**TRANSLATERY LIST**

| Page | Surah/Verse | Indonesian | English |
|---|---|---|---|
| 1 | أَفَلَا يَنظُرُونَ إِلَى ٱلْإِبِلِ كَيْفَ خُلِقَت17) وَإِلَى ٱلسَّمَآءِ كَيْفَ رُفِعَتْ 18) وَإِلَى ٱلْجِبَالِ كَيْفَ نُصِبَتْ19 ) وَإِلَى ٱلْأَرْضِ كَيْفَ سُطِحَتْ20) | Maka apakah mereka tidak memperhatikan unta bagaimana dia diciptakan (17)<br>Dan langit, bagaimana ia ditinggikan (18)<br>Sudah datangkah kepadamu berita (tentang) hari pembalasan (19)<br>Dan bumi bagaimana ia dihamparkan(20) | Will they not regard the camels, how they are created? (17)<br>And the heaven, how it is raised? (18)<br>And the hills, how they are set up? (19)<br>And the earth, how it is spread? (20) |
| 4 | يُرِيدُ ٱللَّهُ بِكُمُ ٱلْيُسْرَ وَلَا يُرِيدُ بِكُمُ ٱلْعُسْرَ | Allah menghendaki kemudahan bagimu, dan tidak menghendaki kesukaran bagimu | Allah desireth for you ease; He desireth not hardship for you |

*Appendixs II*

## A. General Description of Al-Falah Islamic Boarding School

Al-Falah Islamic Boarding School is located in Jl. A. Yani Km 23, Landasan Ulin, Banjarbaru, South Kalimantan, Indonesia. The Islamic BoarSchool was built on July 26, 1975 A.D. or Rajab 6, 1395 H. by KH. Muhammad Tsani and many generous people in South Kalimantan. The teaching and learning process was started on January 12, 1976 A.D. or Muharram 6, 1396 H. The total of the students at the time was 29 students.

The word "Al-Falah" means lucky of safe. It was taken from adzan words, "Hayya A'lal Falah". From the name, many generous people helped in building the Islamic Boarding School because they want to have lucky and safe life in the world and in the hereafter.

According to KH. Muhammad Tsani, Al-Falah Islamic boarding school has two function:

1. As the Centre of Excellence
2. As the Agent of Development

Al-Falah Islamic boarding school uses two curriculums. The first curriculum is Al-Falah Islamic boarding school curriculum. This curriculum divide into three educational stage, that are:

1. Tajhizi
2. Wustho
3. Ulya

And the second curriculum is a ministry of religion curriculum. This curriculum divided into three educational stages, that are:

1. Islamic junior high school
2. Islamic senior high school
3. Islamic university.

Al-Falah Boarding School for Girl, was built in 1984 because KH. Muhammad Tsani thought that religion knowledge also important for girls. At the first opening, the total of the students was 94 students.

**1. Headmaster of Al-Falah Boarding School for Girl**

There are five head master of Al-Falah Boarding School for Girl from the first opening until now. The description can be seen in the following table:

Table 4.1. The head master of Al-Falah Boarding School for Girl.

| No | Name | Assignment Period |
|---|---|---|
| 1. | Hj. Siti Ramlah, M.A. | 1982-1989 |
| 2. | K.H. Iskandar Burhan, LC. | 1989-2002 |
| 3. | H. Abdul Hamid | 2002-2005 |
| 4. | Drs. H. Hasbullah Bakry | 2005- Maret 2014 |
| 5. | Dr. Hj. Habibah Djunaidi, M.A. | Maret 2014 - now |

**2. Teachers, Employers of Al-Falah Boarding School for Girl**.

In school year 2015/2016, Al-Falah Bording School for Girl has 56 teachers that include headmaster and permanent teacher and impermanent teachers. The boarding school also has 55 employers.

Table 4.2. Draft of the names' teachers in Islamic Senior High School at Al-Falah Boarding School for Girl.

| No | Name | Graduated | Subject |
|---|---|---|---|
| 1. | Habib Abdullah Al Habsyi | PP. Darun Nasyi'in Malang | Insya |
| 2. | K.H. Hasbullah Bakery | IAIN Antasari Banjarmasin | Tarikh Tasyri' |
| 3. | K.H. Syamsuddin | Shalatiah Mekkah | Faraidh |
| 4. | K.H. Aswan Syamsuddin | MA Darul Ulum Mekkah | Tafsir |
| 5. | K.H. Jahri Simin | Darussalam | Balaghah |
| 6. | K.H. Alfiannor Munir | Bangil Datu Kelampayan | Nahwu |
| 7. | K.H. Sirajudidin | Shalatiah Mekkah | Hadist |
| 8. | K.H. Abdusshamad, L.C. | Ummul Qura Mekkah | Ushul Hadist |
| 9. | K.H. Adenan Nawawi, S.Ag. | STAI Al-Falah Banjarbaru | Akhlaq |
| 10. | K.H. Jamhuri | Shalatiah Mekkah | Mantiq |
| 11. | Hj. Mahbubah | Ibnul Amin Pemangkih | Ushul Tafsir |
| 12. | Hj. Mahlina | Ibnul Amin Pemangkih | Ushul Fiqih |
| 13. | Hatnuriyanti | MA Al-Falah Puteri | Fiqih |
| 14. | Ratna, L.C. | Al-Ahqaf | Bahasa Arab |
| 15. | Dr. Hj. Habibah, M.A. | Al-Azhar | Sharaf |
| 16. | Hj. Ana Marlina, L.C. | Al-Ahqaf | Tarikh Islam |
| 17. | Dini Riyani, L.C. | Al-Ahqaf | Tauhid |

