that is used as a global communication tool. English is widely used in various fields, including business, politics, education and technology and culture. English is the oldest language in the world, English is also often used as a second language in many countries and is considered a world language.

David (2003) defines English as a Germanic language that evolved and was influenced by many other languages, including Latin, French, and Greek, thus becoming a global language with a huge variety of dialects . English has a very important role in education in the current era of globalization, mastery of English allows students to become a broad learning resource, because many books and articles, journals and other learning resources are written in English. English language skills also open up opportunities for students to continue their studies abroad that use English as their language of instruction or second language, and can provide a quality educational experience. besides, English proficiency also allows students to keep up with the latest technology and innovations, many of which are published in English. learning English helps in the development of problem solving, critical thinking, and creativity. Therefore, it is important for educational institutions to pay special attention to teaching English and encourage students to master it.

Bilingualism is the ability to speak and understand two languages well. A bilingual person can speak, read, write, and understand two different languages. This ability is usually acquired for various reasons, such as growing up in an environment where two languages are spoken, learning a second language at school, or through the experience of living in a country where the language is spoken. According to Grosjean (2013) bilingualism is the ability to use two languages in everyday life and adapt to the context in which they are used.

Grosjean (2021) emphasizes that being bilingual does not mean having perfect proficiency in both languages like native speakers, but rather the ability to communicate and function in two languages as needed. In the use of bilingualism, one can use two languages interchangeably and adapt to different situations, such as using the more common language in formal situations and the more local language in informal situations.

In educational contexts, bilingual manifests in various ways, including the use of two languages in academic learning, social interactions, and daily communication. Specifically, bilingual use of English refers to the practice of using English alongside another language. This phenomenon is particularly common in diverse and multicultural educational settings, such as boarding schools. Boarding schools are unique environments where students from different linguistic and cultural backgrounds live and study together, making the investigation of English language usage in such settings an important area of research. Understanding how English functions alongside other languages in these schools can shed light on the dynamics of bilingualism in education.

By examining how English functions as part of a bilingual framework, we can better understand how language supports or hinders students' academic success and social integration. Moreover, exploring this bilingual context offers insights into how students' cultural identities evolve in response to their use of both English and their native languages, ultimately shaping their educational journey. educational experiences as well as interpersonal relationships.

Baker (2011) states that bilingualism in boarding schools offers students unique opportunities to enhance their English language skills within a supportive environment. In these schools, students use English across various everyday situations, both academically and socially, which accelerates their language acquisition. The structured bilingualism programs in boarding schools provide an effective platform for students to develop their English proficiency more efficiently. By using English in both academic settings and social interactions, students not only improve their communication skills but also integrate English more naturally into their daily lives. This immersion fosters quicker language development, contributing to greater fluency and confidence in English communication.

The use of English in boarding schools fosters bilingualism, which is an important factor in helping students develop their language competence. In such a multicultural environment, the opportunity to practice English in a wide array of academic and social contexts accelerates their language acquisition. Bilingualism seems not only to reflect linguistic variation but also to mold the social relations of students, their academic performance, and the formation of cultural identity. The perceptions and use of English by students, teachers, and

boarding staff will show us the role that language can play in the shaping of educational experiences and interpersonal relationships. Bilingual programs allow the students to communicate more clearly and effectively to develop better English language skills and enlarge their confidence while interacting in English.

## **B. Focus of the Study**

The focus of this study is to explore the role and integration of English within boarding school settings, with an emphasis on how English interacts with students' native languages. This research will analyze patterns of English communication among students, investigating its use across academic and social contexts. It will also assess the impact of this bilingual environment on students' language proficiency, cultural identity, and intercultural communication skills. By identifying the challenges and advantages of English usage in boarding schools, this study aims to provide a nuanced understanding of how language influences students' educational and social experiences in a bilingual setting.

## **C. Purpose of the Study**

The purpose of this study is to examine the role and usage of the English language within a boarding school environment, focusing on its impact on communication, academic performance, and student interactions. This research aims to uncover how bilingualism influences language proficiency, cultural integration, and the specific challenges students face in balancing their native language with English. Additionally, it will investigate how English usage contributes to students' boarding school experiences and fosters a multicultural community. Through this analysis, the study seeks to provide insights into the

pivotal role of English in shaping educational and social dynamics within boarding schools.

#### **D. Significance of Study**

This research holds significance as it offers detailed insights into the impact of English language usage on students in boarding schools, specifically in terms of language proficiency, social integration, academic success, and cultural awareness. The findings will provide valuable guidance for educators and policymakers in developing language programs that cater to the unique needs of students in bilingual boarding environments. By examining the dynamics of English language use, this study aims to contribute to students' cognitive development, strengthen social bonds, and broaden global awareness. Furthermore, it will enhance understanding of bilingualism within an educational context and serve as a foundation for future research on bilingual phenomena in school settings.

## CHAPTER II

### LITERATURE REVIEW

#### A. Bilingual English

##### 1. The definition of lingual English

*Lingual English* refers to the use and understanding of the English language alongside another language, reflecting the capacity to function in more than one linguistic system, with one of them being English (Lambert et al., 1993). For general purposes here, the term *lingual* will be used to describe students who have proficiency in both English and another language either as a native language or one acquired through education or immersion. This dual-language ability allows students to apply their communication skills effectively across diverse personal and academic contexts.

In the context of education in boarding schools, lingual English often denotes the instruction of English as an additional language, particularly in settings where English is not the dominant language (Tucker, 1999). This educational approach supports students in maintaining their native language while enhancing their proficiency in English. As a result, students develop not only language skills but also a broader cultural awareness, which is essential in the multicultural atmosphere typical of many boarding schools. Beyond its academic purpose, lingual English contributes to students' personal and professional development, equipping them to interact with individuals from diverse linguistic and cultural backgrounds. It fosters enhanced

communication, collaboration, and intercultural understanding qualities that are increasingly valuable in a globalized world.

This shift underscores the growing importance of lingual English in developing students' English language abilities in boarding schools and highlights its relevance within a culturally diverse and globally connected environment. The consistent use of English in daily life and education within boarding schools facilitates a natural context for second language acquisition and supports the overall lingual development of students.

Lingualism, or the ability to use more than one language, is a multifaceted phenomenon examined from cognitive, sociolinguistic, and educational perspectives (Swain & Cummins, 1979). Key theoretical frameworks such as Cummins' (1981) Common Underlying Proficiency (CUP) model argue that proficiency in a first language (L1) can bolster second language (L2) acquisition. Similarly, Vygotsky's (1978) Sociocultural Theory underscores the role of social interaction in language development, highlighting that language learning is deeply rooted in social and cultural contexts.

Methods like immersion programs and Content and Language Integrated Learning (CLIL) have proven effective in fostering English proficiency among students (Coyle, 2007). These methods not only develop language skills but also enhance cognitive abilities and intercultural competence. Nevertheless, promoting English within a lingual context in boarding schools is not without its challenges. Balancing English with students' other languages requires

thoughtful curriculum design, appropriate resources, and professional teacher preparation. Teachers must be equipped with the necessary skills to navigate and support English instruction in a lingual learning environment.

The use of English in boarding schools offers great opportunities to develop English as a second language skillfully through approaches such as CLIL and Immersion. However, only through effective curriculum planning of the English language learning program, proper teacher training, and resource support can the aims specified for the introduction of the English language at an early age be introduced effectively. The Theories such as Threshold Hypothesis and Language Interdependence Model suggest that mother tongue proficiency reinforces the learning of English. Furthermore, Krashen's second language learning theory supports that the use of English in boarding schools can be increased with the help of a supportive learning environment both in terms of language input and affective factors.

Theories of lingualism provide a crucial foundation for understanding how students develop English proficiency within boarding school environments. Jim Cummins' (1980) Threshold Hypothesis posits that a minimum level of proficiency in both languages typically the mother tongue and the additional language (in this case, English) is required before students can experience the cognitive advantages of dual-language development. Accordingly, students in boarding schools must attain a sufficient level of competence in both their native language and English to reap the full cognitive benefits of lingual development. Cummins' Language Interdependence Model

further explains that language skills acquired in the mother tongue can transfer to English, as long as students have already achieved a solid foundation in their first language. This insight has practical application in boarding schools, where supporting students' native language development can significantly facilitate their English language acquisition.

In a broader sense, Stephen Krashen's *Second Language Acquisition* theories also inform the ideal conditions for developing English in lingual learners. His *Input Hypothesis*, *Affective Filter Hypothesis*, and *Monitor Hypothesis* all underscore the importance of providing students with comprehensible language input, lowering emotional barriers to learning, and creating an encouraging environment. In boarding schools, these principles suggest that students will learn English more effectively when they are immersed in meaningful, low-stress linguistic experiences supported by rich input.

The use of English in boarding school settings presents a valuable opportunity to foster lingual proficiency through methods such as Content and Language Integrated Learning (CLIL) and immersion programs. However, for such methods to succeed, careful curriculum planning, teacher preparation, and resource allocation are essential. Theories like the Threshold Hypothesis and the Language Interdependence Model reinforce the idea that strong proficiency in the mother tongue enhances students' capacity to learn English. Likewise, Krashen's theory supports the importance of a nurturing environment that promotes both high-quality language input and positive emotional conditions

for learning. Ultimately, theories of lingualism offer deep insights into how students acquire English within the unique context of boarding schools. Strong native language foundations, combined with intentional English language instruction and immersive learning environments, can greatly accelerate students' path to English proficiency.

