

**THE INFLUENCE OF LANGUAGE REGULATION TOWARD  
ENGLISH LEARNING IN BOARDING SCHOOL**

**THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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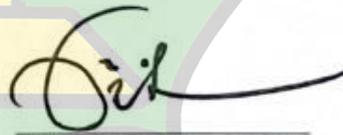
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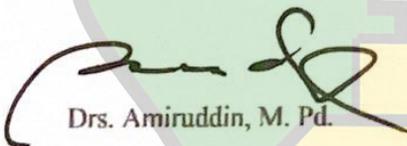
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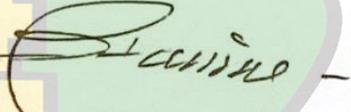
  
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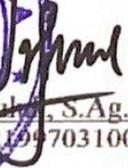
  
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**The Influence of Language Regulation Toward English Learning in Boarding School**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 7 Desember 2023

Saya yang membuat surat pernyataan,

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## ABSTRACT

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This research aims to investigate the influence of language regulations on students speaking and writing skills and to identify the problems faced by students in the implementation of language regulations. This research used a qualitative method. The participants in this study were 6 students and 4 language administrators. The research was conducted in one of Islamic boarding schools in Aceh Besar. The researcher used interview to collect the data. In this study, the researcher found that language regulations influenced students speaking and writing skills such as improving students' fluency, enhancing students' vocabulary, increasing students' knowledge of grammar lessons, improving students' writing skills, and build the confidence of several students. Additionally, the researcher found some problems faced by students during the implementation of English language regulations including pronunciation, self-confidence, difficulties in translation, and lack of students' awareness.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

The Boarding School is one of the Islamic educational institutions in Indonesia that has developed significantly. This educational institution requires students to live in an environment for education and teaching. Since their inception, boarding schools have had their own characteristics compared to other educational institutions (Yusuf, 2020). Over time, these characteristics began to develop and adapt to the needs and development of the times.

The development of boarding school features also affects the learning system. It can be seen from some boarding schools that have incorporated the national curriculum so that learning is no longer only about religion but also about general knowledge. In addition, with the development of the curriculum, boarding schools also create several regulations that must be obeyed and adhered to by students in the hope that they can apply these values in their daily lives (Lutfi et al., 2013).

As explained above, the existence of regulations provides positive values to the students. One of the numerous regulations in boarding schools is language regulations. Language regulations are a language order that must be followed and obeyed by students who are in the boarding school environment. As appropriate, if the rules are violated, they will get sanctions, and that also happens to the students

in the boarding school. They are tightly controlled by the situations and conditions that the boarding school creates so that they have no other choice to speak without using foreign languages that must be used in daily conversations. As for some language regulations in boarding schools, students are prohibited from speaking Indonesian, not allowed to speak regional languages, and are required to carry dictionaries at all times.

Based on these regulations, it can be said that the students are forbidden to speak other than in Arabic and English. As for infringements of these rules, the sanctions will be given by the rules that are violated. These sanctions are in the form of wearing a veil for violations for two weeks, memorizing vocabulary in the dictionary, translating newspapers or articles, and so on.

To support these language regulations, the boarding school also provides language programs that must be followed by the students. The following programs are vocabulary distribution, *muhadatsah* every Friday morning, making sentences from the vocabulary distributed, switching languages every two weeks, and public speaking. In more detail, to avoid students being saturated with the use of language, the language department as the regulator of language in the boarding school also regularly conducts language competitions such as spelling bee, telling stories, trilingual speech competitions, and king and queen language competitions. Generally, the competition is held at the beginning of the new school academic year (*khutbatul arsy*) or at certain times that have been agreed by the language department and language advisors.

With the existence of regulations and language programs, the students are expected to be able to familiarize themselves with active language skills which are the future project of linguistics (Muhbib, 2008; as cited in Rahman, 2021) can help and support students' skills in communicating using English (Amiruddin et al., 2019), be more confident in communicating, be able to involve students in participating in language competitions and be able to motivate students in learning so that they are more easily able to understand lessons in the class (Harahap et al., 2022).

In learning English several indicators of success must be achieved. One of these indicators is vocabulary mastery, according to Palmer vocabulary is an important aspect of learning English (Trisnawati, 2022) this is also supported by Rivers who says that vocabulary mastery is essential in determining the success of mastering a foreign language, without an extensive vocabulary we will be unable to use the structure and function we may have learned for comprehensible communication (Kwary, 2006; as cited in Trisnawati, 2022). Vocabulary acquisition is a basis for mastering the four skills in English. Generally, English has four skills that must be mastered, which are listening, speaking, writing, and reading (Niken et al., 2020). These four skills can utilize the students' skills in reading and listening to English texts and being able to convey them back in oral and written form.

According to the previous paragraph, language regulations can enhance the ability of students to master skills in English. However, based on an interview conducted by the researcher with one of the English teachers at the Oemar Diyan

Boarding School regarding the mastery of the four skills. She said that the mastery of the four skills in grade 12 Oemar Diyan Boarding School is indicated to be low. Supposedly, the language regulations can improve their mastery of the four language skills. However, in fact, their English language skills are still lacking. But, related to language regulations that implementing in Oemar Diyan the language regulations only focus on speaking and writing skills.

On the other hand, some studies on the influence of language regulation have been carried out. One of the studies is about the implementation of English day program on students' speaking improvement. A study conducted by Nurcholilah (2018) on second year of Islamic Senior High school in Banten. In this research, she collected the data through interview, observation, and test. The test that she used is oral test which the result of it was evaluated by concerning pronunciation, grammar, fluency, and vocabulary. The average score of students speaking ability was 63,08% is categorized as good. According to the percentage of the oral test can be concluded that this program was contributes to students speaking ability. Another study is conducted by Rani (2022) about investigating second language acquisition of English foreign language students viewed from students learning environment in Islamic boarding school, Bengkulu. The existence of second language acquisition from two different environments provides better input so that it can significantly produce graduates who are intelligent and proficient in English. The success of this study is proven by the fluency of students speaking, success in public speaking in front of other students, and success in increasing the score during the evaluation.

Based on the research mentioned above, both studies only looked at the effect on speaking skills. However, in this study the researcher wants to see the effect of language regulation only on speaking and writing skills because the implementation of language regulation in Oemar Diyan only focuses on the two skills mentioned.

### **B. Research Question**

1. How does language regulation influence students' speaking and writing in boarding school?
2. What are the problems encountered by students in the implementation of language regulation?

### **C. Research Aim**

1. To investigate the influence of language regulation on speaking and writing students.
2. To find out student problems in the implementation of language regulation.

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

The writer expects that the result of this study will be beneficial to students, boarding school, and future researchers.

1. Students

This study is expected to provide information to students regarding the effect of language regulations on English language learning. Students can find out

the effects of language regulations that help students improve their English language skills.

## 2. Boarding school

This research is useful as a consideration for schools that have a boarding school system as an effort to improve the quality of students' language skills through the implementation of the program.

## 3. Future Research

This research is expected to be able to provide useful information to researchers who want to research language regulations on boarding school in depth.

## **E. Research Terminologies**

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below:

### 1. Influence

In research, the term influence is used to describe the ability of a given factor or condition to cause a change in an ongoing action. Influence can be measured on many levels, ranging from group size to individual behaviour. According *Kamus Besar Bahasa Indonesia* (KBBI), influence is the power that exists or arises from something (people, objects) that contributes to shaping a person's character, beliefs, or actions.

Based on the concept of the definition of influence above, it can be concluded that influence is a reaction that arises (can be in the form of actions or

conditions) from a treatment because of the urge to change or shape something in a better direction.

So, the influence in this study is referred to the effect of language regulations on students' speaking and writing skills. So, after knowing the concept of language rules, it will be known how language rules affect students' speaking and writing skills.

## 2. Language regulation

According to Kamus Besar Bahasa Indonesia (KBBI) regulations are instructions and provisions created to regulate something. Regulation are made to equip children to conduct themselves in certain situations.

