

**DIFFICULTIES OF THE EFL LEARNERS IN ABU
HUROIROH DORMITORY OF SUNAN DRAJAT
ISLAMIC BOARDING SCHOOL**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



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DEDICATION

Praise be extended to Allah SWT. who has blessed the writer to finish this thesis.

This thesis is dedicated to all teachers, lecturers, friends, and all parties who have supported researches in completing this thesis. Especially to Mrs. Siti Kholipah and (Alm) Mr. Muntalip, beloved parents. Also to Nanda Eka Merdekawati and her family, sister who always support, motivate and love researcher.

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MOTTO

“Skripsi yang baik adalah skripsi yang selesai”

*“The most important thing is to live a Fabulous live. As long as
it’s fabulous I don’t care how long it is”*

Freddie Mercury

ABSTRACT

Title : Challenges of The EFL Learner in Abu Huroiroh Dormitory of Sunan Drajat Islamic Boarding School

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English is mostly being used in every school subject. Then, this study examined the difficulties faced by EFL learners in abu Huroiroh Dormitory in Sunan Drajat Islamic Boarding School Lamongan. Therefore, this research was conducted in 2023 aims to describe and explain what difficulties faced by the students in Islamic boarding school. This study used descriptive quantitative statistical to analyze the data. The results were gained by using the questionnaire answered by 90 of the students. The participant is 90 students of abu huroiroh dormitory taken by using simple random sampling. The instrument used in this research is questionnaire with 3 different parts. The first part is about general information, the second part is about English proficiency, and the last part is about challenges with nine aspects of difficulties. The result revealed that the EFL learner in the dormitory has difficulties in the time management, loud conversation, noise from outside, lack of English material, lack of quiet study areas, varied norm and social etiquette, homesickness. The results above are different with the results of the previous research which most of them researched the students' English skill.

Keywords: EFL Learner, Challenge, Islamic dormitory

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The researcher of this research is so thankful that could finish the research entitled: “ Difficulties of The EFL Learner in Abu Huroiroh Dormitory of Sunan Drajat Islamic Boarding School”. This research is a partial requirement for accomplishing a Degree of Bachelor of Education in English Education of Education and Teacher Training Faculty at UIN Walisongo, Semarang. The researcher working on the thesis will not be completed without the help of various parties who have been willing to help the researcher complete this thesis, both in terms of service, support, motivation, and thoughts. The researcher would like to thank all of the components, who had given their contributions to finishing her research. The researcher would like to deliver this thanks to:

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6. For those who cannot be mentioned one by one, who have supported the researcher to finish the research.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis. Hopefully, this thesis can be useful for the readers.

Semarang, 18th December 2023
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CHAPTER I

INTRODUCTION

In this section, the researcher inspects the introduction of the thesis. This chapter consists of four parts. There are background of the study, the research question, the research objective, and the significance of the research.

A. BACKGROUND OF THE STUDY

Mastering the English language involves proficiency in four key skills: listening, speaking, reading, and writing. In Indonesia, numerous foreigners visit as tourists for diverse reasons, posing a challenge for students and young individuals to speak English fluently. The desire for competence in English, along with other skills of interest, is interconnected. English is anticipated to serve as a means to overcome information gaps and enable communication with outsiders, especially in situations where reliance on the mother tongue may not be sufficient..

The aspiration for English language proficiency to enhance students' global competence beyond national borders is reflected in government regulations that mandate English as a compulsory subject from elementary school to high school and throughout higher education. Notably, all higher education programs are required to include English courses in the first and second semesters, irrespective of the discipline pursued.

This underscores the significance of mastering English at the higher education level in Indonesia, serving as a foundational element for academic success from the initial level (Munadzdzofah, 2017).

English is an important subject not only in every school in Indonesia but also in Islamic boarding schools. One of the Islamic boarding schools that provides facilities for learning English focused on communication using English every day is Sunan Drajat Islamic Boarding in Paciran Lamongan. Islamic boarding schools have always been related to Arabic, here they are provided English and also Arabic dormitory. The school reserves many activities to facilitate students' improving their English skills. In Sunan Drajat Islamic Boarding School, they have one dormitory, which is called Abu Huroiroh Dormitory.

Based on the researcher's experience as a student of Abu Huroiroh dormitory at Sunan Drajat Islamic Boarding School and the other ex-students' perceptions, Some students faced some challenges in learning English as their second language. Homesickness is one of the challenges for EFL learners in dormitories, which can distract them from their focus on learning English.

Several studies related to Abu Huroiroh dormitory and the challenges of EFL learners have been carried out by previous researchers. Miftahul Fanan carried out a study examining the language style employed in the dormitories of Abu Huroiroh.

The research's conclusions indicate that the residents of Abu Huroiroh Dormitory use four different language styles: (1) Formal, which is reserved for serious sentences and special occasions; (2) Informal, which is less serious than formal and is used to create a relaxed atmosphere; (3) Intimate, which is less serious than informal and is used to foster good relationships among the residents and enjoy English conversation among them; and (4) Consultative, which is used by speakers who do not prepare their sentences in advance and may make mistakes or repeat words I.e. The members employed four different language styles: (1) Formal, which has relatively short sentences, sentence structure, and a strong voice; (2) Informal, which has unclear sentences and dictions that differ significantly from those of the other styles;

(3) Intimate, which is typically used between close friends, family members, and lovers; and (4) Consultative, which is typically used by speakers who do not have a plan for what they want to talk about. Along with demonstrating the standard for arrival, this style is signed with terms like well, all right, right, emmmm, and maybe, maybe. The two linguistic patterns that residents of Abu Huroiroh Dormitory employ the most frequently are formal and intimate (Fanan, 2016).

Moreover, Irfan Moulida examined a case study titled "Students' challenges in English Public Speaking program at Dayah Darul Ihsan" regarding the difficulties faced by EFL

learners. The study's findings demonstrate the various difficulties students face when giving public speeches. These difficulties include both language-related and non-linguistic issues, such as poor pronunciation, vocabulary, nervousness, anxiety, and fear of making mistakes (Moulida, 2019).

In their journal article, "The Students' Difficulties in learning English at Madrasah Ibtidaiyah Teacher Education Study Program," Rezeki, T. I., and Sagala, R. W. discovered that there are two main factors that make learning English difficult, namely internal and external factors. These factors include: 1) students' low motivation; 2) lack of understanding of the importance of learning English; 3) lack of opportunities to learn English; and 4) lack of support from friends and family (Rezeki & Sagala, 2021).

As a result, some researchers, including Paryshan H. Ahmed, are concentrating on a single English proficiency. According to research findings derived from student questionnaires, grammar, concept organization, punctuation, and vocabulary are the main areas of difficulty for pupils. When writing essays, students sometimes struggle with proper grammatical usage, interference from their home language, a small vocabulary, punctuation, and word order. These findings highlight the significance of teachers considering students' writing difficulties, with one of the educational implications

being the justification for additional writing sessions (Ahmed, 2019).

The study conducted by Rizky Annisa revealed about “The EFL students’ challenge and problem on speaking activities during online learning”. The majority of students reported feeling unmotivated, lacking in understanding, and lacking in confidence. Then, during speaking exercises, students encountered a number of issues related to the internet network, their personal devices, the online learning environment, a lack of interaction, and time constraints. Online learning is therefore ineffective for speaking exercises. This indicates that EFL students favor in-person instruction over online instruction (Annisa, 2022).

According to the previous research above, some of researcher are focused on the language style used by the students of Abu Huroiroh Dormitory. Some of them focused on the difficulties of students, mostly in regular school. Here, the writer is come up with research about the challenge of EFL learners in abu Huroiroh Dormitory in Sunan Drajat Islamic Boarding School Lamongan.

B. RESEARCH QUESTION

The research question of the study is formulated in question forms as follow:

1. What are the Challenges of EFL Learners in Abu Huroiroh Dormitory in Sunan Drajat Lamongan?

C. RESEARCH OBJECTIVE

The objective of this research is to investigate:

1. To identify the Challenges of EFL Learners in Abu Huroiroh Dormitory in Sunan Drajat Lamongan

D. SIGNIFICANCE OF THE STUDY

The result of the research is expected to give some benefits as follows:

1. Theoretically, for students, to let them know and remind them what aspects are the challenges in their process of learning English so that they can find the best solution for their problem of learning English in the dormitory.
2. Practically
 - a. To give information to the English teachers or the caretaker of the Dormitory in order to pay attention to the students problem, so that they can give the best motivation and teaching method for the students.
 - b. For researchers, as an information what is the challenges of the EFL learners in Abu Huroiroh Dormitory of Sunan Drajat Islamic Boarding School, Lamongan.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section introduces Previous Research and the Review of Related Literature. Prior research serves as a valuable resource for identifying shortcomings in earlier studies related to the current research, allowing the researcher to enhance and refine it to increase its educational utility. By building upon and addressing the limitations of previous work, the researcher aims to contribute to the advancement and improvement of knowledge in the field of education.