Based the theory Lingual English in boarding schools is not merely about language proficiency, but also about shaping identity, building intercultural bridges, and fostering more open ways of thinking. Cummins' theory highlights that strong first language skills support English learning. Vygotsky emphasizes the role of social interaction, while Krashen reminds us that a meaningful and low-stress environment promotes natural language development. Through approaches like CLIL and immersion, students don't just learn English they use it to engage with academic subjects and real-life contexts. However, the success of these methods depends on well-designed curricula, skilled teachers, and supportive environments. With the right support, students grow not only as bilingual individuals but also as confident learners equipped for a diverse and globally connected world.

## 2. Benefits and Challenges of Using English

The use of English in a boarding school environment as part of a bilingualism program offers many cognitive, social, and cultural benefits, but it also presents some challenges (Fox et al., 2019). Cognitively, there is enhanced executive function among students proficient in English in addition to their native language, such as better concentration, problem-solving, and multitasking. It has also been proven in various research that more than single language mastery, including English, can enrich metalinguistic awareness and improve memory and postpone dementia kinds of cognitive decline. Other challenges come into play when considering bilingualism in a boarding school setting. Cognitively, students will have to bear with the complication of language interference, whereby the structure and vocabulary from one language are mixed with another. What's more, bilingual students have to be prepared for an increased cognitive load since there is a need to keep track of two languages at one time. From an academic point of view, a student learning English as a second language may face lag in building up their vocabulary and language skills at boarding schools during the first few years.

To Support effective use of English in boarding schools calls for early exposure and continued practice in a natural environment. Immersion programs and bilingual education afford the students an appropriate environment to develop their English language skills, while support from the family and community serve to strengthen language use and cultural connections. Although complex, boarding school bilingualism is a highly rewarding phenomenon, bringing with itself a number of advantages that can be managed

positively with the right strategy. This adaptation highlights the benefits and drawbacks of using English within a boarding school setting, covering cognitive, social, and educational perspectives.

## **B. English Language Use in Educational Setting**

### 1. English as a Global Language

English has emerged as a global language, serving as a major means of communication across different countries and cultures. Its widespread use can be attributed to historical, economic, and cultural factors. Historically, the vast colonial reach of the British Empire established English in many parts of the world. This foundation was further strengthened by the economic and cultural dominance of the United States in the 20th and 21st centuries. As a result, English has become the lingua franca of international business, science, technology, and diplomacy. The ability to speak English opens up a wealth of opportunities, allowing individuals access to global markets, higher education, and diverse cultural content. In addition, English is the primary language of the internet, making it essential for digital communication and information exchange. However, the global dominance of English also presents challenges, including the potential erosion of local languages and cultures. Despite these challenges, English's role as a global language continues to grow, driven by globalization and the connectedness of the modern world.

## 2. English Language Learning In Schools

English language learning in schools is becoming increasingly important in today's increasingly connected world. Many education systems around the world have incorporated English language teaching into their curriculum, recognizing its value in providing students with essential communication skills and enhancing their future career opportunities. English language learning in schools often begins at an early age, giving students ample time to develop proficiency. The curriculum usually covers grammar, vocabulary, reading comprehension, writing, and speaking skills. In addition, many schools use interactive and immersive teaching methods, such as multimedia resources and language labs, to make learning more interesting and effective. Despite the widespread emphasis on English, some challenges remain, such as the availability of qualified teachers and adequate resources. Nonetheless, the benefits of English proficiency, including access to global information, higher education, and better job prospects, make it an essential part of modern education.

## 3. Lilingual Education Models

Models of English education are designed to support the acquisition of English language skills and academic success for students whose first language is not English. These models focus on enhancing students' proficiency in English while addressing their academic needs. Some common English educational models include:

- a. **Transitional English Education (TEE)** In TEE, students initially receive instruction in their native language while gradually transitioning to instruction in English. The goal is for students to become proficient in English over time, with the aim of full integration into an English-speaking educational environment.
- b. **Dual Language Immersion (DLI)** DLI programs involve instruction in English alongside another language, often combining students from different linguistic backgrounds. Both languages are used for teaching various subjects, and the aim is to promote bilingualism and biliteracy in both English and the other language.
- c. **Content and Language Integrated Learning (CLIL)**, CLIL programs integrate English language learning with academic content, such as science, math, or social studies. Students learn subject matter in English while simultaneously developing their language skills, promoting both academic achievement and language proficiency.
- d. **Developmental English Education**, Developmental English education focuses on supporting students in becoming proficient in English, alongside maintaining their first language. The program typically provides ongoing instruction in English throughout the school year, with a strong emphasis on developing both language skills and academic knowledge in English.

Each English educational model has its own unique approach, but they all share the common objective of helping students develop strong English language skills while ensuring their academic success. The choice of model

often depends on factors such as the linguistic background of the students, educational objectives, and available resources.

### **C. Boarding School Environment**

#### **1. Characteristics of Boarding Schools**

Schools are educational institutions where students live in school dormitories during the school year, offering a unique blend of academic, social, and extracurricular opportunities. These schools are characterized by high academic standards, with a rigorous curriculum and highly qualified faculty, often with advanced degrees. They provide state-of-the-art facilities, such as well-stocked libraries, science labs, and technology centers to support learning. The environment is structured, with a daily schedule that balances academic classes, study time, extracurricular activities, and free time, all within a disciplined framework. The comprehensive support system includes boarding life staff who oversee the dormitories and provide guidance, as well as counseling services for academic and personal development. Boarding schools have a wide range of extracurricular activities, including sports, art, music, drama, and clubs, as well as leadership opportunities. Students benefit from a diverse community, learning life skills such as independence and time management. Boarding facilities typically include dormitories with shared or individual rooms, common areas, and dining facilities, as well as school facilities such as fitness centers and recreation areas. In addition, many schools incorporate community service and global awareness into their programs, encouraging a sense of responsibility and preparing students for an

interconnected world. Overall, boarding schools offer a holistic educational experience that develops broad-minded, independent, and responsible individuals.

## 2. Language Policy in Boarding Schools

The language policy in boarding schools, especially bilingual ones, is designed to support language acquisition, academic development, and cultural diversity. Typically, these schools have a primary language of instruction, often the dominant language of the country or English in international settings. Bilingual boarding schools conduct classes in two languages to ensure students develop proficiency in both languages, sometimes by allocating specific subjects to each language. They also offer language support services, such as English as a Second Language (ESL) programs and additional tutoring, to help non-native speakers improve their language skills. Cultural and linguistic integration is promoted through the celebration of cultural events, language clubs, and extracurricular activities that encourage the use of both languages. boarding schools currently require the use of a bilingual policy as well as the use of Arabic and English while in the dormitory environment. Bilingual assessments are used to track student progress in each language, ensuring balanced development. Professional development for staff includes training in bilingual teaching methods and cultural sensitivity to better support diverse students. In addition, social language policies often encourage the use of both languages in dormitories and other social settings, encouraging practical language use and fluency. Peer language support programs further enhance this environment, helping

students learn from each other. These comprehensive language policies create an inclusive, supportive, and effective bilingual learning environment in boarding schools, promoting academic success and cultural understanding.

### 3. Social and Academic Life in Boarding Schools

Boarding schools provide a unique environment where social and academic life are closely intertwined, and the use of English plays an important role in shaping both. In academia, English is often the primary language of instruction, especially in international boarding schools. This common language facilitates a cohesive learning experience, allowing students from different language backgrounds to access the same curriculum and educational resources. The use of English in academic settings encourages proficiency in this language, which is essential for higher education and future career opportunities globally. Classes are typically rigorous, with a focus on critical thinking, problem-solving, and effective communication skills reinforced through English. In addition, academic support services, such as tutoring and counseling, are conducted in English, ensuring that students can seek help and guidance effectively.

Socially, the use of English fosters a sense of community among students from different cultural backgrounds. English serves as a *lingua franca*, allowing students to communicate and build relationships regardless of their native language. This common language helps to overcome cultural barriers, facilitating friendships and collaborative activities. Boarding schools often offer a range of extracurricular activities, including sports, arts, clubs, and social events, where English is the primary mode of communication.

These activities allow students to practice English in an informal setting, improving their language skills while strengthening social bonds.

Overall, the use of English in boarding schools greatly affects the academic and social aspects of students' lives. It provides a uniform language for education and communication, encouraging academic success and social cohesion. Through structured classes and daily interactions, students develop their English proficiency, which is crucial for their overall development and future prospects.

#### **D. English Language Use in Boarding Schools**

##### **1. Communication Patterns**

Dell Hymes (1966) originated the theory of communicative competence, which focuses on a person's ability to use language effectively in different social contexts. In the context of boarding school, students come from different language backgrounds and must be able to use English not only structurally correctly, but also in accordance with existing social, cultural, and contextual norms. This theory is important in understanding how students use English to communicate effectively in a variety of situations—both formal in the classroom, and informal in the dorm. Communication patterns in the use of English in boarding school environments reflect diverse interactions between students, teachers, and staff. In informal situations such as in dorms or when socializing with friends, the use of English becomes more relaxed and is often accompanied by code-switching or code-mixing, where students mix English with their native language. This phenomenon occurs because

students feel more comfortable or more expressive in their native language, especially when talking to friends who have the same language background. In addition, communication between students shows different dynamics, where English language ability often affects social roles in groups. Students with better English skills tend to lead conversations, while those who are less fluent may be more passive. Teachers also play an important role in this communication pattern, using simpler English and visual support to help students who are not fluent in English. In a multicultural environment, there is a language adaptation, in which native speakers discuss

The theory of communicative competence places great emphasis on the ability to use language effectively in a variety of social contexts. Students attending boarding school from diverse language backgrounds have to employ structurally correct and socially and culturally appropriate English. In informal situations, such as in the dorms, it is very lenient with regard to the usage of English, and code-switching to the mother tongue is carried out. Students' different levels of English proficiency contribute to social dynamics; generally, the more articulate or fluent student would be leading. The teachers contribute by adapting the language to those who are less fluent, thus forming an effective and comprehensive pattern of communication.

