

**THE IMPACT OF DORMITORY'S LANGUAGE PROGRAM;
STUDENTS' VIEWS**

THESIS



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THESIS

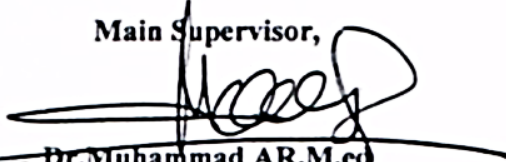
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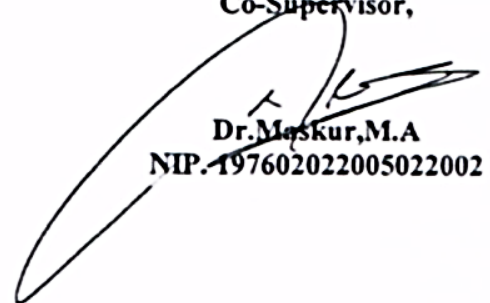
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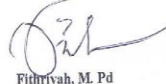
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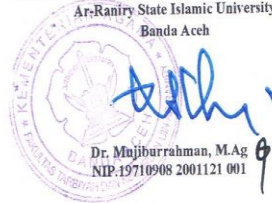
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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This study aimed to find out students' perception and the impact of dormitory's language program. Moreover, the study aimed at utilizing this investigation for a better dormitory's language program. Data collection was based on two phases. The first phase of the study, the researcher administered a questionnaire to 42 English department students in UIN Ar-Raniry. In the second phase, the researcher conducted semi-structured interview with 5 students chosen randomly to know their perception and the impact of dormitory's language program. Data were analyzed quantitatively and qualitatively. The findings of the current study indicated that dormitory's language program is really helpful for students to improve their English skill. Furthermore, it was found that the things that needed more attention in dormitory are dormitory's regulation, time of staying in dormitory and dormitory's teachers.

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Finally, I would also like to thank to my beloved parents who have supported and given me their heart, love, inspiration, attention, material, and moral contribution through out my life. My gratitude is also delivered to the lovely members of family who have supported me to finish this research. I hope

that Allah blesses them all the way and they will be a great person in their entire life. Amin ya Rabbal ‘Alamin.

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Muklas Edi Dermawan

TABLE OF CONTENTS

THESIS COVER	
APPROVAL LETTER FROM SUPERVISOR	
SIDANG MUNAQASYAH-EXAMINER SIGNATURE	
DECLARATION LETTER	
ABSTRACT	iv
ACKNOWLEDGEMENT	v
CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x

CHAPTER I: INTRODUCTION

1.1	Background of the Study	1
1.2	Research Question	3
1.3	Aim of Study	3
1.4	The Significance of Study	3
	1. For Writer	3
	2. For The Instructors	3
	3. For Students	4
1.5	Terminology	4
	1. Students' Views	4
	2. Dormitory's Language Program	4

CHAPTER II : LITERATURE REVIEW

2.1	Definitions of Views.....	5
2.2	Stage of Views.....	6
2.3	The Meaning of Dormitory.....	7
	1. The Functions of dormitory	8
	2. The Purposes of Dormitory	8
2.4	The Definition of Dormitory's Language Program ...	9
2.5	Previous Study about Dormitory's Program	9

CHAPTER III : RESEARCH METHODOLOGY

3.1	Research Design	12
3.2	Participants	12
3.3	Procedure for Collecting Data	13
3.4	Data Analysis	14

CHAPTER IV : DATA ANALYSIS AND DISCUSSION

4.1	Result of Questionnaire	17
4.2	Result of Semi-Structured Interview	33
4.3	Discussion	41

CHAPTER V : CONCLUSION AND SUGGESTION	
5.1 Conclusion	43
5.2 Suggestion	43
REFFERENCES	44
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Tabel 4.1 The improvement of students' four English skill.....	24
Tabel 4.2 The improvement of students' speaking skill only.....	25
Tabel 4.3The improvement of students' listening skill only.....	26
Tabel 4.4The improvement of students' reading skill only.....	27
Tabel 4.5Students' perception about dormitory's environment.....	28
Tabel 4.6Students perception about teachers' competence.....	29
Tabel 4.7Students' perception about learning english in dormitor.y.....	30
Tabel 4.8Students' perception about dormitory' regulation.....	31
Tabel 4.9The application of the regulation in dormitory.....	32
Tabel 4.10Students' perception about time of staying in dormitory.....	33
Tabel 4.11 Perception about dormitory's language program	34
Tabel 4.12Students' perception about dormitory's language program.....	35
Tabel 4.13Teachers' role in improving students' English skill.....	36
Tabel 4.14 The role of students' friends in improving their English skill.....	37
Tabel 4.15Students' perception about dormitory's language program.....	38

LIST OF APPENDICES

- I. Appointment Letter of Supervisors
- II. Recommendation Letter for Conducting Research in Faculty of Education and Teacher Training of State Islamic University of Ar-Raniry
- III. Research Confirmation Letter from the Head of English Education Department of Education and Teacher Training Faculty of State Islamic University of Ar-Raniry
- IV. The data of students who have been in dormitory in the year of 2013-2017
- V. Questionnaire
- VI. Semi-structured Interview Question
- VII. Interview transcription
- VIII. Autobiography

CHAPTER I

INTRODUCTION

A. Background of study

Many big universities require fresh students to live in dormitory, in the hope of improving their skill and language ability. The universities also provide a number of academic services in dormitories, such as tutoring and student organizations that encourage an environment conducive to learn. Meanwhile, UIN Ar-Raniry as a state university also has the same regulation, which is all fresh students must stay in dormitory for one semester and they will get a language program while in there, moreover beside the language program they will also get some important materials, such as cultivating good moral, memorizing quran, and learning to live socially. Dormitory's language program is one of UIN Ar-Raniry program to improve students' ability in both languages english and arabic, and this program has been running approximately for five years starting in 2013. The program is considered as important one, because studying these two languages can make students have better life and they can learn a lot of things through that languages.

Mastery of both languages namely English and Arabic for students can be a life changing one. As we all know that to understand the religion of islam more, students need also understand the language of that religion which is arabic. Learning Arabic is really a fundamental tool to understand Islam better. In another case, learning English is crucial as well. English considered as international language for every country, mastering English could give a lot of benefits for

students in future, for instance increase the knowledge in academic, can communicate with foreigners, facilitate students in getting a job and they will know a lot things with English. This is why the dormitory's language program really in need for all students in UIN Ar-Raniry.

It is widely believed that students can acquire academic benefits from living on campus. Students in dormitories often have better measured outcomes compared to students at the same university who live at home, and dormitory residence has also been encouraged because of a large education literature on the theorized important link between a student's involvement in their education and the integration of students into the academic or social systems of colleges or the strong correlations between student engagement and academic success and the chance to improve the language skill is. James Murray in his research on the title of "estimating the effects of dormitory living on student performance" consistently has found that Students living off-campus are less engaged in their education and institution and therefore are less likely to be successful in their academic purposes. Despite these common perception, some students have other opinion on this case, some of them said that their language ability does not improve when they were in dormitory, While another student complain about having no privacy, too noise and about dorm closing regulation, but there are several students experience good things in dormitory; they can practice their English and Arabic with their friends everyday, their speaking anxiety decrease and they can improve their communication ability.