### 3. Facilities of Al-Falah Boarding School for Girl

Al-Falah Boarding School for Girl has some available facilities, which have purposed to support the teaching and learning process such as in the following table:

Table 4.3. Description of Facilities at Al-Falah Boarding School for Girl.

| No | Facility | Amount | Condition |
|---|---|---|---|
| 1. | Office | 1 | Good |
| 2. | Headmaster's Room | 1 | Good |
| 3. | Teacher's Room | 1 | Good |
| 4. | Administration Room | 1 | Good |
| 5. | Classroom | 35 | Good |
| 6. | Library | 2 | Good |
| 7. | Language Laboratory | 1 | Good |
| 8. | Computer Laboratory | 2 | Good |
| 9. | Teacher's Hostel | 8 | Good |
| 10. | Student's Hostel | 26 | Good |
| 11. | Alumni's Hostel | 2 | Good |
| 12. | Bookstore | 1 | Good |
| 13. | Musholla | 2 | Good |
| 14. | Dining room | 1 | Good |
| 15. | Cook's Hostel | 7 | Good |
| 16. | Bathroom | 15 | Good |
| 17. | WC | 78 | Good |
| 18. | Ceremony ground | 1 | Good |
| 19. | Sport ground (volleyball) | 1 | Good |
| 20. | School health unit | 1 | Good |

| | | | |
|---|---|---|---|
| 21. | Security post | 1 | Good |
| 22. | Guest house | 3 | Good |
| 24. | Mini market | 1 | Good |
| 25. | OSIS room | 1 | Good |
| 26. | Sewing machine | 10 | Good |
| 27. | Waiting room | 1 | Good |
| 28. | Parking Area | 3 | Good |
| 29. | School's car | 1 | Good |
| 30 | Tailor ship's room | 1 | Good |
| 31 | Laundromat | 2 | Good |

## A. General Description of Language Dormitory of Al-Falah Boarding School for Girls.

Language dormitory is a dormitory which created for student who wants to learn more foreign languages. The foreign languages are English and Arabic. The language dormitory was created by one of teachers of Al-Falah Boarding School for Girl, Hj. Munirah. her rational, then extended to Miss Istiqamah, one of the greatest teachers of Al-Falah Boarding School for Girl, and fortunately, miss Istiqamah agreed with her idea. Then miss Istiqamah extended miss Munirah's idea to the head master of Al-Falah Boarding School for Girl, KH. Hasbullah Bakry, and he permits them to create a language dormitory.

The rationale of creating language dormitory existed when miss Munirah went to Java to study calligraphy, she invited by her friends there to study

English in Pare after they finish their study. Then miss Munirah joined with her friends to study English in Pare. After studying English in Pare for Several Months, then she back to Al-Falah Boarding School for Girl and created the language dormitory.

Language dormitory was firstly opened in 2008. From 2008 until 2016, there have been four generations existed. The first generation was opened on April 2008 and ended on May 30, 2009. The second generation was opened on February 2010 and ended on February 2011. And the third generation was opened on February 11, 2013 and ended on March 20, 2014. And the fourth generation was opened in 5, August 2015 and ended on 30 April 2016.

At the first opening of the forth generation, the students who accepted to enter the dormitory was 31 students, and the students who was able to finish their study in language dormitory was 29 students only. Those students were taken from all classes, except the third class of senior high school.

In this generation, the teacher teaches one language only, there is English. It is different with the first and the second generation that was though English and Arabic, and one additional language is Mandarin. The second generation was taught English and Arabic, while this generation is different teacher then before generation.

The times of the students learn English in language dormitory is after Subuh, after Magrib and after Isya. On subuh, the teacher teaches Speaking. On Magrib, the teacher teaching Grammar and after Isya the students gave some

vocabulary to remember the new word and the students will remember after pray Subuh before speaking at speaking area.

Below, the researcher explains about the students and material for study.

