Beyond the Classroom: Exploring English Fluency among Students in an Islamic Dormitory

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ABSTRACT

This study seeks to analyze the informal strategies as well as practices that students at Islamic dormitory use to improve their English language skill outside of formal classroom settings. The research adopted a qualitative case study design involving five 11th-grade students residing in the Islamic dormitory. Data were collected through semi-structured interviews, direct observations of student interactions and speaking abilities, along with field notes and checklists to ensure data validity. Interviews and observations took place directly within the dormitory context, focusing on students' use of English in daily activities. Data analysis was conducted through data compression, structured presentation, and thorough conclusion drawing to interpret the qualitative findings. The results revealed a wide variation in students' English proficiency, ranging from beginner to advanced levels, mainly influenced by the supportive dormitory environment fostering language fluency. Social interactions guided by tutors and senior students were identified as critical to accelerating practical language mastery outside the classroom. Furthermore, the research highlighted the importance of a supportive social environment and dormitory facilities in enhancing English language skills.

Keywords: english fluency, islamic dormitory, beyond the classroom

1. Introduction

In the era of globalization, the role of English has become increasingly prominent as the dependence of people around the world on this language has grown over the past few decades. (Tauchid et al., 2022). This global trend places English as an important aspect of education, particularly in developing fluent communication skills. As the primary language in various subjects, scientific research, and academic publications, English plays a major role in supporting academic and professional success. (Eshonqulov, 2023). English is widely used as a practical means of communication that enables individuals to connect across countries and cultures. Because speaking

skills play an important role in facilitating global interaction, English language learning should not only be integrated into formal curricula, but also expanded into extracurricular activities and informal contexts, so that students have more opportunities to practice and improve their fluency.

Their learning environment has a significant influence on language acquisition, including outside the classroom (Lim & Fraser, 2018) especially in Islamic boarding schools, which is a non-formal education institution that provides special programs designed to develop students' skills in various fields, including English language acquisition programs. The English program is designed with a variety of activities that specifically support the development of students' fluency in English. Activities such as storytelling, hosting, news reading and speech provide students with opportunities to actively practice their speaking skills in a variety of communication contexts. In addition, students are also familiarized with using English in everyday conversations, both with peers and with tutors, thus creating an environment that encourages continuous and natural practice in English. Crespo, L. D., (2020) Reported that direct intensive English language learning programs have been shown to positively improve students' English language competence, although such programs often require a greater investment of time and money. In addition to improving language skills, these programs also provide the added benefit of a deeper cultural understanding for all students (Pratiwi, 2023). Therefore, this kind of program can be an effective alternative for learning English comfortably and casually in a supportive environment.

Similar result was also presented by Irham & Wahyudi, (2024) who examined English as a language of instruction at the Islamic University of Indonesia. Irham & Wahyudi, (2024) revealed that the status of English as a global lingua franca and as an important asset in ensuring success in global market competition is the main reason for students and countries in the South to invest in English language learning. Amiri et al., (2017) revealed that as one of the main components in the process of teaching and learning a second language, speaking skills are often considered the most challenging aspect compared to the other three language skills. In Indonesia, we use the Indonesian language, but English as a foreign language also has an important role in global communication. Therefore, English introduced to the students when they are in the early school such as kindergarten until university (Anisa, 2019). According to Nolasco, Rob & Arthur, Lois., (1987), "being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another"

The phenomenon found among the English boarding students of Nurul Jadid Islamic Boarding School shows that the Islamic dormitory-based environment has a significant influence on the development of English fluency. In an Islamic dormitory environment, students who are fluent in English tend to be more confident in speaking. This difference in ability is due to the amount and type of English interaction that occurs in the dormitory. Those who are fluent often participate in discussions, speaking exercises, and use English regularly outside of class, while less fluent students rarely use it outside of class (Krashen, S. D., 1982). Students who have a supportive dormitory environment, such as tutors, administrators, or friends who often speak English, may become fluent in English more quickly than students whose social environment is not supportive (Vygotsky, L. S.,