In this study, language regulation is the process of controlling and managing the use of language. For example, the school may require all students to speak English in common areas. It can help students from different backgrounds to communicate more effectively and build stronger relationships with each other. In addition, the school may require students to speak their native language at specific times of the day.

## 3. English learning

English language learning is to develop English language skills contextually and in accordance with the conditions and situations of learners' daily life. This is to produce a form of English learning that is more in touch with the language needs of learners. There are four skills in English learning. But, in this research only focuses on speaking and writing skills.

Speaking is the delivery of information and ideas that are carried out orally through words or sentences with the aim that the listener understands the point that is conveyed by the speaker. There are five components in speaking namely pronunciation, grammar, fluency, vocabulary, and comprehension.

Writing is an opportunity for students to think about how to change their ideas, meanings, and opinions in a piece of writing. There are four components in writing such as content, vocabulary, mechanic, and grammar.

#### 4. Boarding school

As we know *pesantren* or boarding schools are the same. The similarity is seen by the obligation of students to live around school environment. But, nowadays *pesantren* and boarding schools have a difference. The differences are in the curriculum and the founder of it. According to Rosset (2016), *pesantren* has not used a national curriculum but has more to do like reciting, reading kitab, memorizing, etc. In order for boarding schools, it used a national curriculum and *pesantren* curriculum. Boarding school is an educational institution that has facilities to build students' disciplinary attitudes by not neglecting their intellectual and spiritual aspects (Faiz et al, 2021; as cited in Setiawan, 2018). In this study, the meaning of boarding school is an Islamic boarding school that uses the national curriculum and *pesantren* curriculum.

## CHAPTER II

### LITERATURE REVIEW

This chapter describes the theory used in the research. It covers a brief discussion of boarding school, language regulation, and English learning.

#### **A. Boarding School**

##### **1. Definition of boarding school**

Boarding school is an educational institution where students live on school premises. In Indonesia, boarding schools are better known as *pondok pesantren*. *Pondok* comes from the Arabic "*funduq*" which means dormitory/hotel, while *pondok* in the daily life of the Indonesian people means a house or residence. *Pesantren* comes from the word "*santri*" which can be interpreted as a place for students or a place of learning (Arifin et al., 2019). From the above understanding, a boarding school is an educational institution where students live together in dormitories to study general and religious knowledge. Islamic boarding schools are famous for their learning that is directly guided by *kiai*. *Kiai* will teach spiritual knowledge based on Arabic books.

Islamic boarding school are places of Islamic education that are recognized by the community. The existence of boarding school is place to spread and develop Islamic teachings and generate cadres of scholars (Maisun, 2004). In Indonesia, the teaching system of boarding schools is combined using traditional and modern systems. Which are taught with a combination of religious and general education.

It is uncommon for boarding school Indonesia to add English and Arabic language acquisition to the students. Now, Islamic boarding schools have developed and have formal education from elementary schools to senior high schools (Tolib, 2015).

## 2. Characteristics of boarding school

To be more specific in identifying the characteristics of boarding schools, Mukti Ali (1987, as cited in Mustajab, 2015) the characteristics of boarding schools are:

- a. There is a close relationship between *santri* and *kiai*
- b. The existence of a submission and obedience to *kiai*
- c. Living frugally and simply
- d. Independent
- e. Having a high sense of mutual help among the *pesantren* residents.
- f. Discipline

The criteria described above are general criteria that boarding schools need. Tolib (2015) mentions some characteristics that are not available yet in some boarding schools are:

- a. The emphasis on conversations in Arabic and English
- b. Using contemporary Arabic literature books
- c. Having a formal school under the official//ministerial curriculum
- d. No longer using traditional systems such as *sorogan*, *wetonan*, *bandongan*.

In addition to the above, boarding schools also have innovations such as:

- a. There is curriculum development
- b. Complete facilities to support teaching and learning process such as libraries, classic books, organizational facilities, sports equipment, internet, and others.
- c. Giving freedom to students to develop their abilities, both concerning general knowledge, technology, and entrepreneurship

### 3. Types of boarding school

The types of boarding schools are very diverse in Indonesia, many experts have suggested the types of boarding school themselves. Based on Fatimah et al (2022), the types of boarding school are divided into two, the first type is *salaf* boarding school (traditional) and the second is *khalaf* boarding school (modern).

#### a. Traditional boarding school

Traditional boarding schools are the original form of *pesantren*. This *pesantren* is often called the *salafi* system because the curriculum purely teaches religious knowledge, and there is no formal education in it (Tohir, 2020). This *pesantren* is managed based on old patterns using a curriculum that has been transmitted from generation to generation, such as the *wetonan* and *bandongan* teaching methods. In the traditional *pesantren* system, the completion of education is not measured by time, but the completion of education is seen from the student's understanding of the books they read, and their ability to practice and teach the contents of certain books that have been determined. Likewise, in traditional *pesantren* the role of a *kiai* or ulama is very dominant because the *kiai* is the main

reference for the students in studying religion. In addition, the existence of traditional *pesantren* can create cadres of scholars in the future and become the frontline in filtering the negative impacts of modern life (Tohir, 2020).

#### b. Modern boarding school

Modern boarding schools are boarding schools that have elements of the *pesantren* education system whose curriculum is designed by the *pesantren* itself. This boarding school has a balanced curriculum between religion and general education. However, modern boarding schools are organized by madrasa system, where the curriculum used is the curriculum of the ministry of religion. There are also modern boarding schools that organize the system of education by the curriculum of the ministry of education and culture. The curriculum of modern boarding schools consists of three, there are intra-curricular, co-curricular, and extra-curricular (Fahham, 2020):

- 1) Intra-curricular curriculum: the curriculum organized in madrasah or school.
- 2) Co-curricular Curriculum: the curriculum that is organized beyond madrasah or school lessons and it is often referred to as a form of additional lessons.
- 3) Extra-curricular curriculum: a curriculum organized in a series of activities in the dormitory for 24 hours. In general, the system applied is education and guidance.

On the other hand, Fahham (2020) added other types of boarding schools. Boarding school can be interpreted as a place where students live together with

teachers as guardians who provide assistance to students in the process of developing their personalities. The intention of this self-development is adjusted to the field or profession being pursued at the school. Initially, boarding schools were known as boarding schools which were intended for students who studied religious knowledge. Over time, schools appeared in modern society, commonly known as boarding schools which are intended for public schools that do not focus on religious studies (Zulkarnain, 2022). The purpose of this boarding school is to maximize the learning process of students (Qamar, 2002). In Aceh, there are several schools that have implemented the boarding school system such as Fajar Harapan, Modal Bangsa, SMA 2 Banda Aceh, etc.

So, boarding school in this study refers to Oemar Diyan as known as modern boarding school. It is characterized by the use of both national and traditional curriculum. Where there is a combination of general learning and religious learning. In addition, it is also supported by the existence of extracurricular activities that are not applied in traditional boarding school.

## **B. Language Regulation**

### **1. Overview of language regulation**

In the field of education, foreign language acquisition is not something unfamiliar. This foreign language acquisition has been found from elementary school to college level. However, Mulyani (2020) observed that the success rate in mastering the language is still very low. Apart from schools, foreign language acquisition can also be found in language courses. Mulyani (2020) said that foreign

language acquisition in courses appears to be more successful than foreign language acquisition in the classroom. However, in real life, due to the infrequent use of the language, those who have attended language courses that have been acquired gradually disappear.

Other than schools and courses, foreign language acquisition can also be acquired in boarding school. Foreign language acquisition in boarding school shows special characteristics that are not found in schools and courses. It can be called quarantine. It is said to be quarantine because students live and follow the directions in the environment.