1. The students of language dormitory Fourth generation

There are 31 students of language dormitory as the subject of the research. The description of the students can be seen in the following table:

Table 4.3. The description of the students of language dormitory at Al-Falah Boarding School for Girl.

| No | Name | Class |
|---|---|---|
| 1 | Hikmatunnisa | 11 Islamic senior high school |
| 2 | Nur Isbah Dinah | 7 Islamic junior high School |
| 3 | Atiyatul Muna Sa'diah | 8 A Islamic Junior High School |
| 4 | Elliyyin Wahidah | 9 Islamic Junior High School |
| 5 | Fitriana | 10 B Islamic Senior High School |
| 6 | Nadia Friska Rinanda | 11 A Islamic senior high school |
| 7 | Siti Raihanah | 9 Islamic Junior High School |
| 8 | Nur Hayati | 11 B Islamic senior high school |
| 9 | Siti Munawwarah | 8 F Islamic Junior High School |
| 10 | Fatimah | 11 A Islamic senior high school |
| 11 | Hidayatul Fitri | 11 B Islamic senior high school |
| 12 | Lenny Agustina | 9 Islamic Junior High School |
| 13 | Noor Syifa | 11 A Islamic senior high school |
| 14 | Nurhani | 11 B Islamic senior high school |
| 15 | Nurul Husna | 11 A Islamic senior high school |

| | | |
|---|---|---|
| 16 | Noor Shofia Sa'adah | 10 C Islamic Senior High School |
| 17 | Noor Hidayah | 10 Islamic Senior High School |
| 18 | Zainul Lathifah | 10 E Islamic senior high school |
| 19 | Ainun Salsabila | 8 A Islamic Junior High School |
| 20 | Faidhatun Najiah | 11 Islamic senior high school |
| 21 | Elma Miftahur Rahmah | 10 A Islamic Senior High School |
| 22 | Habibatul Armia | 12 Islamic Senior High School |
| 23 | Yumi Nour Azizah | 10 E Islamic senior high school |
| 24 | Nadia Aryani Sa'diah | 10 Islamic senior high school |
| 25 | Ainun Hasunah | 10 Islamic senior high school |
| 26 | Ziyadatul Husna | 10 Islamic senior high school |
| 27 | Hardiyanti | 10 Islamic senior high school |
| 28 | Yuliani | 8 F Islamic Junior High School |
| 29 | Syauqah Adelina | 8 F Islamic junior high school |

**2. The teaching and learning material**

At the first two months, the teacher is focus on teaching vocabulary, pronunciation, and speaking. By teaching vocabulary and pronunciation mostly, the teacher hopes those two things are so helpful in teaching speaking that can help the students in practicing to speak English in their daily activity. After two months, the teacher then starts teaching grammar, listening, reading, and writing. In addition, the teacher also teaches some tricks in answering English questions of national exam in order that they are accustomed to face the exam.

In teaching English, the teacher uses many books that are got from some English course in Pare, east Java. The description of the books can be seen in the following table:

Table 4.4. The description of English books used in teaching an learning English in language dormitory.

| No | Subject | Name of Book | Publisher |
|---|---|---|---|
| 1. | Vocabulary | The common vocabulary book | Genta Course |
| 2. | Vocabulary | 240 Vocabs to make you speak up | Cherry Course |
| 3. | Vocabulary | G-Book | Genta Course |
| 4. | Pronunciation | English Publisher | CEC Course |
| 5. | Pronunciation | Pronunciation 1 | The Eminence Course |
| 6. | Pronunciation | Pronunciation Clinic | Marvelous Course |
| 7. | Grammar 1 | Smart Grammar Basic Class | Al-Falah Islamic Boarding School |
| 8. | Grammar 2 | Golden Grammar A Class | Genta Course |
| 9. | Grammar 3 | Golden Grammar B Class | Genta Course |
| 10. | Grammar | Helping Program 3 | Kresna Course |
| 11. | Speaking | Basic Speaking | Genta Course |
| 12. | Speaking | Basic Speaking Book | English Mastering Course |
| 13. | Listening | New Concept English | - |

For reading and writing, the teacher usually searches the topic in the internet or in magazine. So, the activity in reading and writing the teacher will get

some information and the students were asking the text or they asked the teacher to explain what their read or their write.

### 3. Syllabus of Learning Activity in Language Dormitory.

This is the syllabus used by the teacher to teach English in language dormitory.