1978). Students who speak a foreign language tend to use effective learning strategies, such as conscious speaking practice, seeking feedback, and participating in discussion groups. On the other hand, students who do not speak a foreign language may not use these strategies optimally (O'Malley, J. M., 1990). Student achievements in winning awards and competitions in English language are one of the major phenomena highlighting the impact of the boarding school environment. These achievements serve as markers and evidence of their proficiency in English. Some of the language competitions include essay writing, speech contests, and debates wherein students get the chance to practice, apply, and experience real-world demonstration of their language competence. Students not only learn through formal instruction in the classroom but also through daily interactions that use English as the main medium of communication in the dormitory. This practice is reinforced by regular sessions that take place outside of class hours. However, this study also found challenges students face, such as fear of making mistakes, lack of confidence, and limited learning resources. Nonetheless, peer support, mentors, and innovative language immersion programs enable students to continuously improve their speaking skills, making the Islamic dormitory a unique ecosystem for English language development outside the classroom.

A phenomenon found among the students that shows that the Islamic dormitory based environment has a significant influence on the development of English fluency. In this Islamic dormitory, English learning does not only occur through formal teaching in the classroom, but also through daily interactions that use English as the main medium of communication in the dormitory. In this context, the Islamic dormitory environment becomes an effective language immersion space, where the intensive use of English in daily conversations allows students to develop speaking skills naturally and progressively. Regular activities such as group discussions, debates, and collaborative learning sessions that take place outside of class hours further reinforce English learning, giving students the opportunity to hone their speaking skills in a variety of situations and topics. This approach, which combines theory with practice, contributes greatly to students' overall command of English, while creating an academic climate conducive to second language learning.

However, research also reveals a number of challenges faced by students in developing English speaking skills. One of the main obstacles is the fear of making mistakes, which often reduces their confidence in communicating. In addition, limited learning resources, both in terms of incomplete materials and limited facilities, also hinder optimal progress. Recent studies have also highlighted that language anxiety is a significant factor influencing students' speaking performance (indahyanti, 2023). On the other hand, support from peers, guidance from mentors, and the implementation of innovative language immersion programs have proven to help students continue to improve their speaking skills (kulsum, 2025). The Islamic boarding school environment, with all its challenges, creates a unique ecosystem for English language development outside the classroom, where learning takes place not only in formal academic contexts but also through social interactions and real-life daily experiences. As such, Islamic boarding schools have great potential as effective and contextual settings for English language development for students.

Another study conducted by (Pratiwi et al., 2024) stated that there were problems in

implementing the 2013 curriculum. they are not used to the scientific approach. Therefore, teachers do not always prepare learning materials and have difficulty in assessing student attitudes. Thus, the learning process in the classroom becomes inefficient. I agree with Pearson, N.., (2003) recommendation that research has shown that out-of-class learning plays an important role in language learning. he states that "the insights offered through an increased understanding of language learning outside the classroom will aid the implementation of learner autonomy as a goal, and contribute to the effectiveness of the guidance provided by teachers to learners" (Inozu et al., n.d.). ". This study aims to describe the implementation of English learning activities outside the classroom that contribute to improving students' speaking skills. In addition, the main focus of this research is to examine the development of students' speaking skills through various activities contained in the English program in an Islamic dormitory environment. If this research is not conducted, the potential for English language learning outside the classroom, especially in Islamic boarding schools, will not be revealed scientifically. This could result in the suboptimal utilization of non-formal activities as a means of improving speaking skills. Teachers and dormitory administrators also risk losing practical guidelines for developing more contextual learning strategies, thereby depriving students of the opportunity to maximize their English language fluency.

2. Methodology

2.1 Research Design

This research uses a qualitative case study approach to explore the development of students' English fluency outside the classroom in an Islamic dormitory. According to Creswell, J., (2002), a case study is a problem to be studied, which will reveal an in-depth understanding of a finite "case" or system, involving an understanding of an event, activity, process, or one or more individuals (VanWynsberghe & Khan, 2007). In this study, the case focused on students' learning experiences in an Islamic dormitory where English was practiced outside the formal classroom setting. The case is relatively bound by a specific environment and time, which emphasizes students' engagement in informal English learning through the dormitory program, peer interaction, and daily communication with tutors. While previous research has addressed English fluency in various contexts, this study seeks to contribute to the understanding of how Islamic dormitory environments facilitate language acquisition through immersive and social experience.