According to Vygotsky (Keenan et al, 2016; as cited in Silalahi, 2019) said that social environment is really important force' in children development. Social environment is an active force that works to construct children knowledge. In this environment children will be given rules that can develop their abilities. Because of that, social environment is believed become the most significant factors that influence someone's development. In this case, students are strictly controlled by the situations and conditions created by the boarding school including in language. They are prohibited from using other language except Arabic and English used in daily conversation. Likewise, for those who violate will be subject to sanctions.

On the explanation above, language rules are needed. It can help students acquire language quickly. According to Lodge (2017) regulation is a sustained effort focused on changing one's behavior in accordance with predetermined standards and goals to produce broadly identified outcomes, which may involve mechanisms of standard setting, information gathering, and behaviour

modification. In the other hand, regulation is the primary vehicle used to implement laws or agency objectives. In short, regulation is specific instruction on what individual or other organization can or can't do (Dudley, 2012).

Based on the above definition, it can be concluded that regulation is a provision made as a guideline to regulate and control humans, which is agreed by the community or an organization to be obeyed in order to avoid sanctions and create order and comfort.

## 2. Purpose of language regulation

In the community, language mastery is often used as a standard of intelligence and success for students. For them, language is a communication tool that must be mastered because language will be a tool to survive in the future. Therefore, use the language without fear of using the wrong linguistic rules. This is based on the principle of *al-lughah ma yuqal wa laisa ma yanbaghi an yuqal* which means that language is what is spoken, not what should be spoken (Habib, 2016).

The quality of the language environment is very important for students to learn a language. The strict language regulations in boarding schools and the language discipline in boarding schools have slowly succeeded in shaping the students' linguistic character by accustoming them to the use of foreign languages in their daily life. Because of this habit, a new linguistic character is created in them. So that foreign languages can be used like a mother tongue (Maghfiroh, 2016). Some of the purposes of language regulations are:

- a. Adding students' knowledge by reading books that use English languages.

- b. Able to communicate with foreigners.
- c. Can familiarize students with speaking English in everyday life.
- d. Can increase students learning motivation.

### **C. Language regulation implemented in Oemar Diyan**

In every boarding school, regulations are certainly applied to all of its students, and one of the rules is language regulation. The purpose of the language regulations is to enable the students to master foreign languages, specifically English and Arabic. Similarly, Oemar Diyan is one of the boarding schools that has regulations regarding the use of English and Arabic. To support the achievement of proficiency in these two languages, the school has established a language division that emphasizes and enforces regulation related to the language. The following regulations of the language discipline in the modern boarding school of Tgk. Chiek Oemar Diyan are:

1. Students are required to communicate in Arabic or English.
2. Students are prohibited to communicate using regional languages.
3. Students are required to participate in vocabulary classes every morning.
4. Students are required to bring a dictionary or small notebook for languages.
5. Students are required to attend language activities on the designated day, time, and place.

These regulations are carried out systematically, coordinated by the head of the language division, and then instructing the language department to carry out

language activities and control the language regulations of the students. There are several other language regulations, such as:

1. The use of Arabic and English is used alternately, with the first two weeks using Arabic and the next two weeks using English and so on in a rotation, with the intention that students can master the two languages. For new students, there is an exception, the first 3 months in the boarding school they are not required to speak Arabic and English, but they are only given basic vocabulary as an addition to vocabulary. However, the vocabulary that has been known and given must be used in communication.
2. Students are allowed to speak Indonesian when they are visited by their parents. This is only for communicating with parents or siblings.
3. Students who are found using other languages except Arabic and English will be recorded and will enter the language court which is held after Isha. The punishment of the language court is also various such as memorizing vocabulary, translating readings, writing sentences using the vocabulary that has been given, standing in the middle of the field while mentioning "language is our crown", etc. As for students who enter the court more than 10 times or are caught communicating using regional languages, they will be sanctioned to wear red and green violation veils for women and bald for men.
4. Every student is obligated to participate in language activities such as the distribution of vocabulary every morning after Fajr time. The number of vocabularies given also varies depending on the agreement of the language

section. Every vocabulary is required to write a perfect sentence, each Thursday the students are required to submit the book to be checked by the language department. On Friday, the distribution of *mufradat* is eliminated and replaced with *muhadtsah* (conversation) activities. In this activity, the language department will provide a theme for conversation, so that students are required to speak based on the theme.

The rules mentioned above are an exercise for students to familiarize themselves in carrying out a discipline, especially in language discipline. According to (Mridha, 2020) practicing is one of the important factors that must be master, because the more practicing will improve their own oral abilities and help others to improve their abilities too.

#### **D. English Learning**

According to Han (2018) English is not only known as the language of English people, but also the language spoken by people in many countries. English also can be defined as codification of a language in dictionaries and grammars. But, in this study English as a school subject. English as school subject is a tool and a way of gaining knowledge and personal insight. According to Wibowo (2012) learning is how a person acquires knowledge, skills and others through the learning process. So, it can conclude that English learning is a way of gaining knowledge, skills, personal insight and others. English learning is an integrated language subject material, which consists of four abilities that must be possessed that are: listening, speaking, reading, and writing (Kunah, 2021).

## 1. Speaking

### a. Definition speaking

according to Rumanti (2002) speaking is the delivery of information that is conducted orally through words or sentences.

Based on the definition mentioned above, speaking is the delivery of information and ideas that are carried out orally through words or sentences with the aim that the listener understands the point that is conveyed by the speaker.

### b. Component of speaking

To measure student achievement in speaking learning, a foundation is needed as a research guide. Sayuri (2016, as cited in Robah et al, 2023) explains the elements that is required for affective English speaking are pronunciation, vocabulary, grammar, fluency and comprehension.

#### 1) Pronunciation

Pronunciation is how someone pronounces each word correctly (Suharno, 2020). According to Gilakjani (2016) said that pronunciation is the production of sounds to facilitate communication. Pronunciation is very important because how words or phrases are spoken is determined the successful in speaking. If the word and phrase pronounced wrongly, misunderstanding will appear and become a serious problem in communication. Ma (2018) also stated that pronunciation had six rubric categories. The six rubrics were vowels, consonant, intonation, word stress, rhythm, and sentence stress.

## 2) Vocabulary

Vocabulary is the set of words belonging to a person or other entity. A person's vocabulary refers to the set of words that the person understands and will use to construct new sentences (Surastina et al., 2021). Diamond et al (2006, as cited in Alqahtani, 2015) said that vocabulary is the knowledge of words and the meaning of the word. Basically, vocabulary is not just a word but it more than just a single word which are made up for two or three words but express a single meaning. Vocabulary is one of the aspects that very important in speaking, because it was a stock of word that we need in communication. Because of that importance, vocabulary is a student fundamental to learning English efficiently (Rashid et al, 2022).

## 3) Fluency

When we say fluency, we mean that a person has a good command of the language and uses it with ease and efficiency. Housen et al (2012, as cited in Biancarosa et al, 2016) state in linguistic, accuracy and correctness are not a part of fluency. Whereas, fluency in proficiency is the ability to produce second language with native like rapidity, pausing, hesitation, or reformulation. Lennon (2002, as cited in Permana et al, 2021) said that fluency is the ability to produce speech at the same tempo without having problems of silent pauses, hesitations, filled pauses, and repetitions. According to Brown (2017), Many researchers define fluency as speaking like native speakers. For classroom teacher, fluency

for learners is the ability of students to process language receptively and productively at a reasonable speed. (Nation, 2014; as cited in Brown, 2017)

#### 4) Grammar

Kusumawardani (2018) mention, grammar is the rules to organize the order of sentences, phrases, and words with the aim to show a meaning. Grammar is a device that describes the structure of that language (Kharbouch et al, 2006). The ability to construct sentences is very important in speaking and writing. However, grammar is very difficult to acquire and apply in writing and speaking. According to Saville et al (2006, as cited in Sabarniati et al, 2020) said that grammar in various languages has subject and predicate in the sentence. However, the arrangement will be different for each language. Perhaps that is the reason why the use of grammar is so difficult, because the sentence structure in Indonesian and the language being learnt are different.