A. PREVIOUS RESEARCH

The first study, "English Language Styles Used by The Members Of Abu Huroiroh Dormitory Sunan Drajat Islamic Boarding School," was directed by Miftahul Fanan and looked at two questions: "What are the types of language styles used by the members of Abu Huroiroh Dormitory in Sunan Drajat Islamic Boarding School Paciran, Lamongan?" and "How are the language styles used by the members of Abu Huroiroh Dormitory in Sunan Drajat Islamic Boarding School Paciran, Lamongan" The researcher employed qualitative methods in this study. The information was collected from their Speaking Programs' words and sentences between November 15, 2013, and November 30, 2013. The researcher watched the

circumstances and state during the Abu Huroiroh Dormitory members' delivery in order to obtain reliable data.

Following identification, classification, discussion, comparison, and conclusion-making, the data were divided into two language styles in accordance with Martin Joos' theory and two styles in accordance with Goris Keraf's theory. Following that, the data were analyzed by grouping them into four language styles, explaining each style in accordance with its characteristics, and outlining its usage.

The research's findings indicate that the members of Abu Huroiroh Dormitory use four different language styles: (1) formal style, which is reserved for serious sentences and special occasions; (2) informal style, which is less serious than formal style and is used to create relaxed situations and conditions; (3) intimate style, which is less serious than informal style and is used to foster good relationships and enjoy English conversation among the members; and (4) consultative style, which is used by speakers who do not prepare their sentences in advance, increasing the likelihood of errors and word repetition. (Fanana, 2016)

"Students' challenges in English Public Speaking program at Dayah Darul Ihsan" is the title of Irfan Moulida's second research study. This study examined the difficulties faced by students in Dayah Darul Ihsan's English public speaking program. To learn more about the difficulties students face

when giving public speeches and how they address these difficulties, two research questions were developed. An approach to qualitative research was used in this study. Forty students were given questionnaires to complete in order to learn more about the difficulties they faced. Six students were interviewed in-person to gain further insight into their struggles and strategies for overcoming them when it came to public speaking in English. In conclusion, the findings of this research demonstrate that students face numerous obstacles when it comes to public speaking. Both linguistic and non-linguistic issues are included in these difficulties, such as those with vocabulary, pronunciation, fluency, nervousness, anxiety, and fear of making mistakes (Moulida, 2019).

The third research has been conducted by Alpino Susanto, A. Malik, Mitrayati with entitled “The Challenges of Learning English as a Foreign Language Among Undergraduate Student”.

This study aims to explore the obstacles that Karimun University students face when trying to learn English, as well as the root causes of these obstacles. With the use of a video recording device, observation, and a questionnaire, this study uses a qualitative methodology. Research data are analyzed using three methods: reduction of data, presentation of data, and conclusion and verification. The results showed that the study participants faced a range of difficulties in learning the

English language. This is a result of individuals' differing levels of English proficiency (Susanto et al., 2020).

The fourth research has been conducted by Rizky annisa entitled “The EFL Students’ Challenge and Problem on Speaking Activities during Online Learning”. The goal of this study was to look into the difficulties that EFL students face when participating in speaking exercises during online instruction. Through interviews and questionnaires, the qualitative method was used to gather the data. Participants in this study included 30 respondents to a questionnaire and 4 interviewees who were representative of the University of Islam Malang's sixth semester English Education Department. This study employed a qualitative case study methodology, and online questionnaires and interviews were used to gather data. English was used for both the interview and the survey. The interview was modified from Jannah (2021) and the questionnaire was taken from Fitriani (2020). The analysis of the data was done using Sugiyono's (2015) theory. According to the data analysis, speaking activities in online learning present several difficulties for students. The majority of students reported feeling unmotivated, under-understood, and lacking in confidence. The internet network, the students' devices, the online learning environment, the lack of interaction, and the time constraints all presented challenges for the students when it came to speaking activities. For

speaking exercises, therefore, online learning is ineffective. The EFL students, therefore, favor in-person instruction over online instruction (Annisa, 2022).

The fifth research has been conducted by Tri Indah Rezeki and Rakhmat Wahyudin Sagala entitled “The Students’ Difficulties in Learning English at Madrasah Ibtidaiyah Teacher Education study Program” This study aims to identify the variables influencing students' challenges with English language acquisition. Thirty students from Universitas Islam Negeri Sumatera Utara's in Madrasah Ibtidaiyah Teacher Education Study Program participated in the study's subjects. Using an instrument for observation and a questionnaire, this study used a qualitative descriptive research design. This study's data were analyzed through triangulation, documentation, observation, and interviews. The researchers discovered that there are two main barriers to learning English, specifically internal and external factors. These include: 1) low student motivation; 2) ignorance of the significance of learning English; 3) a lack of opportunities for English learning; and 4) a lack of environmental supports from friends, parents, and other family members (Rezeki & Sagala, 2021).

The sixth research has been conducted by Taha Ahmed Hezam, Jamal Kaid Mohammed Ali, Shagufta Imtiaz, Mohammad Aasif Saifi, and Muhammad Rezaul Islam entitled

“Challenges and Problems of Reading Comprehension Experienced by EFL Learners”.

The study's objectives are to: (a) investigate reading comprehension issues that EFL students face in an intensive English program; and (b) determine whether there are any important differences between male and female students at the University of Bisha, Saudi Arabia, with regard to these difficulties. The study used a quantitative paradigm in which 301 male and female Saudi EFL students were given access to an online questionnaire related to reading difficulties. It was divided into two sections: background knowledge about the students and reading comprehension difficulties (language, reading process, and psycholinguistic difficulties). The findings demonstrated that the majority of students struggle with vocabulary and word recognition. One of the main issues when trying to figure out the meaning and overall idea of the text is vocabulary. The results also showed that difficulties faced by male and female EFL students were similar, indicating that reading English presents the same difficulties to all students, regardless of gender. According to the study's findings, students need to receive healthy intervention in order to improve both their general English language skills and their reading comprehension in particular (Hezam et al., 2022).

According to some of the precious research above, the writer aimed to know the research gap between the previous

research and the research which will be conducted by the writer the first research is focused on the language style by the member abu huroiroh. the second research focused on the challenges of the students in speaking program. The third research focused on the challenges if EFL learner among undergraduated students. The fourth research focused on the speaking challenges during the online learning especially during COVID-19. The fifth research focused on difficulties of EFL learner in Madrasah Ibtidaiyah teacher education program. The sixth research focused on the reading challenges. So, the researcher come up on a different kind of project which is what is the challenges of EFL learner in a dormitory.

B. LITERATURE REVIEW

1. CHALLENGE

a. Definition

In an academic context, the term "challenge" is used to denote a level at which students believe they will succeed with a significant effort. Ormrod's concept of "belief in success" refers to the extent of a student's confidence in their ability to meet the demands of a challenging situation. The required degree of Ormrod's "belief in success" to define a challenging situation is subjective and can vary among individuals (ormrod, 2008). Essentially, a

challenging situation is characterized by the level of difficulty that encourages students to exert effort and where they believe they can attain success through their endeavors. The specific threshold for defining a situation as challenging would depend on the individual's perception of their own capabilities and the effort required to meet the task's demands. Unlike Ormrod, Malone (approaches the concept of challenge as a 'task' that requires effort and in whose outcome success is not guaranteed (malone w., 1981). Similarly, Zakaria and Yatiml emphasize the effect of the sense of uncertainty, which enables the individual to maintain his or her focus on the task (Zakaria, N. Z., & Yatiml, 2013).

The Cambridge Dictionary defines a challenge as the circumstance of encountering something that demands significant mental or physical exertion to be accomplished successfully, thereby assessing a person's capability (Dictionary, 2023). So as the definition above about challenges which related to the EFL learner the writer makes some of the definition itself which is challenges is what being a problem which is faced by the students or EFL learner.

b. Aspect of challenges

The challenges faced by an English as a Foreign Language (EFL) learner in a dormitory can vary depending

on the specific context and individual circumstances. However, here are some common challenges that EFL learners may encounter in a dormitory setting:

1. **Peer Pressure:** Living in a dormitory where English is the primary language of communication can be both beneficial and challenging. On one hand, it provides opportunities for language immersion and practice. On the other hand, constant exposure to English can be overwhelming for EFL learners, especially if they are still in the early stages of language acquisition.
2. **Cultural Differences:** Dormitories often accommodate students from diverse cultural backgrounds. While this can be a great opportunity to learn about different cultures, it can also pose challenges in terms of understanding cultural norms, social interactions, and adapting to new customs. EFL learners may find it difficult to navigate social situations and build connections with peers from different cultural backgrounds.
3. **Communication and Expressing Needs:** EFL learners may face difficulties in effectively communicating their needs and concerns in English. They might struggle with expressing themselves clearly, especially when it comes to complex topics or unfamiliar vocabulary. This can lead to misunderstandings or

feelings of frustration when trying to interact with dormitory staff or fellow students.