The case studied in this research is the learning experience of students in Islamic boarding schools, where English is practiced outside of formal classes. The research context is relatively limited to a specific boarding school environment and a specific period of time, allowing researchers to focus more on student engagement in English language learning through boarding school programs, interactions with peers, and daily communication with tutors.

The research subjects consisted of a number of students living in Islamic boarding schools and participating in English language learning programs. Data was collected through observation, in-depth interviews, and documentation to obtain a comprehensive picture of English language learning practices outside the classroom. The data was then analyzed using thematic analysis techniques, which involved

grouping information based on the main themes that emerged from the field data. With this design, the study not only describes learning activities outside the classroom but also seeks to uncover how social interactions and immersive experiences in the Islamic boarding school environment can facilitate more contextual English language acquisition.

2.2 Participant of the Study

In qualitative research, selecting appropriate participants is essential to obtain rich, relevant, and meaningful data. According to Creswell, J. W., & Poth, C. N. ., (2018), qualitative researchers often use purposive sampling to select individuals who have experienced the central phenomenon. In this study, the participants were selected based on their active involvement in non-formal English learning environments within the dormitory. These students were deliberately chosen because they directly experience the context being explored—namely, the development of English fluency outside the classroom setting. The research subjects of this study were five 11th-grade students residing in an Islamic dormitory who were actively involved in the English program entitled "Beyond the Classroom: Exploring English Fluency among Students in an Islamic Dormitory"

The study described above was conducted in a certain Islamic dormitory, while the participants included 11th-grade high school students in the 2024-2025 academic year. The investigation involved five (5) 11th-grade students who lived in Islamic dormitory and were in the English language learning program. Their selection was based on their English language proficiency assessment by their English teachers and the observation of students' English fluency by the researcher outside the formal classroom environment. Fluency, in this context, means that the students are able to communicate efficiently and with confidence in English in their everyday life interactions at the Islamic dormitory. This study aims to analyze the informal strategies as well as practices that students at Islamic dormitory use to improve their English language skill outside of formal classroom settings.

2.3 Time of Research

This research was conducted from 20th to 23rd February 2025.

2.4 Research Instrument

The research instrument is one's tool for data collection and serves as the mechanism for gathering data about the concept or attribute(s) of interest (Roberts & Stone, 2003). In this study, a semi-structured interview guide was used. This guide consisted of a number of open-ended questions intended to gather information about students' experiences with using English in the dormitory environment. The focus of these questions was to find out how students develop their English-speaking skills outside the classroom. This instrument helped the researcher tailor the course of the interview to the research objectives while allowing the respondents to answer freely and in depth. According to Gjersing et al., (2010) the use of a validated instrument increases the certainty that the instrument accurately reflects what it is supposed to measure. which is quoted from a journal that discusses research instrument.

Furthermore, this study employs observation and documentation as part of data collecting tools to

provide more comprehensive account of the English usage in the dormitory and the surrounding contexts. Qualitative observation is a means of data collection comprised of viewing and documenting what people do in their environment with the goal of understanding behavior in context (Weston et al., 2022).

Observation seeks to examine the speaking ability of five (5) 11th-grade high school students living within an Islamic boarding school during the 2024-2025 academic year. The observation looked into aspects of students' speaking performance, interactions between students within the boarding school environment, and responses and support from boarding school administrators or mentors regarding the use of English outside the classroom. The researchers used their field notes and checklists to write down what they had observed. This observation was an auxiliary tool prior to the interviewing of the research participants,

2.5 Procedures of Data Collection

Data collection is an important step for social science researchers. During this stage, the researcher must be very careful and patient. They should determine the appropriate method of collecting data based on the study's population and types (Rubeena & Maseeh, 2023). This data collection aims to gain a more comprehensive understanding of the dynamics of English learning outside the classroom and the factors that contribute to the development of students' language fluency. Thus, it is systematic and logical to gather data, which should be collected through several stages: The researcher should make sure that the data collected is relevant and valid to the research objectives through system stages in data collection processes.