Based on the background above, this condition inspires the researcher to conduct research under title “The Impact of Dormitory’s Language Program; Students’ Views.” This research will be administered to college students in UIN Ar-Raniry(students that have been in dormitory or still living there).

B. Research Questions

The research questions of this research formulated as follows:

1. What are students’ perception about dormitory’s language program?
2. How dormitory’ language program affect students’ English ability ?

C. The Aims of Study

1. To find out students’ perception about dormitory language program
2. To understand students’ perception on how dormitory’s language program affect their English ability.

D. Significance of the Study

The significance of the studies are;

1. For the writer (researcher)

Researcher will know about students’ various perception on living in dormitory and also can figure out the impact on living there.

2. For the instructors

This study hopefully could help instructors to understand students’ opinion about them as the person that have in charge of the dormitory language program.

3. For the students

This research will make an understanding for students about the impact of dormitory's language program on their English ability.

E. Terminology

To avoid many interpretations in the writing of this research, the researcher elaborated some terms mentioned in this study, including:

a. Students' perception

Students' perception is students' view or what do students think, what are their opinion about dormitory language program in UIN Ar-Raniry.

b. Dormitory's language program

Dormitory's language program is a program that aim to improve students language ability and to accomplish language objective; English and Arabic in UIN Ar-Raniry.

CHAPTER II

LITERATURE REVIEW

A. The meaning of View

Robbins (2003) states that view is a process which is taken by each individual to organize and interpret the impression of the senses that you have to give meaning to the surrounding environment. According to Purwodaminto (2003), view is a direct response that can be from the absorption or human process in knowing certain things obtained through sensing. According to Young and Adrian (2010), view is an activity of sensing, integrating, and assessing physical or social objects. The sensations usually depend on the physical and social stimulation within their environment. Sensory from this environment that will be processed together with other things that have been studied previously, whether in the form of expectations, values, memories and attitudes.

According to Tiato and Trowulan Point (2006), view is a process of identification or recognition of something that uses its senses. The impression received by this individual will depend on all the experience that has been gained through the learning process, thinking and influenced factors of the individual itself. Shadily (1991) defines view as "a mental process which will produce shadows on the individual so that later can recognize an object by way of association with certain memories, either through sight, hearing, touch, etc. so that at last the image can be realized". According to Kotler (2000), view is a process

by each person to select, organizes and interprets incoming information to create a picture of a whole that has meaning.

Another expert Eysenck (2009), explains view as a process of selecting and organizing the information received by the senses. So, first step of perception is selecting the information is called bottom - up processing. In this process you try to give meaning about something after you sensing it. The second step is called top- down processing in this step you give meaning to something you sense and it is driven by your expectation and your prior knowledge.

B. Stages of view (Perception)

Belch (2007), mentioned that there are five stages of view (perception);

- **Stimulation:** In order to perceive that something is happening, it must come to a person's attention. Stimulation can occur through any of the five senses: smelling, seeing, hearing, touching or tasting.
- **Organization:** To quickly disseminate large amounts of information, such as events happening, a human's brain organizes the events by familiar components. Connecting familiar components with past experiences helps the person understand what is transpiring.
- **Interpretation:** Once the key components of an event are recognized, individuals apply their own biases to it through interpretation, sometimes referred to as evaluation. Relating past experiences, beliefs, values and more, a person can decide what the meaning of the event is and how to react if necessary.

- **Memory:** To remember a perceived event or moment, it must be stored into memory. Individuals use those previously formed associations with personal beliefs and experiences to remember events and their personal evaluations of them.
- **Recall:** Remembering the perceived event later on will retrieve the most important details of it. Blanks may need to be filled in by thinking through the situation again. Persistent recall improves the accuracy of this step.

C. The Meaning of Dormitory

Oxford dictionary defines dormitory as a room for sleeping; especially : a large room containing numerous beds and usually it is for students or residence hall providing rooms for individuals or for groups usually without private baths.

Carter V. Good (2002) defines dormitory as “a place of lodging devoted to members of a group, generally school students. Dormitory is usually a building with rooms that can be occupied by several residents in each room, but Toffler mentions that dormitory is an educational institution of basic, intermediate and high level, which is a place for students to be able to stay during their learning program”.

For some additional information, the writer adds the functions and purposes of dormitory according to Carter V. Good (2002).

Dormitory's Functions:

- As a means of residence for students during their studies.
- As a means to strengthen social relations among people.
- As a means of forming personal students so they can be independent, disciplined and responsible.
- As a means of supporting effective learning activities with a conducive environment.

The Purpose of Dormitory are:

- Helps overcome students' difficulties in finding shelter, especially for students from other cities and provinces.
- Provide positive contribution in filling activities for students organized by union of dormitory, spirituality and student activities.
- Creating a good learning environment with supporting facilities such as libraries, guidance centers and study rooms so as to enhance student achievement.

D. The Definition of Dormitory's Language Program

Jones (1994) defines dormitory's language program as a way which is endorsed to achieve the goals and through it formed of the plan will be more organized and easier to operationalize for the achievement of implementation activities, because in the program has been loaded various aspects that must be executed or implemented for the purpose of the program itself can be achieved. Another expert Harrison Ford (1999), define dormitory's language program as a detailed list of events, things, and effort to be performed in order to achieve the particular goals in various languages.

To understand well about dormitory's language program try to have a look in what another expert said about that. Hogwood and Gunn (1986), stated that dormitory's language program As a set of actions designed to achieve certain results, And as an instrument made by stateholders. The language program may be in the form of general and or special rules either written or unwritten which contains choices of actions which are obligatory, prohibited things to do.

E. Previous Study About The Effect of Dormitory's Program

James Murray(2010) conducted the research about "Estimating the Effects of Dormitory Living on Student Performance". The participants of his research were administered to college students at a large state in La Crosse. To collect the data writer used a handful of instrumental variable strategy, and the result of this research was a lot of fresh students in that university got benefits of living in

dormitory such as higher retention, a greater degree of academic progress and higher academic performance.

In another research was done by C. Lockwood Reynolds (2012) about “Estimating the Causal Effects of Dormitory Residence During College on Student Outcomes”. The participants of this research were first year students in Kent State University. The researcher used regression methods controlling for selection on observable characteristics. The study revealed that there was no effect dormitory can give on students’ outcome in their academic activities.

There is another research was done by Ihtiarti (2004) about “the role of dormitory’s coach in implementing student’s development in SMP Muhammadiyah Al-manar Kulon Progo Gulket Yogyakarta”. This writer chose junior high school students as her participants in SMP Muhammadiyah Al-Manar. To collect the data the researcher used interview method with open-ended question. The result of this study was the coaches in dormitory have some roles in students’ development, such as motivating, being a good figure and teaching them some knowledge.

Sri Martini (2014) conducted the research about “the influence of dormitory’s program on students’ learning motivation in terms of emotional intelligence”. The participant of this research was second semester students in STIKes An Nur Purwodadi. Data collection of this research was done through giving questionnaire to the participants. The result of this study; there was a big difference in motivation between the students in dormitory than they are not.

