

**“TEACHER’S SPEAKING STRATEGIES IN THE LANGUAGE
DORMITORY OF SALAFIYAH SYAFI’IYAH SUKOREJO”**

A THESIS

BY

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
MAULANA MALIK IBRAHIM UNIVERSITY**

2026

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Skripsi

**“TEACHER’S SPEAKING STRATEGIES IN THE LANGUAGE
DORMITORY OF SALAFIYAH SYAFI’IYAH SUKOREJO”**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of
the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in
the English Education Department*

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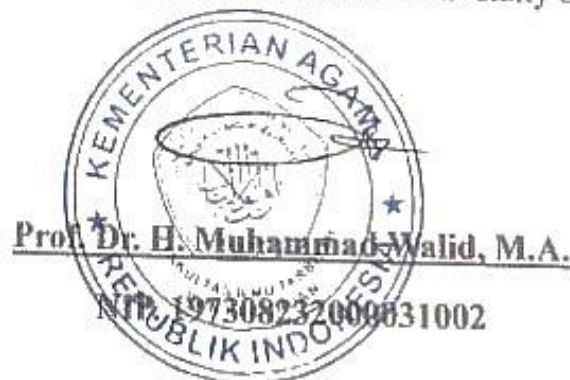
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DEDICATION

First and foremost, the author offers praise and gratitude to Allah SWT, the One and Only God, for His abundant mercy, blessings, strength, patience, and unceasing guidance. Thanks to His help, the author was able to navigate every process and challenge until finally completing the long journey of writing this thesis. May blessings and peace always be upon the Prophet Muhammad SAW, the eternal role model whose teachings and example continue to serve as a guide on the path of knowledge and truth.

I dedicate this thesis with my deepest love and gratitude to my beloved parents, Mr. Abd. Shamad and Mrs. Ummu Aiman, whose endless love, prayers, sacrifices, and unwavering support have been my greatest source of strength throughout my academic journey. This achievement would not have been possible without you. My sincere appreciation also goes to Prof. Dr. H. Langgeng Budianto, M.Pd., my respected supervisor, for his invaluable guidance, patience, and continuous encouragement throughout the completion of this thesis. I am also grateful to my friends for their support, kindness, and encouragement during this journey. Finally, I dedicate this thesis to myself—for staying strong, believing in the process, and never giving up despite every challenge. This achievement is a reminder that perseverance and faith can lead to success.

MOTTO

"Indeed, with hardship comes ease."

(Qur'an, Surah Ash-Sharh 94:5–6)

DECLARATION OF AUTHORSHIP

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Declare that:

1. This undergraduate thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgment, the result of any other person.
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Malang, June 24, 2026

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Finally, the researcher sincerely hopes that this thesis will make a meaningful contribution to the field of English language education and provide valuable insights for future researchers, educators, and readers. May Allah SWT abundantly reward and bless everyone who has offered their support, guidance, and kindness throughout the completion of this thesis.

Malang, 26 Juni 2026

The Researcher,



I' Tamaro Billahil Izzah

LATIN ARABIC TRANSLITERATION GUIDANCE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

a	= ا	z	= ز	q	= ق
b	= ب	s	= س	k	= ك
t	= ت	sy	= ش	l	= ل
ts	= ث	sh	= ص	m	= م
j	= ج	dl	= ض	n	= ن
h	= ح	th	= ط	w	= و
kh	= خ	zh	= ظ	h	= ه
d	= د	‘	= ع	‘	= ء
dz	= ذ	gh	= غ	y	= ي
r	= ر	f	= ف		

B. Long Vocal

Long Vocal (a)	= a ^ˆ
Long Vocal (i)	= i ^ˆ
Long Vocal (u)	= u ^ˆ

C. Diphtong Vocal

aw	= آو
ay	= اي
u	xiii : أو
i	= إي

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ABSTRACT

Izzah, I' Tamaro Billahil. 2026. *Teacher's Speaking Strategies in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo*. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang.

Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

Keywords: Teachers' Speaking Strategies; Speaking Skills; English-Speaking Environment; Language Dormitory; Islamic Boarding School.

The Language Dormitory of Salafiyah Syafi'iyah Sukorejo is an English learning environment that supports the development of students' speaking skills through various English learning activities. According to the tutors, their previous learning and teaching experiences in *Kampung Inggris Pare* inspired several classroom activities implemented in the dormitory. This study aims to explore the speaking strategies implemented by the tutors, identify the challenges encountered in building an English-speaking environment, and investigate their perceived contributions to students' speaking skills.

This study employed a qualitative case study design involving two tutors with learning experience in *Kampung Inggris Pare* and three students of the Language Dormitory, selected through purposive sampling. Data were collected through observation, semi-structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña with source and technique triangulation to ensure trustworthiness.

The findings revealed that the tutors implemented four speaking strategies: English Only Zone, Warming-Up Activity, TED Talk, and Dubbing Activity. Their implementation faced several challenges, including students' lack of confidence, limited vocabulary, inconsistent use of English, and the need to adjust teaching practices to the language dormitory context. Despite these challenges, the strategies contributed to improving students' confidence, vocabulary, pronunciation, fluency, critical thinking, and willingness to communicate in English. These findings suggest that the tutors' speaking strategies effectively supported students' speaking development within the language dormitory.

ABSTRAK

Izzah, I' Tamaro Billahil. 2026. *Teacher's Speaking Strategies in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo*. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd.

Kata kunci: Strategi Berbicara Guru; Keterampilan Berbicara; Lingkungan Berbahasa Inggris; Asrama Bahasa; Pesantren.

Asrama Bahasa Salafiyah Syafi'iyah Sukorejo merupakan lingkungan pembelajaran bahasa Inggris yang mendukung pengembangan keterampilan berbicara siswa melalui berbagai kegiatan pembelajaran bahasa Inggris. Menurut para tutor, pengalaman belajar dan mengajar mereka sebelumnya di *Kampung Inggris Pare* menginspirasi beberapa kegiatan kelas yang diterapkan di asrama tersebut. Penelitian ini bertujuan untuk mengeksplorasi strategi berbicara yang diterapkan oleh para tutor, mengidentifikasi tantangan yang dihadapi dalam membangun lingkungan berbahasa Inggris, serta menyelidiki kontribusi yang mereka rasakan terhadap keterampilan berbicara siswa.

Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan dua tutor dengan pengalaman belajar di *Kampung Inggris Pare* dan tiga siswa Asrama Bahasa, yang dipilih melalui sampling purposif. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña dengan triangulasi sumber dan teknik untuk memastikan keandalan data.

Temuan penelitian menunjukkan bahwa para tutor menerapkan empat strategi berbicara: Zona Bahasa Inggris Saja, Kegiatan Pemanasan, TED Talk, dan Kegiatan Dubbing. Penerapan strategi-strategi tersebut menghadapi beberapa tantangan, termasuk kurangnya kepercayaan diri siswa, kosakata yang terbatas, penggunaan bahasa Inggris yang tidak konsisten, serta kebutuhan untuk menyesuaikan praktik pengajaran dengan konteks asrama bahasa. Terlepas dari tantangan-tantangan tersebut, strategi-strategi tersebut berkontribusi pada peningkatan kepercayaan diri, kosakata, pengucapan, kefasihan, pemikiran kritis, dan kemauan siswa untuk berkomunikasi dalam bahasa Inggris. Temuan ini menunjukkan bahwa strategi berbicara yang diterapkan para tutor secara efektif mendukung perkembangan kemampuan berbicara siswa di asrama bahasa.

خالصة

إيزاه، أنا تامارو بيلاهيل. 2026. استراتيجيات التحدث للمعلمين في سكن اللغة في السلفية سياقية سوكونريجو. أطروحة، برنامج دراسات اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية في مالانغ.

المشرف: البروفيسور الدكتور ه. لانغينج بودياننتو، ماجستير في الطب

الكلمات المفتاحية: استراتيجية التحدث مع المعلم؛ مهارات التحدث؛ البيئة الناطقة بالإنجليزية؛ سكن اللغات؛ مدرسة داخلية إسلامية.

سكن اللغة الصفية السكونريجو هو بيئة تعليمية للغة الإنجليزية تدعم تطوير مهارات التحدث لدى الطلاب من خلال أنشطة تعلم اللغة الإنجليزية المختلفة. وفقا للمعلمين، فإن تجربتهم السابقة في التعلم والتدريس في كامبونج أن باري ألهمت بعض الأنشطة الصفية التي تم تنفيذها في السكن. يهدف هذا البحث إلى استكشاف استراتيجيات التحدث التي يطبقها المعلمون، وتحديد التحديات التي تواجه بناء بيئة ناطقة بالإنجليزية، بالإضافة إلى دراسة المساهمة التي يشعرون بها في مهارات الطلاب في الناطق.

استخدمت هذه الدراسة تصميم دراسة حالة نوعية شمل مدرسين لديهما خبرة تعليمية في كامبونج أن باري وثلاثة طلاب من سكن اللغات، تم اختيارهم من خلال أخذ عينات هادفة. تم جمع البيانات من خلال الملاحظة، والمقابلات شبه المنظمة، والتوثيق، ثم تم تحليلها باستخدام النموذج التفاعلي مايلز، هوبرمان، وسالدا مع تثليث المصادر والتقنيات لضمان موثوقية البيانات.

أظهرت نتائج البحث أن المدرسين طبقوا أربع استراتيجيات للحديث: منطقة الإنجليزية فقط، أنشطة الإحماء، محاضرات TED، وأنشطة الدبلجة. يواجه تنفيذ هذه الاستراتيجيات عدة تحديات، منها نقص ثقة الطلاب، محدودية المفردات، الاستخدام غير المتسق للإنجليزية، والحاجة إلى تكييف ممارسات التدريس مع سياق مهاجرات اللغات. على الرغم من هذه التحديات، تساهم هذه التقنية في تحسين ثقة الطلاب بنفسها، ومفرداتهم، ونطقهم، وطلاقتهم، وتفكيرهم النقدي، واستعدادهم للتواصل باللغة الإنجليزية. تظهر هذه النتائج أن استراتيجيات التحدث التي يطبقها المعلمون تدعم بفعالية تطوير مهارات التحدث لدى الطلاب في قاعات اللغة.

CHAPTER I

INTRODUCTION

English has become an essential international language that enables people to communicate across cultures, access global knowledge, and participate in various academic and professional contexts. Among the four language skills, speaking is considered one of the most important because it allows learners to express ideas, share opinions, and interact effectively in real-life situations. Therefore, developing students' speaking skills requires not only sufficient language knowledge but also appropriate learning strategies and a supportive learning environment that encourage continuous practice and meaningful communication.

1.1 Background of the Study

It is important to acquire several skills in English, namely speaking, writing, and listening. Speaking is one of them; for English learners, speaking is the primary method for discovering, understanding, mastering, and learning a new language. Speaking is the active use of language to convey meaning (Chand, 2021). Speaking skills play an important role in this aspect of life. This is because people want their desires to be fulfilled, and to fulfill those desires, they need the ability to express their ideas and opinions clearly. To realize their ambitions, desires, and goals, they must learn to communicate well (Srinivas Parupalli, 2019). However, for EFL students, difficulties in communication are still a common obstacle, including difficulty starting conversations, difficulties with grammar, and lack of confidence, which are the main factors that hinder speaking skills.

In Islamic teachings, the importance of speech is also emphasized. The Prophet Muhammad SAW said:

حَدَّثَنِي إِبْرَاهِيمُ بْنُ حَمَزَةَ حَدَّثَنِي ابْنُ أَبِي حَازِمٍ عَنْ يَزِيدَ عَنْ مُحَمَّدِ بْنِ إِبْرَاهِيمَ عَنْ
عِيسَى بْنِ طَلْحَةَ بْنِ عُبَيْدِ اللَّهِ التَّيْمِيِّ عَنْ أَبِي هُرَيْرَةَ سَمِعَ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ
وَسَلَّمَ يَقُولُ إِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِالْكَلِمَةِ مَا يَنْبَغِي فِيهَا يَزُلُّ بِهَا فِي النَّارِ أَبْعَدَ مِمَّا بَيْنَ الْمَشْرِقِ

"Ibrahim bin Hamzah narrated to me that Ibn Abu Hazim from Yazid from Muhammad bin Ibrahim from Isa bin Talhah bin 'Ubaidullah At Taimi from Abu Hurairah heard the Messenger of Allah (peace and blessings of Allaah be upon him) saying: Indeed, a servant can say a word without thinking about it and therefore he will fall into hell as far as the distance between east and west." (HR. Bukhari, No. 5996).

The hadith reminds all Muslims that the words spoken are not just a means of communication, but also carry moral and spiritual responsibilities. Mindful speech can bring goodness. Therefore, developing speaking skills is not only a matter of academic progress, but also a way to cultivate responsibility and wisdom in communicating.

Kampung Inggris Pare, established in 1977, is located in East Java, Indonesia. It has grown from a single institution that offers Basic English Courses (BEC) to a wider community to consist of 160 or more English course institutions (Pratiwi, 2024). Kalend Ousen himself as the founder of the *Kampung Inggris Pare* has the principle of 'learning by doing', it is effective in encouraging students to be confident so that they can continue to practice and learn to speak English in their

daily lives. This is also the main factor in how the beginning of the English village of Pare began to be in demand by many people.

Kampung Inggris Pare widely known for its communicative approach to learning English. One of its well-known principles is "learning by doing", introduced by its founder, Kalend Osen, which emphasizes the active use of language through continuous practice in daily communication. This learning environment has inspired many English teachers and learners who then apply similar communicative activities in various educational contexts. In this study, *Kampung Inggris Pare* is discussed because the two speaking tutors have previous experience of learning and teaching there before. These experiences influenced some of the speaking activities that were then implemented in the language hall, although these activities were adapted to the context of the dormitory and the learning needs of the students.

Salafiyah Syafi'iyah Sukorejo provides several educational programs to support students' academic and religious development. One of these programs is the English Language Dormitory, which offers an English-speaking environment through structured language activities inside and outside the classroom. Students who join this dormitory participate in additional English programs designed to improve their speaking ability through continuous practice and interaction.

To accommodate learners with different educational backgrounds, speaking classes in the language dormitory are divided into three proficiency levels. The first level consists primarily of junior high school students, while the second level includes senior high school students. The third level is intended for university

students, particularly those majoring in English Education, who are required by the boarding school to join the language dormitory as part of their language development. This level-based system allows tutors to adjust speaking materials and classroom activities according to students' language proficiency and learning needs. This differentiated class structure reflects the language boarding school's broader strategy of adapting instruction to learners' abilities and ensuring that both students and tutors are appropriately prepared for the learning process.

Students who demonstrate interest and ability in English are selected to join the language dormitory through a placement process. During their study, they participate in intensive language activities and may later be selected as peer tutors based on their performance. Some of these tutors are then given scholarships by the dormitory management to continue their English learning in *Kampung Inggris Pare* during the boarding school holiday. After completing the program, they return to the dormitory and contribute as speaking tutors. Their previous experiences later influence several classroom activities implemented in the language dormitory.

During the preliminary study, the researcher found that several communicative speaking activities, such as English Only Zone, interactive discussions, and other speaking practices, were implemented in the language dormitory. Interviews with the tutors revealed that these activities were influenced by their previous learning experiences in *Kampung Inggris Pare* and were subsequently adapted to the dormitory context. However, the implementation also presented several challenges related to students' participation, confidence, and consistency in using English. These preliminary findings encouraged the researcher to investigate how the tutors implemented their speaking strategies, the challenges

encountered, and the perceived contributions of these strategies to students' speaking skills.

This study focuses on the implementation of teachers' speaking strategies in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo. Previous studies have discussed English learning strategies implemented in various English course institutions in, *Kampung Inggris Pare* such as (Farizi & Herwiana, 2022) and (Azizah et al., 2021). However, limited studies have explored how tutors with previous learning and teaching experiences in *Kampung Inggris Pare* implement and adapt their speaking strategies within an Islamic boarding school context. Therefore, this study investigates the speaking strategies implemented by the tutors, the challenges encountered during their implementation, and their perceived contributions to students' speaking skills. The findings are expected to provide insights into how tutors' previous professional experiences can inspire communicative language teaching practices in different educational settings.

1.2 Research Question

1. What speaking strategies are implemented by teachers at the language dormitory of Salafiyah Syafi'iyah Sukorejo?
2. What challenges are encountered to build an English-speaking environment in the dormitory?
3. What are the perceived contributions of the implemented speaking strategies to students' speaking skills?

1.3 Research Objective

1. To identify and describe the teacher speaking strategies implemented in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo.
2. To explore the challenges encountered in building an English-speaking environment in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo.
3. To investigate the perceived contributions of the implemented speaking strategies to students' speaking skills.

1.4 Significance of the Research

This study is expected to make a significant contribution to the development of English language learning methods, particularly in Islamic boarding schools. By understanding the process of transferring learning strategies, the challenges and their impact on specific institutions, it is hoped that this can serve as a reference for similar institutions that wish to adopt the same learning methods. The application of interesting learning strategies, especially for speaking classes, is expected to help overcome several similar challenges, such as increasing students' confidence, preventing students from getting bored in class, and honing students' creativity with various challenges in each strategy. This study is also expected to motivate teachers or mentors to use several strategies that are considered effective and efficient when applied in speaking classes. Ultimately, the results of this study can be used as a reference for more creative and effective language education institutions, as well as a basis for further research related to the application of strategies from one institution to another, particularly from non-formal to formal institutions in English language teaching.

1.5 Scope and Limitations of the Study

This study is limited to speaking strategies adapted from *Kampung Inggris Pare* and does not examine other teaching strategies used at the Salafiyah Syafi'iyah Sukorejo Islamic boarding school, thus excluding other language skills such as listening, reading, and writing. It was conducted in the 2025/2026 academic year and used qualitative methods such as observation, interviews, and documentation analysis. This study only focused on speaking skills by involving students who participated in the speaking program, English teachers/tutors responsible for the program, and documentation related to learning activities. It was limited to one institutional environment, so the results do not represent all students at different levels or programs. The results are not based on measuring students' speaking ability using quantitative tests but are interpreted qualitatively based on observations, interviews, and the opinions of teachers/students. In summary, there are three main aspects to this research:

1. The implementation of selected speaking strategies in the language dormitory
2. The challenges in building an English-speaking environment and the role of these strategies in supporting the environment and students' speaking skills.
3. The perceived contributions of the implemented speaking strategies to students' speaking skills based on the perceptions of the participating tutors and students.