4. **Academic Pressure:** Dormitories are often associated with academic environments, where students have to balance their studies with social activities and personal responsibilities. EFL learners may experience additional pressure due to language barriers. They might find it challenging to keep up with lectures, assignments, and academic discussions conducted in English.
5. **Homesickness and Emotional Support:** For international students, being away from home and living in a dormitory can be emotionally challenging. EFL learners might experience homesickness, loneliness, or a sense of isolation, which can affect their overall well-being and motivation to learn English. Limited access to emotional support from family and friends due to time zone differences or language barriers can exacerbate these feelings.
6. **Limited Language Practice Opportunities:** Although a dormitory provides a language-rich environment, EFL learners may struggle to find opportunities for structured language practice or individualized support. This can hinder their progress in English language development, as they may not have dedicated language

tutors or resources readily available within the dormitory setting.

7. **Noise and Distractions:** Dormitories can be noisy and bustling environments, which can make it difficult for EFL learners to focus on language learning activities or studying. Frequent disruptions and distractions may impact concentration and hinder language acquisition.
8. **Limited Access to Resources:** Dormitories may not always have adequate resources, such as language learning materials, libraries, or quiet study areas. Limited access to these resources can hinder learners' ability to expand their language skills and knowledge.
9. **Limited Personal Space:** Dormitories often involve sharing rooms or living areas with other students. Limited personal space can restrict opportunities for self-study, privacy, or engaging in language learning activities without interruption.

2. EFL LEARNER

EFL, which stands for English as a Foreign Language, refers to the process of learning English in a country where English is not the official language. For instance, students in China who are acquiring English skills are categorized as EFL students since English is not the country's native language. However, if those same students were in the United States

learning English, they would be classified as ESL students, signifying English as a Second Language, given that English is the official language in the U.S. (Young, 2015).

As per Gebhard, EFL, or English as a Foreign Language, can be characterized as the learning of English by individuals residing in locations where English is not employed as the primary means of communication. He goes on to highlight that in such a context, students have limited opportunities to encounter English for communicative purposes beyond the confines of the classroom (Gebhard, 2006). Harmer echoes a similar definition, defining EFL as the instruction of English in situations where students are learning the language in their home country or participating in short courses delivered in English. This typically occurs in non-English-speaking countries, as opposed to English-speaking countries such as the United States, Britain, Australia, Canada, Ireland, or New Zealand. In such EFL contexts, learners may have limited exposure to English in their everyday surroundings (Harmer, 2006).

Camenson puts forth a definition aligning with the concept of EFL, stating that EFL students are individuals residing in a country where their native language is predominantly used for communication. These students may need to acquire English for academic studies, travel to English-speaking countries, or engage in business activities.

Additionally, Camenson notes that EFL students typically dedicate only a few hours per week to studying English, have limited exposure to the language outside the classroom, face restricted opportunities to practice their newly acquired language skills, and often share a native language background within the classroom (Camenson, 2007).

3. Abu Huroiroh Dormitory

The learning style in Abu Huroiroh is that they divide the students into three levels. It is beginner, intermediate, and pro-intermediate. The teacher gives the material difficulty level based on the class level. Every night, the students should have memorized at least 5 vocabulary words and shared them with the teacher. The study in the dormitory begins every day at 21.00–23.00 after Islamic boarding school activity. Every Tuesday and Thursday night, they are free of Islamic boarding school activity. So, usually they have different activities, such as writing songs in English, doing a tale in English, a speech contest, a debate contest, and story telling. The daily speaking is not really based on the grammar rules; they called it "English street".

In the morning, they used to sing the yel-yel, which they made in English, and the song will be sung for generations after. On Friday morning, the members of Abu Huroiroh will walk outside the boarding school and find a wide place, usually

on the beach, because it takes only 15 minutes to go to the beach. On the beach, they will make a circle, and the teacher will be in the middle of the students. The teacher will randomly choose the students to give a presentation on a random topic too.

CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

The method of this research is quantitative. According to Aliaga and Gunderson in Apuke (2017), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) (Apuke, 2017). In brief, quantitative research aims to collect numerical data to explain a particular phenomenon. This research used the quantitative method because researchers want to get accurate data, based on empirical and measurable phenomena.

B. RESEARCH PARTICIPANT

According to Creswell, research participants refer to the subjects who are believed to have a potential to give the researcher reach information related to research questions (Creswell & Creswell, 2018). There were 122 members in Abu Huroiroh Dormitory. Eventhough, there is a class level in their learning method, the researcher do not choose the participant based on the class level. The researcher give the questionnaire paper to 90 students member of the Abu Huroiroh dormitory by using simple random sampling as participants. It is called simple because the decision-making process for selecting

sample members from the population is done randomly without considering the strata present in that population. This is done when the population members are considered homogeneous (Yusuf Sukman, 2017). The sample is the students who were in the dormitory during the research which is 90 of 122, so the sample is 73,77% of the population. The information about the students was gotten by asked the head of Abu Huroiroh Dormitory. This research is conducted during November 2023. The research which take place in Abu Huroiroh Dormitory has been done on 18-19 November.

In collecting data for this research, the researcher used quantitative technique. The data were gained by using questionnaire. Here is the explanation:

According to Brown, questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting them among existing answer (H.Douglas Brown, 2000). In this study, the writer provided an open ended and closed-ended questionnaire which comprised of 32 questions. The questionnaires was distributed to students to know their perceptions toward their challenges as EFL learner in Dormitory. The researcher had provided options for some questions, the options have been chosen by the students based on their point of view.

C. RESEARCH PROCEDURE

The researcher used multiple Questionnaire of data collection from the students of Abu Huroiroh Dormitory. The instruments of data collecting in this study is the Students' Questionnaire, that is made up of (32) mixed questions which is categorized into 3 types. Questions (1) to (4) are about the students background information. Question (5) to (12), which is the second type and it is about the students' general ability in English , Question (13) to (33) is about the students' challenges of learning English in Islamic boarding school. In specification of the students' difficulties aspect, the questionnaire divided into 9 parts. Number 13 and 14 is about peer pressure, 15-17 is about cultural difference, 18and 19 is about communication and expressing needs, 20 and 21 is about academic pressure, 22 and 23 is about homesickness and emotional support, 24-26 is about limited language practice opportunities, 27 and 28 is about noise and distraction, 29 and 30 is about limited access to resources, 31 and 32 is about limited personal space. The multiple questionnaires are used to collect data on demographic characteristics.

The type of questionnaire is rating scales or also popular as Likert scale and 1 essay question. To obtaine data it would be qualified based on Likert-scale. The question with multiple choiches use the percentage system. Next, the result

will be concluded in accordance with the students perceptions toward Challenges of EFL learner in Dormitory.

D. METHOD OF DATA ANALYSIS

In this study, the quantitative data were collected by use of both closed-ended and essay questionnaire and. The data of the study were analyzed through using descriptive statistical techniques such as frequencies, percentages and the mean were used to analyze the quantitative data.

Descriptive statistical analysis is concerned with numerical description of a particular group observed and any similarity to those outside the group can not be taken for granted. The data describe one group and that one group only (kumar singh, 2006). According to kumar, one of commonly used methods of analysis data statistically is Calculating frequency distribution usually in percentages of items under study. So, the researcher used kumar analysis method to represent the data.

CHAPTER IV

FINDING AND DISCUSSION

The findings and the discussion are covered in this Chapter. The section provides an answer to the research question that was formulated.

A. FINDINGS

The researcher used questionnaire to collect data. The purpose of the questionnaire is to find information about what are the challenges that faced by the students in dormitory which most affected to their learning English activity. This section will be separated into three parts. The first part is about the general information, the second part is about the English proficiency, the last part is about the challenges of EFL learner in the Islamic dormitory.