Bahtiar Afwan (2015), did the research about “the comparison of academic achievement between off campus and on campus students in SMA Al- Kautsar, Bandar Lampung”. The participants of this research were all students in Al-Kautsar senior high school in Bandar Lampung. Data collection of this research was done through comparative method and the researcher did observation to collect the data. The result of this study told the reader that the on campus students got more higher score than the off one.

Riris Mardiyah (2015), did the research about “ the effect of boarding school toward students’ Arabic skill”. The participants of this research were students in MAN Wates Kulon Progo. Data collection of this research is was done through causal- comparative. The result of this research was boarding school really affected students skill ability in Arabic.

Sarah & Robert (2011) did the interesting research on the title of “Living on Campus: Does it Still Make a Difference?”. The participants of this research were college students in Indiana University. The writer used questionnaire to collect the data. The result of this research was on campus students tended to get a lot of benefits in their residence hall and made the different outcome in their academic achievement.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology is explained. The chapter opens with a discussion of the research design used in this study, then the following is a section which provides a description of participants and the methods of data collection and close with method of data analysis.

A. Research Design

In this study, the writer gained the data by semi-structured interview. To support the interview, the writer also distributed questionnaire to students to find out their perception about the effect of dormitory's language program. The writer, in this research applied mix methods. It meant not only qualitative but also quantitative was applied.

B. Participants

The participants of this study are all students of State Islamic University of Ar-Raniry who already got or lived in dormitory before. To get the sample, the writer chose the students in English Department to find out their opinion on the impact of dormitory's language program.

The total data of students who have been in dormitory for periode of 2013-2017 are 9.769 (nine thousands and seven hundred sixty nine). It's divided for nine faculties and each faculty has its own representative in dormitory. To see the detail data about the students, the writer will attach it in appendix of this research.

C. Methods of Data Collection

For the purpose of collecting data to explore students' perception about the impact of dormitory's language program. The data collection phases of the study were conducted by using two types of instruments: questionnaire and semi-structured interview.

The research questionnaires were administered in the first phase of the study, to a sample of 42 English Department students in UIN Ar-Raniry. There are 15 questions in the questionnaire. The questions just focus on the impact of dormitory's language program to students and students perception about dormitory's language program.

1. Questionnaires

This questionnaire aimed to gain some information from the samples of the study, pertaining the case of students' perception toward dormitory language program and how it can affect their English Performance later on in their daily basis. The writer provided 15 questions in the questionnaires and it is all about students opinion and the impact of dormitory's language program that they have got.

2. Interview

Semi-structured interview was more suited to the research theoretical framework as participants having different perspectives and views (Randor, 2001). The sample of this interview were 5 students in UIN Ar-Raniry who had stayed in dormitory before. The writer chose the interviewee randomly after they filled the questionnaire section.

D. Methods of Data Analysis

The main method of analysis is qualitative, but both qualitative and quantitative data analyses are conducted in order to get a better understanding. To analyze the data through the questionnaire is that using Likert Scale. According to Sudjono (2008), the formula below is for calculating the total percentage of each item's frequency:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

Besides, to analyze the data through the interview the writer uses Miles and Huberman's style. In this particular form Miles and Huberman (1984), stated that there are three stages of analysing qualitative data.

1.Data Reduction

The data obtained in the field amount is quite a lot, for it should be noted carefully and detailed. Reducing data means: summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns and removing unnecessary ones. Reduced data will provide a clear picture and make it easier for researchers to collect data later, and look for it when necessary.

2. Display Data (Data Presentation)

After the data is reduced, then the next step is displaying the data. To display data in qualitative research can be done in the form: brief description, charts, relationships between categories, flowchart and so on. Miles and Huberman (1984) stated: "The most frequent form of display data for qualitative research data in the fitting has been narrative text" . narrative text is used in this research to display the data.

3. Conclusion Drawing / verification

The Conclusions drawing of these data is based on the previous display and hopefully the conclusion may be able to answer the formulation of problems formulated from the beginning.

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with research findings (data result from questionnaire and interview) and discussion based on the data gained from questionnaire and semi-structured interview.

A. Result of the Questionnaire

This research, which involved 42 English Department Students in UIN Ar-Raniry graduation year of 2013 and 2014. The respondents consist of 35 males and 7 females. The questionnaire was shared out on July 4th to June 8th 2018, it uses likert scale questionnaire and consists of 5 points where in the level was made up from one to five; (1) strongly disagree (2) disagree (3) neutral (4) agree and (5) strongly agree.

To analyze the data, the researcher used following formula;

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

The result of each questionnaire is as follow;

Table 4.1: Students' experience about the improvement of their four English skill while they were in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	4	(9.5%)
2	Disagree	12	(28.6%)
3	Neutral	14	(33.3%)
4	Agree	12	(28.6%)
5	Strongly agree	0	0 (0.0%)
Total		42	100%

Table 4.1 was the result of question number one which appeared from the description, "my four English skills namely speaking, reading, writing and listening improved when I was in dormitory". The table above explained that a large number of participants took the option "neutral" which 14 of them and (33.3%) of percentage. It indicates that students' English skill which is including speaking, reading, listening and writing don't improve and decrease significantly. Their four English skills just in between.

Table 4.2 : Students' perception about the improvement in their speaking skill when they stayed in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	1	(2.4%)
2	Disagree	11	(26.2%)
3	Neutral	15	(35.7%)
4	Agree	14	(33.3%)
5	Strongly agree	1	(2.4%)
Total		42	100%

The result that was gained from description number two was proved in table 4.2. It came along from the description of ,“ only my speaking skill improved when I stayed in dormitory”. The highest number of the option still “neutral” was chosen by 15 participants (35.7%). The remaining participants chose “disagree” include 11 students or (26.2%), and 14 students chose “agree” for their answer. The rest options which are “Strongly agree” and “strongly disagree” were chosen by one participant in each question. This result indicates that the students still stay in the same option by choosing the “ neutral” one, but a lot of remaining students agree that their speaking skill improved when they stayed in dormitory.

Table 4.3: Students' opinion about the improvement of their listening when they were in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	3	(7.1%)
2	Disagree	19	(45.2%)
3	Neutral	17	(40.5%)
4	Agree	3	(7.1%)
5	Strongly agree	0	(0.0%)
Total		42	100%

The result above came from the description, “ only my listening skill improved when I was in dormitory”. It grabbed 19 (45.2%) participants' attention by putting their disagreement and 17 participants (40.5%) put “neutral” for their statements. However the option of “strongly disagree” and “agree” were chosen by 3 (7.1%) participants for each question. The result above shows that students' listening skill lessly improved when they were in dormitory.

Table 4.4: Students' perception about the improvement in their reading skill when they were in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	5	(11.9%)
2	Disagree	18	(42.9%)
3	Neutral	16	(38.1%)
4	Agree	3	(7.1%)
5	Strongly agree	0	(0.0%)
Total		42	100%

The description, “only my reading skill improved when I was in dormitory”. The result of this questionnaire shows that there are 18 (42.9%) who chose the option “disagree” followed by the option of “neutral” as many as 16 participants (38.1%) and 5 students chose “strongly disagree” (11.9%) and the rest which is 3 (7.1%) put their option on the “agree” one. It showed that a lot of students disagree that their reading skill improved when they were in dormitory.