| No | Program | Kompetensi inti | Standard kompetensi |
|---|---|---|---|
| 1. | Basic Class (1 bln) | • Mampu mengingat materi yang disampaikan<br>• Memahami materi yang telah terlampaui<br>• Mampu mengaplikasikan / mengolah dalam hal konkrit dalam kehidupan sehari-hari | 1. mampu mengingat materi<br>2. Mampu komunikasi sehari-hari (Daily conversation)<br>3. Mampu Berpidato atau menyampaikan tema tertentu<br>4. Mampu bertanya dan menjawab<br>5. Pengucapan dan menulis kata2 dasar sesuai kamus |
| 2 | Pre Intermediate (2 bln) | • Mampu mengingat materi yang disampaikan<br>• Memahami materi yang telah terlampaui<br>• Mampu mengaplikasikan / mengolah secara structural ide dan pendapat. | 1. Mampu mengingat materi<br>2. Mampu berpidato dengan durasi tertentu<br>3. Mampu bertanya jawab dg mengungkapkan idea sendiri serta berkomunikasi dg baik berstructure.<br>4. dpt mengaplikasikan dan menjawab soal2 structure dasar |
| 3 | Intermediate (1 bln) | • Mampu mengingat dan memahami materi yang disampaikan<br>• Mampu mengaplikasikan / mengolah dalam hal konkrit sesuai ide dan pendapat<br>• Mampu mengembangkan secara mandiri dan terstructure. | 1. Mampu mengingat materi.<br>2. Mampu berdiskusi dan mengembangkan ide sesuai factual condition/update<br>3. Dpt mengaplikasikan dan menjawab soal2 structure lanjutan<br>4. Menetahui dan mengaplikasikan pengucapan sesuai kaidah yang ada |
| 4 | Advance (1 bln) | • Memahami materi yang telah terlampaui | 1. Mampu menjabarkan materi sesuai pemahaman |

| | | | |
|---|---|---|---|
| | | • Mampu mengaplikasikan pengetahuan dan mengolahnya dalam hal konkrit sesuai ide dan pendapat<br>• Mampu mengembangkan secara mandiri dan terstructure | 2. Mampu mempresentasikan ide dan pendapat dalam hal konkret dan update<br>3. Mampu menulis dan menerjemahkn sesuai kaidah<br>4. Mampu memahami text dan mengerjakan soal textual<br>5. Menggunakan media sebagai alat pembelajaran |
| 5 | Micro Teaching (1 bln) | • Memahami materi yang telah terlampaui untuk pengajaran<br>• Mampu mengaplikasikan pengetahuan dan mengolahnya dalam pengajaran baik teori maupun praktek<br>• Mampu mengetahui dan memahami kepribadian peserta | 1. Mampu menjabarkan dan mempraktekan teori pengajaran dalam kelas<br>2. Mampu melaksanakan study kasus terhadap peserta didik<br>3. Mampu mengusai kelas dg method, technique dan perencanaan yang baik.<br>4. Mampu menganalisa strength dan weakness para peserta didik. |
| 6 | Pear Teaching (1 bln) | • Mampu mengaplikasikan pengetahuan dan mengolahnya dalam praktek pengajaran secara mandiri dan terencana. | 1. Mampu mempraktekan teori pengajaran dalam kelas berupa perencanaan, technique, studi kasus dan solving problem. |
| 7 | ITS (Testing System) | Mampu mengaplikasikan materi yang terlampaui dalam bentuk soal2 international | Dapat menganalisa soal2 dengan baik<br>Dapat mengerjakan soal2 international secara benar, tepat dan berkaidah. |

**RANCANGAN PEMBELAJARAN TUTORIAL PROGRAM**

**1. Basic Class (1 month)**

| Meeting | Vocabulary | Speaking for you | Let's talk | New Concept | Basic Pronunciation |
|---|---|---|---|---|---|
| **1st meeting** | Expression of daily 1 | Opening and greeting | Opening and English problem | A private conversation | Oxford - vowels |
| **2nd** | Expression of daily 2 | Introduce self and others | Brush up and drilling | Breakfast or lunch | Oxford – vowels |
| **3rd** | Part of house | Alphabet and spelling | Questioning paper of intro | Please send me a card | Oxford – vowels |
| **4th** | Numeral | Number and its kind | Listening song | An exciting trip | Oxford – vowels |
| **Oral test** | | | | | |
| **5th** | Season and weather | Telling time and its kind | Telling TV and radio schedule | No wrong number | Oxford – vowels |
| **6th** | Adverb of time | Day and month | Brush up and drilling | Percy Buttons | Oxford – vowels |
| **7th** | Direction | Direction and its kind | Questioning paper | Too late | Oxford – vowels |
| **8th** | adjective | Describing person & thing | Listening songs | The best and the worst | Oxford – vowels |
| **Mid Test** | | | | | |
| **9th** | Daily activity verb | Telling daily activity 1 | We perform our daily | A cold welcome | Oxford – consonant |
| **10th** | Daily activity verb | Telling daily activity 2 | Showing confident | Not for Jazz | Oxford – consonant |
| **11th** | Part of body | Telling family | Making short conversation | One good turn deserves another | Oxford – consonant |
| **12th** | Heart feelings | Your best friend | Listening song | Good bye and good luck | Oxford – consonant |
| **Oral Test** | | | | | |
| **13th** | Conjunction & prep word | Speaking to foreign | Simulation of situation | The greenwood boys | Oxford – consonant |
| **14th** | Tourism place | Journey and traveling | The best destination | Do you speak English | Oxford – consonant |

| | | | | | |
|---|---|---|---|---|---|
| **15th** | Cooking word | Telling experience | Face to face (tell past event) | Good news | Oxford – consonant |
| **16th** | Review | Showing Drama | Listening song | A polite request | Oxford – consonant |
| **Final test** | | | | | |