## 2. Code-Switching and Code-Mixing

Code-switching and code-mixing are common phenomena among students who have diverse language backgrounds. Code-switching refers to changes between two or more languages in a single conversation, while code-

mixing involves mixing elements from different languages in a single sentence or phrase. According to Gumperz (1982), Code-Mixing is a linguistic phenomenon in which speakers combine elements from two or more languages in a single sentence or phrase. Appel and Muysken (2005) explain that code-mixing occurs when speakers combine words or phrases from different languages in a single sentence. In the context of boarding schools, this phenomenon allows students to express themselves more freely, increase their sense of social connectedness, and strengthen their cultural identity. The use of code-switching and code-mixing not only serves as a means of communication, but also reflects social dynamics within the school environment. Students often feel more comfortable using their native language in informal situations, while still using English in an academic context, thus creating adaptive and inclusive communication patterns.

In boarding schools, students of different linguistic backgrounds show code-switching and code-mixing very frequently. Code-switching is a technique where the students use two languages in one conversation, but code-mixing is embedding elements from different languages within one sentence. Both the linguistic phenomena enable students to communicate effectively, build up social connectedness, and strengthen cultural identity. While the use of mother tongue in an informal context creates an adaptive, inclusive pattern of communication in a boarding school, English would be employed in an academic environment.

### 3. Academic Achievement and English language

The use of English in boarding schools directly impacts the academic performances of the students. In a multilingual educational environment, proficiency in English holds the key to the understanding of subject matter, active participation in class discussions, and interaction with peers and teachers. Students perform well in academics who are proficient in English, as they access information and communicate effectively in the context of learning. Thomas & Collier (2002) in their study showed that good English proficiency not only contributes to academic ability, but also to students' involvement in school activities. They found that bilingual students who could use English effectively had higher confidence in participating in class discussions and extracurricular activities. The importance of English language proficiency in an academic context in boarding schools is supported by research that shows that students who master English well can more actively participate in classroom activities, understand instruction better, and establish positive social interactions. This not only improves the understanding of the material, but also builds students' confidence in contributing academically. Also, students with proficiency in good English would communicate better with teachers and classmates, therefore maintaining a friendly learning environment. Consequently, the importance of skills in the English language in boarding schools lies in easily facilitating students' academic achievement, creating incentives for active participation in the learning process, and increasing the total quality of schooling.

English usage in boarding schools greatly influences the students' academic performance. Good language skills in English enable the student to comprehend subject matters, participate in discussions, and interact positively with teachers and peers. Students who are fluent in English are generally more active in classroom activities and have high self-confidence hence positive social relationships. Therefore, boarding schools should have competence in English to provide an improved and high-quality academic performance for the students in school. Students with proficiency in good English would communicate better with teachers and classmates, therefore maintaining a friendly learning environment. Consequently, the importance of skills in the English language in boarding schools lies in easily facilitating students' academic achievement, creating incentives for active participation in the learning process, and increasing the total quality of schooling.

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#### **E. Relavant Study**

In previous research, the author has recorded two studies related to this research. The first research was taken from Amirul Mukminin et. al (2019) by

title "They can speak English, but they don't want to use it." Teaching Contents through English in a Bilingual School and Policy Recommendations. This research uses qualitative methods. The findings of this study revealed that the successful implementation of English as a language of instruction in a bilingual school were interrelatedly challenged by teachers' attitude and ability to use English, language policy, teaching materials, students' English proficiency, curriculum, student assessment, and admission policy. Implications and suggestions for future research are also discussed.

The second research was taken from Khittotun Nahidin (2023) by title "Cultural Awareness Of Bilingual Learners: A Case Study Contextualized In An Islamic Boarding School." This research uses qualitative research methods. This study aims to explore cultural awareness of bilingual learners in the unique context of an Islamic boarding school. It focuses on how they manage their cultural identities, both in the Islamic framework and in the broader multicultural context. This study uses qualitative research methods. The findings reveal the nuanced ways in which cultural awareness shapes the language acquisition process for bilingual learners. Moreover, it highlights the significance of creating culturally sensitive pedagogical approaches that accommodate the needs of learners in Islamic boarding schools. This research contributes to the broader discourse on bilingual education, cultural awareness, and the role of religious institutions in shaping the learners' cultural identity. In addition, it offers valuable insights for teachers or educational stakeholders seeking to foster inclusive and culturally relevant educational environments in diverse settings.

The main difference between the two studies is the context and focus. Amirul Mukminin et al. (2019) focused on the challenges of implementing English as the language of instruction in bilingual schools, such as teachers' attitudes, language policies, and students' abilities. Meanwhile, Khittotun Nahidin (2023) focuses on the cultural awareness of bilingual students in pesantren and how culture affects the language learning process. So, Mukminin highlights the technical issues of bilingual education, while Nahidin emphasizes the influence of culture in language learning.

The similarity between the two studies is that they both use qualitative methods to understand phenomena in bilingual education. They both focus on how language learning takes place in a bilingual context and the challenges it presents, be it in a bilingual school or a pesantren. In addition, both make practical contributions to education by offering recommendations for improvement, both in terms of policy and pedagogical approaches. So, although from different contexts, both want to help create a better education system. It's amazing how these two studies complement each other to drive improvements in bilingual education.

## **F. Theoretical Framework**

The theoretical framework of this study focuses on exploring the use of English in boarding school environments by integrating several important theories from the fields of bilingual education, second language acquisition, and applied linguistics. The use of English in this context is influenced not only by instructional design, but also by the social and cultural context in which students live and learn together. According to Jim Cummins' (2000)

theory of linguistic interdependence, the development of a learner's first language (L1) and second language (L2) are closely related, with proficiency in L1 supporting L2 acquisition. This concept suggests that students' knowledge of their first language can serve as a foundation for strengthening their English proficiency

The translingual approach introduced by Garcia and Wei (2014) encourages the use of students' entire linguistic repertoire in the learning process, creating an inclusive and dynamic learning environment by combining their home language with English. This can help to overcome linguistic and cultural gaps between students. Furthermore, Vygotsky's (1978) social-constructivist theory emphasises the importance of social interaction in cognitive development. In boarding schools, where students live and learn together, social interaction plays a crucial role, supporting the use of bilingual English as a tool to build social and academic skills through collaboration and discussion between students from different backgrounds.

Content-based bilingual learning models, such as the CLIL (Content and Language Integrated Learning) method developed by Coyle, Hood, and Marsh (2010), emphasise the teaching of academic content in the second language, allowing students to learn academic material while improving their English language skills. Finally, Norton's (2000) identity and language theory states that students' identities affect and are affected by their language use. The use of bilingual English in boarding schools can influence students' identity formation and their social relationships.

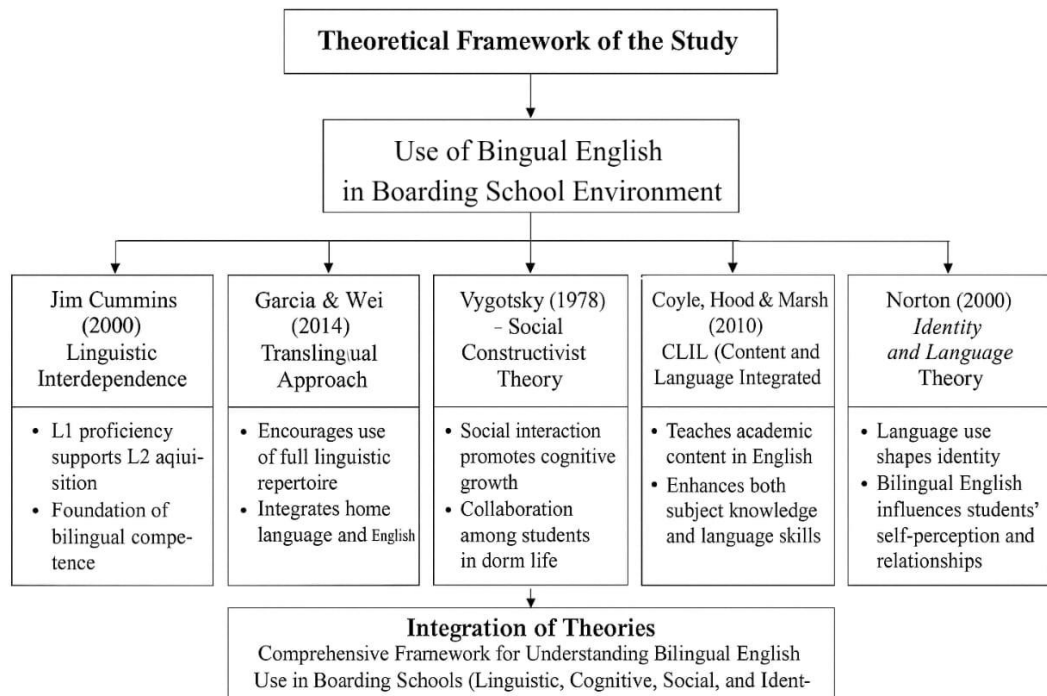


Figure 1. Theoretical Framework of the Study

By combining these theories, the theoretical framework in this study provides a foundation for exploring and understanding the use of bilingual English in boarding schools, covering linguistic, cognitive, social, and identity aspects, all of which are important for creating an effective and inclusive learning environment.

### G. Research Question (s)

Based on the above background regarding the use of bilingual English language in the dormitory environment, this study aims to answer the following questions:

1. How is English language learning implemented within the boarding school environment?
2. How do students and dormitory supervisors perceive and experience the use of English in their daily interactions?