1. General Information

Table 4.1.1

Variables		Frequency	Percentage%
1. Gender	Male	90	100%
	Female	0	0%
	Total	90	100%
2. Age	11 and 12	23	25,56%
	13 and 14	15	16,67%
	15 and 16	31	34,44%
	16 and 17	16	17,77%
	18 or more	5	5,56%
	Total	90	100%
3. Grade	1 st of JHS	28	31,11%
	2 nd of JHS	17	18,89%

	3 rd of JHS	12	13,33%
	1 st of SHS	19	21,11%
	2 nd of SHS	9	10%
	3 rd of SHS	5	5,56%
	Total	90	100%
4. live	A year	44	48,89%
	2 years	23	25,56%
	3 years	14	15,56%
	4 years more	9	9%
	Total	90	100%

Table 4.1.1 represent the social demographic of the respondent. The researcher only took the male students as the object of the research as written in the table 4.1.1 no 1. The item no.2 is about the age of the students which is being the participant of the research which stated that the majority age of the students is 15 and 16 with 34,44% and the minority of is 18 and more which only 5,56%. The second majority is in age 11 and 12 with 25,56%, age of 16 and 17 is 17,77% and age of 13 and 14 is 16,67%.

Item no. 3 is about the students' school grade which stated that most of the students is still in their first grade. The chart stated that the students in 1st grade of Junior high school is 31,11% as the majority students' participant. The 1st grade of senior high school is the second majority is 21,11%. So basically, the member of Abu Huroiroh dormitory is mostly being lived by the fresh student.

Item no.4 is about how long have they live in the dormitory. The chart demonstrated that mostly students are haven't been really long living in the dormitory, as stated that 48,89% student is only been a year living in the dormitory. The students which has been living in the dormitory for 4 years and more whose being participant is only 9% of the total respondent. As an explanation about the question no. 4 is that to be the member of this English dormitory, the students should have followed some of English test which is held by the dormitory's head master. As the ex-member of abu huroiroh dormitory, the researcher has ever through the test before such as paper test about English basic knowledge, interview test, speaking test and memorizing vocabularies in specified times.

2. English Proficiency

Table 4.2.1

Variables		Frequency	Percentage%
5. assesment	Outstanding	1	1,11%
	Good	28	31,11%
	Average	42	46,67
	Low	17	18,89
	Very low	2	2,22
Total		90	100%
6. learning English	I really like to	18	20%
	I like to	24	26,67
	Normal	36	40%
	I don't like to	12	13,33

	I really don't like to	0	0%
	Total	90	100%

According to the question number five about how the students assess their English ability in table 4.2.1 nearly 46,67% of the students indicated that they have an average level in their English knowledge. Moreover 31,11% of the students stated that they are good in their English ability. Again, only 1 person whose indicated themselves as outstanding which need really good courage to identify as outstanding. Moreover 18,89% of the students demonstrated as low for their English proficiency, and only 2,22% of the respondents stated that they are very low.

The item number six in table 4.2.1 is the question about did they like to learn English? The result shows that the majority answer is 40% to be normal to learn English, 26,67% recognized as "I like to" in learning English. Few students, specifically 20% is really like to learn English. Moreover 13,33% being honest to state that they are don't like to learn English. Surprisingly, no one answered to be "don't really like to" learn English which means that by look back to the question 5, some students are assessing themselves as low and very low in English proficiency but some of them are still motivated to be better in their English ability.

Table 4.2.2

Which English skill Do you prefer to learn the most?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	20.0	20.0	20.0
	B	25	27.8	27.8	47.8
	C	31	34.4	34.4	82.2
	D	7	7.8	7.8	90.0
	E	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

Which English skill do you think is the most challenging?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	22	24.4	24.4	24.4
	B	9	10.0	10.0	34.4
	C	13	14.4	14.4	48.9
	D	16	17.8	17.8	66.7
	E	30	33.3	33.3	100.0
	Total	90	100.0	100.0	

Table 4.2.2 is about the question 7 and 8. The questionnaire number is about what English skill did the student prefer to learn the most. The result state that the majority of the students prefer to learn reading the most with 34,4% and listening with 27,8% of the population. Moreover, a few students prefer to learn speaking by 20% of them. Grammar and vocabulary are only 10% of the students who

interested in it. Moreover, writing become the most uninteresting skill to be learn with only 7,8% of population.

Questionnaire number eight is about English skills which the students think most challenging. The question means the opposite of question number 7 which the students felt difficult to learn the skill. The chart demonstrate that grammar and vocabulary are the skill which has the most challenging with 33,3% of the respondent choose. Speaking skill become the minority choices with only 10% of the result.

Table 4.2.3

How often do you use English in your daily life?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	16.7	16.7	16.7
	B	36	40.0	40.0	56.7
	C	24	26.7	26.7	83.3
	D	12	13.3	13.3	96.7
	E	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

How confident are you in your English speaking skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	13.3	13.3	13.3
	B	43	47.8	47.8	61.1
	C	24	26.7	26.7	87.8

D	9	10.0	10.0	97.8
E	2	2.2	2.2	100.0
Total	90	100.0	100.0	

Table 4.2.3 is about how often the students use English in their daily life. The result shows that most of the respondent 40% of them state that they are often use English in their daily life. 16,7% demonstrate that they are always use English as a habitual, 26,7 state that they sometimes used English in their daily life, 13,3% state that they are rarely used English and 3,3% of the students never used English in their daily life. The second table is about how confident they are in their speaking skills. The table demonstrate that 13,3% of the population not at all confident. The 47,8% of the participants are somewhat confident in their speaking skill. Moreover, 26,7% of the respondent state that they are moderately confident, 10% of them are very confident and only 3,3% of the students is extremely confident in their speaking skill.

Table 4.2.4

How frequently do you read English-language materials (e.g., books, articles, websites)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	11	12.2	12.2	12.2
	B	26	28.9	28.9	41.1
	C	19	21.1	21.1	62.2
	D	28	31.1	31.1	93.3
	E	6	6.7	6.7	100.0
	Total	90	100.0	100.0	

Which of the following resources or methods have you found most helpful in improving your English skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	24	26.7	26.7	26.7
	B	6	6.7	6.7	33.3
	C	18	20.0	20.0	53.3
	D	12	13.3	13.3	66.7
	E	21	23.3	23.3	90.0
	F	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

Table 4.2.4 is the last table in English proficiency part. The first item is about how frequently the students read an English material such as book, articles and dictionary. The result shows that 12,2% of the students read English material daily, 28,9% of them are in several times a week. Moreover, few students read the English material a few times a month

which is 21,1%. The 31,1% of the students are rarely to read English subject, 6,7 % of them are never read the English-language material.

The second table is about what resources or methods with most helpful in improving English skills. The result shows that 26,7% of the participant thought that language classes are the most helpful for improving their English skills. Moreover, only 6,7% of the respondent state that language learning apps is the most helpful resource to improve their English skill which online resource is prohibited in Islamic boarding school. The conversational practice is also helpful for 20% of the students. The 13,3% of the students demonstrate that reading books or articles is the most helpful resources or methods for them. The second majority with 23,3% state that watching English-language media is the most helpful such as watching movies and the 10% state that there are other resources or methods which most helpful for them to improve their English skills.

3. Challenges of learning English in Islamic Boarding School

Table 4.3.1

Peer pressure

How do you typically experience peer pressure related to English language learning in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	36	40.0	40.0	40.0
	B	33	36.7	36.7	76.7
	C	21	23.3	23.3	100.0
	Total	90	100.0	100.0	

Do you think peer pressure has a positive impact on your English language development in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	45	50.0	50.0	50.0
	B	18	20.0	20.0	70.0
	C	27	30.0	30.0	100.0
	Total	90	100.0	100.0	

Table 4.3.1 is about peer pressure which become one of the challenges by EFL learner whose living in the Islamic dormitory. The chart number 1 is about the students' experience towards peer pressure related to English language learning in the dormitory. The result shows that 40% of the populations are feeling pressured to speak English when they're not comfortable. Moreover, half of them which is

36,7% are feeling judged when they make mistake in speaking English and 21,3% are not experiencing any peer pressure. The second item is about the students feel if the peer pressure has a positive impact on their English language development. The results share that 50% of the respondent are motivates to improved by peer pressure. Moreover, 20% of them are feeling stressed and uncomfortable in facing the peer pressure and 30% are not sure about their feelings towards peer pressure.