1.6 Definition of Key Terms

To avoid ambiguity and ensure consistency of understanding, the following key terms are defined operationally:

1. *Kampung Inggris Pare*:

Is a non-formal English language learning area located in Pare, Kediri. This year, it consists of hundreds of course institutions with various innovative and practice-based learning methods. This term refers to the speaking learning strategies of several institutions in *Kampung Inggris Pare*, such as Mr. Bob, Peace, Daffodils, Access etc., which are reference institutions for tutors at the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School Language Dormitory.

2. Language Dormitory:

A special environment that implements an English Only Zone and additional English learning programs to improve the abilities of students at the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School.

3. Speaking Strategies:

Speaking Strategies refer to the instructional activities implemented by the speaking tutors to facilitate students' speaking development in the Language Dormitory. These strategies are designed to encourage students to communicate actively in English through various communicative and interactive learning activities. The specific strategies discussed in this study are determined based on the findings obtained from observations, interviews, and documentation.

4. EFL Students:

Refer to students who learn English as a foreign language in a context where English is not the primary language of daily communication. In this study, EFL students refer to the students of the Language Dormitory at Salafiyah Syafi'iyah Sukorejo, including junior high school, senior high school, and university students who participate in the dormitory's English-speaking program through either a placement test or automatic assignment for English Education majors.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses the theoretical framework that forms the basis of research on the use of *Kampung Inggris Pare* speaking strategies in improving the speaking skills of students at the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School Language Dormitory. The main focus of this chapter is to explore theories relevant to the research variables, including detailing the basic concepts of speaking strategies and learning theories that support the effectiveness of these strategies. The discussion in this chapter covers three main aspects, namely implementation, challenges in application, and the impact on students' speaking skills.

2.1 Speaking Skills

Speaking is the There are four skills in English: listening, speaking, reading, and writing. Speaking is one of them (Lestari & Sridatun, 2020). (Asyid et al., 2019) said that the main goal of language learning nowadays is communication, and vocabulary plays an important role in conversation. Therefore, speaking is categorized as an important skill, as people can communicate by speaking to others. Speaking is said to be one of the most difficult parts of learning a language because it requires cognitive, physical, and sociocultural processes simultaneously (Ilham et al., 2024). (Leong & Ahmadi, 2000) say that speaking is more difficult for students because there are five components of speaking that must be done well in order to be considered proficient in speaking skills. There are five components of speaking described by (Harmer, 2007), namely:

1. **Comprehension:** Comprehension is an important aspect for understanding someone's understanding when speaking. Because in communication there are message receivers and senders, understanding is needed in order to respond.
2. **Grammar:** Richards and Schmidt explain that grammar is a description of language structure and how language units such as words and phrases are formed into sentences.
3. **Vocabulary:** Vocabulary can be defined as the appropriate choice of words used in communication and to express human thoughts.
4. **Pronunciation:** This includes how we pronounce something correctly so that it can be understood by others. According to Richard and Schmidt, pronunciation refers to how a sound or series of sounds is pronounced, that is, how the sound is produced. Therefore, in speaking a language, good pronunciation is necessary.
5. **Fluency:** The ability to read, speak, or write easily, smoothly, and expressively is called fluency. It is very important for students to speak with good fluency and clarity so that the information they convey can be clearly understood.

Recently, speaking skills have gained greater status due to the dramatic increase in the importance of this skill for various reasons. Speaking skills have become the international language of communication. Speaking skills promise a bright future for people who have mastered them well. They can get jobs in foreign countries thanks to their communication skills (Akhter, 2021). Given the importance of English in the current situation, introducing effective teaching and learning materials, best teaching techniques, activities, and other useful strategies is an urgent need to improve the speaking skills of learners of English as a foreign language (EFL).

However, even though speaking is a very important and promising skill, EFL students' speaking abilities are still influenced by various complex factors that can hinder their development. According to (Leong & Ahmadi, 2000) speaking performance is influenced by conditions such as time management, opportunity planning, and the environment provided during speaking activities. In addition, effective factors such as motivation, self-confidence, and anxiety can increase or decrease students' motivation to learn. Other important factors in determining the success of written communication include communication skills, subject knowledge, teacher feedback, and linguistic aspects (vocabulary, grammar, and pronunciation). Personality factors, such as shyness, anxiety, and risk-taking, will determine whether students are able to speak fluently. All these factors indicate that improving speaking skills not only impacts effective teaching strategies but also the learning environment and students' psychological conditions.

2.2 English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the context in which English is learned in countries where it is not used as the primary language of everyday communication (Richards & Schmidt, 2010). In EFL settings, learners have limited exposure to English outside the classroom, making formal instruction the primary source of language input and practice. Consequently, students depend largely on teachers, classroom interaction, and structured learning activities to develop their language proficiency, particularly speaking skills. Therefore, providing meaningful opportunities for learners to communicate actively in English is considered an essential aspect of effective EFL instruction. The primary goal of EFL instruction is not only to develop learners' linguistic knowledge but also to enable them to

communicate effectively in real-life situations. According to (Chou, 2021), the development of speaking skills among EFL learners requires communicative and student-centered learning activities that encourage learners to actively use English rather than merely study grammatical rules. Meaningful speaking practice allows learners to improve fluency, pronunciation, vocabulary use, communication strategies, and confidence simultaneously. Chou further emphasizes that integrating various speaking activities into classroom instruction provides learners with authentic opportunities to negotiate meaning, express ideas, and develop communicative competence.

Furthermore, (Mahbub et al., 2021) explain that EFL learners often experience difficulties in developing oral English communication because they receive limited language exposure outside the classroom. Their systematic review identifies three major factors affecting speaking performance. First, environmental factors include insufficient opportunities to communicate in English and limited authentic language input. Second, linguistic factors involve restricted vocabulary, grammatical weaknesses, pronunciation difficulties, and lack of fluency. Third, psychological factors such as anxiety, shyness, and low self-confidence frequently prevent learners from participating actively in speaking activities. Therefore, EFL instruction should provide communicative learning environments that encourage learners to practice English regularly through interactive speaking activities.

The importance of creating supportive speaking environments is also reinforced by (Abrar et al., 2020), who found that EFL learners continue to encounter various obstacles when speaking English. Besides linguistic problems

such as limited vocabulary, grammatical errors, pronunciation difficulties, and fluency problems, learners also experience psychological challenges, including anxiety, insecurity, and low motivation. In addition, environmental factors, such as inadequate learning support and limited opportunities for authentic communication, may further hinder speaking development. To overcome these challenges, learners tend to employ self-practice, peer collaboration, and technological resources to increase their speaking opportunities. These findings indicate that EFL learners require continuous exposure, supportive learning environments, and interactive speaking activities to develop their oral communication skills effectively.

In the context of this study, the Language Dormitory at Salafiyah Syafi'iyah Sukorejo serves as an EFL learning environment designed to provide students with additional opportunities to practice English beyond formal classroom instruction. The dormitory accommodates learners from different educational levels, including junior high school students (Level 1), senior high school students (Level 2), and university students majoring in English Education (Level 3). Junior and senior high school students are admitted through a placement test, whereas university students majoring in English Education are automatically assigned to the Language Dormitory as part of the institution's academic policy. Through structured speaking activities and daily English communication, the dormitory seeks to provide greater language exposure and facilitate the development of students' speaking skills within an EFL context.

2.3 Speaking Strategies

Teaching strategies are various plans designed by teachers or instructors to implement learning activities that involve the use of specific methods to achieve desired learning objectives (Fitrisia, 2021). In English language learning, learning strategies are needed both indoors and outdoors. Learning strategies can be made interesting and varied in order to attract students' attention and interest. The right learning strategy determines the success of the learning process because students can be actively involved in learning if the strategy is made interesting for them. Learning strategies play an important role in the effectiveness and success of achieving learning objectives. Learning strategies are also defined as various methods or approaches applied by teachers in the learning process. Teachers can use various available strategies to make learning effective. There are also several speaking learning strategies proposed by experts, including activities such as role play, drilling, games, picture describing, storytelling, and so on.

After discussing some examples of speaking strategies, the implementation of these strategies must also be understood. One of the most common forms of implementation used in speaking learning is through communicative activities. Compared to other learning methods, communicative activities are the best method of practicing language in the classroom to help students in communication and daily life (Rezalou, 2021). Communicative activities significantly not only improve speaking skills but also increase students' confidence and willingness to participate (Thi & Hue, 2024).

In the implementation of communicative activities, especially in *Kampung Inggris Pare*, there are several interesting strategies used in learning in the Speaking

class which are also applied in the language dormitory of the Salafiyah Syafi'iyah Islamic Boarding School. In the research findings, these strategies are Music Based Approach Fluency, Debate Class, and Dubbing Activity, which are packaged in a fun learning approach. Each of these strategies has different characteristics, but overall aims to create a communicative learning environment and encourage students to practice speaking intensively. Through these strategies, students are not only trained in the aspect of speaking fluently, but also in the development of confidence, pronunciation accuracy, and the ability to convey ideas spontaneously in various communication contexts as well as to create a fun and non-stressful learning atmosphere, so that students are encouraged to actively participate in speaking practice without fear or anxiety.

a) English Only Zone

One of the most effective ways to teach English, especially in speaking, is to provide continuous exposure to English to students. The English Only Zone aims to limit the use of the mother tongue by requiring students to respond in English by immersing them in an English-speaking environment so that they can indirectly master it. This is a combination of the techniques used by most teachers in English as a Second Language (ESL) classes, where English is the only language that is allowed to be used in the classroom or in a learning environment (Revathi, 2021). This has also been applied for a long time in the Kampung Inggris Pare which then became a reference to be applied in the language dormitory of the Salafiyah Syafi'iyah Islamic Boarding School by requiring students to use English every day without exception and get punishment if they do not apply it. (Revathi, 2021) in her research also stated that the English Only Zone is quite effective in improving

English language skills but is accompanied by challenges in the form of inconfidence and embarrassment.

b) Warming-Up Activity

Warming-up activities are introductory activities that are done at the beginning of the lesson to prepare students mentally and emotionally before engaging in the main learning activities. In English language teaching, warm-up activities serve to activate students' initial knowledge, reduce anxiety, increase motivation, and encourage active participation. By creating a relaxed atmosphere, warm-up activities help students become more confident and ready to use English in communicative situations.

In speaking classes, warming-up activities emphasize fluency, spontaneous communication, and students' willingness to express ideas rather than focusing on grammatical accuracy. Teachers can use various forms such as simple questions, word associations, or picture descriptions to encourage students to interact naturally while gradually building confidence before participating in more complex speaking tasks. As discovered by (Dili et al., 2016), effective warm-up activities increase student participation, motivation, and readiness, while reducing speaking anxiety and creating a non-stressful environment that encourages students to communicate more actively in English.

c) TED Talk

TED Talk is increasingly recognized as an authentic learning resource that supports the development of English speaking skills. As authentic material, TED

Talks expose learners to natural language use, meaningful communication, and real-life public speaking delivered by proficient speakers. According to (Azzahra et al., 2025), integrating TED Talks into speaking instruction provides students with opportunities to imitate authentic speech models while simultaneously developing their pronunciation, vocabulary, fluency, confidence, and public speaking performance. Similarly, (Wijaya & Tomaka, 2024) explains that regular engagement with TED Talks significantly improves learners' speaking fluency, pronunciation, vocabulary development, and overall speaking proficiency, while also increasing motivation, confidence, and critical thinking.

The effectiveness of TED Talks is further supported by (Liu, 2021), who found that integrating TED Talks into English learning creates a quasi-realistic sociocultural environment in which learners can observe linguistic aspects such as pronunciation, intonation, and vocabulary, as well as non-verbal communication including gestures and eye contact. Students who learned through TED Talks showed better speaking performance and lower speaking anxiety than those who learned through conventional instruction. Therefore, TED Talks can be considered an appropriate speaking strategy for promoting communicative competence, pronunciation development, confidence, and public speaking skills among EFL learners.

d) Dubbing Activity

Dubbing, which is Audiovisual Translation (AVT), is defined as the process of replacing the voice of the original actor's dialogue with a recording that reproduces the original message with a different voice, ensuring that the actor's voice and lip movements are synchronous (Jiménez, 2025). In addition to practicing

speaking fluency, this activity also trains rigor, collaborative learning and increases confidence, students can also try many times, assess their own performance, and then improve to get the best results. This is also applied in several course places in English Village, making dubbing as one of the tasks or even the final exam that requires students to work creatively, language dormitories see it as a form of interactive learning that can be taken to be then applied in speaking classes with the aim of increasing creativity, fluency in speaking, confidence and competitiveness towards personal performance.

2.4 Kampung Inggris Pare Learning Model

To understand the background of several speaking activities implemented in the Language Dormitory, it is important to describe Kampung Inggris Pare as one of the English learning environments where the tutors previously studied and gained teaching experiences. *Kampung Inggris Pare* as one of the most famous foreign language learning centers in Indonesia has become a model in the development of learning that is distinctive and different from formal educational institutions in general. This lies in immersive learning, intensive exercise, and communicative interaction. The phenomenon of *Kampung Inggris* has become a concern because it can present language and cultural teaching so that students can experience immersive learning and be directly involved in real communication (Pratiwi, 2024). How various speaking strategies are formed and applied systematically is none other than the historical background and development in the *Kampung Inggris Pare*, therefore it is important to understand it.

Kampung Inggris Pare is located in the small villages of Tulungrejo and Singgahan, Pare, Kediri, East Java. Mr. Kalend Osen founded Kampung Inggris Pare in 1977, at that time it was still known as "Basic English Course (BEC)." In 2018, Pare English Village offered over 100 English courses that parents or students could choose from. These courses include Global English, Dimple, Mahesa, Krishna, BEC, Interpiece, EECC, HECI, Elfast, Marvelous, Peace, and Mr. Bob (Malik et al., 2020). Theoretically, the materials, activities, and strategies used by English teachers there are endless, so teachers can be as creative as possible to adapt to the needs of students according to the learning objectives and vision of each course at different levels. With various courses available in Pare, there are several institutions that can be a reference for students of the Salafiyah Syafi'iyah Islamic Boarding School language program, namely Elfast, Peace, Brilliance, Mr. Bob, Daffodils, and Access. Several tutors in the Language Dormitory previously studied at these institutions. Their experiences later inspired some communicative speaking activities implemented in the dormitory.

Based on the tutors' previous learning experiences, several communicative speaking activities were later implemented in the Language Dormitory. In this study, there are four main strategies identified as the key to improving students' speaking skills, which are as follows.

2.4 Implementation in a Formal Setting

Speaking strategies implemented by teachers are often adjusted to suit different educational contexts. In the Language Dormitory, the tutors designed speaking activities based on students' needs and the characteristics of the boarding

school environment. This adjustment process involves adjusting teaching methods, learning schedules, and classroom management to conform to institutional regulations and learning objectives. This section will further explore how the adaptation process works, the differences between learning contexts, and some of the factors that affect the successful implementation of the speaking strategy.

2.4.1 Adaptation of Speaking Activities in the Language Dormitory

The tutors implemented English Only Zone, Warming-Up Activity, TED Talk, and Dubbing Activity which emphasizes the practice of direct communication by using flexible learning, so that teachers have the freedom to process unique and creative learning methods. These strategies are adjusted to the needs of students for intensive speaking practice in an immersion environment, wrapped in various ways through fun learning, group and even independent learning, so that it becomes an effective means of developing student competence.

The tutors adjusted these activities according to the characteristics of students, learning schedules, and the Islamic boarding school environment. In the process of implementation, an adaptation process is needed that involves several important aspects such as adjusting time, adjusting the curriculum to stay in harmony with learning outcomes, and teaching methods that are adjusted to the pesantren environment.

2.4.2 Differences Between *Kampung Inggris Pare* and Islamic Boarding

School Context

The learning environment in Islamic boarding schools and in *Kampung Inggris Pare* certainly has significant differences. Pare has a background in English-

specific courses so that students who attend can determine their willingness to learn English with a variety of learning program offers according to their interests and abilities. Students there also have a positive environment to help the development of English learning. In addition, students come from various regions with different ages regardless of whether they are old or young, both male and female, they have the same learning goals. Meanwhile, in Islamic boarding schools, students cannot choose programs like in Pare. Learning has been structured and adjusted for students, an environment that does not only focus on learning to discuss English but general learning, Arabic language and even religion are prioritized so that English learning practices can only be done at certain times.

2.4.3 Factors Influencing Successful Implementation

In addition to learning strategies, there are also several factors that affect the success of its implementation. (Monib, 2025) in its journal findings stated that aspects of teachers and adequate teaching and curriculum, environmental factors that support the use of English, as well as good linguistic, affective, and psychological factors significantly affect students' speaking skills. With a combination of these factors, the learning strategy of speaking can be applied more effectively and provide optimal results.

2.5 Challenges in Adopting Speaking Strategies

The application of speaking strategies in language learning does not always run effectively. There are several internal and external factors that can hinder the effectiveness of learning strategies, especially if these strategies are applied in different environments such as the one discussed this time, namely the application

of learning strategies from *Kampung Inggris Pare* to the environment of the Salafiyah Syafi'iyah Islamic Boarding School where different backgrounds, habits and even cultures can be challenges in the implementation of the strategy.

2.5.1 Theoretical Barriers in Speaking Learning

Speaking skills in learning English are often considered quite challenging skills because they combine linguistic and psychological aspects at the same time. In practice, there are several obstacles experienced by students to actively participate in speaking activities. According to Penny UR (1996) supported by research conducted by (Ventik, 2017) there are several main problems that often arise in speaking activities.