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used a descriptive qualitative approach to investigate English language use in boarding schools. This study is a systematic one with direct field data collection to know the pattern of English language use in academic and social life. As the research nature of this study is descriptive, an explanation of it will be unfolded by the problems that have been observed during the research process. It will also include quotations of data in order to show examples of the findings and to give a complete clear picture of the use of the English language at this school. Data will be retrieved from interview transcripts with students and teachers, documents concerning the school's official issues, field notes of classroom observation, and other documents. This qualitative approach will allow the researcher to explore how English is employed within the boarding school environment both during formal learning situations and informal situations within the dormitories.

This type of research approach is descriptive. Descriptive research aims to tell the solution of current problems based on existing data. Qualitative research is a research method that produces descriptive data in the form of written or spoken words from people and observable behavior (Polkinghorne, 2005). The research applied the qualitative description to show how English is used in the boarding school environment. Data in this study will be based on interviews, official documents, observation records, and other documentation. The objective

of this research will be to understand the patterning of English language use in present a holistic picture of how the students at MA Mu'allimat NWDI acquire and use English in their daily life.

## **B. Research Setting**

In this research, the researcher was conducted research at MA Mu'allimat NWDI Pancor, located at, Pancor Kec. Selong , East Lombok Regency, West Nusa Tenggara. 83611. This boarding school is chosen because it provides a supportive environment for second language acquisition, especially in informal settings. Additionally, graduates of MA Mu'allimat NWDI Pancor are considered proficient in multiple languages, making this location ideal for investigating the use of English in a boarding school context.

## **C. Data Collection**

### **1. Observation**

The observation method was used in this study to collect data on the use of English at MA Mu'allimat NWDI Pancor, with a specific focus on the dormitory environment. Observations were conducted directly in various areas within the dormitory environment, such as the dormitory, canteen, library, and sports field. The main purpose of this observation was to gain a real understanding of how students use English in their daily interactions, both in formal and informal situations, as well as to capture social and communication dynamics that cannot be fully revealed through interviews.

During the observation process, researchers carefully observed how students interacted with their peers and dormitory staff, including how they used English in everyday conversations, extracurricular activities, and during their free time. The researchers paid particular attention to the language choices made by students, their tendency to code-switch, and the natural contexts in which English was used in the dormitory environment. This approach helped researchers identify patterns of English usage and the level of comfort students felt when speaking English outside of an academic context.

The observation data was recorded in detail in field notes, in which the researchers documented all interactions, situational contexts, and the use of English among the students. The field notes also contained the researchers' initial reflections and interpretations of the situations observed. With the participants' consent, several important interactions were recorded using photographs and audio recordings to ensure data accuracy and enable more in-depth analysis after the observation was conducted. In addition, the researcher also created simple interaction diagrams or maps to record communication patterns and the use of space among students, which supported the analysis of bilingual English language use in the dormitory environment.

## 2. Interview

This research uses interviews as one of the main techniques in data collection to understand the use of English in the dormitory environment of MA Mu'allimat NWDI Pancor. The interviews were conducted in a semi-structured and in-depth manner, providing flexibility for researchers to explore

the experiences and views of participants more broadly. Semi-structured interviews provide a framework of questions that have been prepared in advance, but still allow room for researchers to explore new topics that arise during the interview process. This approach helped the researcher gain a deeper understanding of the perceptions, habits, and challenges faced in the use of English in the dormitory environment. Questions for students focused on their experiences in using English in the dormitory, their comfort level in communicating with peers and mentors, the obstacles they faced, and the benefits of using English in their daily lives. Meanwhile, questions for dormitory supervisors focused on their role in encouraging the use of English, maintaining language discipline, and observing the development of students' abilities and motivation. All interviews were conducted in a quiet and comfortable place such as the dormitory discussion room and were recorded with the participants' permission to maintain data accuracy and facilitate the analysis process.

The students interviewed, RA, often uses English when joking with her roommates or during afternoon activities. However, she admitted that she sometimes feels embarrassed when she makes mistakes because her vocabulary is still limited. She said, "At first, it was difficult to speak English every day because I was afraid of making mistakes, but over time I became more confident because I always received support from my friends." Meanwhile, dormitory supervisor SR, said that students often use English in informal situations such as greeting each other, joking around, or playing sports, although sometimes it is mixed with Indonesian. She explained, "Sometimes students forget or are embarrassed to use English, but with daily

reminders and support, they become more active and confident.” The results of this interview show that the use of English in the dormitory environment has become an important part of students' daily communication. Despite facing challenges such as limited vocabulary and a lack of confidence, both students and supervisors show strong motivation to maintain the habit of speaking English, thereby creating a supportive bilingual environment that encourages the improvement of communication skills and confidence outside the classroom context.

### 3. Supporting Documentation

Documentation in this study serves as supporting evidence to reinforce the results obtained from the two main data collection techniques, namely observation and interviews. Documentation is not used as the main technique, but rather as secondary data that helps provide additional context and verify the validity of field findings. Through documentation, researchers obtain a more complete picture of English language use in the dormitory environment, in terms of behavior, situations, and interactions between participants. The forms of documentation collected included photographs of activities in the dormitory, audio recordings of conversations and interviews, and field notes taken during the observation process. Each form of documentation helped to describe the real atmosphere of English communication and enriched the researchers' understanding of the surrounding social context.

The documentation process was carried out with the permission and consent of the participants to maintain research ethics, and all data was used solely for academic purposes. This documentation data is then used in the triangulation process to verify the consistency between the results of observations and interviews, thereby increasing the credibility and confirmability of the research. Thus, the existence of

supporting documentation plays an important role in strengthening the validity of the findings and providing a more comprehensive picture of how English is used in everyday life in the dormitory environment.

#### **D. Data Analysis**

This research uses qualitative data analysis techniques to analyze data obtained from interviews, observations, and document analysis. According to Miles and Huberman (1994), qualitative data analysis consists of three main activities that are carried out simultaneously data reduction, data presentation, and conclusion drawing or verification. These processes help researchers systematically organize, interpret, and understand qualitative data to reveal meaningful patterns and relationships. Through this analytical framework, researchers focus on identifying key themes related to the use of English among students at Madrasah Aliyah Mu'allimat NWDI, particularly in informal dormitory settings. The aim is to understand how students' everyday use of English affects their language learning process and how environmental and social factors support or hinder this process.

## 1. Data Reduction

According to Sugiyono (2018), data reduction is the process of summarizing, selecting, and focusing on the essential parts of data relevant to the research objectives, while eliminating unnecessary information. This process allows researchers to simplify complex raw data into manageable and meaningful segments, so that they can be analyzed more effectively. In this study, data reduction was carried out by carefully reviewing all information obtained from interviews, observations, and documentation. Researchers categorized and coded the data inductively based on recurring themes, such as the context of English language use, the challenges faced by students, their motivations, and the role of dormitory supervisors. The data reduction process ensured that only data directly related to the use of English in the dormitory environment was included for further analysis, helping the researcher focus on the most significant aspects of English bilingual practices among students.

## 2. Data Display

As stated by Miles and Huberman (1994), data display refers to the process of presenting organized and concise information that allows researchers to draw conclusions and identify relationships between data. Clear and systematic presentation helps researchers to easily observe patterns, trends, or contradictions in the findings. In this study, data display was carried out through narrative descriptions supported by tables and excerpts from interview transcripts and documentation. The results showed that English was most often used in informal situations, such as when students were joking, greeting friends, or in casual conversations. The formal use of English remains limited, although

activities such as English-Arabic Day and evening vocabulary sessions encourage consistent practice. Observations also show that students often combine English with Indonesian or Arabic, demonstrating a form of bilingual communication that reflects linguistic flexibility and developing proficiency.

### 3. Conclusion Drawing/Verification

According to Creswell (2012), the process of drawing conclusions and verification involves interpreting the meaning of data, identifying emerging patterns, and confirming the credibility and validity of findings through triangulation and cross-checking. At this stage, researchers interpret all analyzed data to understand the broader implications of English language use in the dormitory environment. Findings show that English language use among students is situational and occurs mainly in informal settings. Factors such as confidence, vocabulary mastery, and environmental encouragement significantly influence students' language use. Dormitory supervisors play a crucial role in maintaining the habit of speaking English by providing regular reminders and creating conditions conducive to practice. Verification is carried out through data triangulation comparing the results of observations, interviews, and documentation to ensure the consistency and reliability of the conclusions.

### **E. Trustworthiness**

Triangulation technique. According to Creswell, J. W. (2014). triangulation is an attempt to strengthen the validity of data in qualitative research by utilizing various sources or methods.

Denzin, N. K. (1978). is one of the pioneers in the concept of triangulation in qualitative research. According to him, triangulation is a strategy to look at phenomena from various points of view to increase data validity and reliability. Denzin classifies triangulation into four types: source triangulation, researcher triangulation, method triangulation, and theory triangulation.

Triangulation of data means that the researcher triangulates some sources of data obtained. In this case, the researcher should collect data from different sources. Investigator triangulation refers to the researcher triangulating data sources through verification with some experts to reach data validation. Third is methodological triangulation, which is defined as the technique of the researcher in collecting data in order to obtain validation of the data. It can also be defined that methodological triangulation is the way the researcher tests or checks the validity of data by collecting similar data but using a technique or a different data collection method. During the theoretical triangulation process, some related theories are used by the researcher to triangulate the data of research. It signifies that the validity of the data may be checked by discussing the problem statement using more than one theory.