#### 5) Comprehension

According to Wang (2003) Comprehension is the capability of understanding. Lestari (2020) also said that comprehension something that we comprehend and understand correctly. With that understanding, we can defend, distinguish, speculate, explain, and draw conclusions about the subject that is understood.

## 2. Writing

### a. Definition of writing

Writing skill is the ability to communicate ideas through writing in various forms (Hasbollah, 2023). Troia (2014, as cited in Mahmudah, 2022) also said that writing is an opportunity for students to think about how to change their ideas, meanings, and opinions in a piece of writing.

### b. Component of writing

#### 1) Content

Content is a thought of the ideas in the piece of writing (Bae, 2016). Content become the first goal in writing with the aim is to build network of idea with the purpose of affecting the readers. Besides that, content also involve some important elements of writing, such as vocabulary, coherence, grammar, creativity, and text length.

#### 2) Vocabulary

According to Fitriantiwi et al. (2020), vocabulary is the total words or the number of words possessed by a speaker. This vocabulary comprises words that the person is likely to use in constructing new sentences. Santos et al. (as cited in Lee, 2003) mentioned that a lack of vocabulary can cause difficulties for students in writing. The use of specific vocabulary leaves a positive impression on the reader, as it allows them to understand that the writer is not only conveying their understanding of the topic but also expressing it effectively (Natalie, 2012). Furthermore, a precise and accurate mastery of vocabulary in

writing indicates that learners are within the academic scope (Coxhead, 2012).

### 3) Mechanic

According to Kane (2000, as cited in Yuliawati, 2021), mechanical writing refers to the appearance of words, spelling, capitalization, and punctuation. The inappropriate use of mechanics can create ambiguity for the reader; therefore, the use of mechanics in writing must be carefully considered. Additionally, the correct and appropriate use of writing mechanics can enhance the overall quality of the text and leave a positive impression on the reader (Harmer, 2004; as cited in Sandrawati, 2021).

### 4) Grammar

Grammar is the system of rules governing the organize the use of English language (Hill-Miller, 1983; as cited in Sinurat et al., 2023). According to Oxford Learner's Dictionaries, grammar is the structural rules of a language, also known as the arrangement of words, phrases, and sentences. Grammar serves to form clear and concise sentences, making it easier for readers to understand the intended purpose (Rizal, 2023).

## E. Previous Studies

Similar to this study, several previous studies have investigated language regulation. The first study is from Mansur Syafi'i (2019) entitled the application of Arabic and English language regulation to the learning motivation of modern

*pesantren* students. In this study, he saw some students who were still weak and lagging behind in language learning. The purpose of this study is the researcher wanted to see the application of language to students' learning motivation. The results of this study explain that language regulations greatly motivate students in language learning. This is proven by students being able to follow lessons in class and being able to get various achievements outside the classroom.

The second research conducted by Aulia et al (2021), entitled English daily conversation at Islamic boarding school in improving speaking skill of EFL students. The purpose of this research to know the effect of English daily conversation program in improving students' speaking skill. The research was conducted at Nurul Ilmi Darunnajah Boarding School, with using quantitative method and pre-experimental research design. The sample technique used is purposive sampling in which the sample are students of 7th E grade. Based on the research that was conducted, English daily conversation program was affective to improve speaking skill students of 7th grade Nurul Ilmi Darunnajah Islamic Boarding School, it showed from the difference score between pre-test and post-test. Scores of pre - test is 59,85 and the post test is 7,2. It means that the score of post - test is higher than pre-test.

The third is from Zuhairati et al (2021), entitled an analysis of English language used in daily communication by students of *dayah* or Islamic boarding school. They analyze the policy regarding the language used and to know students' perception about the use of English language for daily communication. The regulation contains obligations that must be carried out by all students of *dayah*

modern Darul Ulum are: compulsory Arabic/English in all places, obeying language regulations, encouraged to warn their friends who cannot speak Arabic/English. In this study also stated that every student who violates the rules is obliged to attend the language *mahkamah* and acquired the punishment. Darul Ulum also has some programs to motivate students concerning English language, some of the programs were: vocabulary class, conversation class, speech class, and language club. Based on the activities, the students are expected to familiarize with English usage and they always practice to get the good achievement. In short, they will get a good ability in speaking English and be able to compete with other students. The finding of this study, the existence of these exercise is a supporting factor that helps students is improving their skill and desire.

The fourth is from Ansah et al (2023), entitled language regulatory practices in the ESL classroom: An analysis of lesson in some public senior high schools in Ghana. In the research shown that two main types of language regulation occurred in the classroom, explicit regulation (overt) and implicit regulation (tacit). With the respect of responsibility for regulation, the analysis showed the learner were given the opportunity to negotiate for correct and acceptable language while they interacted with other learners and their teachers. By doing that, it gives the immensely contributes to the field of language teaching and learning. It shown by the benefit written on the research. The benefits are reduced the confusion that language learners may experience, provides language learners with information to help them resolve more complex errors, provides language learners with more input on hypotheses that may have been made.

The fifth is conducted by Krismiyati (2013), entitled language policy in practice: A case study in a graduate classroom. This study tries to investigate the implementation of language policy in graduate classrooms in their preselection program. This study focuses on what factors determine the success and failure of language policy in the classroom. In this research English teacher is fully responsible for how the classroom will run, and basically how the use of language in the classroom is a medium of instruction to teach English skills needed by the students. In the class, students are expected to use English for their communication during teaching learning process and students are expected to master certain structures and do the accompanied exercise. In this study, two factors explain the successful implementation of the language policy. It arises from teachers and students. The factors are determination and seriousness of students in implementing the policy contribute greatly to the success of the implementation, the teacher's perception and interpretation are also crucial in determining the type of action to be taken, and the strong motivation to actively participate during the teaching and learning process has a significant influence on the success of the policy practice. The factors mentioned above can develop their skills and abilities in English to support their studies.

Based on previous study more focus on the influence of language regulation toward English speaking and language regulation in motivated students. Meanwhile, the present study will focus on the investigating language regulation on speaking and writing students and the problem that face by students during the implementation of regulation.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

This research applied a qualitative design. Qualitative research has been defined as the investigation of phenomena, usually in a deep and holistic way, through the collection of narrative material using a flexible research design (Moser et al, 2017). The main purpose of this method is to conduct interviews and observations to obtain comprehensive and credible research data. This is based on the researcher's aim to find out students' English learning through the results of language regulation and the problems that students face in implementing the regulation.

Creswell (2013) explains that qualitative is used to develop a theory when the theory does not capture the complexity of the problem under study. This method produces non-numerical data and the natural setting of the phenomenon that is being researched. Each phenomenon is unique, different from others, and different from other contexts, and the use of data in this method is natural and detailed from respondents

#### **B. Research Participant**

##### **1. Population**

The population is the entire unit of analysis as a data source representing specific characteristics in a study (Sinaga, 2014). Meanwhile, according to Ahyar

(2020), the population is a research object in the form of living things, symptoms, test scores, or events as a data source with characteristics in a study. The participants of this study are students of XII grade of Oemar Diyan Islamic boarding school which currently totals 122 students.

## 2. Sample

According to Sinaga (2014), sample is data from some populations to represent others. Sampling is used to conclude data. However, sampling may also refer to the choices of particular locations, times of day, events, and fieldwork activities to be observed. The sample will be taken as probability sampling which provides equal opportunities for the entire population to be selected as sample members. The sample of this research is 10 which consist of 4 language supervisor and 6 students.

## C. Technique of Data Collection

### a. Interview

Interviews are social interactions in which researcher asked questions for people with the purpose of collecting data for the research (Roulston, 2018). In the research there are three interviews namely structured, semi-structured, and unstructured interviews. Structured interviews are interviews that in a way resembles a check list. Meanwhile, semi-structured interview is an interview were based on a series of open-ended questions. This method can lead to new questions deriving from the answers given by the informant during the session, allowing for more in-depth information. And, unstructured interview that only contains an

outline of what will be asked. In this study, researcher used semi-structured interview.