Table 4.3.2
Cultural difference

Have you encountered cultural differences with your dormitory mates that have affected your daily life?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	22	24.4	24.4	24.4
	B	61	67.8	67.8	92.2
	C	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

Do you feel comfortable interacting with people from different cultural backgrounds?(on scale 1-5, 5 means really comfortable)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	6.7	6.7	6.7
	2	9	10.0	10.0	16.7
	3	42	46.7	46.7	63.3
	4	30	33.3	33.3	96.7
	5	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

Which of the following cultural differences have you found most challenging to navigate in the dormitory?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	13	14.4	14.4	14.4
	B	47	52.2	52.2	66.7
	C	24	26.7	26.7	93.3
	D	1	1.1	1.1	94.4
	E	5	5.6	5.6	100.0
	Total	90	100.0	100.0	

Regarding the first table is about the students have they encountered the cultural difference between dormitory mates which affected their daily life. The result of the study shows that 24,4% of the respondents demonstrate that they are frequently encountered a cultural difference. Moreover, the majority of them are occasionally has faced a cultural difference which affected their daily life with specific number

67,8%. The minority are not at all facing the cultural difference 7,8%. The next table is rating scale about how comfortable students are when they interacted to people with different cultural background. The questionnaire is rate from 1 means really not comfortable and 5 is really comfortable. The result shows that only 6,7% are really not comfortable, 10% are not comfortable, the majority with 46,7% moderately comfortable, 33,3% are comfortable to face people with different culture and only 3,3% are really comfortable.

The third item is about the cultural differences which the students found most challenging to navigate in the dormitory. The study shows that 14,4% of the students thought that different mealtime is the most challenging towards dormitory, 52,2% choose varied social norms and etiquette are the most challenging, 26,7% state that language barrier is the answer, only 1,1% of the students thought about religious difference which is all the students are muslim and 5,6% of the respondents thought there are other cultural difference. By the results above shows that varied social and etiquette is the majority and the language barrier because the students of the dormitory are coming from different hometown which shows that this country is rich of language.

Table 4.3.3

Communication and Expressing needs

How comfortable do you feel expressing your English language needs to your dormitory mates?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	15.6	15.6	15.6
	B	69	76.7	76.7	92.2
	C	7	7.8	7.8	100.0
	Total	90	100.0	100.0	

How do you typically express your English language needs to your dormitory mates?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	53	58.9	58.9	58.9
	B	29	32.2	32.2	91.1
	C	8	8.9	8.9	100.0
	Total	90	100.0	100.0	

First Item is about how comfortable the students to expressed their English language needs to their dormitory mates. The results state that 15,6% are very comfortable to express their English need, 76,7% are somewhat comfortable to express their needs and only 7,8% of the students are not comfortable at all to express their English needs which means that most of the students are still in half comfortable to express their needs. Continue to the next table is how the students typically express their English needs to their dormitory mates.

The chart shares the result with 58,9% of the students are directly asking for help and practice, 32,2% of them hint their needs and hope their dormitory mates understand and 8,9% of the participants are avoid to express their English needs. The majority of the students are having no trouble toward their communication and expressing their needs and the minority of them are not significance who are really need help for their English needs.

Table 4.3.4
Academic Pressure

What sources of academic pressure do you encounter in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	20.0	20.0	20.0
	B	7	7.8	7.8	27.8
	C	39	43.3	43.3	71.1
	D	14	15.6	15.6	86.7
	E	12	13.3	13.3	100.0
	Total	90	100.0	100.0	

Table 4.3.4 is some questionnaire about the academic pressure which is faced by the students of the Islamic dormitory. Item number 1 is about sources of academic pressure that is encountered by the students of the dormitory. The result shows that 20% of the students encountered

coursework and exam, the 7,8% of them are in peer competition, 43,3% are encountered time management challenges, 15,6% are encountered by the high expectation of their family, and the rest of them 13,3% are encountered other academic pressure. Living in the Islamic dormitory is such a hard to manage the time because they have three academic school which is religion learning, formal academic learning and English learning in the dormitory.

Which learning time do you enjoy the most?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	27	30.0	30.0	30.0
	B	42	46.7	46.7	76.7
	C	21	23.3	23.3	100.0
	Total	90	100.0	100.0	

The second item above is about what learning time did the students enjoy the most. The result shares that 30% of the students thought that learning subject in school is the most enjoyable time, 46,7% of the student states that learning religion in Islamic boarding school is the most enjoyable time and only 23,3% of the respondent states that English learning is the most enjoyable time. According to the explanation above the researcher can conclude why English is less interesting in this dormitory because they start the learning

activity in 05.00am to 06.00am and 21.00-23.00 o clock which is the time when the students are tired after the academic and Islamic activity.

Table 4.3.5
Homesickness and emotional support

Have you experienced homesickness or loneliness since arriving in Abu Huroiroh Dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	33	36.7	36.7	36.7
	B	42	46.7	46.7	83.3
	C	15	16.7	16.7	100.0
	Total	90	100.0	100.0	

Do you think that homesickness and lack of emotional support in the dormitory lessen your motivation in learning English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	3	3.3	3.3	3.3
	B	29	32.2	32.2	35.6
	C	48	53.3	53.3	88.9
	D	9	10.0	10.0	98.9
	E	1	1.1	1.1	100.0
	Total	90	100.0	100.0	

Regarding to the item first item which is about the students feeling homesickness or loneliness since they arrive in the dormitory. In answer to question number 22 36,7%

claims that they frequently feeling homesickness or loneliness, 46,7 state occasionally and 16,7% said not at all feeling homesickness or loneliness. The result above shows that live far apart from their family make them feel homesickness or loneliness because they have to be one roof to the people with different background for years. In answer to table number 2 about did the students think that homesickness and loneliness lessen their motivation to learning English? The result shows that 3,3% is strongly agree, 32,2% is agree, 53,3% said fair, 10% is disagree and only 1,1% is strongly disagree. Furthermore, the results above can be inferred that most of the students are agree that homesickness can lessen their motivation to learn English in the Islamic dormitory which living in strange environment is not really easy to be handled.

Table 4.3.6

Limited language practice opportunities

How often do you practice English in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	2	2.2	2.2	2.2
	B	11	12.2	12.2	14.4
	C	34	37.8	37.8	52.2
	D	39	43.3	43.3	95.6
	E	4	4.4	4.4	100.0
	Total	90	100.0	100.0	

Do you think the tutor is competent to teach English in dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	16.7	16.7	16.7
	B	36	40.0	40.0	56.7
	C	23	25.6	25.6	82.2
	D	14	15.6	15.6	97.8
	E	2	2.2	2.2	100.0
	Total	90	100.0	100.0	

Regarding the first item which is about how often did the students practice English in the dormitory? In answer to the question 2,2% is never practice English in the dormitory, 12,2% said rarely, 37,8 stated sometimes they practice it, 43,3% said often and 4,4% is always practice. The results above mean that their program which is “English daily” is working well enough. The students should have always spoken in English everyday in the dormitory.

Item number 2 is how the students think about the tutors did they competent to teach English? Regarding the question above the 16,7% is strongly agree that the tutor is competent, 40% is agree, 25,6 said fair about the competent tutor, 15,6 said disagree that the tutor is competent and 2,2% said strongly disagree that the tutor is competent. Moreover, the students’ statement is significantly more agree that the

tutors are competent but they are lacking number of the tutor to handle 122 students in the dormitory. The question number 26 is not in the chart table because it is an essay question about what kind of practice did the dormitory provides to practice English? Most of the students share the same answer which the dormitory provides a presentation practice every morning, watching movies, listening to music, speech competition and debate. Some of the answer above are being such a relief to the students because they are prohibited to bring an online stuff such as phone, laptop or computer.

Table 4.3.7
Noise and distraction

What types of noise or distractions do you find most disruptive to your language learning activities or studying English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	20	22.2	22.2	22.2
	B	9	10.0	10.0	32.2
	C	34	37.8	37.8	70.0
	D	16	17.8	17.8	87.8
	E	11	12.2	12.2	100.0
	Total	90	100.0	100.0	

How do noise and distractions affect your ability to focus on your English language studies or other academic work in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	16.7	16.7	16.7
	B	63	70.0	70.0	86.7
	C	3	3.3	3.3	90.0
	D	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

Regarding the table above, the item first chart is about the types of noise and distractions which the students think most disruptive. In answer to the question, 22,2% said loud conversations is so disruptive, 10% said music or tv sounds, 37,8% stated that noise from outside is the most disruptive, 17,8% stated construction sounds and 12,2% said the other noise and distraction. Moreover, the result above said the majority of the students distracted mostly by the loud conversations and noise from outside. Sunan Drajat Islamic boarding school is inhabited over than ten thousand students according to the head master of the boarding school which is why the students is inconceivable why the boarding school environment is so noisy.

The next item is about how do noise and distraction affect the students' ability to focus on their English learning or the academic work in the dormitory? In answer to the question 16,7% of the student stated that the noise and

distraction is significantly hinders their concentration, 70% said it sometimes distract them but they can manage, 3,3% stated the noise didn't give an impact on their concentration and the rest of the respondent 10% said they didn't have an academic work to complete. Moreover, the majority of the student is used to the noise and distraction and they can manage it.