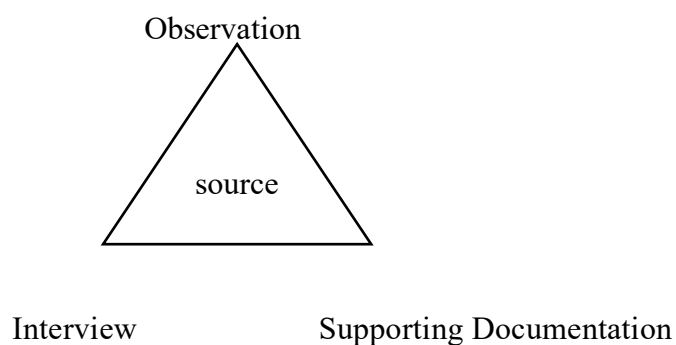


Figure 1.1 *Triangulation Data Collection Techniques*

Lincoln and Guba had developed for many years the concept of trustworthiness as a means by which the quality and worth of a study could be estimated as told by Lorelli et al., (2017, p.3). Lincoln and Guba launched four main criteria:

#### 1. Credibility

The credibility of this research is maintained by using data triangulation techniques. Triangulation involves collecting data from several different sources, including interviews with students and teachers, as well as live observations in the classroom. This technique is in line with that proposed by Patton (1999), which states that the use of various methods or data sources can improve the reliability of findings. In addition, member checking is carried out by providing interview results to the participants to ensure that the researcher's interpretation is in accordance with their perspective. This step is in line with the recommendation put forward by Lincoln & Guba (1985), who suggested member checking as an important step to increase the credibility of qualitative research.

#### 2. Transferability

To ensure transferability, a detailed description of the context of boarding schools and the dynamics of English language use has been presented. The use of this detailed description allows the reader to evaluate whether the results of this study can be applied in other contexts. According to Merriam (1998), transferability depends on the presentation of a thick description or rich description of the research context, so that readers or other researchers

can determine the relevance of the results of this study to other comparable contexts.

### 3. Confirmability

Dependability is maintained by documenting in detail the procedures used in this study, from the planning stage to data analysis. This documentation allows other researchers to follow in the footsteps of this research and achieve consistent results. According to Guba (1981), dependability can be achieved through audit trails, which are detailed records of each step in the research. In addition, trail audits conducted by colleagues are also carried out as part of the reliability check process.

### 4. Dependability

Confirmability is maintained by ensuring that the results of the study can be verified through clear and objective data. This is done by keeping a distance between the researcher's assumptions or biases and the data obtained, as well as by documenting all the researcher's reflections during the research process. This is in line with the principle proposed by Miles & Huberman (1994), who suggested maintaining the objectivity of research through a transparent audit trail and the use of verifiable data by other researchers.

The successive steps in this research have been designed and implemented in accordance with four major elements of trustworthiness advanced by Guba & Lincoln, 1985, which are credibility, transferability, dependability, and confirmability. The present study ensures that its findings will be highly reliable and valid because it constitutes data triangulation,

member checking, rich contextual descriptions, and thorough documentation. This way, the findings of the research can be accounted for and can be one of those that contribute significantly to the study of English use in boarding schools. For this matter, it is hoped that the results of this study will not only relate to the context of this study but can also be applied and replicated in similar studies or situations in the future.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result

This research was conducted at a boarding school of MA MU'ALLIMAT NWDI Pancor. In the academic year 2025–2026 academic year. The research participants were six high school students living in the dormitory and three dormitory supervisors. Data were collected in September 2025 through observation, interviews, and documentation. The results showed that students used English in informal situations such as greeting, joking, and playing sports. However, its use was still limited, more often mixed with Indonesian or Arabic, and rarely in full sentences. Both students and supervisors stated that the main obstacles were limited vocabulary and lack of confidence, although this habit encouraged students to practice speaking English more often.

#### 1. Observation Result

Observations were conducted in the girls' dormitory on September 30, 2025, focusing on students' daily interactions in informal settings such as dorm rooms, the schoolyard, and the cafeteria. The findings revealed that students used English approximately five to six times a day, which accounted for around 25–30% of their daily conversations. The language most often appeared during greetings, joking with friends, chatting in the dormitory, or giving simple instructions during group activities

The observations also highlighted that students were more comfortable using English with their peers than with dormitory supervisors. Among peers, English was used more freely, although still limited, while interactions with supervisors were rare and generally restricted to formal expressions. In terms of language form, students mostly employed casual expressions or short slang phrases such as “let’s go!” or “okay guys.” However, full conversations in English were almost never recorded, as code-switching with Indonesian or Arabic was very common, particularly when students struggled to express longer or more complex ideas. Another important aspect was the response patterns. About 40% of the responses were delivered in English, particularly when the sentences were simple and easy to understand. In contrast, roughly 60% of the replies reverted to Indonesian or Arabic when students encountered difficulties with vocabulary or grammar.

The observation result, it can be concluded that English used in the dormitory environment was still partial, situational, and inconsistent. While students demonstrated willingness to use English, especially in relaxed interactions with peers, their limited vocabulary and lack of confidence continued to hinder them from sustaining conversations fully in English. Nevertheless, the moments when English was used though short and simple suggest that dormitory life provides opportunities for students to practice English informally and gradually build confidence in speaking.

## 2. Interview Result

The interview was conducted by asking several questions that referred to the students' and Dormitory supervisors responses to the English Used In Boarding School.

Researchers interviewed three high school students in grades 10–12 to explore their experiences in using English in an informal setting in the boarding school environment. The results showed similarities and differences among the students, particularly in terms of frequency of use, level of comfort, and strategies for dealing with difficulties.

The first student, from grade 10, said that he usually uses English when joking with his roommates or when exercising in the afternoon. He admitted that he sometimes feels comfortable using English outside of class, but often feels embarrassed when he makes mistakes. The main obstacle he faces is his limited vocabulary, which quickly confuses him. To overcome this, he tends to mix English with Indonesian, practice memorizing vocabulary, or ask his friends for help. He also emphasized that speaking English with his peers feels more relaxed, while the atmosphere with his mentor is more serious and formal. Activities such as English Day or casual conversations with friends motivate him to use English more often.

The second student, from grade 11, mentioned that he often uses English in casual situations, such as chatting at night in the dormitory, joking with friends, or talking in the cafeteria. He feels quite comfortable speaking

English with close friends, but admits that he sometimes forgets certain vocabulary words, causing his speech to falter. His strategy is to switch to Indonesian first, then try to find the English equivalent, or simply ask his friends. Similar to the first student, he emphasized that using English with friends feels more natural and enjoyable than with teachers, who seem more formal. He also mentioned that programs such as English Day encourage him to practice English more actively.

The third student, from grade 12, said that he often uses English in the lounge or when joking with younger students before going to bed at night. Compared to younger students, he feels more comfortable and confident because he has more experience and practice. However, he still has difficulty when trying to explain longer or more complex ideas. To get around this, he prefers to use simple sentences or revert to Indonesian when necessary. He acknowledged that talking with peers gives him more freedom and humor, while conversations with mentors feel more formal and sometimes make him less confident. According to him, group activities and discussions with peers are the main motivating factors for using English more often.

From the interview results, researchers concluded that students are generally willing to use English in informal situations such as chatting, joking, or participating in dormitory activities. However, the frequency and level of confidence vary depending on the grade level. Younger students tend to feel shy and less confident due to their limited vocabulary, while older students appear more confident but still face difficulties in expressing

complex ideas. The most common challenges faced are lack of vocabulary, pronunciation errors, and fear of making mistakes, which often leads them to mix English with Indonesian or Arabic in conversation. Nevertheless, most students show a positive attitude toward using English and believe that practicing speaking in informal situations helps improve their communication skills.

In addition to students, researchers also interviewed two dormitory supervisors to understand their views on the use of English by students outside the classroom. Both acknowledged that English is indeed used by students in informal contexts, although the frequency and consistency vary between individuals.

The first supervisor explained that English most often appeared when students were joking, greeting each other, or participating in activities such as English–Arabic Day. He considered the program effective in building students' confidence, even though grammatical errors still occurred frequently. According to him, the main obstacles were a lack of vocabulary and confidence, so the dormitory held structured activities twice a week and vocabulary repetition every night.

The second supervisor added that some students have shown initiative in speaking English, especially in motivated groups. However, many are still inconsistent and often revert to Indonesian or Arabic when they encounter difficulties. He highlighted three main obstacles, namely limited vocabulary, poor pronunciation, and fear of making mistakes. To overcome these

obstacles, the dormitory conducts regular exercises, vocabulary repetition, and enforces rules restricting the use of local languages at certain times, with point deductions or penalties for violators.

Overall, the interview results show that although the use of English in the dormitory environment is still inconsistent, students have a strong desire to practice, especially in informal contexts with friends. The supervisors' views also confirm that practicing English outside the classroom plays an important role in improving students' confidence and fluency. However, a more focused program and continuous practice are needed so that the use of English can become a natural part of daily interactions in the dormitory environment.

### **3. Documentation Result (Field Notes)**

The researcher also collected documents and field notes to support and reinforce the data obtained from observations and interviews. The document collection process was carried out during daily activities in the dormitory environment, including study hours, meal times, and evening programs. The field notes contained detailed records of student behavior, conversations, and situations in which English was used naturally during informal interactions.

Based on the field notes, it was found that students used English expressions in several spontaneous situations, such as during cleaning duties, group study, or when relaxing with friends. Common expressions that emerged included “Come on, hurry up!”, “Finished!”, “Let's study now!”, and

“Don't be noisy.” These short expressions show that the use of English arises naturally as part of their daily communication habits, although it is often mixed with Indonesian or Arabic. The use of English is not limited to formal activities, but also occurs spontaneously when students interact with their peers in a relaxed and friendly atmosphere. In addition, field notes also recorded the role of dormitory supervisors in encouraging students to use English consistently. Supervisors often reminded students with phrases such as “Please speak in English” or “Use English every day.” Several photos were also taken as documentation, showing students participating in English speaking sessions, vocabulary review activities, and English-Arabic Day programs. These visual and written records reflect that English has become an integral part of students' daily activities in the dormitory, although its use is still inconsistent.