#### **D. Technique of Data Analysis**

The data analysis technique in this study used inductive qualitative analysis, which is an analysis based on the data obtained. The data is analysis by three steps of Miles and Huberman, there are data condensation/reduction, data display, and conclusion/verification (Miles et al, 2018).

##### **a. Data reduction**

Data reduction is an activity of summarizing, selecting the main points, focusing on important things, and looking for data patterns. Data reduction is carried out by grouping data according to aspects of the problem or focus in the research, making it easier for researchers to get a clearer picture of complex data and make it easier for researchers to collect further data.

##### **b. Data display**

After the data is reduced, the next step is data display. Data presentation can be displayed in the form of brief descriptions, charts, and relations between categories. In qualitative research, data is usually presented in the form of text with narrative properties. The reduced data will then be presented in descriptive form by the research aspects. The presentation of this data is intended to make it easier for researchers to interpret the data and draw conclusions.

c. Verification

The third step in qualitative data analysis is the conclusion. Because conclusions are still temporary and may change if no strong evidence found can support subsequent data collection. However, if the conclusion at the beginning can be proven with valid and consistent evidence, then the conclusions used are credible and can be used.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consists of two sections. Those are research findings and discussions. Research findings section tells everything that was found during the research that answered the two research questions proposed in this study. Whereas in the discussion section, the findings are drawn and linked to previous research and experts.

#### **A. Research Findings**

To answer two research question proposed of this study, I used interview to collect the data. After doing an interview, I figure out some findings related to this study. It is explained in detail as below.

#### **1. The Influence of Language Regulation on Students Speaking and Writing in Boarding School.**

According to the data, I found some effects of the language rules to improve students' speaking and writing skills in Oemar Diyan.

##### **a. Speaking**

##### **1) *Improving English Fluency***

Based on the data analyzed, the existence of language regulation in boarding school improve students' fluency in speaking English.

Student 1

“... In Oemar Diyan, the language regulation is changed every two weeks, so that I have time to practice English during that period. Because of that, my fluency in speaking English was improve.”

Student 2

“... because of language regulation, I can speak fluently. So, when we meet foreigner, I can talk and understand what they are saying.”

Student 6

“Actually, the language regulation force us to speak English all the time. But it forced, gave students the ability to communicate and trained students to speak English.”

Based on the students' answers, the language regulation improves students' fluency in communication. In fact, there are students who still stammer in speaking English. This information was confirmed by 2 from 6 students interviewed.

Student 5:

“I can remember back to a few years ago, I couldn't speak English and didn't know anything about the language. However, after studying at Oemar Diyan and following the regulation, I can speak English although I still stammer, not as fluently as native speakers.”

Student 3:

“... language regulation made me able to speak English, although there are still many obstacles when I speak.”

The students' answers were also confirmed by the language administrators at boarding school.

Administrator 1:

“... in terms of quality, students' speaking ability begins to be weakened. However, they still speak the language.”

Administrator 2:

“... they speak English, but the fluency is still low.”

Based on interview above, it can be concluded that language regulation improved students' fluency at Oemar Diyan.

## 2) *Vocabulary Improvement*

From the data that has been analyzed, it is known that language regulation increase student vocabulary. It was confirmed by 2 of the 6 students interviewed.

Student 3:

“In Oemar Diyan there is vocabulary class that must be attended by all students. In the class, we are given many vocabularies from the basic to the advanced. So, with the existence of that class I get many vocabularies to use in daily speaking.”

Student 2:

“... of course, attending vocabulary class added my vocabulary. I got more familiar with some words that seldom I heard. Besides it increases my vocabulary when I speak, it also helped me in reading.”

Based on student answers above, it can be observed that there is an improvement in terms of acquiring a broader vocabulary. In this enhancement, the researcher aims to examine whether the existence of language regulations can enrich the vocabulary used in their daily life. it was confirmed by 3 of the 6 students interviewed.

Student 1:

“In the vocabulary class, I was rarely being taught the synonym of vocabulary, thus the vocabulary I use in communication is only daily vocabulary that given by language administrator every morning.”

Student 4:

“This language regulation didn’t enrich my vocabulary. So, when I spoke with other people, I used the same words repeatedly.”

Student 5:

“... it depends on the teacher. Sometimes the teacher gave us the synonym of the vocabulary and sometimes it didn’t. Because of that, I didn’t use various vocabulary while communication.”

Related to enriching vocabulary, it was approved by one of the language administrators that said:

Administrator 4

“...the vocabulary given is basic vocabulary that easily remembered by the students. So that, it can be used in student daily communication.”

From the interviewed above, it is concluded that the language regulation is able to add student’s vocabulary. However, the vocabulary used in student daily communication didn’t variation.

### 3) *Grammar Improvement*

The existence of language regulation should improve the use of proper grammar in speaking. However, based on the data obtained, the presence of language regulation didn’t influence student to speak using proper grammar. This information was explained by 5 of the 6 students interviewed.

Student 1:

“... in the vocabulary class, administrator provided the example of sentences with proper grammar usage. Thus, my knowledge of grammar is enhancing. Nevertheless, I still didn’t use grammar in my speaking.”

Student 2:

“... language regulation improved our ability in using grammar. Because the teacher did not only provide vocabulary but also explained various tenses. Yet, proper and correct grammar was not used in daily communication.”

Student 4:

“There is certainly an improvement in vocabulary classes, from words I didn't know to becoming aware of them. But, the use of grammar in my daily communication is not yet implemented.”

Student 5:

“... there is certainly progress. I didn't know what tenses were before, but with the presence of vocabulary classes, the teacher explained what tenses are and other grammar materials. However, I didn’t use it in my speaking.”

Student 6:

“Absolutely true, vocabulary classes enhance my knowledge and ability in using proper grammar.”

The interview results from the language administrator indicate that students did communication using English within the dormitory environment. However, the use of grammar is still lacking.

Administrator 1:

“...for speaking, students talked without paying much attention to the grammar.”

Administrator 2:

“English interest among the male students is still very low. They speak English, but without paying attention to proper grammar.”

Administrator 3:

“...the students still speak English according to the designated time, but they still translate it from Indonesian to English using the structure of the Indonesian language in their communication. As a result, the use of grammar is still very weak.”

Based on the information that I got from the interviewed above, it can be concluded that the existence of language regulation enhanced student knowledge of grammar. However, the presence of these rules has not yet been able to improve the students' ability to communicate with good and proper grammar.

#### **4) Improving Confidence**

The implementation of language regulation in daily life can boost the confidence of students when using the English language. It was confirmed from 2 of 5 students interviewed states that these language rules enhance confidence.

Student 2:

“Yes, absolutely, language regulation improved a person's confidence. Based on my experience, these regulations make me confident in participating in various competition activities.”

Student 5:

“... based on my experience, I didn't understand English before, so I had lack of confidence in starting a conversation with foreigner. However, after being at Oemar Diyan, my confidence has increased, so I am now more confident to speak with foreigner.”

Other students mentioned the opposite regarding the confidence issue.

Student 1:

“Language regulation trained a person's confidence in communication. For example, they become brave in participating competitions, presenting arguments in English and so on. However, the confidence depended on each individual's personality.”

Student 4:

“In my opinion, language regulation didn't increase my confidence. Because I only communicated with friends, so if there were foreigners, I didn't have the confidence to speak with them.”

Student 6:

“I think language regulation did not increased someone's confidence because we were forced to follow all language regulations. The example is the conversation activity.”

Based on the student answers, the language administrator confirmed that many students felt language regulation is a pressure for them.

Administrator 4:

“...some students believe that language regulation serves as a platform for continuous improvement in English. As a result, they are motivated to participate in competitions both within and outside the boarding school. Whereas, other students felt that the regulation create pressure because the fear of punishment.”