Table 4.5: Students' perception about the contribution of Dormitory's environment in improving their English skill.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	3	(7.1%)
2	Disagree	9	(21.4%)
3	Neutral	11	(26.2%)
4	Agree	18	(42.9%)
5	Strongly agree	1	(2.4%)
Total		42	100%

The table above showed the result from description, “dormitory's environment has a great contribution in improving my English skill”. Of the 42 participants, a lot of students chose “agree” which represent of 18 participants (42.9%), then followed by 11 students (26.2%) who chose the “neutral” option. The remaining students have the other options namely “strongly disagree” include 3 (7.1%), “disagree” was chosen by 9 students (21.4%) and the lowest frequency of the option was “strongly agree” which consist of one student or (2.4%). The table showed that most of students agree that dormitory's environment has a great contribution in improving their English skill.

Table 4.6: Students' perception about the competence of English teachers in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	0	(0.0%)
2	Disagree	4	(9.5%)
3	Neutral	21	(50.0%)
4	Agree	16	(38.1%)
5	Strongly agree	1	(2.4%)
Total		42	100%

Description number six is “the English teachers in dormitory are really competence”. As usual, the highest frequency of this option is “neutral” was chosen by 21 participants (50.0%) then followed by “agree” as many as 16 students (38.1%). The remaining options which are “disagree” for 4 students (9.5%) and “strongly agree” for one student (2.4%). From the table above we can conclude that most of students think that the teachers' competence just in the middle , not too good but also they are not too bad as well.

Table 4.7: Students perception whether they just learn basic English skill in dormitory or not.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	4	(9.5%)
2	Disagree	16	(38.1%)
3	Neutral	10	(23.8%)
4	Agree	12	(28.6%)
5	Strongly agree	0	(0.0%)
Total		42	100%

This result came from the description, “I learn not only basic English skill in dormitory but also the advanced one”. The number of selectors and percentage ensured us that 16 students (38.1%) chose “disagree” about the statement. On the contrary, 12 students (28.6%) agree with it. The rest of them put their option on “neutral” 10 (23.8%) and “strongly disagree” 4 participants (9.5%). The above result indicates that a lot of students think that in dormitory they just learn the basic English skill.

Table 4.8 Students' perception about the effectiveness of the regulations in dormitory to improve my English skill.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	2	(4.9%)
2	Disagree	8	(19.5%)
3	Neutral	19	(43.3%)
4	Agree	11	(26.8%)
5	Strongly agree	1	(2.4%)
Total		42	100%

Table 4.8 was the result of question number eight which appeared from the description, “the regulations which is applied in dormitory are really suitable to improve my English skill”. The table above explained that 19 students (46.3%) chose “neutral” option for their answer. The other students who chose “agree” are 11 (26.8%) and followed by “disagree” 8 (19.5%) then “strongly disagree” 2 (4.9%) the last and the lowest one is “strongly agree” was chosen by one (1) students (2.4%) of percentage.

Table 4.9: Students' perception about the application of regulations in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	4	(9.5%)
2	Disagree	10	(23.8%)
3	Neutral	14	(33.3%)
4	Agree	14	(33.3%)
5	Strongly agree	0	(0.0%)
Total		42	100%

Description number nine was “dormitory stakeholders run the regulation well”. The result in table 4.9 was ended by 33.3% “voice” of 14 participants who chose “agree” and “neutral” for each option. Different finding was drawn by 14 other participants. 10 (23.8%) of them disagree that the stakeholders run regulation well and 4 participants (9.5%) put their strongly disagreement.

Table 4.10: Students' perception about time that they need to improve their English skill in dormitory.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	9	(21.4%)
2	Disagree	15	(35.7%)
3	Neutral	10	(23.8%)
4	Agree	8	(19%)
5	Strongly agree	0	(0.0%)
Total		42	100%

The table above showed the result from the description, “one semester is enough time to improve my English skill in dormitory”. The result is that there are 15 participants (35.7%) who chose option “disagree” and 10 students (23.8%) chose neutral. The rest of students put their option on “strongly disagree” 9 participants (21.4%) and about the option of “agree” was chosen by 8 students (19%). This table indicates that students need more time to improve their English skill while they were in dormitory.

Table 4.11: Students' perception whether the dormitory's language program is really helpful for their academic achievement or not.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	3	(7.1%)
2	Disagree	6	(14.3%)
3	Neutral	13	(31%)
4	Agree	18	(42.9%)
5	Strongly agree	2	(4.8%)
Total		42	100%

The description, "having dormitory's language program is really helpful for my academic achievement". The table showed that there were 18 participants (42.9%) who chose option "agree" and 13 students (31%) neutral about it. The other students put their option on "disagree" 6 (14.3%) then "strongly disagree" 3 (7.1%) last but not the least option of "strongly agree" was chosen by 2 participants (4.8%). The result can be concluded that, having dormitory's language program can help students make their academic achievement better.

Table 4.12: Students' perception whether dormitory's language program is really helpful to improve their English skill or not.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	2	(4.9%)
2	Disagree	10	(24.4%)
3	Neutral	12	(29.3%)
4	Agree	17	(41.5%)
5	Strongly agree	0	(0.0%)
Total		42	100%

The result which came from description, “dormitory's language program is really helpful to boost my English skill”. The highest option of this questionnaire was “agree” 17 students (41.5%) chose it, then followed by “neutral” 12 participants (29.3%) and “disagree” was chosen by 10 participants (24.4%) then the last one is “strongly disagree” 2 (4.9%). It can be interpreted that a lot of students feel that the dormitory's language program is really helpful for them.

Table 4.13: Students' perception about the teachers' role in improving their English skill.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	2	(4.8%)
2	Disagree	7	(16.7%)
3	Neutral	19	(45.2%)
4	Agree	14	(33.3%)
5	Strongly agree	0	(0.0%)
Total		42	100%

The result was gained from description number fourteen and proved from the table above, it came from description, “dormitory’s English teachers play a big role for my English improvement in dormitory”. 19 students (45.2%) chose “neutral” as their option and 14 of them (33.3%) chose “agree” then followed by “disagree” for 7 students (16.7%) the last is “strongly disagree” was chosen by 2 participants (4.8%). It means that students think the role of the teachers just neutral or in other word, not just the teachers that improve students’ English skill while they were in dormitory, but they have anything or anyone else that help them to improve their english skill.

Table 4.14: Students' perception about thier friends' role in improving their English skill.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	3	(7.1%)
2	Disagree	9	(21.4%)
3	Neutral	14	(33.3%)
4	Agree	14	(33.3%)
5	Strongly agree	2	(4.8%)
Total		42	100%

Table 4.14 illustrated the findings, “ my friends in dormitory has a great role in improving my English skill”. The option of “neutral” and “agree” was chosen by 14 participants for each question. The rest of them put their option on “disagree” 9 students (21.4%) then “strongly disagree” 3 (7.1%F), the last is “strongly agree” was chosen by 2 students (4.8%). This table indicated that friend also has a role in improving students' English ability.

Table 4.15: Students' perception whether they really need this dormitory's language program or not.