One of the main ones is inhibition, which is a condition where students are afraid of making mistakes, embarrassed, or lack confidence. In addition, there is also the problem of nothing to say where students do not have ideas or ideas to convey. Another obstacle that often arises is low or uneven participation where there are only a handful of students who are active and others tend to be passive. Lastly, there is excessive mother-tongue use because students prefer to use language that is more comfortable than the target language of learning. Therefore, speaking does not only depend on language skills but there are psychological, social and habituary factors.

2.5.2 Challenges in Formal Learning Environment

There are several differences in the application of speaking learning strategies. In a formal environment such as Islamic boarding schools, learning times are generally determined, neatly arranged between English learning and other

learning so that it does not allow intensive speaking practice, but it is tried by the dormitory by holding a special English Only Zone in the dormitory. The frequency of classes is also quite different, if in the English class students have quite a lot of opportunities to show and practice their skills because of the class quota that has been determined, while in the language dormitory the quota is quite large so that it does not allow every student to get the same practice opportunity in the classroom. Cultural differences are also quite influential because in Islamic boarding schools English learning is classified as a minority compared to Arabic and religious lessons, in contrast to the better environment which is indeed an English environment so that the environment can form confidence and enthusiasm for learning is different from in the language dormitory of Islamic boarding schools where it is a challenge for teachers/tutors who teach to increase the confidence and enthusiasm for learning of their students.

2.5.3 Cultural Barriers

The environment is also a factor in the successful implementation of the strategy. Different environments obviously have different chances of success. In Islamic boarding schools, English learning is a minority compared to learning Arabic or religion, for example, discussion forums such as English debates are not more active when compared to *bahtsul masail*, because students are still afraid of making mistakes. The culture of "fear of being wrong" is a challenge for teachers. Students also absorb more religious lessons than general learning or English, limited internet and less interest in reading are obstacles, so they do not have enough references to debate in English because the themes discussed are usually social themes or issues that have just occurred.

2.5.4 Motivational Barriers

In practice, motivational speaking activities are crucial, therefore students need to be motivated in learning speaking so that the practice can be done well. In this context, motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation (Yasin et al., 2025). Where intrinsic motivation comes from within students, such as students' desire and interest to master English. While extrinsic motivation usually includes academic demands, encouragement from teachers or the learning environment. Therefore, it is important for teachers to create learning that not only focuses on training speaking skills but also is able to increase students' motivation so that in practice they can be active and confident.

2.6 Impact of Speaking Strategies on Students

The application of speaking strategies has a significant impact on the development of students' language skills, especially in terms of fluency, accuracy, and confidence. Communicative speaking activities encourage students to actively use English, thus helping to improve their fluency through continuous practice. In addition, exposure to examples of correct language use helps students improve their pronunciation and grammar. These strategies can also boost students' confidence, as they become more accustomed to expressing ideas in English without fear of making mistakes.

In addition, the use of speaking strategies can also change students' language habits. Students who are often involved in communicative activities become more accustomed to using English, both in and out of the classroom. This shows that learning not only improves language skills, but also shapes communication habits.

As a result, students become more active in speaking, more willing to express their opinions, and better prepared to use English in a variety of situations.

2.7 Previous Related Study

Previous research has examined the use of speaking learning strategies, especially in English Pare. First, a study by (Azizah et al., 2021) investigated the perception of students after they took a course to facilitate speaking in the *Kampung Inggris Pare*. The results of the study showed that students' speaking skills have improved, especially in terms of confidence and fluency in speaking which are influenced by a supportive learning environment, friendly tutors, and the application of various learning strategies that increase students' motivation to learn. This study uses a qualitative descriptive approach with interview techniques with ten participants.

Second, the research conducted by (Farizi & Herwiana, 2022) aims to identify the speaking teaching techniques used by tutors at Peace English Course, *Kampung Inggris Pare*, as well as the reasons for using these techniques in overcoming students' learning difficulties. The results of the study show that various techniques are used in learning, such as conversation, presentation, discussion and debate. In addition, tutors also motivate students to keep practicing to overcome speech difficulties.

Third, the research conducted by (Holandyah et al., 2022) aims to explore the challenges faced by students in English speaking skills in a life skills program at the Al-Fahd Islamic boarding school, South Sumatra. The results of the study show that students face various challenges, such as language limitations, a tendency

to use mother tongue, psychological problems such as fear and lack of confidence, and difficulties in finding interesting topics of conversation. These findings suggest that even though students have taken a learning program, they still experience barriers in developing speech skills.

Although previous studies have examined speaking instruction in Kampung Inggris Pare and speaking challenges in Islamic boarding schools, they have not comprehensively explored how tutors implement speaking strategies in a language dormitory, the challenges encountered in maintaining an English-speaking environment, and the perceived contributions of these strategies to students' speaking skills. Therefore, this study addresses this gap by investigating the implementation of teachers' speaking strategies in the Language Dormitory of Salafiyah Syafi'iyah Sukorejo, along with the challenges encountered and their perceived contributions to students' speaking development.

CHAPTER III

STUDY METHOD

This chapter describes the research methodology used in this study. This chapter covers the research design, research subjects, research instruments, data collection techniques, data validation, and data analysis in this study. These aspects are important to provide a clear understanding of how this study was conducted in investigating the application of the English-only speaking strategy adopted from *Kampung Inggris Pare* to the language dormitory environment at the Salafiyah Syafi'iyah Islamic Boarding School. In addition, this chapter also explains the challenges faced during the implementation process and the impact of the speaking strategy on students' speaking skills.

3.1 Research Design

This study uses a qualitative case study design to examine the implemented of speaking strategies in a specific educational context. Qualitative case study methodologies provide researchers with tools to examine complex phenomena in real-life contexts, thus allowing for an in-depth understanding of the situation being studied. According to Naila Iqbal Khan (2019), this approach is valuable because it generates culturally specific and context-rich data, which is critical for addressing educational practices in real-world settings.

The use of a case study design is appropriate for this study because it focuses on a limited system, namely the language dormitory environment in Salafiyah Syafi'iyah Sukorejo, where the teachers implement several speaking strategies in

the Language Dormitory. This design allows researchers to investigate not only the strategies applied, but also the challenges faced and the perceived impact in those specific contexts. In addition, qualitative case study research allows the use of a variety of data sources, such as interviews and observations, which support data triangulation and increase the credibility of findings.

By applying a qualitative case study approach, this study aims to provide a comprehensive and context-rooted understanding of how speaking strategies is implemented in various learning environments.

3.2 Research Subjects

The subjects of this study are tutors and students involved in the speaking program in the Language Dormitory Salafiyah Syafi'iyah Sukorejo Islamic Boarding School environment. The language dormitory itself is part of a language development program designed to improve students' English skills, one of which is speaking skills. The tutors were chosen because they had previous learning experience in *Kampung Inggris Pare* which inspired several speaking activities implemented in the Language Dormitory. Meanwhile, the students were selected because they actively participated in the conversation program and experienced firsthand the application of these strategies.

The subjects of this study were selected using purposive sampling techniques, namely sampling techniques based on specific criteria relevant to the focus of the research. The criteria of the research subject as.

1. Tutors who have experience studying in *Kampung Inggris Pare*

2. Tutors who actively carry out speaking activities and strategies in the Salafiyah Syafi'iyah Language Dormitory
3. Students who actively participate in English-speaking activities at the Salafiyah Syafi'iyah Language Dormitory
4. Students who have experience participating in activities such as debate, dubbing or other speaking practices that are carried out in the dormitory.

These subjects were chosen because they were considered to be able to provide detailed and relevant information about the implementation of the Speaking Strategy, the challenges faced during the implementation process, and the impact of the strategy on students' speaking skills.

3.3 Research Instruments

In qualitative research, the researcher served as the primary instrument because the researcher directly observed the research setting, interacted with participants, interpreted the collected data, and drew conclusions throughout the research process. To support the data collection process, several research instruments were employed, namely an observation guide, an interview guide, and documentation records.

The first instrument was an observation guide (observation checklist). This instrument was designed to help the researcher systematically observe the implementation of speaking activities in the Language Dormitory. The observation guide contained several aspects to be observed, including the implementation of English Only Zone, Warming-Up Activity, TED Talk, and Dubbing Activity, students' participation during learning activities, tutors' teaching practices,

interactions between tutors and students, students' responses, and the overall English-speaking environment. Field notes were also used to record important events that were not included in the checklist.

The second instrument was a semi-structured interview guide. The interview guide consisted of open-ended questions prepared according to the research objectives. Different interview guides were developed for tutors and students. Questions for tutors focused on the implementation of speaking strategies, the reasons for selecting particular activities, and the challenges encountered during implementation. Meanwhile, questions for students explored their learning experiences, perceptions of the implemented strategies, challenges in speaking English, and the perceived contributions of the strategies to their speaking skills. Although an interview guide was prepared beforehand, additional follow-up questions were asked whenever further clarification was needed.

The third instrument was documentation records. Documentation was used to support and verify the data obtained through observation and interviews. The collected documents included learning schedules, teaching materials, students' assignments, photographs of learning activities, attendance lists, and other relevant documents related to the implementation of speaking strategies in the Language Dormitory. The use of these instruments enabled the researcher to collect comprehensive and credible data, which were then triangulated to strengthen the trustworthiness of the research findings.

3.4 Data Collection Techniques of the Study

The data for this study were collected through three techniques: observation, semi-structured interviews, and documentation. The data collection process was conducted in several stages.

First, the researcher conducted direct observations in the Language Dormitory after obtaining permission from the dormitory administrators and speaking tutors. During the observations, the researcher used an observation guide to record the implementation of the speaking strategies, including English Only Zone, Warming-Up Activity, TED Talk, and Dubbing Activity. The researcher also observed students' participation, tutor-student interactions, classroom atmosphere, and the use of English during daily activities. Important findings that were not included in the observation checklist were recorded as field notes.

Second, semi-structured interviews were conducted with two speaking tutors and three students who were selected through purposive sampling. Before the interviews, the researcher prepared interview guides containing open-ended questions based on the research objectives. During the interviews, participants were encouraged to explain their experiences freely, while additional follow-up questions were asked whenever clarification or deeper information was needed. All interviews were audio-recorded with the participants' consent and subsequently transcribed for data analysis.

Finally, documentation was collected to support and verify the findings obtained from observations and interviews. The collected documents included

speaking program schedules, learning materials, photographs of learning activities, attendance records, and other relevant documents related to the implementation of speaking strategies in the Language Dormitory. The data obtained from these three techniques were then compared and triangulated to ensure the credibility and trustworthiness of the research findings.

3.5 Data Validation

To ensure the validity and credibility of the research findings, this study uses triangulation techniques. Triangulation is used to compare and verify data obtained from various sources and data collection techniques to produce accurate and reliable findings. According to Sugiyono (2023), triangulation is used to strengthen the validity of qualitative research by examining data through various sources and methods. In this study, there is a triangulation of sources and triangulation of techniques to validate data related to the application of speaking strategies transferred from English villages to language dormitory environments.

Source triangulation is done by comparing information obtained from tutors and students involved in the speaking program. Tutors provide information about the implementation of the speaking strategy, learning activities, and challenges during the program, while students provide information related to their experience, participation, and impact on their speaking skills. In addition, triangulation techniques are carried out by comparing data collected through observation, interviews, and documentation. Observations were used to observe speaking activities and direct interactions, interviews were conducted to explore participants' experiences and opinions in depth, and documentation was used to support data in

the form of photos, activity schedules, learning materials, and other related documents. By combining various sources and techniques, researchers can verify the consistency of the data and strengthen the credibility of the research findings.

3.6 Data Analysis of the Study

The data in this study were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing. The first stage was data condensation. After completing the observations and interviews, the interview recordings were transcribed, while the observation notes and documentation were compiled. The researcher then read all the data repeatedly, selected information relevant to the research questions, and coded the data into three categories: the implementation of speaking strategies, the challenges encountered, and the perceived contributions of the strategies.

The second stage was data display. The condensed data were organized according to each research question and presented in descriptive narratives supported by interview excerpts, observation findings, and documentation. This process enabled the researcher to identify patterns and relationships among the collected data. The final stage was conclusion drawing and verification. The researcher interpreted the findings by comparing information obtained from tutors, students, observations, and documentation through source and technique triangulation. The conclusions were drawn after the consistency of the data had been verified to ensure that they accurately reflected the implementation of the speaking strategies in the Language Dormitory.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion of the data collected during the research. The findings focused on the implementation of speaking strategies in the Salafiyah Syafi'iyah Sukorejo Language Dormitory, including the strategies used by the tutors, the challenges faced, and the perceived contribution of these strategies to students' speaking skills. Data is collected through interviews, observations, and documentation. In addition, the discussion section provides an in-depth analysis and interpretation of the findings by linking them to relevant theories as well as previous research on English speaking and learning strategies.

4.1 Description of Research Setting

Salafiyah Syafi'iyah Sukorejo Islamic Boarding School is one of the largest Islamic boarding schools in Situbondo Regency, East Java which was founded by KHR. Syamsul Arifin in 1908 and located in Sumberejo Village, Banyuputih District. This boarding schools integrates the salaf education system that focuses on the recitation of the yellow book (*kutub turots*) with modern formal education so that it is able to present a comprehensive learning system. The curriculum covers various levels of education, ranging from salafi education in the form of learning classical books, *madrasah diniyah*, and Qur'an education, to education that includes RA, MI, MTs, MA, Elementary, Junior High School, Senior High School, and Vocational School. In addition, this Islamic boarding school also houses higher

education through Ibrahimy University which has various faculties and *Ma'had Aly* as a center for the regeneration and deepening of *fiqh* and *ushul fiqh*. Not only focusing on academic and religious education, Salafiyah Syafi'iyah Sukorejo Islamic Boarding School also organizes various additional educational programs, such as skills training, language skills development, journalism, and computer courses, as an effort to equip students with competencies that are relevant to the needs of modern society.

To support the implementation of these excellent programs, the salafiyah syafi'iyah Sukorejo Islamic boarding school provides several special dormitories designed as an intensive learning environment in accordance with the goals of each program. Each dormitory has a different focus on coaching, such as deepening Islamic knowledge, *tahfidz Al-Qur'an*, and language skills development. One of them is the language dormitory which is specifically a forum for students to improve their English language skills through various learning activities, communication practices, and language programs that are carried out in a structured manner in daily life. The existence of this dormitory is a form of Islamic boarding school's commitment to creating an environment that supports the mastery of foreign languages through habituation and continuous interaction.

The English dormitory was established in 2015 under the name Excellent Community, the founder is Alfina Wildatul Fitriyah, M.Pd. who at that time acted as the head of the English dormitory room. The hostel aims to encourage students to actively use English in their daily lives while improving their speaking skills through a variety of language learning activities. Currently, the English residence

hall consists of 24 members, including two tutors and one chamber chairperson. To support the language development of students, this dormitory carries out various language programs and activities. Among them are speaking and grammar classes, English Only Zone programs, listening activities, movie watching sessions and dubbing performances. The speaking class itself is divided into several levels according to the student's proficiency, namely level 1, level 2, and level 3. Each level is designed to support the gradual development of students' speaking skills according to their language proficiency level and learning needs. Through these programs, students are encouraged to practice English both in and out of the classroom, creating an English-speaking environment in the dormitories.

The English Dormitory organizes various language learning activities to support the development of students' English skills. Through these activities, students are encouraged to use English in both formal and informal situations. Based on the information obtained from the participants, some of the speaking practices applied in the dormitory were influenced by the learning experiences of the tutors in *Kampung Inggris Pare*. Therefore, this study focuses on exploring how these speaking strategies are applied in the context of English dormitories. Because this study focuses on the application of speaking strategies, the findings are limited to strategies that were actively implemented during the study period and supported by data obtained from interviews, observations, and documentation.

4.2. Participants of the Study

The participants of this study consisted of two speaking tutors and three students from the Salafiyah Syafi'iyah Sukorejo English Dormitory. They were

selected through purposive sampling because they were directly involved in the implementation of the English speaking program in the dormitory. The two tutors were selected based on their role in teaching speech as well as their previous educational and teaching experience in *Kampung Inggris Pare*, which allowed them to adapt and apply a variety of speaking strategies in a dormitory context. Meanwhile, the three students were selected from different levels and durations of participation in the language residence to provide diverse perspectives on the implementation of speaking strategies, the challenges of maintaining an English-speaking environment, and the perceived impact of these strategies on their speaking skills. The speaking program is organized into three levels, namely Level 1, Level 2, and Level 3, with different learning objectives and activities at each level. By involving both tutors and students, researchers can obtain comprehensive data from both the perspective of teachers and students regarding the implementation of speaking strategies in language dormitories.

The first tutor participant was Tutor 1, a Beginner Level Speaking Tutor (Level 1) in an English Dormitory. Before becoming a tutor, he participated in an intensive English program at the Language Center (LC), one of the English course institutions in *Kampung Inggris Pare*, Kediri. Through this experience, she engaged in a variety of speaking-focused learning activities, including vocabulary programs, games, and communicative exercises. After completing the program, she was actively involved in teaching speech in the language dormitory and adapting some strategies from Pare to fit the context of the dormitory. Then the second tutor participant is Tutor 2 who is responsible for teaching middle and advanced level speaking classes (level 2 and level 3) at the language dormitory, she has experience

teaching in several English course institutions in *Kampung Inggris Pare*, including 22nd, Brilliant English Course, Poker English Course and etc. Armed with her experience in Pare, she applies various speaking strategies in the dormitory, such as TED Talk-based discussions, paired and group discussions, mini-debates, speaking exercises, and feedback sessions. The involvement of these two tutors allows researchers to obtain comprehensive information about the application and adaptation of speaking strategies at various levels of speaking ability.

The student participants consisted of three students representing three levels of speaking ability in the language hall. The students were chosen because they have first-hand experience in participating in speaking programs and are in a daily English-speaking environment according to their respective levels. Their participation provided various perspectives on the implementation of speaking strategies, the challenges faced in maintaining English communication, and the impact felt of speaking programs on their language development.

In addition, the English language dormitory supports the professional development of prospective tutors by facilitating selected members to take short term study programs at English course institutions in *Kampung Inggris Pare*. Upon completion of their studies, these members are encouraged to contribute to the residence by acting as tutors and supporting the implementation of language learning programs. As shown by the tutor participants in this study, the experience gained from *Kampung Inggris Pare* has inspired the implementation of various speaking strategies in the dormitory, including communicative speaking practices, discussion-based activities, dubbing activities, and other learning. This system

contributes to the sustainability of the language program and strengthens of speaking strategies influenced by tutors' learning experiences at *Kampung Inggris Pare*.