Table 4.3.8

Limited access to resources

What kind of stuff did you use to learn English in the dormitory?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	45	50.0	50.0	50.0
	B	7	7.8	7.8	57.8
	C	24	26.7	26.7	84.4
	D	14	15.6	15.6	100.0
	Total	90	100.0	100.0	

What specific resources do you feel are lacking in the dormitory to support your language learning and academic requirements?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	28	31.1	31.1	31.1
	B	16	17.8	17.8	48.9
	C	37	41.1	41.1	90.0
	D	9	10.0	10.0	100.0
	Total	90	100.0	100.0	

Regarding the first item in this part is about the stuff that the student used to learn English. In answer to the question, 45% said books is the resource of their learning media, 7,8 said internet stuff, 26,7% use dictionary as their learning media. Moreover, 15,6 stated other stuff to learn English. Furthermore, the Islamic boarding school library provides only an Islamic book in their booklist. The next item is about what specific resource did the students think are lacking to support their language learning? The result states that 31,1% thought that English language material such as books, dictionary, software is so lacking. Moreover, 17,8% need a quiet areas study to support their language learning, 41,1% need access to computer or internet to support them and 10% thought another specific resource. Furthermore, check over to the question before that English books are so rarely to be found in the library center, that's why the majority thought that internet is the they need, but internet is prohibited for the students of Islamic boarding school.

Table 4.3.9

Limited personal space

Which learning style did you usually use to learn English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	13.3	13.3	13.3
	B	21	23.3	23.3	36.7
	C	57	63.3	63.3	100.0
	Total	90	100.0	100.0	

How does the limited personal space in the dormitory affect your language learning and academic work?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	20.0	20.0	20.0
	B	63	70.0	70.0	90.0
	C	6	6.7	6.7	96.7
	D	3	3.3	3.3	100.0
	Total	90	100.0	100.0	

Regarding to the table 4.3.9, first question is about which learning style did the students usually used to learn English? In answer to the question above, 13,3% of the respondent used to study alone. The 23,3 stated opposite that they used to study with the other students. Furthermore, the majority of the students which is 63,3% is stated that they used to learn English both ways, study alone and with the other member.

Regarding the last question is about how does the limited personal space in the dormitory affect their English language learning and academic work? In answer to the last item, 20% of the respondent claims that limited personal space hinders their ability to focus and study and 70% stated that sometimes the limited personal space causes inconvenience but they can manage it. Moreover, the 6,7 of the students said the limited personal space didn't significantly impact on their language learning and academics and 3,3 don't have any academic work to complete

In addition, on the last aspect by checking over on the table 3.7 that noise and distraction distracted them, but they can manage it. At the same point, the researcher got the same result which the students also can manage with the limited personal space.

B. DISCUSSION

This research was conducted to find out what are the EFL learners' challenges in Islamic dormitory by nine aspect of challenges. Live in the Islamic dormitory is not an easy way to learn English. The learning environment give and impact to students' learning process. According to Cimermanova, the learning environment is the premise and all facilities for daily learning activities. The learning environment is part of the learning process to achieve learning objectives, and the

environment affects the teaching and learning activities of the school. The learning environment is the physical and social environment that affects the learning process. Learning environment indicators include 1) school culture; 2) school ethos and character; 3) interactions between individuals (Cimermanová, 2018).

The result of the research shows that peer pressure is not become a big problem to the students because live in the dormitory means that the students should deal with strange people every day. Most of the students thought that peer pressure gave an impact to motivates them to improves their English level. At the same point, cultural difference also gave the same result as the connection between the students. The majority of the students thought that the difference of social norm and etiquette are the most challenging. Culture moderates our emotions and understanding of all input information in all our human interactions and it further influences the nature of all our responses (Aggarwal & Zhan, 2017).

Moreover, the few students are having problem in expressing their English needs which such an important thing to be aware of by the tutors of the dormitory. The academic pressure become the most challenging to the students which is the majority of the student is challenged to manage the time between Islamic studies, formal school and English learning.

Most likely, the students choose the learning religion as the most enjoyable time. The key steps for successful time management are as follows: 1) set realistic goals, 2) get organized, 3) delegate, 4) relax and recharge, and 5) stopfeeling guilty (Jackson, 2009).

Furthermore, homesickness and emotional support are the problem which normal things to be experienced by the students who lives in the dormitory. By checking over on the findings, most of the students are feeling homesickness and less of emotional support and only few are not feeling it. That's why it is correlated to the academic pressure which homesickness is lessen the students' motivation to learn English. Fortunately, the language practice opportunities are not become the challenge for the students, means that the tutors of the dormitory give enough opportunities for the student to practice their English. Of course, managing the language practice opportunities is not easy, but the tutor is incredibly competent. The problem on this aspect is just they are out of tutor numbers. Teachers who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities of students (Aminatul Zahroh, 2019).

Sunan drajat Islamic Boarding school is one of the biggest Islamic school in east java with more than ten thousand students, reveal that the students should dealing with noise and

distraction. The result of this aspect stated that mostly the students are distracted by the loud conversation and noise from outside. The writer picturing standing in a music concert surrounded by stranger people who singing along with the singer. The majority of the students stated that sometimes the noise distracted them and they can manage it, but few students are not. The students with likely to learn in a quiet situation couldn't handle it. The results above are correlated to the limited access to research. The students thought that they need more access to English material, quiet study areas and an access to computer or the internet which can support their language learning process.

The last aspect which is limited personal space is not become the most students challenge. The majority stated that sometime it causes inconvenience, but they can manage. Moreover, the minority of the students should still be noticed because the students came along faraway from their home to the boarding school is to get the best facilities and support.

In addition, this study conducted the views of EFL students challenges in Islamic dormitory. The result of the study shows the comparison between the previous study which is most of the previous study is focused on one of English skills which can be inferred that this study is taking a different way. This study focused on students' learning environment as the result on chapter IV about time management challenge, noise

and the other aspect.

The strength of this research is that the participant is purely being taken in the dormitory its selves. Which can be inferred that the respondent answer is by the student's view. The second, the respondent mostly have a basic knowledge about English. The limitation of this research is that the research is only taken in one place. Nowadays, the modern Islamic boarding mostly give the English study for the students and make English or Arabic as an obligation for daily conversation.

The result of research is mainly been shared on the first paragraph of the discussion which can be taken by the dormitory to fix the students problem and make the students feeling comfortable studying English in the dormitory. The suggestion for the future research is that if they want to take the same theme as the writer have done is that they can do the research in more than one Islamic boarding school to strengthen the study result.

CHAPTER V

CONCLUSION AND SUGGESTION

The final chapter presents a conclusion from findings and discussion supported by previous chapters. Suggestions for the students, school, and the next researcher.

A. CONCLUSION

Based on the findings and analysis, the challenge can be concluded by the nine aspect that Pair pressure is not become the dormitory students mean problem as the students can handle it well. The varied social norms and etiquette is becoming the most challenging on cultural difference among the students.

Some of the students having communication problem to express their English need. Even tough experienced by the minority, the teachers should be aware of the consequences of it. Time management is become the students most challenging stuff to be handled by the students according to academic pressure. The majority of the student is experienced homesickness and it lessen their motivation to learn English.

The language practice opportunities were handled well by the tutors of the dormitory. Most of the students are distracted by the loud conversation and noise from outside. The dormitory is lack of English material, quiet study areas, and

access to computer or internet. Most of the students can handle the limited personal space as they used to live with people from different background. The conclusion above is gained by the questionnaire which have been shared on the chapter IV.

B. SUGGESTION

This research is intended to know the challenge of EFL learner in Islamic dormitory. According to that, this research needs further investigation to obtain better quality. By means of this reason, the writer suggests to the tutors of the dormitory by knowing the information of the research to be aware of the students learning process and give them more support facilities. For the next researcher, the writer hope that this research can be helpful and give the enough information for the next research. For the students, the researcher hope that they can always handle the challenges to improve their English skills. Thus, This thesis is presented to the readers with the awareness that it is not yet perfect. The author acknowledges the existing imperfections and, as a result, welcomes suggestions and criticisms to enhance its quality. The writer hopes that the research can be beneficial not only for personal growth but also for all the readers. The collaborative input from others is sought to refine and improve the overall quality of this work.

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APPENDICES

1. Appendix 1: list of paper



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 4046/Un.10.3/D1/TA.00.01/11/2023 Semarang, 23 November 2023

Lamp : -

Hal : Mohon Izin Riset

a.n. : Bagas Dwi Pramudya

NIM : 1803046085

Yth. Ketua Asrama Abu Huroiroh Pondok Pesantren Sunan Drajat

Di Lamongan

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Bagas Dwi Pramudya

NIM : 1803046085

Alamat : Plumpang, Tuban

Judul skripsi : Challenges of The EFL Learners in Abu Hroiroh Dormitory of Sunan

Drajat Islamic Boarding school

Pembimbing : Daviq Rizal, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selamahari, mulai tanggal sampai dengan tanggal.....