A. Preparation Stage

An essential step in the data analysis process is data preparation. The raw data which we collect, never comes in a form that can be used immediately (Rahman & Mehnaz, 2024). Before starting to collect data, the first thing to do is determine the purpose of the research. With clear objectives, we can identify the right type of data to collect so that the results are relevant and useful. After that, we must create data collection tools, such as questionnaires or interview guidelines, that are simple and easy to understand so that respondents can provide accurate and complete answers. Next, we need to determine the sample that will be used for the research. For the research results to be generalized, the sample must represent the population well.

B. Data Collection Stage

In this phase, the researcher commenced gathering information from the selected respondents. Data collection was initiated through semi-structured interviews whereby the researcher posed guiding questions to maintain focus on the interview, while simultaneously allowing the respondents freedom to pursue their responses. Interviews are another data collection method in which an interviewer asks the respondents questions, face-to-face, by telephone or online (Adeoye-Olatunde & Olenik, 2021). The interviews were conducted in the dormitory environment to understand the students' day-to-day use of English. The researcher also noted down on paper aspects not captured

in the recording, such as speech and ambience.

C. Data Recording and Management Stage

All of the information which was collected from interviews at this point had already been transcribed through a voice recorder. Once the complete assembling of the interview was done, the audio file was transferred to a secured storage device and assigned a filename based on the identity of the participant. The next stage was the conversion of recorded interviews into written text. These transcripts were methodically stored and labeled for easy retrieval during the data analysis process. Field notes, as well, were gathered and stored with interview transcripts to give a fuller picture of the context of the data. All data has been managed well to keep it neat, safe, and easy to use during the next stage of analysis. Data can be used to examine sector problems, aid in planning and inform policy formulation (Economic Policy Research Center, Uganda et al., 2019).

3.6 Procedures of Data Analysis

Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it (Islam, 2020). Data analysis mainly includes big data analysis methodologies, analysis tools, and data mining. The most important phase of big data analysis is data research, which involves assessment and popular decision support tools, and making recommendations (Abdul-Jabbar & K. Farhan, 2022). In qualitative research, data analysis focuses on understanding the meaning of data collected, rather than mere numbers. Attride-Stirling, J., (2001) divided the qualitative analysis procedure into three main stages. This is with the aim of accurately interpreting the analysis techniques and helping other qualitative researchers. analysis techniques and assist other qualitative researchers (Akinyode & Khan, 2018). The Stages are as follow:

A. Data Compression

Data compression involved rendering unrefined data, but simplified, sorted, and narrowed down for more shallow purposes. At this level, the researcher selects relevant data from the interview findings while irrelevant information with regards to the research subject is dropped. All this to provision further easier analysis.

B. Data Presentation

Systematic organization of important information after the data has been reduced for understanding purposes. Usually, the presentation of data shows the major themes of the research finding in the form of narratives, tables, or diagrams. In this way, the researcher is easily able to view patterns, relationships between themes, and the overall meaning of the data.

C. Drawing Conclusion

The last stage is drawing conclusions from the analysis of data. Researchers interpret results, formulate answers to research questions, and relate these with the theory or previous research. These conclusions are merely provisional but could be expanded upon further analysis.

3. Result and Discussion
3.1. Result

After conducting research on the development of English fluency outside the classroom, especially in Islamic boarding school environments, based on data obtained through interviews with five high school participants in different classes, it can be concluded that improved speaking skills can be achieved through various methods. One aspect discussed in this study is the involvement of students in English-based daily activities in the dormitory. Various activities such as informal discussions, structured learning programs, communication with tutors, and involvement in English-based communities contribute significantly to improving their speaking skills.

These findings imply that English language learning cannot rely solely on formal classroom activities, but must also be reinforced through natural, social, and contextual learning experiences outside the classroom. Boarding school-based activities have been shown to create an immersive environment that supports language exposure and repeated practice, two important factors in second language acquisition theory. Additionally, support from peers and tutors enhances learning motivation, reduces language anxiety, and promotes the development of independent learning. Thus, the findings of this study provide practical contributions for educators and boarding school administrators in designing more integrated learning strategies, namely combining formal classroom instruction with non-formal activities in the dormitory to optimize students' speaking fluency development.