**2. Pre-Intermediate Class (2 months)**

| **Meeting** | **Vocabulary 2** | **Speak up** | **Speaking Club** | **Grammar 1** | **Grammar Club** |
|---|---|---|---|---|---|
| Meeting 1st | Hobby | What's your hobby? | Technology | Noun & Pronoun | Brush up and exercise |
| 2nd | In hotel 1 | Telling on the phone | Free association | Adjective & Adverb | Brush up and exercise |
| 3rd | Expression In hotel | In the restaurant | Simulation of it | Conjunction & preposition | Brush up and exercise |
| 4th | All about food | Listening song / conversation | Say what (guessing word) | Verb & interjection | Brush up and exercise |
| **Oral Test** | | | | | |
| 5th | Something happen | What will you be? | Discussion of Best profession | Sentence kind & form | Brush up and exercise |
| 6 | Big dream | Your big dream | Discussion of your dream | Yes/no question | Brush up and exercise |
| 7 | Transportation means | Present your big dream | Ice breaking | Question word | Brush up and exercise |
| 8 | Always young (NC) | Listening conversation | Observe your surroundings | Prolog tenses | Brush up and exercise |
| **Oral test** | | | | | |
| 9 | 18 characters | The best leader of you | Our favorite figure | Present tenses (4) | Brush up and exercise |
| 10 | Discussion expression | Solving Problem | Uniform for school | past tenses (4) | Brush up and exercise |
| 11 | Invitation expression | Giving Suggestion | War | future tenses (4) | Brush up and exercise |
| 12 | Sold out (NC) | Listening song | Show up (war) | Past future tenses (4) | Brush up and exercise |
| **Oral test** | | | | | |
| 13 | Profession | My job as | International | Present tense | Brush up and |

| | | | | | |
|---|---|---|---|---|---|
| | | My primary need | school | function | exercise |
| 14 | Job interview | Preparing job interview | Taking expression (movie/convers) | past tense function | Brush up and exercise |
| 15 | Job interview | Job interview on working | Watching Interview show | future tense function | Brush up and exercise |
| 16 | One man in a boat (NC) | Take synopsis of movie | History | Past future tenses function | Brush up and exercise |
| **Mid test** | | | | | |
| 17 | Fashion | My fashion, my style | Pornography | Passive sentence 1 | Brush up and exercise |
| 18 | TV program | TV Program, good or not? | Sexual harassment | Passive sentence 2 | Brush up and exercise |
| 19 | Music | Actor/actress, is the best idol? | Ice breaking | Causative sentence | Brush up and exercise |
| 20 | Mad or not (NC) | Listening conversation | Our transportation | Conditional sentence | Brush up and exercise |
| **Oral Test** | | | | | |
| 21 | Natural disaster | Giving factual information | Nuclear | Question tag 1 | Brush up and exercise |
| 22 | Education | Our national education | My best teacher, like what? | Question tag 2 | Brush up and exercise |
| 23 | Product | Cigarette, increase nation income? | Narcotics | Subjunctive sentence 1 | Brush up and exercise |
| 24 | Do the English speak English (NC) | Watching Movie | CCU from Movie | Subjunctive sentence 2 | Brush up and exercise |
| **Oral test** | | | | | |
| 25 | Culture | Telling movie before | Defend our culture | Stative Passive sentence | Brush up and exercise |
| 26 | Health | Agreement and disagreement | Death sentence for corruptor! | Prolog modal | Brush up and exercise |

| | | | | | |
|---|---|---|---|---|---|
| 27 | Sport | Tell me your favorite sport? | Sport, unite nation? | Conclusion & wishes | Brush up and exercise |
| 28 | No Parking (NC) | Listening song | Dividing group for drama | Suggestion, advisability, expectation | Brush up and exercise |
| **Oral test** | | | | | |
| 29 | Journalism / news | Taking news idea | My mother, my idol | Necessity, ability, prohibition | Brush up and exercise |
| 30 | Law | How to Be journalist? | Justice for society | Habitual action, preference, permision | Brush up and exercise |
| 31 | Politics | Give advice for others | Showing drama | Semi modal and kinds | Brush up and exercise |
| 32 | Football or polo (NC) | Review | Showing drama | Review | Brush up and exercise |
| **Final test** | | | | | |