From the documentation results, it can be concluded that English is used by students both consciously and spontaneously in their daily interactions. Field notes confirm that the dormitory environment supports the development of bilingual communication habits, especially through peer interactions and constant encouragement from supervisors. Although the use of English is still limited in frequency and variety, the documentation findings reinforce the results of observations and interviews, showing that English has begun to take root as part of the students' daily communication patterns in the dormitory environment.

## **B. Discussion**

This discussion combines findings from observations and interviews with relevant linguistic and educational theories, highlighting the role of bilingual practices, affective factors, and social interactions in shaping English language use among students.

### **1. The Implementation of English Use in the Boarding School Environment**

Based on the findings, the use of English in the dormitory environment is implemented through structured and spontaneous practices. Structured programs include English-Arabic Day, nightly vocabulary review, and weekly speaking sessions organized by dormitory supervisors. During these programs, students are encouraged to use English in greetings, brief instructions, or simple conversations. However, outside of these activities, the use of English tends to decline, with most students reverting to Indonesian or Arabic in informal interactions.

Observational data shows that English is used about five to six times a day, mostly in short, simple expressions such as “good morning,” “let's go,” “okay, guys,” or “thank you.” Full conversations in English are rarely observed, and code-switching between English, Indonesian, and Arabic is very common. This pattern reflects that although students recognize the importance of using English, they still rely heavily on their first and second languages to communicate comfortably.

The presence of multiple languages in the dormitory context creates a bilingual environment where students naturally switch codes depending on the situation and comfort level. This phenomenon is consistent with studies on bilingual education, which note that code-switching is a normal and strategic process in multilingual learning environments (Hughes, 2006). In this case, code-switching among dormitory students should not be considered a deficiency, but rather a communication strategy that allows them to maintain interaction despite linguistic limitations.

However, several factors influence the limited use of English in the dormitory. First, affective factors such as anxiety, fear of making mistakes, and low self-confidence are consistently mentioned by students as barriers to fluent English usage. This supports Krashen's Affective Filter Hypothesis (1982), which explains that emotional barriers can prevent learners from effectively producing and mastering a second language. When students feel embarrassed or afraid of being corrected, they tend to avoid speaking English altogether.

Second, the social context greatly influences students' willingness to speak English. Students feel more relaxed using English with peers in informal situations than with dorm supervisors or teachers, whom they perceive as authority figures. When students communicate with peers, social pressure is lower, allowing them to express themselves more freely even if mistakes occur. These findings are in line with Vygotsky's Sociocultural Theory (1978), which emphasizes that language learning occurs more

effectively through social interaction and peer collaboration than through formal instruction alone.

Third, institutional factors also influence the success of English language implementation. Although dormitories provide structured programs to support English language practice, their effectiveness depends on consistency and supervision. When supervisors actively monitor and model the use of English, students tend to follow suit. However, when supervision is reduced, students easily revert to their dominant language. These findings indicate that policy alone is not enough without continuous practice, reinforcement, and examples from mentors.

Overall, the implementation of English in the dormitory environment can be described as partial and situational. English is present in structured programs and casual conversations, but it has not been established as the primary medium of daily communication. This environment supports bilingual interactions where English is mixed with Indonesian and Arabic, reflecting the natural linguistic diversity in the dormitory.

## 2. The Perception and Experiences of Students and Dormitory Supervisors Toward the Use of English

The perceptions and experiences of both students and dormitory supervisors reveal a generally positive attitude toward the use of English in daily interactions within the boarding school environment. Most students express enthusiasm in practicing English, especially in informal contexts

such as chatting, joking, or group activities with peers. They view English as an important skill for future education and global communication. Students also mention that using English in relaxed settings helps them overcome shyness and gradually builds their confidence in speaking.

However, many students still struggle with limited vocabulary, pronunciation difficulties, and fear of making mistakes, which cause them to switch between English, Indonesian, and Arabic. Despite these challenges, students believe that practicing English outside the classroom is beneficial because it makes them more fluent and encourages spontaneous communication. Older students or those who have been in the dormitory longer tend to feel more confident and use English more frequently compared to newcomers.

From the dormitory supervisors' perspective, English use among students has improved, although consistency remains an issue. Supervisors believe that students' motivation and environment play key roles in determining how often English is used. They also recognize that English programs, such as English-Arabic Day and evening vocabulary sessions, have a positive impact in encouraging students to practice. Nevertheless, supervisors note that students' confidence fluctuates, especially when they are afraid of being corrected. To address this, supervisors continuously encourage students to speak English and create supportive environments where mistakes are accepted as part of the learning process.

In conclusion, both students and dormitory supervisors perceive the use of English positively and view it as essential for personal growth, communication, and academic success. Their experiences show that consistent practice, emotional support, and peer encouragement are the main factors that sustain English usage in everyday interactions. Therefore, fostering a supportive environment where students feel comfortable to use English freely can significantly enhance their proficiency and confidence in bilingual communication.

### 3. Summary of Discussion

From the overall discussion, it can be concluded that the use of English in the dormitory environment is influenced by a combination of emotional, social, and institutional factors. The English language learning program in the dormitory provides valuable opportunities for students to practice speaking in real contexts, but its effectiveness depends on continuous exposure, emotional comfort, and consistent examples from supervisors.

Although students' use of English is still limited to short phrases and mixed language speech, their positive attitude and willingness to practice indicate a gradual shift towards a bilingual culture. These findings show that the boarding school environment through peer interaction and structured activities plays a crucial role in developing communicative skills and confidence in using English.

Future improvements should focus on creating a more immersive environment where English is used naturally and continuously. Supervisors should not only act as enforcers of rules, but also as language role models, while students are encouraged to view mistakes as part of the learning process. Under these conditions, boarding schools can develop into effective bilingual learning communities where English is not only a subject, but also a living means of communication.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research entitled “Research on the Use of Bilingual English in School Dormitory Environments,” this research concludes that the use of English in school dormitory environments does exist, but it is still limited and inconsistent. Students generally use English in informal situations such as greetings, jokes, or simple conversations, while full communication in English is still rare. The use of English is influenced by three main factors: confidence, limited vocabulary, and interaction with peers. Although challenges such as code-switching and fear of making mistakes still occur, practicing English outside the classroom has a positive impact because it increases students' confidence, motivation, and ability to communicate naturally in everyday situations.

#### B. Suggestion

Based on the findings in this research, several suggestions are put forward.

##### 1. For Students

Students are expected to use English more consistently in their daily interactions, not only during formal learning activities, but also in informal situations such as in dormitories, cafeterias, and playgrounds. Students are encouraged to dare to speak more than just simple greetings and try to have longer and more meaningful conversations. Efforts to

enrich vocabulary through regular reading, writing, and speaking activities are also very important so that students can communicate with more confidence. In addition, students need to develop the courage to speak even though they still often make mistakes, because practice itself is an important part of the learning process.

## 2. For Dormitory Supervisors

Dormitory supervisors MA MU' ALLIMAT NWDI Pancor play an important role in shaping students' language habits. Therefore, supervisors are expected to continuously encourage students to use English in everyday conversation and create a supportive and safe environment for students to dare to make mistakes. Supervisors can also initiate the habit of using English in routine activities, such as giving brief instructions in English, leading group discussions, or setting aside a specific time in the dormitory for speaking only in English. Simple yet structured activities like these can boost students' confidence and consistency in using English.

## 3. For School

Schools are expected to strengthen language programs that support bilingual practices in the boarding school environment. Activities such as English clubs, debates, drama, and sports competitions that use English can provide opportunities for students to use the language in a fun and engaging atmosphere. Schools can also implement policies such as "English Day" or designate "English Areas"

in certain parts of the boarding school or school to increase exposure to English in everyday life. In addition, cooperation between teachers and boarding school counselors needs to be improved so that students receive consistent reinforcement in both academic and non-academic contexts. In the long term, these efforts will help create an environment where English is not only a subject in the classroom, but also a natural part of students' daily communication.

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## RESEARCH INSTRUMENT

***Title: Investigating English Used in Boarding Schools***

***Approach: Qualitative descriptive***

***Data source: Students, teachers/dormitory supervisors, and the dormitory environment***

1. Observation sheet  
Objective: To observe students' use of English in non-academic activities in the boarding school environment.

No	Aspects observed	indicator	Time/date of observation	Place	Observation Results Notes
1	Frequency of Use	Number of English interactions outside of class per day / percentage compared to other languages			
2	Informal Situation	-Casual Chat -Joking/Playing -sports on the field			
3	Interlocutors	-students -student-mentor			
4	Types of English	-casual/slang -code-switching			
5	Interlocutor's Response	-Reply in English -Reply in another language			

2. Interview Guidelines - students  
Objective: To find out students' habits of using English in casual situations.

Main question:

1. In what casual situations do you usually speak English?
2. Who do you use English with most often in the dorm?
3. Do you feel comfortable using English outside of class? Why?
4. What obstacles do you face when using English in casual situations?
5. How do you overcome these obstacles?
6. What do you usually do when you have difficulty speaking English?

7. Do you think it feels different speaking English with a teacher/instructor compared to speaking with friends?
8. Do you think using English outside of class can improve your skills? How?
9. Are there any particular moments or activities in the dorm that make you more enthusiastic about using English?
10. In your opinion, what can be done to make students in the dormitory use English more often in everyday life?

### 3. Interview Guidelines – Dormitory Supervisor

Objective: To understand the instructor's views on students' use of English outside of class hours.