3.1.1 Students English Proficiency Level

English proficiency level was used in the present study as a measure for assessing the participants' knowledge and ability. This study therefore sought to express the various English proficiency levels with the participants, from the elementary level of comprehension and the higher skills of the advanced level, and to provide insights into the variables which determine these differences in proficiency as far as effective communication, understanding of texts, and usage of English in academic and social settings are concerned.

The level of English proficiency was used in this study as a measure to assess the knowledge and skills of the participants. The results of the study show variations in proficiency levels, ranging from basic comprehension at the elementary level to advanced skills at the advanced level. These variations include effective communication skills, text comprehension, and the use of English in both academic and social contexts. To ensure the validity of the data, this study used triangulation through interviews, direct observation, and documentation, so that the picture of the students' proficiency levels is more reliable. Additionally, the assessment results were validated through confirmation from English teachers and the researcher's observations of students' language use in daily activities at the dormitory. Thus, the data obtained is not only based on students' subjective perceptions but is also supported by consistent empirical evidence from various sources.

"I am quite confident in my English speaking and listening skills. In my dormitory, I am required to use English in my daily life." **(respondent 2)**

I am quite proficient in speaking English, but I have a little difficulty in listening. Speaking English in my daily life has made me proficient in speaking." (respondent 2)

3.1.2 Learning English Beyond the Classroom

On-the-job training, which refers to learning and understanding English beyond the confines of formal classrooms, is greatly essential for enhancing and supplementing formal classroom learning. The dormitory environment thereby allows students to interact with one another daily and engage in activities that permit the embellishment and practice of the language in natural, contextual settings. Learning outside the classroom promotes freedom and offers opportunities to explore new dimensions of enjoyment. Students may develop a greater sense of curiosity and enthusiasm for learning through the use of varied and interactive learning approaches, making the path much more engaging.

"Learning outside the walls of a classroom is a lot freer and something that I enjoy much more; it makes me really interested in learning and understanding different ways of knowing English." (respondent 1)

Other respondents believe that informal talks in the dormitory will be very useful. Students feel more relaxed and confident when they can speak English and not worry about grades or being corrected by teachers. They tend to be more fluent in informal discussions.

Sometimes we speak English just for fun, especially when joking around or telling stories. It doesn't have to be perfect, but we just try—and that helps a lot." (Respondent 3)

In the daily activities in the dormitory, students are encouraged to speak the English language for group discussions, storytelling, cleaning, or eating together. This way, students become self-confident and give their peers some form of support. The social aspect of working in their language also creates a conducive learning environment where students get motivated to learn, especially with the support of friends. Such conditions foster soft skills: some of the most important ones being flexibility, self-confidence, and teamwork. Students unconsciously practice their pronunciation, broaden their vocabulary, and develop cultural awareness while using English to communicate. All these combines to foster their communicative skills.

3.1.3 Students Strategies for Increasing Their English Proficiency

In their quest to become fluent in English, the students at the Islamic dormitory demonstrated different strategies that they put to active use. These strategies therefore include not only the technical aspects of language study but also personal and social components that allow the learners to optimize their learning process. From these points, it has been shown that the students know the importance of varying their learning methods according to their needs and the settings around them. Furthermore, the boarding school setting sustains and reinforces the use of these strategies by its students.

a. Direct Speaking Practice with Dormitory members
    Direct student interaction with dormitory members is one of the principal strategies for enhancing students' proficiency in English. Findings indicate that students can easily improve their speaking and listening competency by having conversations and attaching attachments with one another, which leads to learning together and in a sustainable manner.

    > *"I find it very helpful to speak with friends at the dorm in English. I have become more confident and fluent in speaking because we usually discuss lessons and casual everyday matters."*

b. Mentoring or Guidance Program s by Seniors and Tutors
    Supervision and assistance from seniors and tutors motivate students and help them navigate through obstacles while using English. This is associated with organized and effective learning of English. It emphasizes the importance of
    mentoring programs conducted by seniors and tutors for student responses in their soft skills training, especially in providing more focused and personalized English instruction.