4.3 Findings

4.3.1 Language Learning Speaking Strategies at Language Dormitory

This section presents findings related to the implementation of speaking strategies in the English Dormitory of the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School. These findings were obtained from interview, observation, and documentation data collected during the research process. Although some speaking strategies have been identified in preliminary studies and literature reviews, not all of them were found to be actively implemented during the study period. Therefore, this section only focuses on speaking strategies that are consistently supported by research data. There are four main strategies identified, namely English Only Zone, Warming Up, TED Talks Activity, and Dubbing Activity. These strategies are described in detail in the following subsection.

4.3.1.1 English Only Zone

English Only Zone is a mandatory program implemented in English dormitories to foster a learning environment that encourages the active use of English every day, one of the tutors also explained "Strategy transfer is carried out through the application of English area, vocabulary program, game-based learning, and speaking activities that emphasize the practice of language use" (T1, Interview, 2026) this is in line with the description of one of the students, namely "English is used regularly in daily communication as part of the implementation of an English-speaking environment in the language dormitory." (S3, Interview, 2026). Through

this program, all dormitory residents are required to use English as the language of daily communication, both in informal and informal activities inside and outside the language dormitory. The implementation of this program aims to create an atmosphere that encourages residents to get used to using English in a variety of situations so that their speaking skills develop naturally through continuous practice. In addition, the English Only Zone also helps enrich vocabulary, increase confidence in communication, and accustom residents to think and respond in English. Thus, this program serves as one of the main strategies in forming an effective language environment to support the improvement of speaking proficiency among English residence residents.

The "English Only Zone" policy is not only implemented during the learning process in the classroom, but is also fully integrated into the daily lives of the dormitory residents, in their interviews the two students, namely Student 2 and Student 1, expressed similar opinions "English is used intensively in daily communication in the dormitory language environment." (S1, Interview, 2026) as well as the results of Student 2's interview "English is used regularly in daily communication as part of language habituation in the language dormitory." (S2, Interview, 2026). This rule applies outside of class hours, both when residents interact inside and outside the dormitory.

All residents are required to use English in all forms of communication with fellow residents of the English Dormitory, regardless of time or place. Through this consistent application, residents have the opportunity to continue practicing speaking through real-life interactions, so that the use of English not only becomes part of the formal learning process, but also becomes a habit in their daily lives.

This approach is expected to create an immersive language environment, so that the speakers' speaking skills, fluency, and confidence can develop more effectively.

In an effort to maintain consistency in the implementation of the English Special Zone, the English Language Dormitory has implemented a sanction system for members who violate the rules related to the use of English. Based on interview data, students who violate the rules of the English Special Zone will be sanctioned according to the number of non-English words they use. Therefore, the system is based on the number of words in a language other than English spoken by members during communication. Violations that range from 1–5 words result in a penalty for memorizing predetermined material, such as English vocabulary, expressions, or dialogue.

Thus, if the offense reaches 5–10 words, the member is required to appear before the dormitory member by delivering a speech, telling a story, or giving another presentation in English as a form of practice and guidance. Meanwhile, violations of 10-15 words will be sanctioned in the form of singing in public in English. The application of these tiered sanctions is not intended as a repressive punishment, but rather as an educational tool to raise awareness, foster discipline, and motivate members to consistently familiarize themselves with the English language in all daily interactions.

Based on an interview with one of the students, the implementation of the English-Only Zone is also supported by a "supervision system," which serves as one of the monitoring mechanisms in the English Language Residence. Through this system, each member is responsible for monitoring the compliance of his or her friends with the rules of English use only. If a member observes a violation—such

as the use of language other than English in daily communication—they can report it to the manager for action in accordance with applicable regulations. According to a source, the existence of this "surveillance system" makes all residents more careful in communicating because anyone has the potential to act as a supervisor for other residents. Thus, monitoring the implementation of the "English Only Zone" does not only depend on the dormitory manager, but also involves the active participation of all dormitory residents, thus ensuring that this program is implemented more consistently and objectively creating an English-speaking environment is achieved more effectively.

Based on the results of the interviews, the implementation of the English Only Zone made a significant contribution to the formation of speaking habits of language dormitory members. Student 1 revealed that the practice of speaking directly is considered the most powerful strategy in developing his speaking skills (S1, Interview, 2026), and the application of this strategy in the language dormitory also contributes to improving vocabulary mastery and overall speaking ability (S1, Interview, 2026).

In line with this, Student 2 also stated that the practice of speaking directly is the most helpful strategy in developing her speaking skills (S2), adding that the learning experience in the language dormitory contributes to the improvement of her vocabulary and speaking skills (S2). Meanwhile, Student 1 highlighted the broader impact of his experience living in a language dormitory, where the environment contributed to improved pronunciation, vocabulary mastery, as well as his ability to express opinions using English (S3,

Interview, 2026). Based on these three findings, it can be concluded that the practice of speaking directly carried out consistently in the language dormitory is the main factor that shapes students' speaking habits, as well as encouraging the development of several components of speaking skills simultaneously, such as vocabulary, pronunciation, and the ability to express ideas in English.

In addition to shaping the students' speaking habits, the immersion environment created in the language residence also plays an important role in building their confidence. This is reflected in the students' own testimonies of how their confidence has developed over time. Student 1 stated that:

Yes. Now I am more confident in speaking English than when I first joined this dormitory (S1, Interview, 2026)

In line with that, Student 2 and Student 3 also stated the same thing (S2), (S3). Thus the statements of the three students show a consistent pattern, where continued involvement in the language residence immersion environment contributes to a gradual increase in self-confidence, thus allowing students to speak English more openly and firmly compared to the conditions they were when they first joined the program.

4.3.1.2 Warming-Up Activity

The warming-up activity is carried out as an opening activity before the main speaking lesson begins. Tutor 2 explained that the speaking strategies she applied included TED Talk-based discussions, summarizing and retelling activities, paired discussions, group discussions, mini-debates, oral presentations, feedback

sessions, and warm-up activities as a lesson support stage (T2, Interview, 2026). He further explained that this stage is consistently implemented at the beginning of each meeting, followed by material delivery, intensive speaking exercises, and feedback (T2, Interview, 2026). Tutor 2 stated:

"The class begins with a warm-up for about fifteen minutes, followed by the delivery of material, speaking exercises, feedback, and discussion."

This confirms that the warm-up is not an incidental activity, but rather a deliberate opening stage, adapted from his experience teaching in Pare English Village and applied consistently in the language dormitory.

In practice, warming-up activities are usually short speaking assignments in which students are given one random word and asked to compose a simple sentence or short story using that word within one to two minutes. Tutor 2 explains this technique as follows:

"I usually give a random word, and the students have to make up a simple sentence or even a short story out of that word for example, the word 'last year.'" (T2, Interview, 2026).

Variations of this activity also involve the use of dice, where students take turns rolling the dice and composing sentences based on the words they have acquired, ensuring that each student has an equal opportunity to speak within the allotted time. Tutor 2 explains:

"Sometimes I also use dice. Students play for about ten to fifteen minutes, taking turns rolling dice and making sentences out of the words they come up with, but the result is still talking." (T2, Interview, 2026).

These activities, although designed in a fun and game-like format, are intentionally linked to speaking exercises, allowing students to start using English

actively from the beginning of the lesson while simultaneously strengthening their vocabulary.

The use of warming-up activities is driven by a clear pedagogical goal, which is to reduce students' tension and build their courage to speak up before entering the main lesson. Tutor 2 stated:

"The purpose of this warm-up is so that students do not feel tense in class. I want them to feel happy first because they're playing, but the game is still related to English, and still focuses on speaking. It can also trigger their vocabulary." (T2, Interview, 2026).

He further emphasizes the relationship between students' emotional comfort and their learning effectiveness, explaining:

"The purpose of this warm-up is for them to be more relaxed and less tense, because this is a speaking class. Once they feel happy, the learning process becomes more effective. They become more focused and enjoy the class more, and ultimately, their speaking skills become more optimal." (T2, Interview, 2026).

This strategy is closely related to the broader challenges Tutor 2 faces in teaching speech in language halls, in particular student fatigue and limited exposure to English in daily life (T2, Interview, 2026). He explains that this fatigue is largely due to the daily schedule of dorm activities, which leaves students with little energy left when speaking classes begin in the evening:

This strategy is strongly linked to the broader challenges Tutor 2 faces in teaching speaking skills in language halls, especially student fatigue and limited exposure to English in daily life (T2, Interview, 2026). He explains that this fatigue is largely due to the daily schedule of dorm activities, which leaves students with little energy left when speaking classes begin in the evening:

"I often find that students are already sleepy in class, with energy exhausted, because they have been actively participating in dormitory activities from three in the morning until night." (T2, Interview, 2026).

Given this condition, Tutor 2 explained that she does not impose strict demands on student participation, realizing that speaking classes are extracurricular activities that are added on top of an already busy schedule. Instead, she relies on structured but engaging openings, such as warm-ups, to gradually draw students' attention and energy into the lesson, while noting that the activities are effective because "there are clear steps they follow during class." (T2, Interview, 2026).

Based on available interview data, warm-up activities contribute to building students' initial courage and willingness to speak spontaneously, help relieve their tension before undertaking more challenging speaking tasks, as well as create a more relaxed classroom atmosphere that supports their concentration and participation throughout the lesson. Although the contribution of this strategy to a student's overall speaking competence cannot be claimed to be as large as strategies such as "English Only Zone" or "TED Talk", it plays a meaningful supporting role in preparing students, both emotionally and cognitively, for the main speaking activities that will take place next.

4.3.1.3 TED Talk Activity

Among the speaking strategies identified in the study, the TED Talk activity stood out as one of the most comprehensively documented, supported by data from tutors, a student, and the course syllabus. Tutor 2 explained that the speaking strategies she implemented include TED Talk-based discussions, summarizing activities, and retelling tasks as part of a structured sequence in teaching speech

(T2, Interview, 2026). He further explained that this sequence consists of warming-up, presentation of language inputs, TED Talk-based discussions, summarizing, retelling, speaking exercises, and feedback (T2, Interview, 2026), which places TED Talk not as a separate exercise, but as a core component embedded in the broader structure of speaking lessons.

In choosing the video to use for this activity, Tutor 2 applied a deliberate set of criteria, especially related to the duration and relevance of the topic, to maintain students' attention throughout the session. She explains:

"I never choose a TED Talk that is longer than ten minutes, because they will get bored. I know students get bored quickly by the fifth minute they're already sleepy, so I'm always looking for one that's under ten minutes long." (T2, Interview, 2026)

She added that the topic selection follows a similar principle, which is to prioritize themes relevant to the students' interests, such as self-development or public speaking, rather than randomly selecting videos (T2, Interview, 2026). Once the appropriate video has been selected, students are required to watch it carefully while noting the main points, before restating the content of the video in their own words. Tutor 2 describes this process as follows:

"They listened, then recorded the points. After that, they put it back on." (T2, Interview, 2026)

Depending on the length of the video, this retelling stage can be completed in the same meeting or continued to the next session for longer recordings. This sequence of watching, taking notes, and retelling activities requires students not only to understand spoken English in real time, but also to remember and repeat key information accurately, so memorization becomes an implicit yet essential

element in this activity, which is closely related to listening comprehension and speaking performance.

Interestingly, the origin of this strategy is somewhat different from the general adaptation pattern of the Pare English Village found in other strategies. Tutor 2 explained that the TED Talk activity was not part of her face-to-face teaching practice in Pare, but emerged from her experience teaching English online for several institutions based in Pare during the COVID-19 pandemic. She explains:

"I have never used that method in Pare before. However, since the COVID-19 pandemic, I started teaching online, and several institutions in Pare contacted me to teach online. The idea actually came up when I was teaching at the online institution. At the time, I was running out of ideas Zoom classroom interactions are different from face-to-face interactions so I came up with the idea of using video, giving them a summary assignment, and then discussing it in class." (T2, Interview, 2026)

She further noted that after observing students' enthusiasm for this method during his online teaching, he then introduced it to language halls, specifically applying it in advanced level speaking classes, as shown by his statement that he applied it "in grade 3, like the Student 3 class" (T2, Interview, 2026). This explanation provides a direct connection point between the practice described by the tutor and the student-level data that will be discussed later in this section.

In addition to its origins, the implementation of TED Talk activities also involves deliberate adjustments to suit the student's proficiency level and the context of the boarding school, especially in terms of the difficulty of the material, the duration of the video, and the topic of discussion (T2, Interview, 2026). Tutor 2 explained that this strategy cannot be applied uniformly at all levels due to the relative complexity of the topics covered in the TED Talk video:

"Not all levels can apply this, because TED Talk topics are sometimes quite complex, so they have to be adapted to their skill level." (T2, Interview, 2026)

This statement confirms that TED Talk is not implemented in language halls in its original form, but rather carefully tailored to suit students' linguistic readiness, with its use primarily for advanced speaking classes.

Document analysis further strengthens the consistent application of this strategy. The course outline shows that Weekly Discussion sessions based on TEDx Talk videos are scheduled regularly in the Speaking 2 curriculum at B1 and B2 levels (T2). This documentation, combined with the tutor's description of the expansion of the activity to further Speaking 3 classes, shows that TED Talk serves as a systematically planned component of the speaking curriculum, rather than just an incidental or optional activity, thus providing strong credibility for the consistency of its implementation.

From the student's point of view, Student 3 affirmed the significant impact of this activity on the development of speaking ability, identifying the TED Talk as the strategy that helped her the most because it provided a direct and authentic model of the use of English of a real speaker (S3, Interview, 2026). He explained the specific aspects of speech that helped his development, stating:

"TED Talks are really helpful because we learn pronunciation, body language, public speaking, and how to convey ideas well." (S3, Interview, 2026)

This perception is very much in line with the tutor's explanation that the TED Talk video serves as an authentic input that students use to learn through observation and imitation, including intonation, vocabulary, and effective ideas delivery patterns (T2, Interview, 2026), as well as his broader opinion that the

strategy contributes to students' mastery of vocabulary, pronunciation, and models of conveying ideas (T2, Interview, 2026). Student 3 further affirmed that his overall learning experience in the language dormitory contributed to a marked improvement in his pronunciation, vocabulary mastery, and ability to express his opinions in English (S3, Interview, 2026).

Overall, data from tutors, students, and course documentation show that TED Talk activities serve as multidimensional speaking strategies, rather than just listening exercises. This activity simultaneously trains listening comprehension through exposure to authentic input from native speakers, strengthens the memorization process through recording and retelling, and strengthens active speaking performance through the final presentation stage, while contributing to pronunciation accuracy, vocabulary expansion, and students' confidence in expressing ideas in English. Given the breadth and consistency of supporting evidence from all three data sources, the TED Talk activity can be considered one of the most proven and highly impactful speaking strategies identified in this study.

4.3.1.4 Dubbing Activity

Another speaking strategy identified in this study is dubbing activities. Tutor 1 stated that the speaking strategies she applied included vocabulary programs, English games, advertising projects, song-based activities, and dubbing activities (T1, Interview, 2026). He further explained that these strategies are implemented through structured vocabulary teaching, game-based reviews, advertising projects, song-based activities, and dubbing performances, in addition to everyday English activities such as English areas (T1, Interview, 2026). Unlike

TED Talks or warm-up activities, dubbing is not part of regular weekly speaking classes, but rather is held as part of a rotating monthly program along with song-listening sessions and watching movies.

In explaining how this dubbing performance is carried out, Tutor 1 describes a three-stage structured procedure that begins with an audio-only listening stage, where students listen to dialogue from a short animated video in MP3 format before being shown any visuals. She explains:

"Before that, we played it in MP3 format first, just listening. After that, in the middle of the week, we just gave the video, complete with the sound. Then, at the end, we just removed the sound." (T1, Interview, 2026)

This explanation shows that the student progresses from the stage of listening comprehension, to the stage of watching audiovisuals, and finally to the stage of performance where the original voice is removed and the student is asked to fill in his or her own dialogue. Regarding the materials used, Tutor 1 mentioned that students look for their own short English-language animated videos, usually about seven minutes long:

"We are the ones who look for the video, on YouTube. The English version of the animation is about seven minutes long." (T1, Interview, 2026)

She also explained that stage performances are done in groups, with the number of students per group according to the number of characters in the selected video, and that the division of roles is often announced shortly before the performance, so students are required to make complete notes during the initial stages:

"If there are four characters in the video, it means four people... They have to record everything beforehand, can't just record a part." (T1, Interview, 2026)

From the students' point of view, Student 1 emphasized that the speaking activities he experienced in the language dormitory included dubbing activities, in addition to daily English communication and live speaking exercises (S1, Interview, 2026), while Student 3 also mentioned dubbing as one of the main speaking activities implemented in the dormitory, along with TED Talk-based activities, discussions, live speaking exercises, and everyday English communication (S3, Interview, 2026). This correspondence between the tutor and the student's description confirms that dubbing is a recognizable and repetitive activity in the program, not just an isolated or occasional event.

In addition to simply mentioning the name of the activity, the students also explained the dubbing process itself, explaining that at the performance stage, they were required to pay close attention to the speaker's facial expressions and mouth movements in order to adjust the timing and intonation of their dialogue:

"We observe their facial expressions especially their mouths to know when to pause, when to speak, and what tone of voice to use." (S1; S3, Interview, 2026)

They further describe a clear progression from initial difficulty to greater ease through repeated participation, stating:

"Initially, when I first participated in this dubbing activity, it didn't really go smoothly, but as time went on it became smoother as I got used to it." (S1; S3, Interview, 2026)

This development is in line with Student 1's statement that live speaking practice and dubbing activities are considered one of the most beneficial strategies in building confidence in speaking English (S1, Interview, 2026), which suggests

that the repetitive cycle of listening, observing, and participating gradually reduces students' doubts as well as improves their proficiency in oral English production.