No	Option	Frequency	Percentage(%)
1	Strongly disagree	2	(4.8%)
2	Disagree	2	(4.8%)
3	Neutral	11	(26.2%)
4	Agree	20	(47.6%)
5	Strongly agree	7	(16.7%)
Total		42	100%

Table 4.15 illustrated the findings, “ students really need this dormitory’s language program”. The result in table 4.15 was ended by 47.6% “vioce” of 20 participants who agreed that students really need this dormitory’s language program. Different finding was drawn by 22 other participants, 11 (26.2 %) of them chose the “neutral” option then 7 (16.7%) put their option on “strongly agree” the last is 2 (4.8%) participants who chose “disagree”. The table above indicated that a lot of students think that they really need this dormitory’s language program.

B.The result of Semi-structured Interview

There were three interrelated steps used in the process of analysing data. The first step was to organize and prepare the data for analysis. This involved interviewing the participants, transliterating the result of interviews, typing up field notes, and arranging the data depending on the purposes of this study.

In interview section, there are 5 participants would be as the interviewees in conducting this research. The participants were chosen randomly among the students in English Department. They also had a different generation in dormitory. The researcher chose one male and four females from samples, they are:

1. NA, female
2. FR, female
3. MZ, male
- 4.DV, female
- 5.SS, female

When interview was held, the researcher recorded interviewees' answers and opinion with an audio recorder. Then, the researcher transcribed them into the transcription. Each interviewee spent more than approximately 17 minutes to respond the questions and orders from the interviewer. Each participant got the same questions that had prepared from the researcher. These questions were on purpose designed as easy as possible to respond. Further, to seek the deep information, several additional questions were asked based on the interviewee's answer in accordance with the topic.

The researcher applied semi-structured interview in conducting this study. It aimed to avoid misconception of the questions. It consists of seven aspects, they are: dormitory's language program, dormitory's environment, teachers , benefits of having dormitory's language program, obstacles, dormitory's regulation, and students' suggestion for a better dormitory in the future.

The interview was held on the different time. The first participant was interviewed on May 4, 2018, the second student was on May 7, 2018, the third was on May 9, 2018, and the forth was on May 10, 2018 then the last participant was on June 9, 2018.

The second step began with the data analysis. The researcher read or looked at all the data. This step provided a general sense of the information and gave an opportunity to reflect on its overall meaning. What general ideas were participants saying? What is the tone and the impression of the overall information?.

The final step in data analysis involved making an interpretation of the findings or results. This consists of summarizing the results, advancing the limitations of the study, and ending with suggestions for future research. Here are the result of the interview section:

1. NA,female

She was the first generation student in dormitory. In her opinion, language program in dormitory was really good, especially for non-English department students and it can give a lot of benefits for all students who want to learn more about both English and Arabic, unfortunately her English did not improve so well

when she was in dormitory. She said that the program was really great but it just a program they did not apply it well in the real situation, for example when all students were not allowed to speak Bahasa or their language in dormitory, a lot of them broke that rule and there was no punishment for that, in the result of it, they keep speaking Bahasa in daily activity while they were in dormitory. She thought that we need this program for our better future, and it can be so great if the teachers and the one that responsible for dormitory did their job like they told to do.

The student perceived that the teachers in dormitory were good in their field. When the teachers were teaching in the class, they always persuaded all students to speak bravely and clearly without thinking about grammatical error and the teachers also motivated the students not to be shy and dare to make mistake and learn from it as much as possible. The respondent also thought that to be able to speak English fluently in our daily life one semester in dormitory is not enough, because a language need process to understand and to master it.

Talking about the environment in dormitory, the respondent perceived that it was not a good place to improve students' English ability. The reason why the respondent thought so, because the teachers in dormitory were not serious about the rule that have been written before, which is all students are not allowed to speak Bahasa while they were in dormitory, so the solution of this problem is of course be serious with the rule and punish those who break the rule, later on the rule breaker will decrease and all can take great advantages while they were in dormitory.

In any case explained above, this respondent really think that we need to continue this program and should make it better in the future, such as doing the rule of dormitory properly and give punishment to those who break it.

2. FR,female

She was the second generation in dormitory. She thinks that language program in dormitory was a useful program, and she really thanked all the teachers and her new friends for that opportunity. She considered that her English and Arabic were improved while she was in dormitory. It is because her willingness to learn and study there, and fortunately the environment supported her to do that. She perceived that by having language program she can make her English better and has the opportunity to speak directly with native speaker, it is happen rarely there, but she got that opportunity.

The student believed that not all teachers in dormitory are competence, because in early morning teaching (Muhadasah) the teacher was her friend in college and what she taught in that class is the very basic lesson in English and the way she teach is not really good, such as ignoring students' question, using negative facial while teaching and always be the right one. However , it is different from the teacher in evening class, they are really competence and we can learn a lot of things from them. In another aspect, she adds that wise punishment is what dormitory need, for example for those who throw the rubbish not in its place have to memorize 50 vocabulary in that day, if we did this students language ability will improve just in that one semester.

The respondent reports that just one semester in dormitory can't improve students' language ability, but it depends on the willingness of students to study. If they studied hard and did it consistently one semester may be enough. The environment is really supportive to improve her language, she can practice as many times as she wants with her friends and roommate. Her roommate in dormitory is the person who affects most of her language ability, because she practices everyday and her friends also corrects the grammatical error that she did while they were having a conversation.

The student explained that her language ability really improved while she was in dormitory, it is because her willingness to learn and practice the languages everyday. So, willingness is really important in this area, no matter how long and better the program is if you don't have any willingness for that it is useless.

3. DV, female

This student was the third generation of dormitory. She thought that language program was really good, especially to improve students' speaking skill. She added that speaking skill was the hardest skill in English, because it combined all the lessons such as grammar, listening, reading and how students handle their anxiety. So, by having language program we have the opportunity to learn these skills and to make our English better than before. She believed that her English and Arabic skill improved drastically while she was in dormitory. It is because the environment supported her to do so. *"if we followed the rule in dormitory I am sure we will get a lot of benefits that we want"*. she adds.

She believed that teachers in dormitory were really competence in their field, because one of them was graduated from overseas university, and the way he taught in class is really different from others, when he wanted to start a class, he showed a good facial to his students like smiling and asking the students ready to learn in that day. The respondent thought that to make improvement in language skill just in one semester is enough for those who follow and practice while they were there, but for those who break the rules and don't want to practice and rarely come in to the evening class we need a year for these kind of people.

The language program is really important, because nowadays to understand foreign language is one of a vital keys to success in life, she also added that to learn both English and Arabicws a good start for fresh students in UIN Ar- Raniry. By learning English they will have a great insight of life and with arabic they will understand their religion more and live in a proper way.

The interviewee claimed that to be better in life we really need to master two languages; Arabic and English. It is done to make students' language skill better, especially in speaking all students really have to obey the rule in dormitory.

4.MZ,male

He was the second generation student in dormitory. He claimed that this program is really usefules things that university provided at that time, because the teachers in dormitory were ignoring non- Arabic and English department students. They just focus on those who already can speak English and Arabic, but for those who have basic skill of the languages they gave a little attention to that person. He

said that his English ability improved while he was in dormitory, but not because of the teacher and the friends in dormitory, the reason why his language ability improve is playing game online everyday, "*that is my place to improve my English skill*" he added. Nevertheless, the respondent believed that we need this program for our better future but find a right one to handle this great program.