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

2. Appendix 2: Questionnaire

QUESTIONNAIRE

Name:

PART ONE: General Information

1. Gender:
 - A. Male
 - B. Female
2. Age:
 - a. Around 11 and 12
 - b. Around 13 and 14
 - c. Around 14 and 15
 - d. Around 16 and 17
 - e. 18 or more
3. School Grade:
 - A. 1st of Junior High School
 - B. 2nd of Junior High School
 - C. 3rd of Junior High School
 - D. 1st of Senior High School
 - E. 2nd of Senior High School
 - F. 3rd of Senior High School
4. How long have you been living in the dormitory?
 - a. A year
 - b. 2 years
 - c. 3 years
 - d. 4 years and more

PART TWO: ENGLISH PROFICIENCY

5. How do you assess your English Level?
 - A. Outstanding
 - B. Good
 - C. Average
 - D. Low
 - E. Very low
6. Do you like to learn English?
 - A. I really like to
 - B. I like to
 - C. Normal
 - D. I don't like to
 - E. I don't really like to
7. Which English skill do you prefer to learn the most?
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
 - e. Grammar and Vocabulary
8. Which English skill do you think is the most challenging?
 - a. Speaking
 - b. Listening
 - c. Reading
 - d. Writing
 - e. Grammar and Vocabulary
9. How often do you use English in your daily life?
 - a. Always
 - b. Often
 - c. sometimes
 - d. Rarely
 - e. Never
10. How confident are you in your English speaking skills?
 - a. Not at all confident
 - b. Somewhat confident
 - c. Moderately confident

- d. Very confident
 - e. Extremely confident
11. How frequently do you read English-language materials (e.g., books, articles, websites)?
 - a. Daily
 - b. Several times a week
 - c. A few times a month
 - d. Rarely
 - e. Never
 12. Which of the following resources or methods have you found most helpful in improving your English skills?
 - a. Language classes
 - b. Language learning apps
 - c. Conversational practice
 - d. Reading books/articles
 - e. Watching English-language media
 - f. Other

PART THREE: DIFFICULTIES OF LEARNING ENGLISH IN ISLAMIC BOARDING SCHOOL

Peer Pressure

13. How do you typically experience peer pressure related to English language learning in the dormitory?
 - a. Feeling pressured to speak English even when I'm not comfortable
 - b. Feeling judged when I make mistakes in English
 - c. Not experiencing any peer pressure
14. Do you think peer pressure has a positive impact on your English language development in the dormitory?
 - a. Yes, it motivates me to improve
 - b. No, it makes me uncomfortable and stressed
 - c. I'm not sure

Cultural Difference

15. Have you encountered cultural differences with your dormitory mates that have affected your daily life?
 - a. Yes, frequently
 - b. Yes, occasionally
 - c. No, not at all
16. Do you feel comfortable interacting with people from different cultural backgrounds?
(on scale 1-5, 5 means really comfortable)

.....

17. Which of the following cultural differences have you found most challenging to navigate in the dormitory?
- Different mealtime
 - Varied social norms and etiquette
 - Language barriers
 - Religious differences
 - Other

Communication and Expressing Needs

18. How comfortable do you feel expressing your English language needs to your dormitory mates?
- Very comfortable
 - Somewhat comfortable
 - Not comfortable at all
19. How do you typically express your English language needs to your dormitory mates?
- I directly ask for help or practice
 - I hint at it and hope they understand
 - I avoid expressing my needs

Academic Pressure

20. What sources of academic pressure do you encounter in the dormitory?
- Coursework and exams
 - Peer competition
 - Time management challenges
 - High expectations from family or culture
 - Other
21. Which learning time do you enjoy the most?
- Learning academic subject in school
 - Learning religion in Islamic boarding school
 - Learning English in the dormitory

Homesickness and Emotional Support

22. Have you experienced homesickness or loneliness since arriving in Abu Huroiroh Dormitory?
- Yes, frequently
 - Yes, occasionally
 - No, not at all
23. Do you think that homesickness and lack of emotional support in the dormitory lessen your motivation in learning English? ()

Strongly agree	Agree	fair	disagree	Strongly disagree

Limited Language Practice Opportunities

24. How often do you practice English in the dormitory () \ /

Never	Rarely	Sometimes	Often	always

25. Do you think the tutor is competent to teach English in dormitory?

Strongly agree	Agree	fair	disagree	Strongly disagree

26. What kind of practice usually the dormitory provided to practice English?

.....

Noise and Distraction

27. What types of noise or distractions do you find most disruptive to your language learning activities or studying English?

- a. Loud conversations
- b. Music or TV sounds
- c. Noise from outside
- d. Construction sounds
- e. Other

28. How do noise and distractions affect your ability to focus on your English language studies or other academic work in the dormitory?

- a) It significantly hinders my concentration
- b) It sometimes distracts me, but I can manage
- c) It doesn't affect my concentration
- d) I don't have any academic work to complete

Limited Access to Resources

29. What kind of stuff did you use to learn English in the dormitory?

- a. Book
- b. Internet
- c. dictionary
- d. other (specify)

30. What specific resources do you feel are lacking in the dormitory to support your language learning and academic requirements?
- a) English language learning materials (e.g., books, software)
 - b) Quiet study areas
 - c) Access to a computer or the internet
 - d) Other (please specify)

Limited Personal Space

31. Which learning style did you usually use to learn English?
- a. Study alone
 - b. Study with the other member
 - c. Sometimes alone sometimes with friends
32. How does the limited personal space in the dormitory affect your language learning and academic work?
- a) It significantly hinders my ability to focus and study
 - b) It sometimes causes inconvenience, but I manage
 - c) It doesn't significantly impact my language learning or academics
 - d) I don't have any academic work to complete

3. Appendix 3: students' answer

QUESTIONNAIRE

Name: H. AFRAT A. QUDRY

PART ONE: General Information

1. Gender:
A. Male
B. Female

2. Age:
a. Around 11 and 12 c. Around 14 and 15 e. 18 or more
b. Around 13 and 14 d. Around 16 and 17

3. School Grade:
A. 1st of Junior High School D. 1st of Senior High School
B. 2nd of Junior High School E. 2nd of Senior High School
C. 3rd of Junior High School F. 3rd of Senior High School

4. How long have you been living in the dormitory?
a. A year c. 3 years
b. 2 years d. 4 years and more

PART TWO: ENGLISH PROFICIENCY

5. How do you assess your English Level?
A. Outstanding C. Average E. Very low
B. Good D. Low

6. Do you like to learn English?
A. I really like to Normal E. I don't really like to
B. I like to D. I don't like to

7. Which English skill do you prefer to use the most?
a. Speaking Reading c. Grammar and Vocabulary
b. Listening d. Writing

8. Which English skill do you think is the most challenging?
a. Speaking c. Reading e. Grammar and Vocabulary
b. Listening d. Writing

9. How often do you use English in your daily life?
a. Always c. sometimes e. Never
b. Often Rarely

10. How confident are you in your English speaking skills?
a. Not at all confident
b. Somewhat confident
c. Moderately confident
d. Very confident
e. Extremely confident

11. How frequently do you read English-language materials (e.g., books, articles, websites)?
a. Daily Rarely
b. Several times a week
c. A few times a month
d. Never

12. Which of the following resources or methods have you found most helpful in improving your English skills?
a. Language classes
b. Language learning apps
c. Conversational practice
d. Reading books/articles
e. Watching English-language media
f. Other

PART THREE: DIFFICULTIES OF LEARNING ENGLISH IN ISLAMIC BOARDING SCHOOL

Peer Pressure

13. How do you typically experience peer pressure related to English language learning in the dormitory?
a. Feeling pressured to speak English even when I'm not comfortable

- b. Feeling judged when I make mistakes in English
- c. Not experiencing any peer pressure

14. Do you think peer pressure has a positive impact on your English language development in the dormitory? d

- a. Yes, it motivates me to improve
- b. No, it makes me uncomfortable and stressed
- c. I'm not sure

Cultural Difference

15. Have you encountered cultural differences with your dormitory mates that have affected your daily life?

- a. Yes, frequently
- b. Yes, occasionally
- c. No, not at all

16. Do you feel comfortable interacting with people from different cultural backgrounds? (on scale 1-5, 5 means really comfortable)

17. Which of the following cultural differences have you found most challenging to navigate in the dormitory?

- a. Different mealtime
- b. Varied social norms and etiquette
- c. Language barriers
- d. Religious differences
- Other