Overall, the data from Tutor 1 and the students showed that dubbing followed a consistent and structured procedure from audio-based listening, audiovisual observation, and finally to active vocal performance that was performed monthly. Although dubbing is carried out outside of the regular speaking curriculum, its three-stage design, the requirement to pay close attention to pronunciation and intonation, and the student-reported shift from fluency to fluency suggest that these activities serve as an effective complementary strategy to strengthen both listening comprehension and active speaking performance in language dormitories.

4.4 Challenges Encountered in Building an English-Speaking Environment

Although various speaking strategies have been implemented quite well in English language dormitories, the interview findings show that there are some challenges in maintaining a consistent English-speaking environment. These challenges stem from both institutional conditions and linguistic difficulties experienced by students. Three main challenges have been identified: limited physical fatigue and energy, divided focus on learning, and persistent difficulties in pronunciation and emphasis patterns when speaking English.

4.4.1 Physical Fatigue and Limited Energy

The students in the language boarding school lived in a boarding school environment where their daily schedules were filled with religious, academic, and

boarding activities from early morning to evening, with conversation classes usually held in the evening after all other activities were completed. Tutor 2 explained that the implementation of speaking strategies is hampered by student fatigue, limited time available to learn English, and minimal exposure to English in daily life (T2, Interview, 2026).

This condition was further explained in a follow-up interview, where Tutor 2 described the level of student fatigue by the time the speaking class began:

"I often find that my classmates are sleepy, their energy is gone... Because they are from the morning, imagine from 3 a.m. until night they are active." (T2, Interview, 2026)

She further explains that this fatigue directly affects students' concentration and participation, noting that although he tries to design classes interactively, students are naturally unable to give maximum effort given their physical condition, and that as extracurricular activities are not mandatory, he does not impose strict demands on their performance (T2, Interview, 2026).

This challenge is closely related to the Warming-Up strategy discussed in section 4.3.2. These findings suggest that warm-up activities are not only used as a speaking strategy, but also serve as a practical solution to address student fatigue and help maintain their motivation and participation during evening classes. Therefore, physical fatigue can be considered one of the major challenges in maintaining an English-speaking environment, especially since the students have spent most of their energy on other dorm activities before attending a speaking class.

4.4.2 Divided Learning Focus

The second challenge identified in this study relates to the division of students' learning focus between English and other academic and religious responsibilities. Tutor 2 notes that the implementation of speaking strategies faces obstacles not only due to burnout, but also because students' focus is divided between religious studies and formal education, in addition to the demands to learn English (T2, Interview, 2026).

This condition marks a fundamental contextual difference from the *Kampung Inggris Pare*, where English learning is the sole focus of students' daily activities, with a structured schedule that is almost entirely dedicated to teaching and practicing English throughout the day. Instead, students in language boarding must balance English language learning with religious studies, formal education, boarding programs, and organizational responsibilities within boarding schools. As a result, the time available for English exposure and practice is much more limited than in Pare, and students' concentration during speaking class is more easily distracted by other demands of responsibility.

These findings suggest that the transfer of speaking strategies from the *Kampung Inggris Pare* cannot be separated from these contextual differences. In contrast to students at Pare, students in English Boarding have to divide their attention between a variety of academic and religious responsibilities, which inevitably affects both the intensity of their exposure to English and the consistency of their speaking practice.

4.4.3 Difficulties in Pronunciation and Stress Patterns

The most frequently reported challenge by the students is difficulty in pronunciation. Student 1 states that pronunciation is his main difficulty in speaking English:

"The main difficulty is pronunciation because accents or regional accents are still often carried over." (S1, Interview, 2026)

Student 2 also identified pronunciation, along with a lack of confidence, as the main challenges she faced:

"I still have trouble with pronunciation and sometimes lack confidence when speaking." (S2, Interview, 2026)

Student 3 also mentions pronunciation as its main difficulty, particularly in adapting its pronunciation to the native speaker's pronunciation model:

"Pronunciation is still a difficulty because sometimes it is difficult to adjust the pronunciation to the native speaker." (S3, Interview, 2026)

The consistency of these findings in all three students suggests that pronunciation is a significant and repetitive barrier in the development of students' speaking skills, regardless of the length of their stay in the dormitory.

This difficulty seems to be closely related to the influence of the students' regional language background. Tutor 2 explained that building a consistent English-speaking environment is difficult to do due to the influence of regional language habits and students' daily communication patterns (T2, Interview, 2026). In a follow-up interview, he elaborated on this issue, specifically regarding intonation and emphasis patterns, rather than just general pronunciation:

"The most significant, very difficult thing to change is the intonation when speaking. So, Matali students have difficulties because of their exposure to intonation using Madurese or Javanese." (T2, Interview, 2026).

She further notes that this difficulty is particularly manifested in students' tendency to apply incorrect patterns of emphasis or intonation, which he describes as words that are unnaturally extended or drawn in a manner unlike native speakers, which he consistently corrects through feedback at the end of each class (T2, Interview, 2026).

Interestingly, the data also revealed differences between students' pronunciation performance inside and outside the classroom. Tutor 2 observed a gradual increase in student intonation, particularly in a structured environment of the speaking class, especially among students in her most advanced class:

"In some of the recent sessions with the graduating class, I noticed progress... during discussions, they were no longer using that wavering intonation; instead, they were using authentic English intonation." (T2, Interview, 2026)

However, she also acknowledged that this improvement was difficult to sustain once students returned to their dorm rooms, where old speech habits resurfaced:

"I remind them in every class, but it's hard because in their rooms the students speak that way... sometimes they slip back into it, forgetting, 'Miss, it's just that in our rooms we're used to speaking the old way.'" (T2, Interview, 2026)

This comparison shows that although targeted classroom instruction and feedback are able to produce noticeable short-term improvements in students' pronunciation and intonation, the lack of consistent exposure to English outside the classroom limits the long-term retention of such improvements.

Based on interview data, pronunciation accuracy and emphasis patterns were identified as the most persistent challenges students experienced during their stay in language dormitories. Although students show measurable improvement during structured classroom activities, maintaining accurate pronunciation and natural emphasis patterns outside of the classroom remains difficult, mainly due to the continued influence of regional language habits and limited exposure to native speaker-like English pronunciation in their daily environment.

4.5 Perceived Contributions of Speaking Strategies to Students' Speaking Skills

In addition to identifying the speaking strategies implemented and the challenges faced in building an English-speaking environment, this study also examined the participants' perceptions of the contribution of these strategies to the development of students' speaking skills. Based on interview data, four main contributions were identified: increased confidence in speaking English, formation of daily speaking habits, improvement of listening and memorization skills, and increased confidence in public speaking situations.

4.5.1 Increased Confidence in Speaking English

Confidence emerged as one of the most consistent outcomes reported by all participants. Student 1 identified live speaking practice as the strategy that most contributed to the development of her speaking skills (S1, Interview, 2026), and specifically associated live practice and dubbing activities with his confidence boost:

"I find the hands-on practice and dubbing activities to be very helpful because it gets me used to speaking in English." (S1, Interview, 2026)

Student 2 reported a similar pattern, attributing some of her increased self-confidence to song-based activities (S2, Interview, 2026), while Student 3 specifically attributed TED Talk activities to increased self-confidence, in addition to improvements in pronunciation and public speaking skills (S3, Interview, 2026). From the tutor's point of view, Tutor 2 observed similar changes among her students, noting that they were now more vocal, more active in discussions, and more able to use more natural English intonation:

"They speak more boldly, are more active in discussions, and start using more natural English intonation." (T2, Interview, 2026).

She added that, compared to when he first started teaching, the students now show greater courage in expressing their opinions during discussions and presentations (T2, Interview, 2026).

This confidence boost is closely related to the English-Only Zone policy discussed in section 4.3.1. Because students are required to use English in almost all daily communication, as reflected in reports of their English use of about 90% (Student 1), almost daily (Student 2), and consistently (Student 3) (S1; S2; S3), they are repeatedly exposed to real opportunities and without pressure to speak. All three students explicitly reported that they now feel more confident in using English than when they first joined the dormitory (S1; S2; S3, Interview, 2026), which shows that consistent, daily exposure not just one strategy plays a central role in reducing their doubts over time.

Overall, these findings suggest that continued exposure to communication in English, reinforced through specific strategies such as hands-on exercises, dubbing, singing activities, and TED Talks, contributes to students' increased confidence in using English both in and out of the classroom. These findings are in line with the Willingness to Communicate (WTC) model by MacIntyre et al. (1998), which states that the success of second language learning depends not only on the linguistic competence of learners, but also on their willingness to engage in communication. According to the model, students' readiness to communicate is influenced by psychological factors, including confidence and anxiety about communicating, as well as by opportunities to interact authentically. In the context of English-speaking dormitories, the English Only Zone provides frequent and meaningful opportunities for students to use English in everyday communication. Such repetitive communicative experiences seem to strengthen students' confidence and gradually reduce their hesitation to speak, thus allowing them to participate more actively in discussions, presentations, and informal conversations. Therefore, these findings suggest that creating an environment with sustainable opportunities for authentic communication can foster students' confidence and willingness to communicate in English.

4.5.2 Development of Daily Speaking Habits

The second contribution identified in this study is the formation of English as a daily communication habit, rather than just a subject limited to the classroom. As discussed in section 4.3.1, the English Language Specific Zone policy requires students to use English in almost all aspects of their daily interactions. Student 1

reports that about 90% of her daily communication is conducted in English (S1). Student 2 states that she uses English almost every day, especially in the dormitory environment (S2), and Student 3 explains that her use of English is driven by the dormitory's requirement to communicate in English (S3, Interview, 2026).

This pattern suggests that English is not only used during structured speaking classes, but is also integrated into students' daily interactions, supported by the enforcement mechanisms described earlier in Section 4.3.1, such as routine habituation efforts and consequences for non-compliance. Over time, the repetitive and mandatory use of English in authentic everyday situations, rather than just during scheduled lessons, gradually transformed English from classroom subjects into a natural means of communication, thus allowing students to internalize speech patterns through consistent daily practice, rather than through separate teaching sessions. These findings are supported by Tanaka and Kutsuki (2016), who found that students in an English-Japanese immersion environment maintain a high level of intrinsic motivation because they have a sustained opportunity to use English with peers who speak both first and second languages in meaningful social interactions. Such an immersion environment allows learners to view English as a language for everyday communication, rather than just an academic subject. Similarly, the English Language Specific Zone creates an environment where students use English throughout their daily routines, reinforces regular speaking practice, and facilitates the development of stable daily speaking habits through authentic and continuous communicative experiences.

4.5.3 Improvement Listening and Memorization Skills

The third contribution has to do with the development of listening and memorization comprehension, which is mainly related to TED Talk and dubbing activities. Tutor 2 explained that the TED Talk activity provided authentic input to students in the form of vocabulary, pronunciation, intonation, and ideas delivery models (T2, Interview, 2026). This is in line with Student 3's explanation of learning pronunciation, body language, and public speaking through TED Talk (S3), as well as his broader statement that TED Talk is the strategy that he thinks is the most helpful in developing speaking skills (S3, Interview, 2026).

As described in detail in section 4.3.3, the TED Talk procedure requires students to actively listen to the video, take notes on key points, and then retell the content in their own words. This sequence inherently demands sustained listening attention and the ability to recall oral information accurately, rather than just passive watching. Similar cognitive demands were observed in dubbing activities (section 4.3.4), where students were asked to listen carefully to the dialogue in the video, internalize its content as well as its intonation patterns, and then reproduce the dialogue from memory during the performance stage, especially for shorter videos where referencing notes is not allowed (T1, Interview, 2026).

These findings suggest that TED Talk and dubbing activities not only support the development of speaking skills, but also listening comprehension and information retention, as both strategies require students to process spoken English input attentively before reproducing them through speech.

4.5.4 Greater Confidence in Public Speaking

In contrast to the confidence in general speaking discussed in section 4.5.1, this section specifically discusses student confidence in performance-based situations involving audiences, such as discussions, presentations, and structured performances. Tutor 2 observed that students became more active in discussions and presentations over time (T2), and that they showed greater courage in expressing their opinions during these activities compared to the early stages of their teaching (T2, Interview, 2026).

This contribution is most evident in activities that inherently require students to perform in front of others. Tutor 1 explained that her implementation of speaking strategies includes advertising projects as one of several practice-based activities (T1, Interview, 2026), and further notes that such practice-based activities increase student participation and help build their confidence in speaking English (T1, Interview, 2026). As an activity that requires students to present their work to an audience, the ad project automatically puts students in a public speaking position, thus strengthening their confidence in speaking through live performances, not just through conversational exercises alone.

TED Talk activities also make a similar contribution to this dimension. Student 3 specifically mentions that the strategy helps it develop both pronunciation and broader public speaking competence:

"The TED Talk was very helpful because we learned pronunciation, body language, public speaking, and how to convey ideas well." (S3, Interview, 2026)

Overall, these findings suggest that speaking activities that require public appearances including discussions, presentations, advertising projects, and retellings based on TED Talks help students become more confident in expressing their ideas in front of an audience, thus providing a different dimension of confidence beyond everyday conversation.

4.6 Discussion

In contrast to the previous sections that focused on presenting the findings, this section aims to explain why the findings emerged and how they relate to existing theories and previous research. This discussion was structured based on the four strategies applied, the challenges faced in adapting these strategies from the *Kampung Inggris Pare*, as well as the contributions felt and reported by the participants, followed by a synthesis linking the findings back to the research questions in this study.

4.6.1 English Only Zone as a Strategy for Creating an English-Speaking Environment

The findings suggest that the English-Only Zone policy creates an environment where the use of English takes place almost non-stop, with students reporting that about 90% (Student 1), almost daily (Student 2), and consistently (Student 3) communication in English takes place within the dormitory (S1; S2; S3). This pattern of sustained and compulsory language use is closely in line with the principle of language immersion, which states that consistent exposure to and

compulsory use of the target language rather than just isolated instructional input is at the core of communicative competence development.

The findings are also in line with previous studies of structured English-speaking environments implemented outside of formal classrooms, such as "English Area" or "English Zone" programs, which have also been reported to strengthen students' speaking habits through repetitive and non-stressful use of language.

However, what distinguishes the application in this study is the structured enforcement system that supports it. In contrast to the relatively informal adaptation processes found in some English-speaking neighborhood programs, the English-Only Zones in the language dormitory were reinforced through a clear consequence system and peer monitoring mechanisms, as reflected in the punitive and "spying" practices described by the participants. This suggests that the effectiveness of the "English only" policy may depend not only on the encouragement of language use, but also on the existence of an accountability structure that maintains adherence over time to an analytical point that is unique in the context of this study, rather than simply the repetition of the findings themselves.

4.6.2 Warming-Up Activities in Supporting Speaking Participation

The findings suggest that warming-up activities function as a structured pre-speaking stage, which is consistently implemented at the beginning of each class to prepare students before the main lesson (T2). This is in line with the broader pedagogical principle that pre-speaking or "lead-in" activities serve to activate the

language knowledge that learners already have, reduce their anxiety, and ease their transition to more challenging speaking tasks.

What is noteworthy in this study is that warming activities have a dual function beyond their conventional pedagogical role. As shown in the data, Tutor 2 explicitly linked the use of warm-up activities to efforts to overcome students' physical fatigue caused by the busy boarding school schedule (T2). This suggests that, in this particular context, warm-up activities not only serve to linguistically prepare students for speaking tasks, but also serve as a practical mechanism for maintaining students' energy and participation during evening classes—an adaptation that appears to be a direct response to the institutional constraints of the boarding school environment, rather than simply a feature generally emphasized in standard pre-speaking activity theory.

4.6.3 TED Talk Activities as Authentic Learning Materials

The findings suggest that the TED Talk videos were deliberately chosen and used as the primary input material for listening and speaking skills, with tutors filtering the videos by duration and topical relevance to maintain student engagement (T2). This use of unscripted oral content from the real world produced by competent English speakers reflects a broader concept of authentic materials in language teaching—materials that were not originally designed for teaching purposes, but were used to introduce learners to naturally occurring languages.

This authentic input seems to have performed a dual function for the development of listening and speaking skills simultaneously. As established in the

findings, the TED Talk procedure requires students to listen carefully, take notes, summarize, and retell the content (T2), a sequence that inherently integrates receptive and productive language skills in a single activity, rather than treating listening and speaking as separate competencies.

This integration is increasingly supported by student-level data. Student 3's explanation of learning pronunciation, body language, and public speaking through TED Talk presentations (S3) shows that authentic input not only builds passive understanding, but also provides a model that students actively imitate in their own speech production—consistent with the tutor's own description of TED Talks as material that students can learn "by mimicking" (T2).

Compared to the other strategies identified in the study, TED Talk activities appear to be the most multidimensional learning tasks, as they require students to listen, take notes, summarize, memorize key content, and retell information—by integrating various language skills in one structured activity, rather than separating speaking practice from input processing.

4.6.4 Dubbing Activities in Developing Pronunciation and Speaking Skills

The findings suggest that dubbing activities require students to carefully observe the pronunciation, intonation, and rhythm used by native speakers before reproducing those traits themselves while performing (T1). This pattern is in line with the principle that repeated imitation of spoken language can strengthen students' awareness of pronunciation, emphasis, and intonation patterns, especially when learners must pay close attention to the speech model before imitating it.

In contrast to passive listening or watching, dubbing requires students to engage in clearly productive activities. As shown in the findings, students were not only required to understand dialogue, but also to remember it accurately and repeat it orally, often without reference to notes for shorter videos (S1; S3). This necessary progression from comprehension, to retention, to active vocal production suggests that dubbing serves as a form of active language production, rather than just passive listening or entertainment, thus distinguishing it from the usual movie-watching sessions that are also offered in the dormitory's monthly rotations.

The changes reported by the students from initial fluency to better fluency through repetitive dubbing exercises further support the idea that these activities serve as a training mechanism, allowing students to internalize pronunciation patterns through repetition in a less stressful performance-based format.

4.6.5 Challenges in Transferring Kampung Inggris Pare Speaking Strategies

The challenges identified in this study physical exhaustion, fragmented study concentration, and persistent pronunciation difficulties all point to one main explanation: the language dormitory and *Kampung Inggris Pare* are fundamentally different learning environments in terms of purpose, schedule structure, and language exposure.