> *"They not only teach the material, but they also encourage me and give me advice on how to improve my English. I can ask questions directly and get help if I encounter any problems."*

conversing freely among fellow students, the process of learning becomes enjoyable as well as conducive to assimilating information.

c. Voluntary English Discussion Groups in the Dormitory

A lively learning environment outside of the structured setting of courses is what informal English discussion clubs are meant to offer. The program is enabling students to practice speaking, discussing, and exchanging ideas in a comfortable and encouraging setting, according to the results. Students benefit greatly from these interactions in terms of their confidence and English language proficiency.

> *"The English-speaking volunteer group operates at the dorm. I like to join, for it is an easy-going atmosphere where we exchange thoughts. It gives me confidence to think and speak in English."*

3.1.4 The Role of the Dormitory Environment in Supporting English Language Learning Process

One of the variables that could support students during their learning of English is the facilities at the dormitories. Physical facilities like discussion rooms and mini-libraries and various learning resources-from reading and audiovisual materials-give students opportunities for a more interactive and diversified learning. Furthermore, supportive resources such as guidance programs, mentoring, and available tutors assist the learning process by providing the necessary direction and incentives. Thus, the overall effect of these resources and facilities caters to a happy and convenient learning proposition for the students. They are compelled to put their English skills into practice not only regularly but also effectively to improve upon them.

a. Facilities and Support Resources in Dormitory

dormitory facilities and resources are essential to the students learning English. These include discussion rooms, audio-visual media and other supporting activities.

> *"The discussion room of the dormitory is extremely useful to me to exercise English speaking with my friends. The environment there allows me to feel more confident and relaxed when attempting to speak."*

b. The Role of Tutors and Seniors in the Dormitory

In terms of strategy, teachers and seniors at the dormitory provide assistance and encouragement in the learning of English. With focused guidance from teachers and seniors, students are able to learn

in a systematic and efficient manner. They accompany these students with personal support and guidance. Moreover, the presence of teachers and seniors helps provide a pleasant and interactive learning environment, thereby giving students the opportunity to discuss problems they encounter and build confidence in using English day-to-day.

"I feel supported because they are always there to help me when I face problems, which boosts my motivation to learn English."

c. An Environment that Encourage English Language Use

A dormitory environment that encourages people to use English regularly has a significant impact on the speed at which students' language skills improve. Dormitory policies that allow people to use English in daily interactions create a safe environment where students can practice without fear, and this allows students to naturally get used to using English, which in turn improves their fluency and confidence.

"I am now more confident and fluent in speaking English with rules that encourage us to talk in English every day."

d. Comparison with Formal Classroom

The dormitory creates an equally unique English learning environment that complements formal classroom learning. Dormitory offers practice opportunities outside the classroom, as it affords interesting and immersive exposure to activities and social interaction all day long. These differences make the dormitory the best place for learning.

It is also demonstrated by comparison that dormitories are more effective for learning English. Students find that they have a chance to practice, contextually and spontaneously, what they have learned once they have been exposed to much greater theory and structured language from classrooms. An all-compassing approach not only enhances linguistic abilities but also bolsters self-confidence when communicating outside the active use of the dormitories.

In addition, besides emotional bonds of students with teachers and other teachers and students in the dormitory, these fantastic bonds create the most accommodative learning environment. Such connections further promote communication so as to enhance student comfort levels when speaking English. This case applies more to learners who still fear or are hesitant to speak the foreign language.

In this sense, the dormitory atmosphere positively affects sustaining an enjoyable and lively learning environment while assisting all facets of development of students' English language skills. This environment supplies social settings to facilitate casual English usage, day in and day out, with technical learning made easier by the appropriate tools and guidance. So hence, the integration of these formal and informal environments would greatly help and spur the students to speak English with more fluency and confidence.

3.2. Discussion

The current section then discusses the students' enhancement of English fluency in connection with their accommodation within Islamic dormitories. The results were analyzed and interpreted by drawing upon language learning theory and relevant past research. This discussion then focuses on how the students' environment contributes to their motivation for learning they encounter in improving their English-speaking skills outside the classroom.