He perceived that the language teachers' skill was not too bad but what really bad was their presence in the classroom, for one semester the Arabic teacher just come to the class twice and for English teacher five times entering the class. So the dormitory's program will be a great program if they have a great teacher as well. the respondent said that students need one year to learn that both languages, because students are not really smart person to master two languages within six months , but for the basic it is really ok.

Talking about the environment in dormitory, the respondent reputed that it was not a good place to improve his language ability, because his friends speak Acehness with him and the Ustad speaks Bahasa in their everyday activity. In this chance, the respondent offered a good program to run in dormitory later on, it is called 'let's talk'. So, in this program we have to choose the speak to speak English or Arabic and then for those who break the rule later on, they will get punishment by the couch. It is not to speak English and Arabic everyday, it will shock students if we did that, but little by little and day by day he added.

The researcher summed up that this respondent has a bad experience with dormitory, he declared that a lot of things that we need to pay attention in

dormitory, such as the rule, environment, teachers and all students, so later on we can make this program better than before.

5.SS,female

The last respondent in this interview is the first generation student in dormitory. In her opinion, language program was not just good but it was great, this was the best way to improve fresh students' language ability. She claimed that her language skill improved when she was in dormitory and the teachers were the person who affect her English a lot. She told that almost everyday she speaks with the teachers and everytimes she speakes the respondent always make grammatical error in her speaking, and she added that she learnt a lot from that mistakes.

The student perceived that the environment in dormitory was really a good place to learn a lot of things such as language, religion, Qur'an, and sport as well. In dormitory we learn how to live not just for ourselves but also to take about other people beside us, this is really important lesson to learn in life and dormitory provided it.

According to the respondent perception, we need more time to learn in dormitory and to obtain a lot of good impact for us, andone semester is not enough, then, she also said that to be better in future this program needs to add another language for students. Such as ,Japanese, German and Etcetera.

C. Discussion

The researcher will arrange the most significant point in this part. This discussion will provide the answer of research questions that stated in the first chapter which is about “The impact of dormitory’s language program; students’ views”. There are two research questions should be answered.

The first research question is that ‘What are students’ perception about dormitory’s language program?’. In this questionnaire we can conclude that a lot of students were not sure about their answer by choosing the “neutral” option. It shows that the students thinks dormitory’s language program has a bad side and a good side , it is fifty fifty. In the other cases, the interview transcription shows that most of participants feel the dormitory’s language program is really useful for them and they hope that the dormitory’s program could be better in the future.

The second research question is that ‘How dormitory’s language program affect students’ English ability ? ’. Most of students perceived that their English skill improved while they stayed in dormitory. There are some things and people that help them to improve their English skill, such as friends, environment, teachers and the regulation.

In conclusion, based on the questionnaire and semi-structured interview result, the dormitory’s language program give a lot of benefits for the students especially fresh students in UIN Ar- Ranity.

It is similar to James Murray finding (2010) which revealed that positive impact of dormitory. Sarah and Robert (2011) also found that living in dormitory can help students in their academic achievement. On the other hand, there are some

corrections of dormitory's language aspect in improving a better program in the future. It is about the regulation in dormitory has to apply well and they need more time to improve their English ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of data which has been discussed and analyzed in the previous chapter, the dormitory's language program positively has given good impact on students' English ability. According to the questionnaire and the semi-structured interview result, it can be concluded:

1. Students really need this dormitory language program for a better future.
2. There are still some problems that students faced while they were in dormitory such as the environment is not so supportive, the rules are not applied well and they need more time to improve their English skill.

In the brief, we need some new improvement rules to conduct a better implementation of dormitory's language program in Islamic University of Ar-Raniry .

B. Suggestion

The writer hopes that students in dormitory could have great and experienced teachers and the stakeholders could give students some more time to improve their English ability . The study only focuses on English Language Education Department. Perhaps, another researcher will investigate in the whole of Education and Teacher Training Faculty of State Islamic University of Ar-Raniry.

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APPENDICES

Here are the information about students who have been stayed in dormitory in periode of 2013 – 2017.

Data about students in Ma'had Al- Jami'ah in periode of 2013-2014 generation 1 and 2.

NO	FACULTY	TOTAL
1	Adab dan humaniora	141
2	Dakwah dan komunikasi	223
3	Ekonomi dan bisnis islam	40
4	Ilmu sosial dan ilmu pemerintahan	50
5	Psikologi	1
6	Sains dan teknologi	1
7	Syariah dan hukum	538
8	Tarbiyah dan keguruan	884
9	Ushuluddin dan filsafat	89
		1967

Data about students in Ma'had Al- Jami'ah in periode of 2014-2015 generation 1 and 2.

NO	FACULTY	TOTAL
1	Adab dan humaniora	163
2	Dakwah dan komunikasi	234
3	Ekonomi dan bisnis islam	307
4	Ilmu sosial dan ilmu pemerintahan	20
5	Psikologi	22
6	Sains dan teknologi	55
7	Syariah dan hukum	336
8	Tarbiyah dan keguruan	1027
9	Ushuluddin dan filsafat	129
		2293

Data about students in Ma'had Al- Jami'ah in periode of 2015-2016 generation 1 and 2.

NO	FACULTY	TOTAL
1	Adab dan humaniora	251
2	Dakwah dan komunikasi	288
3	Ekonomi dan bisnis islam	356
4	Ilmu sosial dan ilmu pemerintahan	50
5	Psikologi	58
6	Sains dan teknologi	103
7	Syariah dan hukum	354
8	Tarbiyah dan keguruan	1203
9	Ushuluddin dan filsafat	92
		2755

Data about students in Ma'had Al- Jami'ah in periode of 2016-2017 generation 1 and 2.

NO	FACULTY	TOTAL
1	Adab dan humaniora	215
2	Dakwah dan komunikasi	291
3	Ekonomi dan bisnis islam	465
4	Ilmu sosial dan ilmu pemerintahan	86
5	Psikologi	58
6	Sains dan teknologi	146
7	Syariah dan hukum	344
8	Tarbiyah dan keguruan	1016
9	Ushuluddin dan filsafat	133
		2754

RESEARCH INSTRUMENTS

A. Introduction

In this questionnaire the writer wishes that you answer the questions according to your circumstances, opinions and feelings, not based on public opinion or opinions of others. In filling out the answers to the questions below, there is no right or wrong answer but most importantly you answer all the questions. The answers that you have given are solely for the sake of academic interest only to complete the research.

B. Responden identity

Name :

Gender :

C. Hint: Please answer the following questions by giving a check mark (√) in the boxes available below !.

A : Agree

D : Disagree

SA : Strongly agree

SD : Strongly disagree

N : Neutral/Neither agree nor disagree

No.	Component	A	SA	N	D	SD
1.	My four English skills namely speaking , reading , writing , listening improved when I was in dormitory.					
2.	Only my speaking skill improved when I stayed in dormitory.					
3.	Only my listening skill improved when I was in dormitory.					