At Pare, English learning is the only goal in the students' daily schedules, allowing for intensive and uninterrupted exposure throughout the day. In contrast, students in language halls must divide their time and cognitive attention between religious studies, formal education, and responsibilities in the dormitories, in

addition to English language learning (T2). These structural differences directly explain the fatigue reported by the tutor (T2), because students enter conversation classes only after spending most of their energy on other obligations a condition that does not exist in the structured, single-focus schedule at Pare.

Similarly, persistent pronunciation and intonation difficulties were reported by all three students (S1; S2; S3), and corroborated by tutors' observations regarding the influence of regional language habits (T2), can be understood as a consequence of limited and inconsistent exposure to English outside the classroom. In contrast to students in Pare, who are immersed in a fully English-speaking environment throughout their waking hours, students in language dormitories return to rooms and daily routines where regional language patterns remain dominant, thus limiting the consistency of reinforcement needed to stabilize new pronunciation habits.

Overall, these findings suggest that the application of the speaking strategy from *Kampung Inggris Pare* into the context of boarding schools requires substantial contextual adaptation, as the two learning environments are very different in terms of the objectives, schedules, and consistency of language exposure available to learners.

4.6.6 Perceived Contributions of Speaking Strategies to Students' Speaking Development

The increased confidence in speaking reported by the students (section 4.5.1) can be explained by the principle that confidence in using a second language develops through frequent, low-risk practice opportunities, which gradually reduces

the anxiety and hesitation of learners in using the target language. The consistent daily exposure created through the English Special Zone (section 4.6.1) appears to be the main mechanism that allows for a gradual reduction in speech anxiety in all three participating students.

The development of daily speaking habits (section 4.5.2) further reinforces the immersion-based explanation discussed earlier, in which repeated, obligatory language use transforms English from a subject learned during scheduled lessons into a routine, automatic mode of daily communication.

The improvement in listening and memorization skills (section 4.5.3) can similarly be attributed to the authentic input provided through TED Talk and dubbing activities, both of which required sustained attention to spoken English and accurate recall of content before reproduction. This reinforces the explanation offered in sections 4.6.3 and 4.6.4, in which authentic, input-rich activities simultaneously trained receptive and productive language skills, rather than developing them in isolation.

Finally, the greater confidence observed in the context of public speaking (section 4.5.4) appears to be closely related to the appearance-based nature of some strategies, including advertising projects, retelling TED Talks, and voiceover performances. In contrast to confidence in conversation, which develops through everyday interactions, this dimension of confidence seems to be cultivated specifically through structured opportunities that require students to present, perform, or speak in front of an audience.

Overall, the findings suggest that speaking strategies adapted from *Kampung Inggris Pare* make a positive contribution to the development of students' speaking abilities in language halls, although they require substantial contextual adjustments. Despite challenges such as physical exhaustion, fragmented academic focus, and persistent pronunciation difficulties, the strategies implemented successfully created structured opportunities for meaningful language use, encouraged students' active participation, and fostered growing confidence in English communication both in everyday and performance-based contexts in a dormitory environment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions resulting from the findings and discussions described in Chapter IV. This conclusion summarizes the main findings of the research related to three research questions, namely the speaking strategies applied in language halls, the challenges faced in building an English-speaking environment, and the perceived contribution of these strategies to the development of students' speaking skills. Following the conclusion, the chapter also offers practical advice aimed at tutors, language residence managers, students, and researchers in the future, with the aim of supporting the continuous development and refinement of spoken teaching in the context of similar pesantren settings.

5.1 Conclusions

This study aims to investigate the application of the *Kampung Inggris Pare* speaking strategy in the English Dormitory of the Salafiyah Syafi'iyah Sukorejo Islamic Boarding School, focusing on the strategies applied, the challenges faced in building an English-speaking environment, and the perceived contribution of these strategies to the development of students' speaking skills. Based on the findings and discussion presented in Chapter IV, the following conclusions are drawn according to the three research questions that are the guidelines in this study.

In response to the first research question, the findings showed that four main speaking strategies were actively implemented in the language hall, namely the English Special Zone, warm-up activities, TED Talk activities, and voiceover activities. The "English Only Zone" serves as a basic strategy, requiring residents to use English in almost all daily communication and is reinforced through a tiered sanction system from memorization of vocabulary to public speech and singing as well as a monitoring mechanism among fellow residents that distributes compliance responsibilities among all dormitory members. This structure distinguishes its application from the relatively informal habituation process practiced in the *Kampung Inggris Pare* so that this version of immersion in the dormitory is more institutionally enforced. Warming-up activities, although limited in scope compared to other strategies, serve as a structured introductory stage at the beginning of each speaking class, using simple word-and-dice tasks to help students transition to spontaneous speech production, while also serving as a tool to address student fatigue before the main lesson begins.

TED Talk is the most comprehensive documented strategy, integrating listening, taking notes, summarizing and retelling in a structured sequence, using authentic short-form video material that is deliberately selected based on the duration and relevance of the topic to maintain student engagement. The dubbing activity, which is carried out as part of a monthly rotating program in conjunction with listening and filming sessions, requires students to go through the stages of listening, watching, and performing, which demand full attention to the pronunciation, intonation, and timing of the native speaker before they reproduce the dialogue themselves in small groups. Collectively, these four strategies—

although each adapted with varying degrees of modification from practices commonly found in *Kampung Inggris Pare* were deliberately adapted to accommodate students' characteristics, daily schedules, and proficiency levels in the dormitory environment, thus providing them with diverse and repetitive opportunities to practice speaking English in both structured classroom settings and natural daily interactions.

With regard to the second research question, the study identified three main challenges in establishing and maintaining an English-speaking environment within the dormitories. The first challenge was limited physical fatigue and energy, caused by students' busy daily schedules starting at three in the morning and continuing late into the night so many of them seemed exhausted by the time the evening speaking classes began; This condition is reported by tutors as one of the most significant barriers to maintaining active participation in the classroom. The second challenge is the divided focus of learning, as students are required to balance English learning with religious studies, formal education, and other boarding responsibilities—a condition that is very different from the single-focused, fully immersive learning environment in *Kampung Inggris Pare*, where English language instruction covers the students' entire daily schedule.

The third and most frequently reported challenge was difficulties in pronunciation and emphasis patterns, which were consistently identified by all three student participants regardless of the length of their stay in the dormitory, and according to the tutors due to the continued influence of regional language customs, particularly the intonation patterns of Madurese and Javanese languages, which tended to resurface once students returned to their rooms and daily routines outside

of a structured classroom environment. Of note, tutors observed that pronunciation and intonation improved significantly during feedback sessions in structured classrooms, but these improvements were difficult to sustain consistently once students left the classroom, suggesting that progress in this area, while real, remains fragile without sustained reinforcement. Overall, these challenges suggest that the application of the speaking strategy from *Kampung Inggris Pare* to the dormitory environment cannot be undertaken without substantial contextual adaptation, given the significant differences between the two environments in terms of learning objectives, daily schedules, and consistency of language exposure available to learners.

Despite these challenges, the findings related to the third research question show that the spoken strategies applied are thought to contribute positively to the development of students' speaking skills in four interrelated ways. First, students reported an increase in confidence in using English for everyday communication, a development closely related to the consistent exposure created through the English Special Zone and reinforced through live speaking exercises, dubbing, and song-based activities, with all three participating students explicitly stating that they felt more confident speaking English than when they first joined the dorm. Second, the repetitive and mandatory use of English in daily interactions contributes to the formation of sincere speaking habits, gradually transforming English from a subject limited to scheduled lessons to a routine daily means of communication used in both academic and casual interactions among dormitory residents.

Third, TED Talk and dubbing activities are considered to improve students' listening comprehension and memory skills, as both strategies demand continuous

attention to oral English input, accurate recording or recall, and subsequent reproduction through speech, thereby linking receptive and productive language skills in one integrated activity. Fourth, students report greater confidence particularly in public speaking situations, supported by performance-based activities such as retelling TED Talks, advertising projects, and dubbing performances performed in front of peers, which require them to organize and convey ideas clearly while managing the pressure of speaking in front of an audience a dimension of confidence that is different from the ease of everyday conversation. Therefore, it can be concluded that the application of the *Kampung Inggris Pare* speaking strategy, although requiring considerable adaptation to the context of boarding schools, can be considered beneficial in supporting the various interrelated dimensions of the development of students' English speaking skills within the language dormitory.

Overall, this study shows that the successful transfer of speaking strategies between two very different learning environments a community of fully immersive non-formal English courses and a formal boarding school with competing academic and religious obligations is neither automatic nor simple. Instead, it depends on the deliberate adaptation of strategies to local constraints, the existence of structured reinforcement mechanisms such as sanctions and supervision of fellow students, and the ability of tutors to balance pedagogical goals with students' physical and emotional readiness to learn. The positive perceptions reported by the tutors and students in this study suggest that, if carefully adapted, non-formal English learning strategies such as those practiced in *Kampung Inggris Pare* can be meaningfully integrated into the daily life of formal Islamic boarding schools, thus offering a

practical model for similar institutions that want to strengthen students' English language competencies without neglecting existing religious and academic commitments.

5.2 Suggestions

Based on the above conclusions, the following are some suggestions to tutors, language dormitory managers, students, and researchers in the future.

5.2.1 For Tutors

Tutors are encouraged to continue to implement interactive, practice-based speaking strategies such as TED Talks and dubbing performances that provide meaningful and structured opportunities for students to actively use English, rather than relying solely on theory-based teaching. Given that physical fatigue was identified as a significant barrier to student participation during evening classes, tutors were also encouraged to maintain and further diversify warm-up activities, incorporating a wide variety of short, uplifting assignments to help maintain student motivation and focus throughout the lesson. In addition, as difficulties in pronunciation and emphasis patterns are found to persist due to the influence of regional language habits outside the classroom, tutors may consider providing more frequent and targeted pronunciation feedback and reinforcing correct intonation models through repeated exposure to authentic audiovisual material, while still being mindful of students' limited energy and the need to balance correction with encouragement.

5.2.2 For the Language Dormitory

Language halls are recommended to strengthen the implementation of English Only Zones by expanding opportunities for authentic and real-life English language communication, beyond existing punishment and monitoring systems, so that consistent use of language can be maintained through positive engagement, not mere compliance. Given the contextual differences identified between the dormitory and *Kampung Inggris Pare*, the dormitory management may also consider adjusting the students' daily schedules more broadly if possible to allocate more time and energy specifically to speaking exercises, thereby reducing the impact of burnout and a split academic focus on student learning outcomes. In addition, ongoing professional development support for tutors, particularly in adapting strategies from non-formal institutions such as *Kampung Annus Pare* into a dormitory context, can help improve the overall quality and consistency of speaking teaching at all levels of proficiency.

5.2.3 For Students

Students are encouraged to be more proactive in utilizing the English-Only Zone and other conversational programs as real opportunities to practice, rather than viewing them as mere institutional obligations, as the findings of this study show that students who are actively involved in these activities report greater improvements in confidence and fluency. In particular, students are encouraged to consciously try to maintain correct pronunciation and intonation outside of the classroom, including in their dorm rooms, given that research findings show that progress made during structured lessons is often hampered once students return to familiar regional speech patterns. Students are also encouraged to stay engaged and

well prepared during TED Talk and dubbing activities, for example by taking complete notes as well as actively practicing retelling or performing presentation tasks, as these activities have been shown to offer some of the best opportunities to develop listening, vocabulary, pronunciation, and public speaking skills simultaneously.

5.2.4 For Future Researchers

Future researchers are encouraged to investigate the effectiveness of the specific speaking strategies identified in this study, such as TED Talks and dubbing activities, through systematic classroom observations conducted over longer periods of time, in order to more comprehensively capture the development of students' speaking skills rather than relying solely on self-reported perceptions. Further research may also benefit from incorporating quantitative or mixed approaches, such as pre-test and post-test speaking ability assessments, to measure the actual impact of these strategies on students' speaking proficiency. In addition, future research may explore the application of similar speaking strategies in other language dormitories or Islamic boarding schools, or conduct comparative studies in various educational settings, to determine the extent to which the challenges and contributions identified in this study are unique to this context or more broadly applicable to similar non-formal to formal transfer situations.

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APPENDICES

Appendix 1 Survey Permit

		KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gayamsari 50, Telepon: (0341) 552352 Faksimile: (0341) 552390 Malang http://itk.uin-malang.ac.id email: itk@uin-malang.ac.id
Nomor	1009/Un.03.1/TL.01.04/06/2026	11 Juni 2026
Lampiran	-	
Hal	Izin Survey	

Kepada Yth
Ketua Kamar Ma'had Aly Putri No. 14 PP Salafiyah Syaf'iyah Sukorejo
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan Proposal Skripsi pada Prodi Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	I' Tamara Billalul Izzah
NIM	220107110054
Tahun Akademik	Genap- 2025/2026
Judul Proposal	The Implementation of Kampung Inggris Pare Speaking Strategies in a Language Dormitory: a Case Study of Challenges and Perceived Impact at Salafiyah Syaf'iyah Sukorejo

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih

Wassalamu'alaikum Wr. Wb.


Dekan
Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1166/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : Permohonan Izin Penelitian

25 Mei 2026

Kepada Yth.

Ketua Kamar Ma'had Aly Putri No.14 PP. Salafiyah Syafi'iyah Sukorejo
di

Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: I' Tamaro Billahil Izzah
NIM	: 220107110054
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: THE IMPLEMENTATION OF KAMPUNG INGGRIS PARE SPEAKING STRATEGIES IN A LANGUAGE DORMITORY: A CASE STUDY OF CHALLENGES AND PERCEIVED IMPACT AT SALAFIYAH SYAFI'YAH SUKOREJO
Lama Penelitian	: Mei 2026 sampai dengan Juli 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan

Prof. Dr. Muhammad Walid, MA
NIR 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 3 Reply for Reasearch Letter



Excellent Community_English Language Room (EC_ELRL)
Ma'had Aly Boarding House
Salafiyah Syafi'iyah Sukorejo Situbondo
Periode 2026-2027

Secretariate: Ma'had Aly 14 Sukorejo-Situbondo: (0338) 452666 (Hunting) 68374, Email: EC-ELC, Fb: EC sukorejo

Sukorejo, 06 Juni 2026

Nomor : 14/MB.EC_ELRL/V/2026
Lamp : -
Hal : **Keterangan Selesai Penelitian**

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : Hikmah Maftuhatil Barizah, M.Ag
Jabatan : Derector Of Excellent Community
Alamat : Sukorejo – Situbondo

Dengan ini menyatakan bahwa mahasisi yang beridentitas:

Nama : I' Tamaro Billahil Izzah
NIM : 220107110054
Judul Skripsi : The Implementation of Kampung Inggris Pare Speaking Strategies in a
Language Dormitory: a Case Study of Challenges and Perceived Impact at
Salafiyah Syafi'iyah Sukorejo
Universitas : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah selesai melakukan penelitian di Kiddie Haven Montessori Preschool pada tanggal 3-5 Juni 2026 untuk menyelesaikan tugas akhir mahasiswa.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Sukorejo, 06 Juni 2026

Director of EC_ELRL,

Hikmah Maftuhatil Barizah, M. Ag

Appendix 4 Interview Questions

Appendix A: Interview Guidelines (Tutor)

The following questions aim to explore tutors' experiences and perceptions regarding the application of speaking strategies adapted from the English Village in the language dormitory environment. This includes how the strategy is implemented, how the strategy is adapted to the context of the dormitory, the opposition faced, and the impact felt on students' speaking ability. These interviews are conducted in a semi-structured format, which allows participants to explain their answers in detail and their various experiences in depth.

A. Background Information

- 1) How long have you been teaching in this language dormitory?
- 2) What is your educational background?

B. Implementation of Speaking Strategies

- 3) What speaking strategies do you usually apply in teaching?
- 4) How do you implement these strategies in daily activities?
- 5) Are these strategies adapted from Kampung Inggris Pare? How?

C. Transfer of Strategies

- 6) How do you transfer speaking strategies from Kampung Inggris Pare into this dormitory context?
- 7) What adjustments are needed when applying these strategies here?

D. Challenges

- 8) What challenges do you face in implementing these strategies?

E. Perceived Impact

- 9) How do students respond to these strategies?

10) In your opinion, how do these strategies affect students' speaking ability?

11) Do you notice any changes in students' confidence or participation?

Interview Guidelines (Students)

The following questions aim to explore students' experiences and perceptions regarding their participation in speaking activities in a language dormitory environment. This interview focuses on how students experienced the application of speaking strategies adapted from the Pare English Village, the difficulties they faced, and the impact they felt on their speaking skills and confidence. These interviews are conducted in a semi-structured format, so students can freely express their thoughts and share their learning experiences in depth.

A. Background

- 1) How long have you lived in this language dormitory?
- 2) How often do you use English in daily communication?

B. Learning Experience

- 3) What speaking activities do you usually do?
- 4) Which activities help you speak English more confidently?

C. Transfer Experience

- 5) Do you feel the learning system here is similar to Kampung Inggris Pare?
- 6) What strategies do you find most helpful?

D. Challenges

- 7) What difficulties do you face when speaking English?

8) Are there any rules that are hard to follow?

E. Perceived Impact

9) Do you feel your speaking ability has improved? How?

10) Do you feel more confident speaking English now?