### 3. Intermediate Class (1 month)

| **Meeting** | **Debate club* (speaking club)** | **Communicative Speaking*** | **Grammar 2** | **Grammar Club** | **Pronunciation in use** |
|---|---|---|---|---|---|
| 1 | Opening and grouping | Face to face discussion | Elliptic Structure | Lesson and exercise | British and American |
| 2 | Showing problem/case | Delegation technique | Elliptic structure | Brush up and exercise | British and American |
| 3 | Discussion (face to face) | Grouping show (2 groups) | Direct indirect | Lesson and exercise | British and American |
| 4 | Dialogue show | Walking discuss (outdoor) | Direct indirect | Brush up and exercise | British and American |
| 5 | --- | --- | Indirect to direct | Brush up and exercise | --- |
| **Oral Test** | | | | | |
| 6 | Showing problem/case | Grouping show (more than 2) | Degree of comparison | Lesson and exercise | British and American |
| 7 | Discussion (face to face) | News discussion | Degree of comparison | Brush up and exercise | British and American |
| 8 | Dialogue | Solving | Word order | Lesson and | British and |

| | | | | | |
|---|---|---|---|---|---|
| | show | problem (heart to heart) | | exercise | American |
| 9 | CCU | Ice breaking | Word order | Brush up and exercise | British and American |
| 10 | --- | --- | Adjective clause | Lesson and exercise | --- |
| **Oral test** | | | | | |
| 11 | Showing problem/case | Face to face discussion | Adjective clause | Brush up and exercise | British and American |
| 12 | Discussion (face to face) | Delegation technique | Adverb clause | Lesson and exercise | British and American |
| 13 | Dialogue show | Grouping show | Adverb clause | Brush up and exercise | British and American |
| 14 | CCU | Walking discuss (outdoor) | Noun Clause | Lesson and exercise | British and American |
| 15 | --- | --- | Noun Clause | Brush up and exercise | --- |
| **Oral Test** | | | | | |
| 16 | Showing problem/case | Grouping show (more than 2) | Gerund to infinitive | Lesson and exercise | British and American |
| 17 | Discussion (face to face) | News discussion | Gerund to infinitive | Brush up and exercise | British and American |
| 18 | Dialogue show | Solving problem (urgent Case) | Participle | Lesson and exercise | British and American |
| 19 | CCU | Ice breaking | Participle | Brush up and exercise | British and American |
| 20 | --- | --- | Review | Review | --- |
| Final Test | | | | | |

***here are themes:** education, politics, culture, natural resources, economics, health, literature, story/history, bibliography, etc.

**4. Advance Class (1 month)**

| Meeting | Public Speaking | Writing English | Translation in use | ICT | School Reading |
|---|---|---|---|---|---|
| 1 | Opening and dividing | NP (Pre-M) | Translation theory | Lecture maker | Intro to genre text |
| 2 | How to be a good presenter? | NP (Post M) | Translation process | Lecture maker | Story/history text |
| 3 | Presentation | Use "of" and Hyphened | Interpretation | Lecture maker | Exercises |
| 4 | Presentation | Adj, Adv, Verb, Prep P | Translation tools | Lecture maker | Opinion text & Exercises |
| 5 | --- | Gerund, to inf, participle | Review and exercise | --- | --- |
| | | | | | |
| 6 | Presentation | Simple sentences | Kind of translation | e-mind maps | Opinion text & exercises |
| 7 | Presentation | Compound sentences | Kind of translation | e-mind maps | Information text |
| 8 | Presentation | Complex sentences | Kind of translation | e-mind maps | Information text |
| 9 | Presentation | Compound and complex | Kind of translation | e-mind maps | Memorizing & Exercise |
| 10 | --- | Review & Exercises | Review and exercise | --- | ---- |
| | | | | | |
| 11 | Presentation | Write Paragraph | Concept of translation | Creating Blog | Letter, short message |
| 12 | Presentation | Outline of paragraph | Concept of translation | Creating blog | Invitation, announcement |
| 13 | Presentation | Element of strong P | Strategy of translation | Creating blog | Label, pamphlet |
| 14 | Presentation | Element of strong P | Strategy of translation | Creating blog | Exercises |
| 15 | --- | Write your essay (intro) | Review and exercise | --- | --- |
| | | | | | |
| 16 | Presentation | Write your essay (isi) | Procedure of translation | Creating WordPress | Main idea, topic, purpose |
| 17 | Presentation | Write your essay (end) | Procedure of translation | Creating WordPress | Detail/factual, Negative, scanning |

| | | | | | |
|---|---|---|---|---|---|
| 18 | Presentation | Write your journal | Translation in meaning | Creating WordPress | Reference, vocabulary |
| 19 | Presentation | Write your journal | Translation in meaning | Creating WordPress | Inference question |
| 20 | --- | Consultation of task | Review and exercise | --- | --- |
| **Final test** | | | | | |