Oemar Diyan itself has organized numerous activities to boost student confidence and motivation to consistently used English

Administrator 1:

“...one of any programs that language section held is language festival. Language festival is a specialized competition aimed to train students' language skills. The competitions are various, including conversation contests, public speaking, storytelling, spelling bee, language ambassador, and more. These activities contribute significantly to enhancing students' creativity.”

Administrator 2:

“An activity that held in Oemar Diyan to build student motivation is watching western movie together. This activity is carried in order that students can learn new ways of communicating in English. Additionally, it enhanced students' pronunciation by listening to the movie.”

Administrator 3:

“...recently program that conducted by language section is CLI (Centre Language Improvement) program, which aimed to enhance students language skills.”

From the data above, it can be concluded that the language regulation enhanced confidence for many students in the boarding school. However, there are students who still lack of confidence because the students are forced to follow language regulation. Nevertheless, the language administrators continue to provide beneficial programs to build the motivation and confidence of the students in using language.

## **b. Writing**

### **1) *Improvement of Writing Skill***

The implementation of language regulation in the boarding school enhanced students' writing skills by focusing on grammar, vocabulary variations, and punctuation in their writings.

Student 1:

“...after attending vocabulary class, the administrator asked us to make short paragraph. After that, we would submit it. Then, the administrator will correct that assignment. Due to that activity, it improves my writing skill because it helped me to find out the proper sentences.”

Student 2:

“...while writing, we will definitely use grammar. Besides, if there are grammar errors the teacher will check it, so that we know the mistakes in our writing.”

Student 5:

“In my opinion, making paragraph helped me improving my writing skills. Because it’s like a practice to write sentences correctly. Before asked us to make a sentence, the teacher will explain us first how the correct paragraph is like.”

Student 6:

“Writing practice helps me to write correctly. Because after submitting the task, the teacher will check it. So that, it avoided me to repeat the same mistakes.”

The explanations above are strengthened by the researcher’s interviews with several language administrators.

Administrator 1:

“Their writing skill is still at basic level. However, the students' writing skills have shown improvement if compared to their previous years.”

Administrator 3:

“...students' writing skills are improving from a few years ago, although not considered excellent yet.”

Based on the data above, it can be concluded that the existence of language rules has improve students writing skills, but not significantly. It includes grammar, vocabulary, and punctuation in their writings.

## **2. Problems Encountered by Students During Implementation of Language Regulation**

This coming up section contains findings related to the problems faced by students during the implementation of language regulation and how these issues impact the development of their language skills.

### ***a. Pronunciation***

Based on the conducted interviews, many of them having problem in pronunciation. 2 of 6 students confirmed the difficulties in pronunciation, leading to a lack of confidence in communication.

Student 3:

“One of the obstacles in English is pronunciation. Because each teacher may use a different English accent, it can be confusing to determine what is correct and what is incorrect when listening.”

Student 5:

“The challenges in speaking English is the pronunciation. Because, when we speak with friend there is no corrector, so we didn't know if our pronounces is correct or not. But, it difference when we talk with the teacher. Certainly, they will correct our pronunciation.”

Based on the interview results, the administrator of language confirms the lack of active correction on students' pronunciation.

Administrator 1:

“...the boarding school is currently developing the CLI program, which focuses more on detailed aspects related to language development, including grammar and pronunciation.”

CLI program is a recently developed program by Oemar Diyan boarding school aimed at enhancing the students' English language proficiency. Instructors for this program are graduates from abroad who proficient in several languages. Hence, he can motivate students by highlighting the advantages of language proficiency.

### ***b. Self-Confidence***

Self-Confidence is the most common obstacle when it comes to using English. This is also the case for boarding school students. 1 of 6 students

interviewed mentioned that the barrier faced when speaking English is embarrassment.

Student 1:

“The obstacle in my English speaking is embarrassment. Because, I scared if my language is wrong.”

The self-confidence here related to student’s embarrassment that makes them afraid of making mistakes in English. This fear is triggered by student’s limited knowledge of English.

### ***c. The Difficulties in Translation***

Another obstacle experienced by the students is the difficulty in translating English because they need to understand the proper use of grammar. The lack of grammar proficiency triggers their difficulty in translating from Indonesian to English.

Student 3:

“My challenges in implementing English language is translation. We still translate Indonesian to English with an Indonesian structure. Because of that, the sentences that we made is still very lacking in grammar.”

The habit of many Indonesians is translated Indonesian sentences into English without paying attention to the patterns and structures. As a result, the translation is less accurate.

Administrator 1:

“At Oemar Diyan, the focus of language is for students to get know English language. While they are familiar, they will develop an interest and eventually, they will love English. This passion leads them to seek more specific aspects of English, such as mastering proper pronunciation and grammar.”

Furthermore, the language administrator also added that learning language in the boarding school is a key for Oemar Diyan's students.

Administrator 1:

“...regulation of speaking English in the boarding school is the key provided by Oemar Diyan as the beginning or foundation for learning English. The development of English language knowledge will automatically be acquired when they are in college.”

#### *d. Lack of Students Awareness*

Boarding school environment is one that has rules mandatory for all individuals within it, and one of the mandatory rules is language regulation. However, many students attempt to violate this rule by speaking Indonesian secretly. According to student 3, this kind of situation can influence others to also use Indonesian secretly.

Student 3:

“...many students who still speak Indonesian quietly such as in rooms, classrooms, or other places that are less accessible to the language section. Therefore, students who initially maintain the language are also influenced to speak Indonesian silently.”

Students' lack of awareness in language can be a problem for other students.

This is also the reason why the use of language in dormitories is not effective.

## **B. Discussion**

This section is a discussion of the findings describes above. There are two research questions proposed on this study. Both of research question are answered by the data gained from interview. The first research question is “How does language regulation influence students' speaking and writing in boarding school?”. From research findings, it is found that the existence of language regulation improve students' language fluency, students understand what is conveyed by foreigners using English, increase their daily vocabulary, enhance knowledge

related to grammar lessons, improve writing skills, and for some students, it increases their confidence in participating English competitions both within and outside the boarding school.

In connection with the above explanation, there are also several aspects that do not improve students' abilities with the existence of language regulation. These aspects are didn't enrich vocabulary used in communication, didn't enhance grammar skills in speaking, and didn't build confidence in several students. However, based on the research, these issues occur in some students who have less interest in English. Oemar Diyan continues to provide activities that support students to be creative by implementing language festivals, CLI programs, and watching together English films that can improve student's English language skills

Apriani (2019) mentions that language regulation in boarding school can improve students' speaking skills, build confidence in using English, help discover new vocabulary, and increase motivation for learning English. Syafi'i (2019) also states that language regulations can facilitate students in learning in the classroom, mastering a wide range of vocabulary, and increasing confidence in communication.

In addition, there are also several aspects didn't influence by language regulation. This aligns with previous research stating that mastering grammar perfectly can be challenging, but having a basic understanding of grammar can serve as sufficient groundwork for further development (Sari, 2019). Kamaliasari (2021) added that the influence of language regulations can increase confidence in

the majority of students. However, many students still lack confidence due to difficulties in pronouncing English sentences.

The second research question proposed in this study is "The problems encountered by students in learning English." In the study, there are three aspects of issues in English. There are pronunciation, embarrassment in speaking, the difficulty of translating Indonesian into English, and students' lack of awareness of the importance of language.