Main question:

1. Do students often use English in their free time?
2. In what situations do students usually speak English?
3. Is English use outside the classroom more difficult to monitor? Why?
4. How do these habits affect students' English skills?
5. What obstacles do students face in speaking English?
6. What obstacles do students usually experience when speaking English outside the classroom?
7. What do instructors usually do to help students overcome these obstacles?
8. Are there any special programs or rules in the dormitory to encourage students to use English more often?
9. How do students react to rules or encouragement to use English outside of class?
10. According to the instructor, what is the most effective way to get students used to using English outside the classroom?

### 4. Documentation

## AFFENDIX A

### RESULT OF OBSERVATION

Title: Investigating English Used in Boarding School

Location: MA MU' ALLIMAT NWDI Pancor

Date Observation: 25-28 September 2025

Research Approach: Descriptive Qualitative

No	Aspects observed	indicator	Time/date of observation	Place	Observation Results Notes
1	Frequency of Use	± 5–6 interactions per day (approximately 25–30% of total conversations)	September 25, 2025	Girls' dormitory	English appears when greeting, joking, and some activity instructions.
2	Informal Situation	- Casual chat in the room - Joking in the lounge	September 25, 2025	Dormitory, school yard and canteen	English is more often used when joking or playing sports. During casual conversations, code-mixing is prevalent.
3	Interlocutors	- student to student - student to instructor (less common, usually formal)	September 26, 2025	Dormitory environment	Students are more daring, with only occasional tutoring.
4	Types of English	- Casual/simple slang (“let's go!”, “okay guys”) - Code-switching	September 26, 2025	School dormitory and garden	There is almost no full English conversation, always mixed.
5	Interlocutor's Response	- Reply in English: ±40% - Reply in Indonesian/Arabic: ±60%	September 27, 2025	Hostel	If the sentence is simple, the other person responds in English. If it's difficult, they switch back to Indonesian.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

#### **Interview Sheet For Students**

Name :

Class :

Status :

Question

#### **INTERVIEW INSTRUMENT**

1. In what casual situations do you usually speak English?
2. Who do you use English with most often in the dormitory?
3. Do you feel comfortable using English outside of class? Why?
4. What obstacles do you face when using English in casual situations?
5. How do you overcome these obstacles?
6. What do you usually do when you have difficulty speaking English?
7. Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?
8. Do you think using English outside of class can improve your skills?
9. Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?
10. In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

Name :Riska Aulia

Class : 1

Status : students

S: In what casual situations do you usually speak English?

R: When joking around with roommates or during afternoon activities.

S: Who do you use English with most often in the dormitory?

R: With roommates or classmates.

S: Do you feel comfortable using English outside of class? Why?

R: Sometimes it's comfortable, but often I feel embarrassed when I make mistakes.

S: What obstacles do you face when using English in casual situations?

R: I don't have a large vocabulary yet, so I get confused quickly.

S: How do you overcome these obstacles?

R: I usually use a mixture of Indonesian, or ask friends who are more proficient.

S: What do you usually do when you have difficulty speaking English?

R: I usually ask other friends.

S: Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?

R: It's more comfortable with friends because we can joke around, but with mentors it's more serious and formal.

S: Do you think using English outside of class can improve your skills?

R: It's better.

S: Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?

R: When there is English Day or casual conversations with friends, I become more confident in using English.

S: In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

R: Communicate with friends frequently.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

#### **Interview Sheet For Students**

Name :

Class :

Status :

Question

#### **INTERVIEW INSTRUMENT**

1. In what casual situations do you usually speak English?
2. Who do you use English with most often in the dormitory?
3. Do you feel comfortable using English outside of class? Why?
4. What obstacles do you face when using English in casual situations?
5. How do you overcome these obstacles?
6. What do you usually do when you have difficulty speaking English?
7. Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?
8. Do you think using English outside of class can improve your skills?
9. Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?
10. In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

Name : Annisa Rizki

Class : 2

Status : students

S: In what casual situations do you usually speak English?

R: When chatting at night in the room, joking around, or playing soccer.

S: Who do you use English with most often in the dormitory?

R: With friends from the same grade, sometimes also with older classmates.

S: Do you feel comfortable using English outside of class? Why?

R: It's quite comfortable, as long as it's with close friends.

S: What obstacles do you face when using English in casual situations?

R: Sometimes I get stuck because I forget words.

S: How do you overcome these obstacles?

R: I use Indonesian first, then try to find the English word later

S: What do you usually do when you have difficulty speaking English?

R: Ask a friend

S: Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?

R: It's different. With friends, it's more relaxed and we can joke around, but with mentors, it's more formal.

S: Do you think using English outside of class can improve your skills?

R: I think it can.

S: Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?

R: Studying, chatting with friends, or when there is an English Day activity.

S: In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

R: Practice often and talk with friends.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

#### **Interview Sheet For Students**

Name :

Class :

Status :

Question

#### **INTERVIEW INSTRUMENT**

1. In what casual situations do you usually speak English?
2. Who do you use English with most often in the dormitory?
3. Do you feel comfortable using English outside of class? Why?
4. What obstacles do you face when using English in casual situations?
5. How do you overcome these obstacles?
6. What do you usually do when you have difficulty speaking English?
7. Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?
8. Do you think using English outside of class can improve your skills?
9. Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?
10. In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

Name : Qorin Fitriani

Class : 3

Status : students

S: In what casual situations do you usually speak English?

R: Usually when chatting in the lounge or joking around before bedtime.

S: Who do you use English with most often in the dormitory?

R: With younger classmates, sometimes while teaching them.

S: Do you feel comfortable using English outside of class? Why?

R: It's quite comfortable because I'm used to it.

S: What obstacles do you face when using English in casual situations?

R: sometimes it's difficult to explain longer things.

S: How do you overcome these obstacles?

R: I use simple sentences, or switch to Indonesian if it's difficult.

S: What do you usually do when you have difficulty speaking English?

R: I ask my friends or mentor.

S: Do you think there is a difference between speaking English with your teacher/mentor and speaking English with your friends?

R: It's different. With friends, I can joke around, but with mentors, I feel a little shy.

S: Do you think using English outside of class can improve your skills?

R: I can learn a lot.

S: Are there any specific moments or activities at the dorm that make you more enthusiastic about using English?

R: When there are activities with friends.

S: In your opinion, what can be done to encourage students at the dorm to use English more often in their daily lives?

R: Talk a lot with friends and practice English diligently.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

Interview Sheet For Dormitory Supervisors

Name :

Status :

Question

INTERVIEW INSTRUMENT

1. Do students often use English in their free time?
2. In what situations do students usually speak English?
3. Is it more difficult to monitor the use of English outside of class? Why?
4. How does this habit affect students' English skills?
5. What obstacles do students face when speaking English?
6. What obstacles do students usually encounter when speaking English outside of class?
7. What do counselors usually do to help students overcome these obstacles?
8. Are there any special programs or rules in the dormitory to encourage students to use English more often?
9. How do students react to the rules or encouragement to use English outside of class?
10. According to the supervisor, what is the most effective way to get students used to using English outside of class?

Name :Suci Rahma, QH Spd.

Status : Dormitory Supervisors

S: Do students often use English in their free time?

R: Quite often, although not all children.

S: In what situations do students usually speak English?

R: When joking around, playing sports, or just saying hello.

S: Is it more difficult to monitor the use of English outside of class? Why?

R: Yes, because they usually mix it with Indonesian.

S: How does this habit affect students' English skills?

R: It increases their confidence in speaking, even though their grammar is not yet consistent.

S: What obstacles do students face when speaking English?

R: Lack of confidence and limited vocabulary.

S: What obstacles do students usually encounter when speaking English outside of class?

R: Many students are influenced by their friends who do not speak English.

S: What do counselors usually do to help students overcome these obstacles?

R: The dormitory has a program that trains students to speak English and Arabic twice a week and repeats the lessons before bedtime.

S: Are there any special programs or rules in the dormitory to encourage students to use English more often?

R: Students are required to use English during the program. If they do not, they will receive points or penalties.

S: How do students react to the rules or encouragement to use English outside of class?

R: Some like it, and some don't.

S: According to the supervisor, what is the most effective way to get students used to using English outside of class?

R: Increase conversations between students and supervisors.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

Interview Sheet For Dormitory Supervisors

Name :

Status :

Question

INTERVIEW INSTRUMENT

1. Do students often use English in their free time?
2. In what situations do students usually speak English?
3. Is it more difficult to monitor the use of English outside of class? Why?
4. How does this habit affect students' English skills?
5. What obstacles do students face when speaking English?
6. What obstacles do students usually encounter when speaking English outside of class?
7. What do counselors usually do to help students overcome these obstacles?
8. Are there any special programs or rules in the dormitory to encourage students to use English more often?
9. How do students react to the rules or encouragement to use English outside of class?
10. According to the supervisor, what is the most effective way to get students used to using English outside of class?

Name : Rohana Afria Ningsih,QH.

Status : Dormitory Supervisors

S:Do students often use English in their free time?

R: Not always, but there are groups that are quite diligent.

S: In what situations do students usually speak English?

R: Chatting casually in rooms, joking around on the field, or practicing together.

S: Is it more difficult to monitor the use of English outside of class? Why?

R: It's difficult because it usually happens spontaneously and briefly.

S: How does this habit affect students' English skills?

R: It's good for building daily habits, even if they're not deep yet.

S: What obstacles do students face when speaking English?

R: Afraid of making mistakes, quickly reverting to Indonesian/Arab , and mixing codes.

S: What obstacles do students usually encounter when speaking English outside of class?

R: Students lack vocabulary and most students do not yet understand the correct pronunciation of English.

S: What do counselors usually do to help students overcome these obstacles?

R: They train students and conduct repetition exercises.

S: Are there any special programs or rules in the dormitory to encourage students to use English more often?

R: Every night, students repeat vocabulary provided by their respective dorm supervisors. Students are not allowed to use the Sasak language and will receive points or penalties.