**5. Micro Teaching (1 month)**

| **Meeting** | **Ice Breaking** | **Syntax analysis** | **Educational psychology** | **Teaching method** | **Mandarin 1** |
|---|---|---|---|---|---|
| 1 | Opening and dividing | Morpheme | Definition and theory | What is teacher? | |
| 2 | How to be good ice breaker? | Morpheme & Exercise | Masa perkembangan anak | Teachers' characters | |
| 3 | Presentation | Phrase and its kind | Masa perkembangan anak | Student and the 18 characters | |
| 4 | Presentation | Phrase (Chinese box) | Kecerdasan peserta didik | What is teaching? | |
| 5 | --- | ---- | IQ, EQ, ESQ | What should we prepare to teach | |
| | | | | | |
| 6 | Presentation | Phrase (diagram tree) | IQ, EQ, ESQ | Managing Class (time) | |
| 7 | Presentation | Phrase (central core ) | IQ, EQ, ESQ | Technique of teaching | |
| 8 | Presentation | Sentence and its kind | Cara belajar siswa | Technique of teaching | |
| 9 | Presentation | Simple sentence (all) | Cara belajar siswa | Technique of teaching | |
| 10 | --- | --- | Gejala2 kenakalan siswa | Syllabus & Lesson plan | |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 11 | Presentation | Compound sentence (all) | Gejala2 kenakalaan siswa | Micro teaching time | |
| 12 | Presentation | Adjective clause (all) | Case Study (description) | Micro teaching time | |
| 13 | Presentation | Noun Clause (all) | Metode penelitian | Micro teaching time | |
| 14 | Presentation | Adverb Clause (all) | How to write a report | Micro teaching time | |
| 15 | --- | --- | Research | Micro teaching time | |
| | | | | | |
| 16 | Presentation | Compound complex (all) | Research | Micro teaching time | |
| 17 | Presentation | Exercises | Research | Micro teaching time | |
| 18 | Presentation | Text analysis | Research | Micro teaching time | |
| 19 | Presentation | Task | Research | Micro teaching time | |
| 20 | --- | ---- | Reporting | Micro teaching time | |

**6. Pear Teaching (1 month)**

| No | Agenda | Note |
|---|---|---|
| 01 | Pre-Peer teaching | • Selecting committee<br>• Selecting place / location<br>• Dividing group<br>• Training / pembekalan |
| 02 | Peer teaching | • Conducting |
| 03 | Post-peer teaching | • Making report<br>• Reporting |

## 7. Integrated Testing System (ITS)

| No | Subject | Materials | Duration |
|---|---|---|---|
| 1 | TOEFL/TOEIC | 1. Structure & written Expression<br>2. Reading comprehension<br>3. Listening Comprehension<br>4. Test of Written Essay<br>5. Speaking (Solving Problem)<br>6. Mandarin 2 | 1 bulan<br>5X Meeting/hari<br>(Sabtu Scoring) |
| 2 | IELTS | 1. Listening Comprehension<br>2. Reading Comprehension<br>3. Speaking (Solving Problem)<br>4. Writing Essay<br>5. Testing | 2 Minggu<br>4X Meeting/hari<br>(Sabtu Scoring) |

***Appendix II***

**Kisi-kisi angket (*learning strategies*)**

| NO | ASPEK | SUB ASPEK | ITEM + | ITEM - |
|---|---|---|---|---|
| 1. | Metacognitive Strategy | Perencanaan awal | 1, 4 | |
| | | Memusatkan perhatian | 3 | 7 |
| | | Perhatian selektif | 42, 43 | |
| | | Manajemen diri | 2, 22, 30 | |
| | | Perencanaan fungsional | 6 | |
| | | Pemantauan diri | 8 | |
| | | Produksi tertunda | | 9 |
| | | Evaluasi diri | 10 | |
| 2. | Cognitive Strategy | Repitisi | 16 | 12 |
| | | Melacak ulang | 26, 34 | 20 |
| | | Penerjemahan | 13 | 17 |
| | | Pengelompokkan | 24 | |
| | | Mencatat | 5,21 | 23 |
| | | Dedukasi | 11 | 15 |
| | | Rekombinasi | 14 | 18 |
| | | Pencitraan | 32 | 19 |
| | | Representasi auditories | | 29 |
| | | Kata kunci | 28 | 27, 31 |
| | | Elaborasi | 25 | |
| | | Transfer | 44 | |
| | | Melakukan interferensi | 41 | |
| 3. | Socio/Affective strategy | Kooperasi | 33, 39 | 37 |
| | | Pertanyaan untuk klarifikasi | 35, 40, 45 | 36, 38 |
| **JUMLAH** | | | **30** | **15** |

**Questionnaire**

Nama:

Kelas

Asal :

1. Angket ini ditujukan khusus untuk program Bahasa Inggris, baik itu ketika belajar didalam asrama maupun diluar kegiatan belajar di asrama.