Appendix 5 Interview Transcript

Transkrip Interview Tutor

Narasumber 1

Nama : DP (Tutor 2)

Jabatan : Tutor Speaking Asrama Bahasa Inggris

Hari/Tanggal : Sabtu, 06 Juni 2026

Pukul : 12.30-13.00

NO.	PERTANYAAN	JAWABAN	KONDENSASI
1.	How long have you been teaching in this language dormitory?	Saya mulai mengajar di Asrama Bahasa Mahad Aly sekitar akhir tahun 2024 atau awal tahun 2025 dan sejak awal langsung mengajar speaking.	Narasumber mulai mengajar speaking di Asrama Bahasa Mahad Aly sejak akhir tahun 2024 atau awal tahun 2025 dan terlibat dalam pengembangan pembelajaran speaking di asrama bahasa.
2	What is your educational background?	Saya pernah mengajar di beberapa lembaga Kampung Inggris Pare seperti 22nd, Brilliant English Course, ARA English School, dan Poker English Course.	Pengalaman mengajar di berbagai lembaga Kampung Inggris Pare menjadi dasar dalam mengadaptasi strategi pembelajaran speaking yang diterapkan di Mahad Aly.
3	What speaking strategies do you usually apply in teaching?	Saya menggunakan warming up activities, speaking games, pair discussion, group discussion, mini debate, speaking practice, feedback, dan TED Talk.	Strategi speaking yang digunakan meliputi warming-up activities, speaking games, pair discussion, group discussion, mini debate, speaking practice, feedback session, dan TED Talk activities.
4	How do you implement these	Kelas dimulai dengan warming up sekitar 15 menit, kemudian	Strategi diimplementasikan melalui tahapan

	strategies in daily activities?	penyampaian materi, praktik speaking, feedback, dan diskusi. Pada level tertentu saya menggunakan TED Talk untuk dirangkum dan dipresentasikan kembali oleh siswa.	warming up, pemberian input bahasa, diskusi berbasis TED Talk, kegiatan merangkum (summarizing), menyampaikan kembali informasi (retelling), praktik speaking, dan pemberian feedback.
5	Are these strategies adapted from Kampung Inggris Pare? How?	Sebagian besar saya modifikasi dari sistem yang digunakan di Pare karena lebih terstruktur dan lebih banyak praktik daripada teori	Strategi speaking yang diterapkan merupakan hasil adaptasi dari praktik pembelajaran di Kampung Inggris Pare dengan penyesuaian terhadap kebutuhan dan karakteristik santri Mahad Aly.
6	How do you transfer speaking strategies from Kampung Inggris Pare into this dormitory context?	Saya mengambil konsep praktik yang dominan, aktivitas yang membuat siswa aktif berbicara, dan penggunaan media yang dapat memancing diskusi.	Adaptasi strategi dilakukan dengan mengutamakan praktik berbicara, penggunaan aktivitas yang mendorong partisipasi aktif siswa, serta pemanfaatan media yang dapat memancing diskusi.
7	What adjustments are needed when applying these strategies here?	Saya menyesuaikan materi dengan kebutuhan santri, level speaking mereka, dan kondisi pesantren yang berbeda dengan Pare. TED Talk juga saya pilih yang pendek dan sesuai minat siswa.	Penyesuaian dilakukan pada tingkat kesulitan materi, durasi video TED Talk, topik diskusi, serta bentuk aktivitas speaking agar sesuai dengan kemampuan dan kondisi belajar santri.
8	What challenges do you face in implementing these strategies?	Tantangan utamanya siswa sudah lelah karena aktivitas yang padat, fokus mereka terbagi dengan pelajaran agama dan sekolah formal, serta	Implementasi strategi menghadapi kendala berupa kelelahan siswa, keterbatasan waktu belajar bahasa Inggris, serta rendahnya paparan

		exposure bahasa Inggris yang masih terbatas.	penggunaan bahasa Inggris dalam kehidupan sehari-hari.
9	What challenges do you face in building an English-speaking environment?	Siswa masih sering menggunakan intonasi bahasa daerah dan kembali ke kebiasaan lama ketika berada di kamar atau lingkungan sehari-hari.	Lingkungan berbahasa Inggris sulit dibangun secara konsisten karena pengaruh bahasa daerah, kebiasaan komunikasi sehari-hari, dan kurangnya exposure bahasa Inggris di luar kelas.
10	How do students respond to these strategies?	Mereka lebih enjoy, lebih santai, dan lebih aktif ketika pembelajaran menggunakan aktivitas yang interaktif.	Siswa menunjukkan respon positif terhadap strategi interaktif karena membuat pembelajaran lebih menarik, menyenangkan, dan mendorong partisipasi aktif dalam berbicara.
11	How do students respond to TED Talk activities?	Mereka tertarik karena bisa mendengar native speaker secara langsung dan belajar kosakata, pelafalan, serta cara penyampaian yang baik.	TED Talk membantu siswa memperoleh input autentik berupa kosakata, pelafalan, intonasi, serta model penyampaian gagasan yang dapat dijadikan contoh dalam praktik speaking.
12	In your opinion, how do these strategies affect students' speaking ability?	Kesalahan dalam speaking masih ada, tetapi frekuensinya lebih sedikit dibanding saat awal saya mengajar.	Strategi speaking yang diterapkan berkontribusi terhadap peningkatan kemampuan berbicara yang ditunjukkan melalui berkurangnya frekuensi kesalahan dalam speaking dibandingkan pada tahap awal pembelajaran.
13	Do you notice any changes in students' confidence or participation?	Mereka lebih berani berbicara, lebih aktif saat diskusi, dan mulai menggunakan intonasi	Terjadi peningkatan kepercayaan diri dan partisipasi siswa dalam kegiatan

		bahasa Inggris yang lebih natural.	diskusi, presentasi, serta praktik speaking di kelas.
14	Do you notice any changes in students' confidence or participation?	Ketika diskusi dan presentasi mereka sudah lebih berani menyampaikan pendapat dibandingkan saat awal saya mengajar.	Siswa menunjukkan peningkatan keberanian dalam menyampaikan ide dan mempertahankan partisipasi aktif selama kegiatan speaking berlangsung.
15	Document Analysis (Course Outline)	Weekly Discussion (TEDx Talk Video) tercantum secara rutin pada Speaking 2 level B1 dan B2.	Analisis course outline menunjukkan bahwa TED Talk merupakan strategi yang direncanakan secara sistematis dalam kurikulum speaking melalui kegiatan Weekly Discussion (TEDx Talk Video), sehingga bukan sekadar aktivitas tambahan tetapi bagian inti dari pembelajaran speaking.

Transkrip Interview Tutor

Narasumber 2

Nama : RCNA (Tutor 1)
Jabatan : Tutor Speaking Asrama Bahasa Inggris
Hari/Tanggal : Kamis, 04 Juni 2026
Pukul : 13.30-14.00

NO.	PERTANYAAN	JAWABAN	KONDENSASI
1	How long have you been teaching in this language dormitory?	Saya mulai mengajar sekitar Juni dan sudah mengajar selama beberapa tahun.	Narasumber telah mengajar di language dormitory selama beberapa tahun dan terlibat dalam pembelajaran speaking sejak awal masa mengajar.
2	What is your educational background?	Saya mengikuti program intensif selama satu bulan di LC Pare dengan fokus speaking, pronunciation, grammar, dan vocabulary	Narasumber mengikuti program intensif di Language Center (LC) Kampung Inggris Pare dengan fokus pada speaking, pronunciation, grammar, dan vocabulary.
3	What speaking strategies do you usually apply in teaching?	Saya menggunakan vocabulary program, English games, advertisement project, song-based activities, dubbing	Strategi speaking yang digunakan meliputi vocabulary program, English games, advertisement project, song-based activities, dan dubbing activities.
4	How do you implement these strategies in daily activities?	Vocabulary diberikan secara terstruktur, pembelajaran direview menggunakan game, siswa membuat advertisement, membuat lagu dari tema tertentu, melakukan dubbing video, serta English area.	Strategi diimplementasikan melalui pemberian vocabulary secara terstruktur, game-based review, advertisement project, song-based activities, dubbing performance, serta kegiatan penggunaan bahasa Inggris dalam aktivitas sehari-hari.
5	Are these strategies adapted from Kampung Inggris Pare? How?	Sebagian strategi diambil dari pengalaman belajar di LC Pare kemudian diterapkan dan	Strategi speaking merupakan hasil adaptasi dari praktik pembelajaran di Kampung Inggris Pare yang disesuaikan

		dimodifikasi sesuai kebutuhan siswa di asrama.	dengan kebutuhan language dormitory.
6	How do you transfer speaking strategies from Kampung Inggris Pare into this dormitory context?	Beberapa konsep yang diambil dari Pare adalah English area, vocabulary program, game-based review, dan aktivitas yang lebih banyak praktik daripada teori.	Transfer strategi dilakukan melalui penerapan English area, vocabulary program, game-based learning, dan aktivitas speaking yang menekankan praktik penggunaan bahasa.
7	What adjustments are needed when applying these strategies here?	Tidak semua strategi dari Pare bisa diterapkan secara langsung karena kondisi siswa, fasilitas, dan lingkungan pembelajaran berbeda. Beberapa aktivitas dimodifikasi agar sesuai dengan kebutuhan santri.	Penyesuaian dilakukan pada bentuk kegiatan, media pembelajaran, dan implementasi strategi agar sesuai dengan karakteristik siswa dan lingkungan pesantren.
8	What challenges do you face in implementing these strategies?	Tidak semua kegiatan dari Pare dapat diterapkan secara penuh dan terdapat keterbatasan fasilitas untuk beberapa aktivitas pembelajaran.	Implementasi strategi menghadapi kendala berupa keterbatasan fasilitas serta perbedaan konteks pembelajaran dibandingkan Kampung Inggris Pare.
9	How do students respond to these strategies?	Siswa biasanya lebih antusias ketika pembelajaran menggunakan game, lagu, advertisement, dubbing, atau aktivitas praktik lainnya.	Siswa menunjukkan respon positif terhadap strategi berbasis aktivitas karena membuat pembelajaran lebih menarik dan meningkatkan keterlibatan mereka dalam speaking practice.
10	In your opinion, how do these strategies affect students' speaking ability?	Aktivitas seperti dubbing, debate, song activities, dan English area membantu siswa lebih sering menggunakan	Strategi yang diterapkan berkontribusi terhadap peningkatan kosakata dan memberikan lebih banyak kesempatan bagi siswa untuk menggunakan bahasa Inggris dalam praktik sehari-hari.

		bahasa Inggris dan memperkaya vocabulary mereka.	
11	Do you notice any changes in students' confidence or participation?	Siswa menjadi lebih aktif ketika mengikuti kegiatan yang bersifat praktik dan kolaboratif dibandingkan pembelajaran yang hanya berisi teori.	Aktivitas berbasis praktik meningkatkan partisipasi siswa dan membantu membangun kepercayaan diri mereka dalam berbicara bahasa Inggris.

Transkrip Interview Student

Narasumber 3

Nama : RA (Student 3)
Jabatan : Student in Language Dormitory
Hari/Tanggal : Kamis, 04 Juni 2026
Pukul : 14.30-15.00

NO.	PERTANYAAN	JAWABAN	KONDENSASI
1	How long have you lived in this language dormitory?	Saya mulai tinggal di language dormitory sejak tahun 2020 dan telah mengikuti program bahasa selama beberapa tahun.	Narasumber telah tinggal di language dormitory sejak tahun 2020 dan mengikuti berbagai program bahasa dalam jangka waktu yang cukup panjang.
2	How often do you use English in daily communication?	Sekitar 90% komunikasi sehari-hari menggunakan bahasa Inggris.	Penggunaan bahasa Inggris dilakukan secara intensif dalam komunikasi sehari-hari di language dormitory.
3	What speaking activities do you usually do?	Kami menggunakan bahasa Inggris dalam percakapan sehari-hari dan mengikuti kegiatan seperti dubbing activity serta praktik speaking langsung.	Speaking activities yang diterapkan meliputi daily English communication, dubbing activity, dan direct speaking practice sebagai sarana latihan berbicara.
4	Which activities help you speak English more confidently?	Menurut saya praktik langsung dan dubbing activity sangat membantu karena membuat saya terbiasa berbicara dalam bahasa Inggris.	Direct speaking practice dan dubbing activity dianggap sebagai strategi yang paling membantu meningkatkan kepercayaan diri dalam berbicara bahasa Inggris.
5	Do you feel the learning system here is similar to Kampung Inggris Pare?	Ada beberapa kesamaan karena sama-sama menekankan penggunaan bahasa Inggris dalam kehidupan sehari-hari.	Narasumber melihat adanya kesamaan antara language dormitory dan Kampung Inggris Pare dalam penerapan lingkungan berbahasa Inggris dan pembiasaan komunikasi sehari-hari.

6	What strategies do you find most helpful?	Strategi yang paling membantu adalah praktik berbicara secara langsung karena memberi kesempatan menggunakan bahasa Inggris secara nyata.	Praktik berbicara secara langsung dianggap sebagai strategi yang paling efektif dalam membantu pengembangan kemampuan speaking.
7	What difficulties do you face when speaking English?	Kesulitan utama adalah pronunciation karena aksen atau logat daerah masih sering terbawa.	Pronunciation menjadi tantangan utama dalam berbicara bahasa Inggris karena pengaruh bahasa daerah dan kebiasaan berbahasa sebelumnya.
8	Are there any rules that are hard to follow?	Kadang sulit menjaga konsistensi penggunaan bahasa Inggris sepanjang hari, tetapi aturan yang ada masih dapat diikuti.	Menjaga konsistensi penggunaan bahasa Inggris menjadi tantangan dalam penerapan lingkungan berbahasa Inggris sehari-hari.
9	Do you feel your speaking ability has improved? How?	Ya. Vocabulary saya bertambah dan kemampuan berbicara menjadi lebih lancar dibanding sebelumnya.	Strategi yang diterapkan di language dormitory berkontribusi pada peningkatan kosakata dan kelancaran berbicara siswa.
10	Do you feel more confident speaking English now?	Ya. Saya lebih berani berbicara menggunakan bahasa Inggris dibanding ketika pertama kali masuk.	Pengalaman belajar di language dormitory meningkatkan kepercayaan diri siswa dalam menggunakan bahasa Inggris untuk komunikasi sehari-hari.

Transkrip Interview Student

Narasumber 4

Nama : SNK (Student 2)
Jabatan : Student in Language Dormitory
Hari/Tanggal : Kamis, 04 Juni 2026
Pukul : 14.30-15.00

NO.	PERTANYAAN	JAWABAN	KONDENSASI
1	How long have you lived in this language dormitory?	Saya tinggal di language dormitory sejak Mei 2025.	Narasumber telah tinggal di language dormitory sejak Mei 2025 dan mengikuti berbagai program pembelajaran bahasa Inggris yang diterapkan di asrama.
2	How often do you use English in daily communication?	Saya menggunakan bahasa Inggris hampir setiap hari, terutama saat berada di lingkungan language dormitory.	Penggunaan bahasa Inggris dilakukan secara rutin dalam komunikasi sehari-hari sebagai bagian dari pembiasaan bahasa di language dormitory.
3	What speaking activities do you usually do?	Ada kegiatan speaking practice, song activity, conversation practice, dan penggunaan bahasa Inggris dalam komunikasi sehari-hari.	Speaking activities yang diterapkan meliputi daily English communication, speaking practice, conversation practice, dan song-based activities.
4	Which activities help you speak English more confidently?	Song activity sangat membantu karena kami harus tampil dan bernyanyi menggunakan bahasa Inggris di depan teman-teman.	Song-based activities membantu meningkatkan kepercayaan diri siswa karena memberikan kesempatan untuk tampil dan menggunakan bahasa Inggris secara langsung.
5	Do you feel the learning system here is similar to	Menurut saya ada beberapa kesamaan karena sama-sama membiasakan	Narasumber melihat adanya kesamaan antara language dormitory dan Kampung Inggris Pare

	Kampung Inggris Pare?	penggunaan bahasa Inggris dalam kehidupan sehari-hari.	dalam pembentukan lingkungan berbahasa Inggris melalui pembiasaan komunikasi sehari-hari.
6	What strategies do you find most helpful?	Yang paling membantu adalah praktik berbicara langsung dan kegiatan yang mengharuskan kami aktif menggunakan bahasa Inggris.	Praktik berbicara secara langsung dan aktivitas interaktif dianggap sebagai strategi yang paling membantu dalam meningkatkan kemampuan speaking.
7	What difficulties do you face when speaking English?	Saya masih kesulitan dalam pronunciation dan terkadang kurang percaya diri ketika berbicara.	Pronunciation dan rasa kurang percaya diri menjadi tantangan yang dihadapi saat berbicara menggunakan bahasa Inggris.
8	Are there any rules that are hard to follow?	Terkadang sulit untuk selalu konsisten menggunakan bahasa Inggris sepanjang hari.	Konsistensi penggunaan bahasa Inggris dalam seluruh aktivitas sehari-hari menjadi tantangan dalam penerapan English-speaking environment.
9	Do you feel your speaking ability has improved? How?	Ya. Saya merasa vocabulary bertambah dan lebih lancar berbicara dibanding sebelumnya.	Strategi yang diterapkan di language dormitory membantu meningkatkan penguasaan kosakata dan kelancaran berbicara siswa.
10	Do you feel more confident speaking English now?	Ya. Sekarang saya lebih berani berbicara menggunakan bahasa Inggris dibanding ketika pertama kali masuk.	Pengalaman belajar di language dormitory meningkatkan kepercayaan diri siswa dalam menggunakan bahasa Inggris untuk komunikasi sehari-hari.