Susanthi (2021) confirms that the challenge in learning English is in pronunciation. In addition, another factor that becomes an obstacle in English is the lack of self-confidence and students' lack of awareness of the importance of English in their lives. The same is also mentioned by Megawati (2016) that the problems often faced in learning English are difficult in pronunciation due to differences with Indonesian language, embarrassment because of the fear of being laughed by friends, and the fear of making mistakes. Podungge (2022) also confirms that the obstacle in learning English is due to the lack of awareness among students in facing the rules, where some students who find English difficult will directly use Indonesian to ensure smooth communication.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. It begins with conclusions and ends by recommendations. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

#### A. Conclusions

I have conducted research with the title 'the influence of language regulation toward English learning in boarding school. Based on the findings and discussions in the previous chapter, I conclude several points. First, there are 5 aspects influenced by language regulation are improving students' understanding and fluency in speaking, increasing students' vocabulary, enhancing students' knowledge of grammar, developing students' writing skills, and for some students it can foster confidence in participating in activities related to English. However, there are 3 aspects that cannot be influenced by the existence of language regulation in the boarding school there are didn't enrich vocabulary, didn't enhance grammar in speaking, and didn't foster confidence in some students. Three aspects are caused by the lack of interest among students in English. Based on these mentioned aspects answer the first research question of this study.

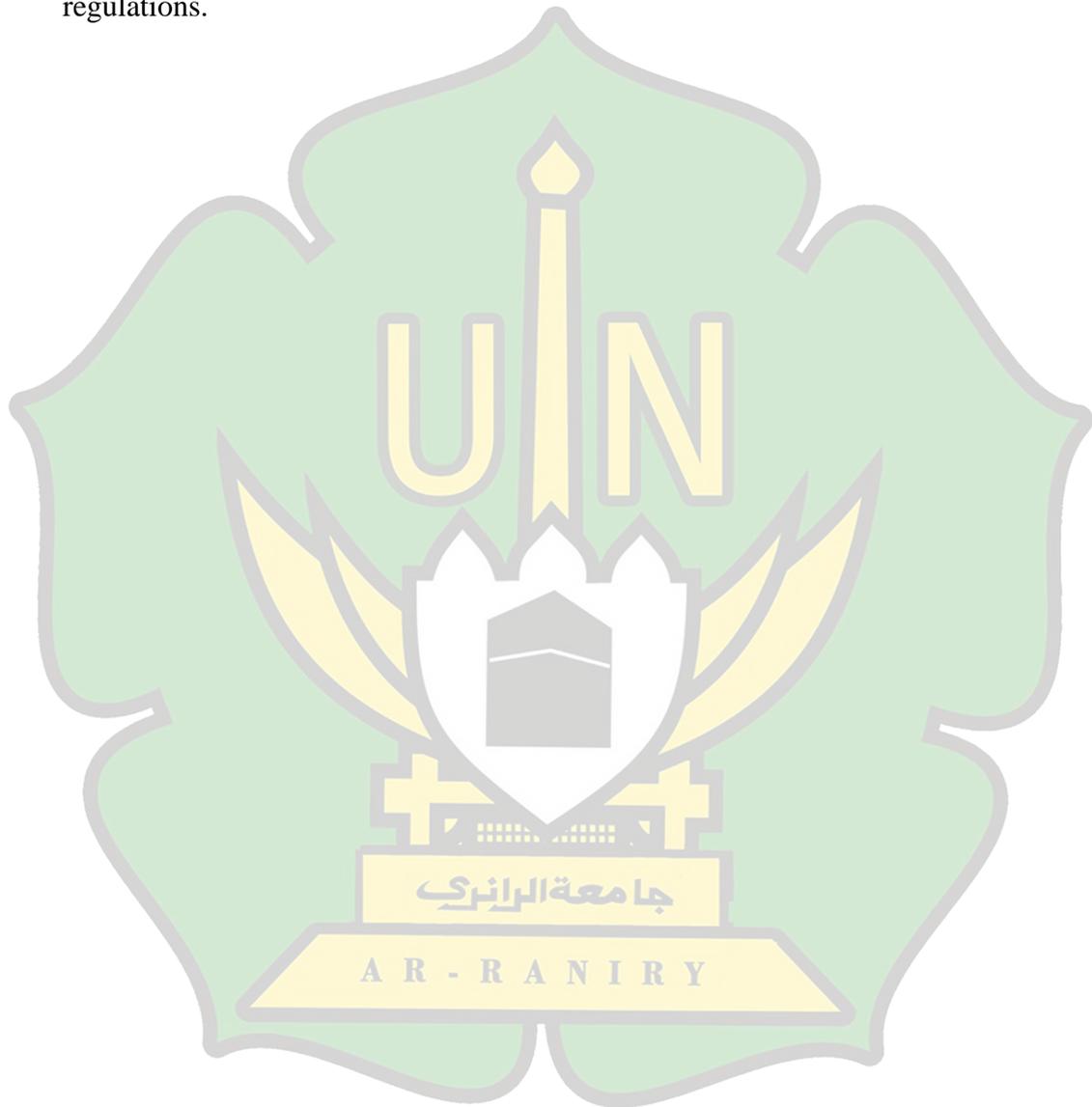
Secondly, there are four aspects that become obstacles for students in the implementation of language regulation. These four aspects are pronunciation, self-

confidence, difficulty in translating English, and the lack of awareness among students in using language. These four aspects occur for the majority of students in Oemar Diyan boarding school. The existence of these four aspects also influences the development of speaking and writing abilities, as identified in the first research. This explanation serves as the answer to the second research.

### **B. Recommendations**

Based on the findings of this study, I would like to give some recommendations to boarding school, students of junior high school and senior high school, and the previous researcher. Firstly, for boarding school. "In English, there are four skills that need to be mastered: speaking, writing, reading, and listening. Based on the interview results, regulations at Oemar Diyan focus only on writing and speaking. However, listening is not done regularly, and reading is only obtained when students are in class. Therefore, there is a hope that listening and reading can also be included as part of the language regulations, such as having a weekly listening class. This will help students get accustomed to hearing native speakers. Furthermore, language regulations related to reading abilities can enhance the pronunciation of students who are still in the process of learning English up to the present. Secondly, for students. Based on the findings from the interviews, many students still feel hindered by various aspects. The author hopes that students will become aware of the importance of English when they leave the boarding school, this awareness can increase the curiosity of students so that students no longer find the difficulties to use English. Third, for the future research. The author hopes that

future researchers can conduct a study on the influence of language regulations on the four English language skills, using a participatory observation method. This way, the researchers can directly experience the impacts gained from these regulations.



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## Appendix A

  
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-7640/UN.08/FTK/KP.07.6/07/2023

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **13 Juni 2023**

Menetapkan  
PERTAMA :

**MEMUTUSKAN**

Menunjuk Saudara:

1. Dr. Muhammad Nasir, M.Hum. Sebagai Pembimbing Pertama

2. Fithriyah, S.Ag., M.Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Raha Raihana**

NIM : **190203059**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Influence of Language Regulation Toward English Learning in Boarding School**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025-04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**جامعة الرانيري**  
**AR - RANIRY**

Ditetapkan di: Banda Aceh  
Pada Tanggal: 21 Juli 2023  
Dekan  
  
Safri Suluk

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## Appendix B



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11594/Un.08/FTK.1/TL.00/10/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala MAS Tgk. Chiek Oemar Diyan Boarding School

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RANA RAIHANA / 190203059**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Tgk Ismail, Lr. Adee IX, Ds Doi, Ulee Kareng, Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Influence Of Language Regulation Toward English Learning In Boarding School***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Oktober 2023

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 30 November  
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

## Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR  
MADRASAH ALIYAH TGK. CHIEK OEMAR DIYAN  
Krueng Lamkareung – Indrapuri – Aceh Besar 23363 e-mail : [mas.oemardiyan@gmail.com](mailto:mas.oemardiyan@gmail.com)  
NSM : 131211060005 NPSN : 10114249

No. : B-337/Ma.01.44/11/2023  
Lamp : -  
Hal : Izin Mengumpulkan Data Skripsi

Indrapuri, 06 November 2023

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar- Raniry  
Darussalam Banda Aceh  
di  
Tempat

Dengan Hormat  
Sehubungan dengan surat edaran Saudara nomor : B-11594/Un.08/FTK.1/TL.00/10/2023 tanggal  
27 Oktober 2023 perihal sebagaimana tersebut di pokok surat, maka Kepala Madrasah Aliyah Tgk.  
Chiek Oemar Diyan menyatakan bahwa :