4.	Only my reading skill improved when I was in dormitory.					
5.	Dormitory's environment has a great contribution in improving my English skill.					
6.	The English teachers in dormitory are really competence.					
7.	I learn not only basic English skill in dormitory but also the advanced one.					
8.	The regulations which is applied in dormitory are really suitable to improve my English skill.					
9.	Dormitory stakeholders run the regulation well.					
10.	One semester is enough time to improve my English skill in dormitory.					
11.	Having dormitory's language program is really helpful for my academic achievement.					
12.	Dormitory's language program is really helpful to boost my English skill.					
13.	Dormitory's English teachers play a big role for my english improvement in dormitory.					
14.	My friends in dormitory has a great role in improving my English skill.					
15.	Students really need this dormitory's language program.					

SEMI-STRUCTURED INTERVIEW QUESTION

At the beginning, the interviewee will be informed about the aim of the investigation and will be assured that the recorded interview data will be used for research purposes only.

Areas to Explore	Semi-structured interview questions
Dormitory's language program	<ol style="list-style-type: none"><li data-bbox="916 667 1299 808">1. What do you think about dormitory's language program?<li data-bbox="916 853 1362 1048">2. Do you feel that by having dormitory's language program you can improve your english skill, why?.<li data-bbox="916 1093 1362 1234">3. Do you think that in one semester students can improve their English skill, Why?
Environment	<ol style="list-style-type: none"><li data-bbox="916 1281 1362 1476">4. How about the dormitory's environment, do you think it is appropriate place to improve your English skill, why?
Teachers	<ol style="list-style-type: none"><li data-bbox="916 1527 1362 1722">5. Do you think that the teachers in dormitory are competence in their field, how do you evaluate it?
Obstacles	<ol style="list-style-type: none"><li data-bbox="916 1774 1347 1968">6. Could you explain about the obstacles that you have when you want to improve your english skill in dormitory?

Dormitory's regulation	<p>7. what do you think about the regulation in dormitory, is it helpful to improve your english ability, why?.</p> <p>8. In your experience, do you think that the regulation run well?. in what area we should give more attention .</p>
Suggestion for a better dormitory's language program	<p>9. Do you have any suggestion for a better dormitory's language program in the future?</p>



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Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muklas Edi Dermawan
N I M : 231 324 204
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Ulee Kareng

Untuk mengumpulkan data pada:

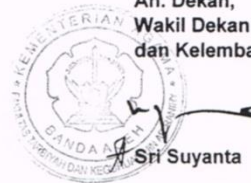
UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Impact of Dormitory's Language Program; Students' Views

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik,
dan Kelembagaan,



Interview Transcription

Nurul Aflah Julana

Researcher = R

Nurul Aflah Julana = NA

R= my name is Muklas Edi Dermawan, now i am looking for the information on students' perception about dormitory's language program. So before we start our conversation could you please introduce yourself first and what should i call you in the interview section later on..

NA= dont you know me Muklas? Should i introduce my self like we did in the first semester?.hahahaha

R =hahhaha. Hey Aflah how are you?.

Na= I am good, very good hahaha how about you?.

R= I am great thank you. So now let's get started. My first question in this interview is what do you think about dormitory's language program?.

NA= English or Arabic?

R= English,please!!!

NA= I think Language program in dormitory is good, because this one of the effectivve way to us to practice speaking and english skill especially for non-English department students.

R= ok really good. So now do you think that by having dormitory's language program you can improve your English skill?.

NA= Not really, because language program in dormitory is only "program". I mean program yang direncanakan tapi tidak sesuai dengan aturan nya. For example when all students are not allowed to speak Bahasa or their own languages while they were in dormitory but a lot of students speak Bahasa and there is not any punishment for them.. So this is why the rule breaker getting larger day by day..

R= woww good information. So do you think that we need to have this dormitory's program?.

NA= Absolutely yes!!.

R= How about the dormitory's environment, do you think it is appropriate place to improve your English skill?.

NA= Hmhmhm I dont think so, because like i said before the many of students in dormitory dont obey the rule there..that is what make the environment hmhmh gag jelas gitu lah.

R= Ok ok..so now how about the teachers? Do you think that the teachers in dormitory are competence in their field?.

NA=Yes , they are competence.

R= How do you evvaluate it?.

NA= They persuade all students to speak English walaupun grammar nya hancur-hancur but they motivate students and they correct it later, then they explain what is wrong and how to make it right.

R= So , what benefits do you get after having the dormitory's in your English ability?

NA= Ok,, and i can improve my English ability and meet native speaker there.

R= Could you explain about the obstacles that you have when you want to improve your English skill in dormitory?.

NA= I think it is very noisy there because we have a lot people then the facility is not so good..

R= Next question, what do you think about the regulation in dormitory, it is helpful to improve your English ability , why?

NA= NO, because i have told you before, that is my answer..

R= Just two more question, selow.. In your experience, do you think that the regulation run well?. In what area we should give more attention?.

NA= No. I think we should give more attention in speaking rule area. Because if many students obey that rule , ada kemungkinan mahasiswa akan lancar bahasa inggris.

R= Last question. Do you have any suggestion for a better dormitory's language program in the future?.

NA= Yes!!! I hope that the orang yang berkewajiban atau guru- guru di asrama dapat menjalankan peraturan dengan benar dan tegas..supaya kita bisa mendapatkan banyak manfaat dari program asrama ini..

R= Ok. Thank you Aflah for your time..see you... assalamualaikum..

NA = Ok..wa'alaikum salam.

Interview Transcription

Fitria Rahmi

Researcher = R

Fitria Rahmi = FR

R = So now i dont need to intruduce myself anymore and in this interview i want to know your opion about dormitory's language program that we have in UIN, are you ready?.

FR = yeah that is really useful program we have.

R = Do you feel that by having dormitory's language program you can improve your English skill, why

FR = Yess. Because my willingness to practice English and the environmet very supported as well.

R = Ok now, another question. How about the dormitory's environment, do you think it is appropriate place to improve your English skill.

FR = Yes..Because in my experience many of my friend have the same willingness like me, so we can cooperate and we have each other when we will practice languange.

R = Very good. Do you think that the teachers in dormitory are competence i their field.

FR = Not all teachers. because in some part like in the early morning teaching (muhadasah) the teacher is from our collage that the skills are almost the same with others but it is different in the evening class i think they are really competence..

R = How do you evaluate it?. I mean how do you know that the teachers are competence or not.

FR = we can see by the way she teaches and the material that the teachers give and how they talk to their students, contoh nya like ignoring students' question wajah nya itu kayak gag semangat gitu waktu ngajar.

R = What the benefits do you get after having dormitory's language program?.

FR = The benefits?..euhm my english improved and meet new friends

R = Do you think that in one semester students can improve their English skill, Why?

FR = Yes!!! I think so, because if we have the willingness to study one semester is enough for us..

R = Ok ok..now let's move to another question, could you explain the obstacles that you face when you want to learn english in dormitory?

FR = it is about time, my schedule is so padat. I have to learn in college and after that i should in dormitory too..so i dont have much time.

R = What do you think about the regulation in dormitory?, is it helpful to improve your English ability, and why?

FR = The regulation is not wise enough, banyak yang buang sampah sembarangan dan banyak yang tidak mematuhi peraturan

R = Do you have any solution of that?

FR = Of course !!!i think yang buang sampah sembarangan tu should or must memorize 50 vocabulary hahah so their English ability improve nanti..

R = Do you have any suggestion for a better dormitory's language program in the future?