Transkrip Interview Student

Narasumber 5

Nama : AAMS (Student 1)
Jabatan : Student in Language Dormitory
Hari/Tanggal : Kamis, 04 Juni 2026
Pukul : 14.30-15.00

NO.	PERTANYAAN	JAWABAN	KONDENSASI
1	How long have you lived in this language dormitory?	Saya tinggal di language dormitory sejak tahun 2023 dan sudah mengikuti program bahasa selama beberapa tahun.	Narasumber telah tinggal di language dormitory sejak tahun 2023 dan mengikuti berbagai program pengembangan kemampuan bahasa Inggris selama beberapa tahun.
2	How often do you use English in daily communication?	Saya menggunakan bahasa Inggris dalam komunikasi sehari-hari karena lingkungan asrama mewajibkan penggunaan bahasa Inggris.	Penggunaan bahasa Inggris dilakukan secara rutin dalam komunikasi sehari-hari sebagai bagian dari English-speaking environment di language dormitory.
3	What speaking activities do you usually do?	Ada TED Talk, dubbing, speaking practice, discussion, dan penggunaan bahasa Inggris dalam aktivitas sehari-hari.	Speaking activities yang diterapkan meliputi TED Talk-based activities, dubbing, discussion, direct speaking practice, dan daily English communication.
4	Which activities help you speak English more confidently?	TED Talk sangat membantu karena kami belajar pronunciation, body language, public speaking, dan cara menyampaikan ide dengan baik.	TED Talk-based activities membantu meningkatkan kepercayaan diri siswa melalui pengamatan model komunikasi autentik, pronunciation, body language, dan public speaking skills.
5	Do you feel the learning system here is similar to	Menurut saya ada beberapa kesamaan karena sama-sama	Narasumber melihat adanya kesamaan antara language dormitory dan

	Kampung Inggris Pare?	membiasakan penggunaan bahasa Inggris dalam kehidupan sehari-hari dan banyak praktik berbicara.	Kampung Inggris Pare dalam pembiasaan penggunaan bahasa Inggris dan praktik speaking secara intensif.
6	What strategies do you find most helpful?	TED Talk merupakan strategi yang paling membantu karena memberikan contoh langsung dari penutur bahasa Inggris yang baik.	TED Talk dianggap sebagai strategi yang paling membantu karena menyediakan model autentik penggunaan bahasa Inggris yang dapat ditiru dan dipraktikkan siswa.
7	What difficulties do you face when speaking English?	Pronunciation masih menjadi kesulitan karena terkadang sulit menyesuaikan pengucapan dengan penutur asli.	Pronunciation menjadi tantangan utama dalam berbicara bahasa Inggris karena perbedaan antara kebiasaan bahasa siswa dan model pengucapan penutur asli.
8	Are there any rules that are hard to follow?	Kadang sulit untuk selalu konsisten menggunakan bahasa Inggris di semua situasi sehari-hari.	Menjaga konsistensi penggunaan bahasa Inggris dalam seluruh aktivitas sehari-hari menjadi tantangan dalam penerapan English-speaking environment.
9	Do you feel your speaking ability has improved? How?	Ya. Saya merasa pronunciation lebih baik, vocabulary bertambah, dan lebih mudah menyampaikan pendapat dalam bahasa Inggris.	Strategi yang diterapkan di language dormitory berkontribusi terhadap peningkatan pronunciation, penguasaan kosakata, dan kemampuan menyampaikan ide secara lisan.
10	Do you feel more confident speaking English now?	Ya. Saya lebih percaya diri berbicara di depan orang lain dibandingkan ketika pertama kali masuk.	Pengalaman belajar di language dormitory meningkatkan kepercayaan diri siswa dalam berbicara dan menyampaikan pendapat menggunakan bahasa Inggris.

Appendix 6 Observation

No.	Aspek	Keterangan	Catatan Peneliti
1.	Pelaksanaan	Mengamati pelaksanaan program speaking di asrama bahasa, meliputi penjadwalan, penerapan, model kegiatan, dan tempat pelaksanaan.	Peneliti melaksanakan observasi pada tanggal 3–5 Juni 2026 di Asrama Bahasa Inggris (Excellent Community/EC) Pondok Pesantren Salafiyah Syafi'iyah Sukorejo. Asrama ini terdiri dari 24 anggota, termasuk dua tutor, satu tutor speaking dan satu tutor grammar juga satu ketua kamar, sedangkan satu tutor speaking tambahan merupakan tutor dari luar lingkungan asrama bahasa. Program speaking dibagi menjadi tiga level sesuai kemampuan anggota, yaitu Level 1 (kelas pemula, diampu oleh Tutor 1), Level 2, dan Level 3 (kelas menengah dan lanjutan, diampu oleh Tutor 2). Kegiatan speaking class dilaksanakan pada malam hari setelah seluruh kegiatan pesantren selesai, sehingga para anggota mengikuti kelas dalam kondisi telah menjalani aktivitas penuh sejak pagi hingga malam. Selain kelas speaking reguler, asrama juga menyelenggarakan program bahasa bulanan yang bersifat rotasi, meliputi listening, dubbing activity, dan movie watching, yang dilaksanakan secara bergantian dalam satu siklus empat minggu. Seluruh kegiatan dipandu langsung oleh tutor masing-masing level dengan model pembelajaran yang terstruktur dan berorientasi pada praktik berbicara secara aktif.
2.	Strategi	Mengamati strategi speaking yang digunakan tutor dalam proses pembelajaran di asrama bahasa, meliputi jenis strategi, tahapan pelaksanaan, dan keterlibatan siswa.	Peneliti mengamati secara langsung empat strategi speaking yang diterapkan selama periode observasi. Pertama, <i>English Only Zone</i> , yaitu kewajiban menggunakan Bahasa Inggris dalam seluruh komunikasi sehari-hari di dalam maupun di luar asrama, yang diperkuat melalui sistem sanksi berjenjang dan mekanisme pemantauan antar anggota. Kedua, <i>warming-up activities</i> , yang diamati pada kelas Tutor 2 tanggal 3 Juni 2026; kegiatan pembuka berlangsung sekitar 10–15 menit menggunakan tugas berbicara berbasis kata acak (<i>random word</i>) dan permainan dadu, di mana setiap anggota diminta membuat kalimat atau cerita singkat dari kata yang didapatkan. Ketiga, <i>TED Talk activities</i> , yang diamati pada kelas Level 3 Tutor 2; tutor memutar video TED Talk

			berdurasi kurang dari 10 menit, kemudian anggota mencatat poin-poin penting, merangkum, dan menyampaikan kembali isi video dengan bahasa mereka sendiri, diikuti sesi diskusi dan pemberian umpan balik oleh tutor. Keempat, <i>dubbing activities</i> , yang diamati pada tanggal 5 Juni 2026 sebagai bagian dari program bulanan; kegiatan berlangsung dalam tiga tahap, yaitu mendengarkan audio tanpa video, menonton video tanpa audio namun disertai teks, lalu tampil menggantikan suara tokoh secara berkelompok sesuai karakter dalam video animasi berbahasa Inggris yang bersumber dari YouTube.
3.	Lingkungan	Mengamati lingkungan belajar yang terbentuk dalam pelaksanaan program speaking di asrama bahasa, meliputi suasana, interaksi, dan kondisi yang mendukung maupun menghambat proses pembelajaran.	Lingkungan pembelajaran yang terbentuk di asrama bahasa tergolong kondusif dan mendukung penggunaan Bahasa Inggris secara aktif. Peneliti mengamati bahwa interaksi antar anggota di dalam kamar, lorong, maupun area bersama sebagian besar berlangsung dalam Bahasa Inggris, sesuai dengan kebijakan <i>English Only Zone</i> . Suasana kelas speaking yang diamati bersifat interaktif, dengan tutor secara aktif mendorong partisipasi anggota melalui tugas-tugas berbasis praktik. Peneliti juga mengamati sejumlah tantangan yang memengaruhi lingkungan belajar: pertama, kelelahan fisik anggota terlihat nyata pada sesi kelas malam, dengan beberapa anggota tampak kesulitan menjaga fokus sebelum kegiatan <i>warming-up</i> dimulai; kedua, pengaruh aksen bahasa daerah khususnya intonasi Madura dan Jawa masih tampak dalam ujaran Bahasa Inggris anggota meskipun tutor telah memberikan koreksi secara langsung; ketiga, penggunaan bahasa daerah sesekali masih terjadi dalam interaksi spontan yang tidak terpantau di luar jam kelas, meskipun sistem sanksi dan pemantauan antar anggota secara umum berhasil mempertahankan konsistensi penggunaan Bahasa Inggris di dalam lingkungan asrama. Secara keseluruhan, lingkungan asrama bahasa dinilai berhasil menciptakan atmosfer berbahasa Inggris yang mendukung pembentukan kebiasaan berbicara (<i>speaking habit</i>) bagi para anggotanya.

Appendix 7 Documentation

No.	Aspek	Keterangan	Catatan Peneliti
1.	Materi/ <i>Course Outline</i>	Melakukan analisis terhadap materi ajar atau <i>course outline</i> yang digunakan dalam program speaking di asrama bahasa.	Berdasarkan hasil dokumentasi, materi pembelajaran speaking di asrama bahasa tidak disusun secara seragam oleh seluruh tutor, melainkan dirancang secara mandiri oleh masing-masing tutor sesuai level yang diampu. Peneliti memperoleh dokumen <i>course outline</i> yang disusun oleh Tutor 2 untuk kelas Level 2 dan Level 3. Dalam dokumen tersebut tercantum tahapan pembelajaran yang meliputi <i>warming-up</i> , penyampaian materi, praktik speaking, pemberian <i>feedback</i> , dan diskusi. Selain itu, <i>course outline</i> juga mencantumkan kegiatan <i>Weekly Discussion</i> berbasis video TEDx Talk yang dijadwalkan secara rutin pada kelas Level 2 dengan tingkat kemahiran B1 dan B2. Hal ini menunjukkan bahwa penggunaan TED Talk sebagai strategi pembelajaran telah terintegrasi secara resmi dalam perencanaan pembelajaran tutor, bukan sekadar kegiatan insidental. Sementara itu, untuk kelas Level 1 yang diampu oleh Tutor 1, materi disusun berdasarkan tahapan kosakata (<i>vocabulary</i>) yang dikembangkan secara bertahap dan dikombinasikan dengan kegiatan berbasis permainan (<i>game-based learning</i>) serta <i>advertisement project</i> . Peneliti juga mencatat bahwa Tutor 2 pernah menyusun proposal modul terintegrasi yang menggabungkan kelas <i>pronunciation</i> dan <i>speaking</i> berbasis CEFR, namun modul tersebut belum sepenuhnya diimplementasikan karena pengelola program lebih memilih pemisahan antara kelas <i>pronunciation</i> dan <i>speaking</i> secara mandiri.
2.	Evaluasi	Melakukan analisis terhadap bentuk penilaian dan tindak lanjut yang diterapkan dalam	Berdasarkan dokumentasi dan hasil wawancara, evaluasi dalam program speaking di asrama bahasa dilakukan dalam dua bentuk. Pertama, evaluasi

		program speaking di asrama bahasa.	berbasis performa (<i>performance-based evaluation</i>) yang berlangsung di setiap pertemuan, di mana tutor memberikan umpan balik langsung (<i>direct feedback</i>) terhadap penggunaan kosakata, intonasi, pelafalan, dan kelancaran berbicara anggota selama sesi praktik speaking. Bentuk evaluasi ini bersifat formatif dan bertujuan mendorong perbaikan secara berkelanjutan. Kedua, evaluasi berbasis kepatuhan program (<i>program compliance evaluation</i>) yang diterapkan melalui sistem <i>English Only Zone</i> , di mana pelanggaran penggunaan bahasa selain Bahasa Inggris dicatat dan ditindaklanjuti dengan sanksi berjenjang sesuai jumlah kata yang dilanggar. Peneliti juga memperoleh dokumentasi berupa <i>course outline</i> yang mencantumkan sesi <i>feedback</i> sebagai bagian rutin di akhir setiap pertemuan, menunjukkan bahwa evaluasi formatif telah direncanakan secara struktural dalam desain pembelajaran. Selain itu, perkembangan kemampuan speaking anggota juga dapat diamati secara tidak langsung melalui perbandingan performa antar level, di mana anggota Level 3 menunjukkan tingkat kelancaran dan keberanian berbicara yang lebih tinggi dibandingkan anggota Level 1, mengindikasikan adanya perkembangan bertahap yang dapat dikaitkan dengan efektivitas program secara keseluruhan.
3.	Jadwal Kegiatan	Melakukan analisis terhadap jadwal kegiatan program bahasa yang tersusun secara sistematis dalam dokumen resmi asrama bahasa.	Peneliti memperoleh dokumen jadwal kegiatan program bahasa asrama yang mengatur pembagian program secara mingguan dan bulanan. Berdasarkan dokumen tersebut, program bahasa bulanan bersifat rotasi dalam siklus empat minggu, yang terdiri dari sesi <i>listening to English songs</i> (dua minggu pertama), <i>dubbing activity</i> (minggu ketiga), dan <i>movie watching</i> (minggu keempat). Keberadaan jadwal rotasi ini menunjukkan bahwa <i>dubbing activity</i> telah ditetapkan sebagai bagian dari

			program bahasa yang terencana dan terjadwal secara resmi, bukan sekadar kegiatan tambahan yang bersifat insidental. Selain program bulanan, jadwal juga mencantumkan pelaksanaan kelas speaking reguler yang terbagi berdasarkan level kemampuan anggota (Level 1, Level 2, dan Level 3), masing-masing dengan tutor dan materi yang berbeda. Peneliti mencatat bahwa kelas speaking dilaksanakan pada malam hari setelah seluruh kegiatan pesantren selesai, yang secara langsung berkaitan dengan tantangan kelelahan fisik (<i>physical fatigue</i>) yang ditemukan dalam data wawancara. Adanya dokumen jadwal yang tersusun sistematis ini menunjukkan bahwa program speaking di asrama bahasa telah dirancang secara terstruktur dan terorganisir, sehingga mendukung konsistensi pelaksanaan strategi speaking yang telah diidentifikasi dalam penelitian ini.
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SPEAKING CLASS OUTLINE

Meeting Schedule for Semester 1

(Beginner, CEFR A1/Speaking 1)

Meeting	Topics
1	Introduction to module
2	Greeting
3	<i>Pronunciation: The Alphabet and the classification of phonetic symbol</i>
4	English Games – Fun Learning
5	Numbers
6	Times and Daily Activities
7	<i>Pronunciation: Vowels (Monophthong /ɪ/ AND /i:/, /e/ and /æ/, /ə/ and /ɜ:/)</i>
8	English Games – Fun Learning
9	Like and Dislike
10	Describing Things and People
11	<i>Pronunciation: Vowels (Monophthong /ʊ/ AND /u:/, /ʌ/ and /ɑ:/, /ɒ/ and /ɔ:/)</i>
12	English Games – Fun Learning

Meeting Schedule for Semester 2

(Pre-Intermediate, CEFR A2/Speaking 1)

Meeting	Topics
1	Introduction to module
2	Expressing Feeling
3	<i>Pronunciation: Vowels (Diphthong)</i>
4	English Games – Fun Learning
5	Asking for Direction
6	Telling Family
7	<i>Pronunciation: Consonants (Voiceless and Voiced)</i>
8	English Games – Fun Learning
9	Telling Hometown
10	Degrees of Comparison
11	<i>Pronunciation: Location of voice</i>
12	English Games – Fun Learning

Meeting Schedule for Semester 1

(Intermediate, CEFR B1/Speaking 2)

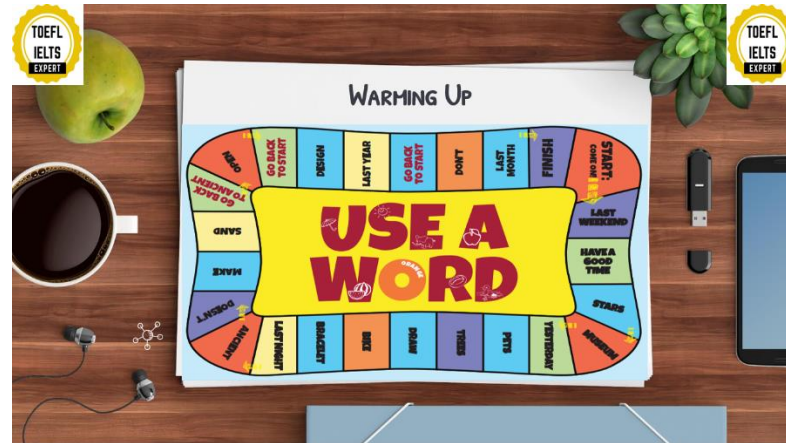
Meeting	Topics
1	Introduction to module
2	Expressing Opinion
3	<i>Pronunciation: Silent Letters</i>
4	Weekly Discussion (Tedx Talk Video)
5	Agree and Disagree
6	How to State Preference
7	<i>Pronunciation: Pronouncing “-ed form” in past tense verb (Regular verb)</i>
8	Weekly Discussion (Tedx Talk Video)
9	Making A Request
10	Making A Complaint
11	<i>Pronunciation: Pronouncing “S”</i>
12	Weekly Discussion (Tedx Talk Video)

Meeting Schedule for Semester 2

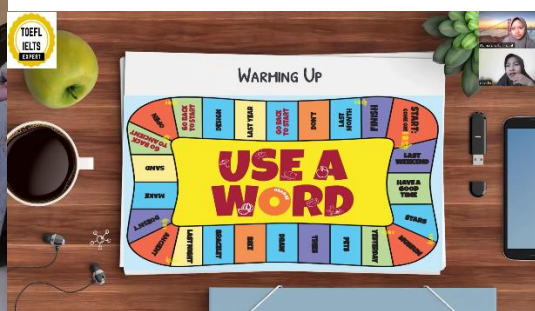
(Upper-Intermediate, CEFR B2/Speaking 2)

Meeting	Topics
1	Introduction to module
2	Job Interview
3	<i>Pronunciation: Word Connection</i>
4	Weekly Discussion (Tedx Talk Video)
5	Personal Questions
6	Conditional Sentences
7	<i>Pronunciation: The pronunciation of “Of/Off”</i>
8	Weekly Discussion (Tedx Talk Video)
9	Direct and Indirect Speech
10	<i>Pronunciation: The pronunciation of “to”</i>
11	<i>Pronunciation: The American T</i>
12	Weekly Discussion (Tedx Talk Video)

Appendix 9 Materials of Language Dormitory



Appendix 10 Documentation (Supporting Photo)



Appendix 11 Curriculum Vitae

CURRICULUM VITAE



Name : I' Tamaro Billahil Izzah

Place and Date of Birth : Bondowoso, 01 Maret 2003

Gender : Female

Religion : Islam

Faculty : Faculty of Education and Teacher Training

Department : English Education

University : UIN Maulana Malik Ibrahim Malang

Email : itamarobillahilizzah01@gmail.com

Phone Number : 082141606337

Educational Background : 1. TK Salafiyah Syafi'iyah (2007-2009)

2. MI Salafiyah Syafi'iyah (2009-2015)

3. MTs At-Taqwa Bondowoso (2015-2018)

4. SMA Ibrahimy Sukorejo (2018-2021)

5. English Education Department UIN Malang