S: How do students react to the rules or encouragement to use English outside of class?

R: Some like to speak English and are enthusiastic, while others dislike it because of the difficulty of English pronunciation.

S: According to the supervisor, what is the most effective way to get students used to using English outside of class?

R: Increase English practice by having students and counselors talk to each other frequently.

## **AFFENDIX B**

### **RESULT OF INTERVIEW**

Interview Sheet For Dormitory Supervisors

Name :

Status :

Question

INTERVIEW INSTRUMENT

1. Do students often use English in their free time?
2. In what situations do students usually speak English?
3. Is it more difficult to monitor the use of English outside of class? Why?
4. How does this habit affect students' English skills?
5. What obstacles do students face when speaking English?
6. What obstacles do students usually encounter when speaking English outside of class?
7. What do counselors usually do to help students overcome these obstacles?
8. Are there any special programs or rules in the dormitory to encourage students to use English more often?
9. How do students react to the rules or encouragement to use English outside of class?
10. According to the supervisor, what is the most effective way to get students used to using English outside of class?

Name : Lia Savitri Romdani, M.Pd

Status : Dormitory Supervisors

S: Do students often use English in their free time?

R: Some female students have started using English, especially when chatting casually with friends in their rooms, but not all of them are used to it yet.

S: In what situations do students usually speak English?

R: Usually when joking around, greeting friends, or during dorm activities that require English, such as English day.

- S: Is it more difficult to monitor the use of English outside of class? Why?
- R: It is good enough for simple conversations, but they often pause because they forget vocabulary or are afraid of making mistakes.
- S: How does this habit affect students' English skills?
- R: Not all of them. Some are quite confident, but most are still shy and worried that they will say something wrong.
- S: What obstacles do students face when speaking English?
- R: The obstacles are limited vocabulary and fear of making mistakes, so they often mix English with Indonesian or Arabic.
- S: What obstacles do students usually encounter when speaking English outside of class?
- R: We hold activities such as English and Arabic speaking time twice a week and vocabulary memorization every night.
- S: What do counselors usually do to help students overcome these obstacles?
- R: They are quite effective. Some students have become more confident in speaking and use English more often in daily conversations.
- S: Are there any special programs or rules in the dormitory to encourage students to use English more often?
- R: Some are enthusiastic, especially those who really like English, but there are also those who are still afraid of making mistakes.
- S: How do students react to the rules or encouragement to use English outside of class?
- R: It is very beneficial because it helps them get used to speaking and be more confident in using English.
- S: According to the supervisor, what is the most effective way to get students used to using English outside of class?
- R: More interesting activities need to be created, such as games, light discussions, or English-speaking group activities so that they are more motivated and accustomed to using English every day.

## APPENDIX C

### Documentation



Dormitory Environment



student with the dorm supervisor



Student with interviews



**UNIVERSITAS HAMZANWADI**  
**FAKULTAS BAHASA, SENI, DAN HUMANIORA**

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Nomor : 557 /UH.FBSH/LT/2025  
Lampiran : 1 (Satu) Eks.  
Hal : **Mohon Izin Penelitian**

23 September 2025

Yth. Kepala BAPPEDA Kab. Lombok Timur  
di-  
Tempat

*Bismillahiwabihamdihi.*  
*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : LAILA ISROYANI  
NPM : 200202017  
Fakultas : Bahasa, Seni dan Humaniora  
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi/Karya Ilmiah : INVESTIGATING ENGLISH USED IN BOARDING SCHOOL

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di Lombok Timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

*Wallahul Muwaffiqu Walhadi Ila Sabilirrasyd.*  
*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*



**H. Mohzana, S.Pd., M.Pd**

NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



PEMERINTAH KABUPATEN LOMBOK TIMUR  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH  
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 24 September 2025

Nomor : 000.9/2362/PD/IX/2025  
Lampiran : -  
Hal : Permakluman Penelitian

Yth. Kepala MA Mu'allimat NWDI Pancor  
di Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Warahmatullahi Wabarakatuh*


Menunjuk surat Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi Nomor : 557/UH.FBSH/LT/2025, tanggal 23 September 2025, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : LAILA ISROYANI  
NIM : 200202017  
Alamat : Pancor Muhajirin  
Pekerjaan : Mahasiswa  
Instansi / Badan : Universitas Hamzanwadi  
Tujuan / Keperluan : Untuk memperoleh data  
Judul / Tema : Investigating English Used in Boarding School

Tanggal Pelaksanaan : 24 September s/d 24 Desember 2025  
Nomor Telepon : 087731388172

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

*Billahittaufiq Walhidayah*  
*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

KERALA BAPPEDA  
PEMERINTAH KABUPATEN LOMBOK TIMUR,  
  
*[Signature]*  
**M. ZADAR ROHMAN, S.STP., M.H.**  
Pembina Utama Muda (IV/c)  
NIP 197512181995111001

**Tembusan:**

1. Kepala Bakesbangpoldagri Kab. Lombok Timur di Selong;
2. Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi di Selong



**YAYASAN PENDIDIKAN HAMZANWADI  
PONDOK PESANTREN DARUNNAHDLATAIN NAHDLATUL WATHAN  
MADRASAH ALIYAH MU'ALLIMAT NAHDLATUL WATHAN  
STATUS TERAKREDITASI**

NSM : 131252030015

NPSN : 50222567

Alamat : Jl. TGKH Muhammad Zainuddin Abdul Madjid Pancor 83611 Selong Lombok Timur Telp/Fax (037) 21513 Email : ubdi2@yahoo.co.id

**SURAT KETERANGAN**

Nomor : 2000 /D.3/MA.185.572/X /2025

بِسْمِ اللَّهِ وَبِحَمْدِهِ، السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Sehubungan dengan telah kami terimanya surat rekomendasi penelitian dari Universitas Hamzanwadi, Prody Fakultas Matematika dan Ilmu Pengetahuan Alam, Nomor Surat : 070/2201/PD/IX/2025. Yang bertanda tangan di bawah ini :

Nama : **Dra. SAKINATAN, M.Pd.**  
NIP./NIY. : 2283700053  
Pangkat / Gol : -  
Jabatan : Kepala MA Mu'allimat NW Pancor  
Alamat : Paok Lombok, Suralaga, Lombok Timur.

Menerangkan dengan sebenarnya bahwa :

N a m a : **LAILA ISROYANI**  
NIM : 200202017  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan Penelitian/Survey sejak tanggal 24 September s/d 27 Desember 2025 yang berkaitan dengan Skripsi yang berjudul "INVESTIGATING ENGLISH USED IN BOARDING SCHOOL"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

بِاللَّهِ الْمَوْفِقُ وَالْهَادِي إِلَى سَبِيلِ الرَّشَادِ  
وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Pancor, 01 Jumadil Awal 1447 H  
23 Oktober 2025 M

Kepala Madrasah,  
  
**Dra. SAKINATAN, M.Pd.**  
NIY. 2283700053



## UNIVERSITAS HAMZANWADI

Jalan TGKH. Muhammad Zainuddin Abdul Majid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP. 83612  
Telp./Fax: +6237622954 Website: <http://hamzanwadi.ac.id> E-mail: [universitas@hamzanwadi.ac.id](mailto:universitas@hamzanwadi.ac.id)

### KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA : untuk Pendaftaran Proposal  
BULAN KEDUA : untuk Instrumen Penelitian  
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pancor,.....

Pihak Pertama  
Pembimbing Petama

.....  
Dr. Yulia Agustina, M. Pd.

Pihak Kedua  
Mahasiswa/Bimbingan

.....  
Laiza Asyraf

Pembimbing Kedua

.....  
Siti Marsurah, S. Pd. - M. Pd.

Mengetahui  
DEKAN FBSH UNIV. HAMZANWADI

.....  
Dr. Drs. H. Mofizana, S.Pd., M. Pd.  
NIP 19611231 198301 1 071



# UNIVERSITAS HAMZANWADI

Jalan TGKH. Muhammad Zainuddin Abdul Majid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP. 83612  
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## BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Laila Isroyani
2. Nomor Pokok Mahasiswa : 200202017
3. Semester : 8
4. Fakultas : Bahasa Seri Dan Humaniora
5. Jurusan/ Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing : 1. Dr. Yulia Agustina, M.Pd.  
2. Siti Maysuroh, s.pd., M.Pd
7. Judul Skripsi :

INVESTIGATING ENGLISH USED IN BOARDING SCHOOL


### 8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
	<u>Kamis, 14 Maret 2024</u>	<u>Pengajuan Judul skripsi</u>			
	<u>Jamis, 21 Maret 2024</u>	<u>outline skripsi</u>			

	proposal 1-3	2/10-24.			<i>[Signature]</i>
24 JULY, 2024	Proposal 1-3				<i>[Signature]</i>
27 SEPTEMBER, 2024	Proposal 1-3				<i>[Signature]</i>
01 October 2024	Proposal 1-3 <u>ACC</u> <i>siapa Instrument!</i>				<i>[Signature]</i>
10/10/24	- <del>Outli</del> layout - BAB - 1 - 3.				<i>[Signature]</i>
30/10/24	BAB II		ACC BAB 2. 4-8-25.		<i>[Signature]</i>
4-8-25	BAB III, ACC Lanjutkan Instrument.		4-8-25 ACC Instrument.		<i>[Signature]</i>
11-8-25	Lanjut Penelitian				<i>[Signature]</i>
06-10-25					<i>[Signature]</i>

		Thesis - 15 Acc				
16-10-25		Chapter IV & V	16-10-25 Acc Skripsi Gulfery		Gulfery	

Pancor, .....  
Koordinator Program Studi

  
(M. ADIB NABERI, M.Pd.)  
NIDN. 0024030001