Based on the finding above the researcher will discuss about the English learning strategy and the role of the Islamic dormitory environment in improving students' English skill. The study's findings reveal that the students in Islamic boarding schools have different informal learning strategies for improving their English proficiency. Such informal strategies include watching English contents, listening to songs/podcasts, taking down new vocabulary, and having informal conversations with their peers outside the formal classes. The application of these strategies is individualized yet reiterated over and throughout their daily lives, improving the student's real-life applicability.

This idea basically resonates with (Griffiths, C., 2016), who believe that informal strategies serve as complements to formal learning. They state that informal strategies such as media exposure or social interaction in the target language have great much impact with communication greatest part of which reflects in the fluency of the spoken language. Furthermore, the study has uncovered a few other findings which indicate that the environment in dormitories greatly assists in growing students' speaking skills. Environmental factors such as encouragement for pupils to take an active role in English include daily English programs, peer support, the role of senior mentors, and English policies for the area. By taking part in the various activities available at the dormitory, students can practice using English more naturally, without the pressure of studying that comes from classroom settings.

This is in support of (Teng, F., 2018)which terrorizes that a surrounding social environment promotes perhaps the most value in second language comprehension within informal settings such as communities or dormitories. Civilized individual interactions in a non-formal environment can form a safe and authentic environment for practice, which reduces the fears of affective barriers like shyness and fear of mistakes in most language learners. A theory of Bozavli, E., (2020)are in support of this research, asserting that social context-based learning strategies, such as community engagement or participation in activities outside of class, are indispensable for determining students' ability to speak a foreign language. Islamic dormitories demonstrate this through such English language mentoring, activities such as discussions that occur regularly and are often informal, promoting students to become accustomed to communicating and thinking in English with little to no pressure attached.

The same point is also made by Lai, C., Zhu, W., (2015) about enabling students to arrange their learning activities by themselves without the intervention of class attendance. Students' improvement under class learning is not as pronounced as those independent learners who can be classified as active. They learn English by watching videos, reading articles, and speaking. Also, there is communal involvement and culture of routine collaborative learning peer support in improving the independent learning spirit in the Islamic dorm. In addition, these informal routines continue to exist due to the high intrinsic motivation of the students. This may be in the guise of wanting to understand global materials, desiring to attend foreign universities, or feeling self-assured when presenting a public address. The

effect of an encouraging environment goes hand-in-hand with this factor.

4. Conclusion

Based on the result of the previous chapter, the researcher concluded that the Islamic dormitory environment provides an effective context to improves English proficiency with the supportive, interactive, and socially rich environment provided. Interaction via English in daily life outside formal classroom settings, coupled with other informal means, indeed contribute to English learning.

This study shows that an Islamic boarding school environment contributes significantly to improving students' English language proficiency. An interactive, supportive, and socially rich environment allows students to practice using English naturally outside of formal classes. Through active involvement in daily English-based activities, students have the opportunity to continuously hone their speaking skills.

The results of the study confirm that there are variations in English proficiency levels among students, ranging from beginner to advanced. These differences are influenced by the intensity of student involvement in English-language activities, whether through daily conversations, discussions, or special programs in the dormitory. Factors such as motivation, self-confidence, and social support have also been shown to influence the development of students' speaking skills.

Informal learning strategies used by students, such as direct speaking practice, participation in voluntary discussion groups, and guidance from tutors and seniors, have proven effective in improving speaking fluency. These strategies not only enhance linguistic skills but also foster self-confidence, independent learning, and the ability to collaborate in social contexts.

The facilities and resources available in the dormitory, such as discussion rooms, mini-libraries, and audio-visual media, support the creation of a varied and enjoyable learning atmosphere. The presence of tutors and seniors plays an important role in providing guidance, motivation, and personal support so that the learning process becomes more systematic and conducive. The policy of using English daily in the dormitory also accelerates the language acquisition process because students are encouraged to get used to speaking without fear or pressure.

The findings of this study imply that English language learning is not sufficient to rely solely on formal classroom learning but needs to be reinforced with learning experiences outside the classroom. The Islamic boarding school environment has great potential to become an immersive space for contextual and enjoyable language acquisition. Therefore, the results of this study can serve as a reference for educators and boarding school administrators to design more integrative English language learning strategies, combining formal learning with non-formal activities to optimize students' speaking skills development.

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