Nama : Rana Raihana  
NIM : 190203059  
Prodi/Jurusan : Pendidikan Bahasa Inggris

telah mengumpulkan data pada MAS Tgk. Chiek Oemar Diyan untuk menyusun Skripsi dengan  
judul : **“The Influence of Language Regulation Toward English Learning in Boarding  
School.”**  
Demikianlah surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah  
  
Lawahir, S.Pd.I.  
Nip. 19730524 200710 1 001

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## Appendix D

### Pertanyaan Wawancara Siswa

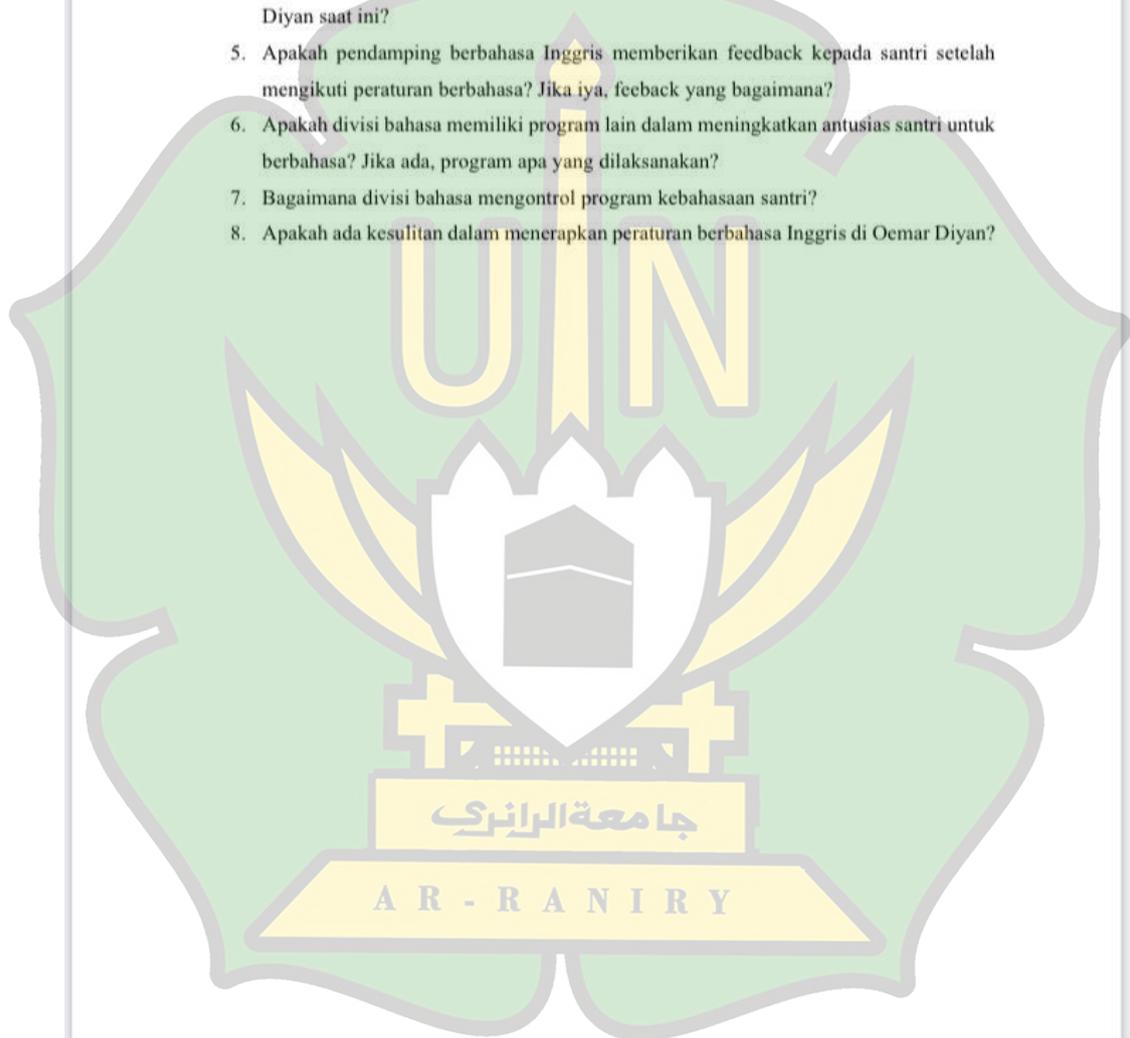
1. Apakah peraturan berbahasa Inggris dapat meningkatkan kemampuan anda dalam berkomunikasi?
2. Apakah mengikuti kelas kosakata dapat meningkatkan kosakata anda? Meningkatkan disini berarti memperkaya kosakata yang digunakan dalam berkomunikasi sehari-hari.
3. Apakah peraturan berbahasa Inggris mengharuskan anda membawa kamus agar membantu dalam berkomunikasi? Bantuan disini berarti ketika anda lupa kosakata yang ingin diucapkan anda dapat membuka kamus.
4. Apakah kelas kosakata dapat meningkatkan kemampuan anda dalam berbahasa Inggris dengan tata bahasa Inggris yang benar?
5. Apakah kegiatan *muhadatsah* membantu anda agar lebih percaya diri dalam berbicara? Percaya diri dalam mengikuti kompetensi atau percaya diri dalam berbicara dengan orang asing.
6. Apakah menulis paragraph pendek atau percakapan dari kosakata yang diberikan setiap pagi dapat mengasah kemampuan menulis? Seperti penggunaan tata bahasa, tanda baca, dan kosakata dalam tulisan.
7. Apa saja hambatan yang kamu temui selama berbahasa Inggris?
8. Apakah pembina bahasa memberikan feedback tentang kegiatan yang kamu lakukan? Jika iya, feedback yang bagaimana?
9. Apakah ada program yang lain yang dapat memotivasi kamu untuk belajar bahasa Inggris?

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AR - RANIRY

Pertanyaan Wawancara Pembina

1. Apa tujuan diadakan peraturan berbahasa Inggris di Pesantren Oemar Diyan?
2. Apakah peraturan berbahasa Inggris di Oemar Diyan focus pada semua keterampilan bahasa (skills) atau hanya beberapa keterampilan saja?
3. Apakah peraturan berbahasa memiliki dampak terhadap pembelajaran bahasa siswa?
4. Bagaimana pendapat anda tentang kemampuan berbicara dan menulis siswa Oemar Diyan saat ini?
5. Apakah pendamping berbahasa Inggris memberikan feedback kepada santri setelah mengikuti peraturan berbahasa? Jika iya, feedback yang bagaimana?
6. Apakah divisi bahasa memiliki program lain dalam meningkatkan antusias santri untuk berbahasa? Jika ada, program apa yang dilaksanakan?
7. Bagaimana divisi bahasa mengontrol program kebahasaan santri?
8. Apakah ada kesulitan dalam menerapkan peraturan berbahasa Inggris di Oemar Diyan?



## AUTOBIOGRAPHY

1. Name : Rana Raihana
2. Place/ Date of Birth : Banda Aceh / 09 Maret 2001
3. Nationality/ Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Tgk Ismail, Lr Adee IX, Ds Doi, Ulee Kareng
9. Email : [ranaraihana09032001@gmail.com](mailto:ranaraihana09032001@gmail.com)
10. Parents' name
  - a. Father : Zulkifli Umar, S.E., M. Si., Ak., CA.
  - b. Mother : Ainal Mardhiah, SKM., M. Si.
11. Educational Background
  - a. MIN 1 Banda Aceh : Graduated in 2013
  - b. MTsS Tgk. Chiek Oemar Diyan : Graduated in 2016
  - c. MAS Tgk. Chiek Oemar Diyan : Graduated in 2019
  - d. English Department of UIN Ar-Raniry : Graduated in 2024

Banda Aceh, December 18st 2023

The Writer

Rana Raihana