Communication and Expressing Needs

18. How comfortable do you feel expressing your English language needs to your dormitory mates?

- a. Very comfortable
- b. Somewhat comfortable

c. Not comfortable at all

19. How do you typically express your English language needs to your dormitory mates?

- a. I directly ask for help or practice
- b. I hint at it and hope they understand
- c. I avoid expressing my needs

Academic Pressure

20. What sources of academic pressure do you encounter in the dormitory?

- a) Coursework and exams
- b) Peer competition
- c) Time management challenges
- d) High expectations from family or culture
- e) Other

21. Which learning time do you enjoy the most?

- a. Learning academic subject in school
- b. Learning religion in Islamic boarding school
- c. Learning English in the dormitory

Homeliness and Emotional Support

22. Have you experienced homeliness or loneliness since arriving in Abu Hurairah Dormitory?

- a) Yes, frequently
- b) Yes, occasionally
- c) No, not at all

23. Do you think that homeliness and lack of emotional support in the dormitory lessen your motivation in learning English? ()

Strongly agree	Agree	fair	disagree	Strongly disagree
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Limited Language Practice Opportunities

24. How often do you practice English in the dormitory (✓/✓)

Never	Rarely	Sometimes	Often	always
		✓		

25. Do you think the tutor is competent to teach English in dormitory?

Strongly agree	Agree	fair	disagree	Strongly disagree
	✓			

26. What kind of practice usually the dormitory provided to practice English?
always learning English language in the dorm every time
everyday, I am usually use American English, French...

Noise and Distraction

27. What types of noise or distractions do you find most disruptive to your language learning activities or studying English?

- a. Loud conversations
- b. Music or TV sounds
- c. Other
- d. Construction sounds

28. How do noise and distractions affect your ability to focus on your English language studies or other academic work in the dormitory?

- a) It significantly hinders my concentration
- b) It sometimes distracts me, but I can manage
- c) It doesn't affect my concentration
- d) I don't have any academic work to complete

Limited Access to Resources

29. What kind of stuff did you use to learn English in the dormitory?

- a. Book
- b. Internet
- c. dictionary
- d. other (specify)

30. What specific resources do you feel are lacking in the dormitory to support your language learning and academic requirements?

- a) English language learning materials (e.g. books, software)
- b) Quiet study areas
- c) Access to a computer or the internet
- d) Other (please specify)

Limited Personal Space

31. Which learning style did you usually use to learn English?

- a. Study alone
- b. Study with the other member
- c. Sometimes alone sometimes with friends

32. How does the limited personal space in the dormitory affect your language learning and academic work?

- a) It significantly hinders my ability to focus and study
- b) It sometimes causes inconvenience, but I manage
- c) It doesn't significantly impact my language learning or academics
- d) I don't have any academic work to complete

QUESTIONNAIRE

Name: M. J. G. S. 568/1210

PART ONE: General Information

1. Gender: Male
B. Female
2. Age:
a. Around 11 and 12 Around 14 and 15 e. 18 or more
b. Around 13 and 14 d. Around 16 and 17
3. School Grade:
A. 1st of Junior High School D. 1st of Senior High School
B. 2nd of Junior High School E. 2nd of Senior High School
 3rd of Junior High School F. 3rd of Senior High School
4. How long have you been living in the dormitory?
 A year c. 3 years
b. 2 years d. 4 years and more

PART TWO: ENGLISH PROFICIENCY

5. How do you assess your English Level?
A. Outstanding Average E. Very low
B. Good D. Low
6. Do you like to learn English?
A. I really like to C. Normal E. I don't really like to
 I like to D. I don't like to
7. Which English skill do you prefer to learn the most?
 Speaking c. Reading e. Grammar and Vocabulary
 Listening d. Writing
8. Which English skill do you think is the most challenging?
a. Speaking c. Reading e. Grammar and Vocabulary
 Listening d. Writing

9. How often do you use English in your daily life?
 Always c. sometimes e. Never
b. Often d. Rarely

10. How confident are you in your English speaking skills?
a. Not at all confident
 Somewhat confident
c. Moderately confident
d. Very confident
e. Extremely confident

11. How frequently do you read English-language materials (e.g., books, articles, websites)?
a. Daily c. A few times a month e. Never
 Several times a week d. Rarely

12. Which of the following resources or methods have you found most helpful in improving your English skills?
 Language classes
b. Language learning apps
c. Conversational practice
d. Reading books/articles
e. Watching English-language media
f. Other

PART THREE: DIFFICULTIES OF LEARNING ENGLISH IN ISLAMIC BOARDING SCHOOL

Peer Pressure

13. How do you typically experience peer pressure related to English language learning in the dormitory?
 Feeling pressured to speak English even when I'm not comfortable

Feeling judged when I make mistakes in English
c. Not experiencing any peer pressure

14. Do you think peer pressure has a positive impact on your English language development in the dormitory?
 Yes, it motivates me to improve

b. No, it makes me uncomfortable and stressed
c. I'm not sure

Cultural Difference

15. Have you encountered cultural differences with your dormitory mates that have affected your daily life?
 Yes, frequently

b. Yes, occasionally
c. No, not at all

16. Do you feel comfortable interacting with people from different cultural backgrounds?
(on scale 1-5, 5 means really comfortable)
1

17. Which of the following cultural differences have you found most challenging to navigate in the dormitory?
a. Different mealtime

b. Varied social norms and etiquette
c. Language barriers
d. Religious differences
e. Other

Communication and Expressing Needs

18. How comfortable do you feel expressing your English language needs to your dormitory mates?
a. Very comfortable

b. Somewhat comfortable

c. Not comfortable at all

19. How do you typically express your English language needs to your dormitory mates?
 a. I directly ask for help or practice

b. I hint at it and hope they understand
c. I avoid expressing my needs

Academic Pressure

20. What sources of academic pressure do you encounter in the dormitory?
 a. Coursework and exams

b. Peer competition
c. Time management challenges
d. High expectations from family or culture
e) Other

21. Which learning time do you enjoy the most?
a. Learning academic subject in school

b. Learning religion in Islamic boarding school
c. Learning English in the dormitory

Homeliness and Emotional Support

22. Have you experienced homeliness or loneliness since arriving in Abu Hurroth Dormitory?
a) Yes, frequently

b) Yes, occasionally
c) No, not at all

23. Do you think that homeliness and lack of emotional support in the dormitory lessen your motivation in learning English? ()

Strongly agree	Agree	Fair	Disagree	Strongly disagree
			✓	

Limited Language Practice Opportunities

24. How often do you practice English in the dormitory (✓/)

Never	Rarely	Sometimes	Often	always
		✓		

25. Do you think the tutor is competent to teach English in dormitory?

Strongly agree	Agree	fair	disagree	Strongly disagree
	✓			

26. What kind of practice usually the dormitory provided to practice English?

Listening, Speaking

Noise and Distraction

27. What types of noise or distractions do you find most disruptive to your language learning activities or studying English?

- a. Loud conversations
- b. Music or TV sounds
- c. Noise from outside
- d. Construction sounds

✗ Other

28. How do noise and distractions affect your ability to focus on your English language studies or other academic work in the dormitory?

- a) It significantly hinders my concentration
- ✗ b) It sometimes distracts me, but I can manage
- c) It doesn't affect my concentration
- d) I don't have any academic work to complete

Limited Access to Resources

29. What kind of stuff did you use to learn English in the dormitory?

- ✗ a. Book
- b. Internet
- c. dictionary
- d. other (specify)

30. What specific resources do you feel are lacking in the dormitory to support your language learning and academic requirements?

- a) English language learning materials (e.g., books, software)
- b) Quiet study areas
- c) Access to a computer or the internet
- ✗ d) Other (please specify)

Limited Personal Space

31. Which learning style did you usually use to learn English?

- a. Study alone
- b. Study with the other member
- ✗ c. Sometimes alone sometimes with friends

32. How does the limited personal space in the dormitory affect your language learning and academic work?

- a) It significantly hinders my ability to focus and study
- ✗ b) It sometimes causes inconvenience, but I manage
- c) It doesn't significantly impact my language learning or academics
- d) I don't have any academic work to complete

4. Appendix 4: Documentation







CURRICULUM VITAE

Name : Bagas Dwi Pramudya
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Background of the study:

1. SDN Kebomlati (2007-2013)
2. SMPN 2 Paciran (2013-2016)
3. MA Amanatul Ummah (2016-2018)

Informal study:

1. RnB English Course Pare (2018)

Semarang, 18th December 2023
Researcher,

Bagas Dwi Pramudya
NIM. 1803046085