FR = Like i said before, the dormitory should implement wise punishment for those who speak bahasa and they should memorize vocabulary in daily life, so they can improve their English..

R = ok..thank you for your time fit.. i really appreciate it..

FR = You're welcome..

Interview Transcription

Dea Varadita

Researcher = R

Dea Varadita = DV

R = Assalamualaikum.

DV= Waalaikum salam.

R = How are you?

DV= I am good, thank you..

R = Now i would like to ask you some questions, do you have time for that?

DV= Ok..i have time.

R= Now my first question is what do you think about dormitory's language program?

DV= I think it is really good to improve our skill especially in speaking..

R = Do you think that by having dormitory's language program you can improve your English skill?.

DV = Yes.. I think so, the environmentt supports me to improve my language skill because we must follow the rules in dormitory. Everyday we ought to join such as vocabulary class in the morning and language class in the night

R = ya ya ya ya..so, do you think that the environment appropriate place to improve your English skill?. Why..

DV= Yes. Because the English teacher supported me to do so, and it is good environment though

R = Ok, now my next question is do you think that the teachers in dormitory are competence in ttheir field?.

DV = Yes!! Both of them really good I think..the English and the Arabic one..

R = How do you know it.

DV = I think they are just fine..

R = Ok ok. So another question could you explain about the obstacles that you have when you want to improve your English skill in dormitory?.

DV = I think everything is fine there, and when i was there everything is run well..and nothing to be complain about..

R= Next question, what do you think about the regulation in dormitory, is it helpful to improve your English ability?.

DV = Yes, it is really helpful.

R = Why?

DV= Because I always follow the rule and my friend do it so..so no problem..

R = My last question is do you have any suggestion for a better dormitory's language program in the future?.

DV = Yes .nowadays foregn language is really important for students so i hope that we can improve and students follow the rule so we can have a better dormitory's language program.

Interview Transcription

M. Zikrullah

Researcher = R

M. Zikrullah = MZ

R= Assalamualaikum broo..

MZ= Waalaikum salam men..

R = So today i wanna interview you and asking your perception about dormitory's language program do you mind?.

MZ= No..silahkan

R = My first question is what do you think about dormitory's language program?.

MZ =Useless bro, we are the second grade of dormitory and they ignore us and i think hana jelas

R = Hhahahaha so do you feel that by having dormitory's language program you can improve your English skill?

MZ = Pat tacok. I learn English by myself, via online course

R = Woww how about dormitory's environment, do you think it is appropriate place to improve you English skill?.

MZ = No, I think if they obey the rule and make the students speak English in their every life program asrama akan jadi lebih baik lagi..Amin.

R = Do you think that the teachers are competence in their field?.

MZ = Lumayan.

R = What do you mean by lumayan

MZ = I think the teachers are not too bad and too good, lumayaan..lage lage nyan lah..

R = Hhahaha ok. Now my next question is could you explain about the obstacles that you have when you want to improve your English skill in dormitory?.

MZ = Euhmm obstacles nya we dont have enough time to improve our English skill in dormitory.

R = What do you think about the regulation in dormitory, is it helpful to improve your English ability, why?.

MZ = In our generation no, because many students dont obey the rule and they just play around in dormitory..

R = Ok ok ok, so do you think that the regulation run well?.

MZ = Of course not.

R= What the area that we need to pay more attention ?.

MZ = Speaking area.Students have to speak everyday and do it well.

R = My last question do have any suggestion for a better dormitory's language program?.

MZ = Yes, the think that we need to improve its make a new program, the program is "Lets speak" , in that program, we have to speak english all the day, and also the arabic, and dont forget to make a punishment to someone who break the rule.

R = Ok good thinking. Terima kasih

MZ = Ciiit good ooo..sama sama

Interview Transcription

Samsidar

Researcher = R

Samsidar = SS

R = Assalamualaikum.

SS = Wa'alaikum salam.

R = Sem. Today I would like to ask some question to you about your perception on dormitory's language program, is it ok?.

SS = Ok..

R = My first question is what do you think about dormitory's language program?.

SS = I think it is the best way to improve students' language ability, because we learn a lot of things in there.

R = could you name some of the things that you have learn while you were there?.

SS = Contoh nya, tentang kehidupan bersosial truss kita juga bisa belajar tentang cara menghargai orang lain dan lain sebagainya.

R = ok!!! I hope that you can speak full english in this interview.

SS = mix gg apa apa kan..

R = Boleh juga..gak apa apa. Ok my next question is do you think that your language skill improve when you are in dormitory or not. And can you explain me why...

SS =Yes!! My skill improve when i was there , and not only that but also we can get religious knowledge there.

R = Can you explain why it is improve.

SS = Maksud nya..

R = Bisa jelaskan gg kenapa skill bahasa inggris nya meningkat ketika di asrama?.

SS = Ohh!! Ya karena saya belajar banyak disana dan melatih skill bahasa inggris saya setiap hari truss guru2 disana juga mengoreksi banyak hal dalam bahasa inggris kami .

R = Great!!!.So what about dormitory's environment, do you think it iis appropriate place to improve your English skill, why?.

SS = Yes, sometimes. The environment had support me to learn language because we speak in the same languages although in our floor we do not speak in both of languages again.

R = So next question is do you think that the teachers in dormitory are competence in their field?.

SS = Yes they are competence.

R = Why do you say so?.

SS = Because every morning they teach me new things and new vocabulary then they also speak in english with me.

R = Now, could you explain about the obstacles that you have when you want to improve your English skill in dormitory?..

SS = My obstacles are water and the system of the time. At night we had a lot of activity we have to do task or homeworks from the college. We dont have enough time and it make us very tired..

R = Wooww.. What do you think about the regulation in dormitory, is it helpful to improve your English ability, why?.

SS = The regulation is really good there, the implementation yang harus di perbaiki.

R = Yayayay.. So my last question is do you have any suggestion for a better dormitory's language program?.

SS = Oh yes, when i was in dormitory at the first period, the water is not available enough, sometimes on sometimes off. I dont know what happen but I think that is important. Then for the program in dormitory the discipline must be improved, make in groups or in the same room the level of students in English or Arabic. So each students who has the higher ability can improve the lower one. Gitu..

R = Very good information. Thank you for you time Samsidar. I really appreciate it.

SS = Sama-sama.

R = Assalamualaikum..

SS = Wa'alaikum salam..

AUTOBIOGRAPHY

Name : Muklas Edi Dermawan

Place/Date of Birth : Susoh/14 Mei 1995

Sex : Male

Religion : Islam

Nationality/ethnic : Indonesia/Acehnese

Marital Status : Single

Address : Jln.Rawa, Ds. Blang Dalam,
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Student Id : 231324204

Parents Name

 a. Father's Name : Alm.Marmun

 b. Mother's Name : Narlina

Address : Jln.Rawa, Ds. Blang Dalam,
Kec.Susoh, Kab. ABDYA

Education Background

 a. MIN 1 Sangkalan : Graduated 2007

 b. MTsN Susoh : Graduated 2010

 c. MAN 1 Blangpidie : Graduated 2013

 d. Ar-Raniry State Islamic University : Graduated 2018

Banda Aceh, 28 July 2018

The writer

(Muklas edi dermawan)