*Petunjuk pengisian angket*

1. Isilah identitas terlebih dahulu.
2. Bacalah dengan cermat setiap pernyataan yang telah tersedia di angket.
3. Berilah tanda ( √ ) pada salah satu jawaban yang tersedia.

| Simbol | Kepanjangan | Arti |
|---|---|---|
| SL | Selalu | Dipilih jika anda selalu melakukannya yang disesuaikan dengan peryataan yang ada dalam angket. |
| SR | Sering | Dipilih jika anda sering melakukannya yang disesuaikan dengan pernyataan yang ada dalam angket |
| HTP | Hampir Tidak Pernah | Dipilih jika anda hampir tidak pernah melakukan hal yang disesuai pernyataan yang ada didalam angket |
| TP | Tidak Pernah | Dipilih jika anda tidak pernah melakukan hal yang jadi pernyataan yang ada didalam angket. |

# QUESTIONNAIRE

| No | Pernyataan | SL | SR | HTP | TP |
|---|---|---|---|---|---|
| 1. | Saya senang belajar terlebih dahulu sebelum guru menjelaskan yang akan dipelajari. | | | | |
| 2. | Saya memperbaiki kesalahan yang pernah dilakukan ketika sedang belajar bahasa Inggris,untuk membuat saya lebih memahami lagi tentang pembelajaran bahasa Inggris | | | | |
| 3. | Saya mengerjakan tugas individu lebih awal sebelum waktu yang ditentukan untuk mengumpul. | | | | |
| 4. | Saya senang mempersiapkan buku pelajaran sebelum waktu pelajaran dimulai. | | | | |
| 5. | Saya membuat rangkuman sendiri setelah semua kegiatan pembelajaran selesai. | | | | |
| 6. | Dalam waktu sehari, saya menyisihkan waktu 1 jam untuk menghafal kosa kata. | | | | |
| 7. | Saya tidak suka jika ada teman yang mengganggu saya ketika saya sedang mengerjakan tugas | | | | |
| 8. | Saya suka mengulang-ulang kosa kata yang baru saya dapatkan sampai saya hafal dengan kosa kata tersebut. | | | | |
| 9. | Saya diam saja ketika saya tidak memahami pelajaran yang dijelaskan oleh guru | | | | |
| 10. | Setelah selesai belajar, saya merenungkan dan memikirkan apakah hasil belajar saya lebih meningkat atau menurun dari hasil sebelumnya | | | | |
| 11. | Saya mempunyai aturan-aturan sendiri yang harus saya lakukan dalam mencapai pembelajaran seperti apa yang saya inginkan. | | | | |
| 12. | Saya tidak suka jika saya diminta untuk menirukan sebuah video atau suara didepan kelas ketika pembelajaran mendengarkan. | | | | |
| 13. | Saya menerjemahkan teks atau bahan bacaan dengan menggunakan kamus. | | | | |
| 14. | Saya senang jika tugas yang diberikan guru berbentuk dalam penyusunan kalimat sehingga menjadi sebuah paragraf | | | | |
| 15. | Saya tidak suka jika ada aturan-aturan yang harus saya ikuti dalam proses pembelajaran. | | | | |
| 16. | Saya lebih senang pembelajaran dengan cara mendengarkan kemudian menirukannya apa yang ada didalam video tersebut. | | | | |
| 17. | Saya tidak suka jika saya diminta untuk menerjemahkan suatu teks yang panjang sendirian dengan menggunakan kamus saja. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 18. | Saya tidak suka dengan pelajaran menulis jika diminta untuk menyusun kata menjadi sebuah kalimat yang panjang. | | | | |
| 19. | Saya tidak suka jika pembelajaran yang sudah dipelajari diulang kembali pada pelajaran selanjutnya. | | | | |
| 20. | Saya tidak senang jika ada teman saya menggunakan referensi dari Internet atau dari surat kabar untuk mempelajari bahasa Inggris | | | | |
| 21. | Saya membuat catatan yang sudah dijelaskan oleh guru ketika pelajaran berlangsung | | | | |
| 22 | Ketika saya belajar bahasa inggris, saya menyesuaikan tempat dan waktu yang tepat bagi diri saya sendiri. | | | | |
| 23 | Saya tidak suka membuat catatan pembelajaran yang sudah dipelajari. | | | | |
| 24 | Saya senang mengumpulkan materi yang sudah saya pelajari dan menyimpannya di tempat buku saya agar saya mudah untuk mempelajarinya lagi | | | | |
| 25 | Saya senang berdiskusi dengan teman tentang pelajaran yang sudah di pelajari untuk mengingat kembali apa yang telah dipelajari. | | | | |
| 26. | Saya suka meminjam buku di perpustakaan untuk menambah bahan bacaa ketika mempelajari bahasa Inggris maupun mengerjakan tugas dari guru. | | | | |
| 27. | Saya tidak suka jika menghapal kosa kata dengan cara mengaitkannya dengan sesuatu yang ada disekitar. | | | | |
| 28 | Saya lebih senang membuat tulisan kosa kata baru yang akan dihapal dengan membayangkan barang tersebut. | | | | |
| 29 | Saya tidak suka jika dalam pelajaran bahasa inggris membahas masalah Grammar. | | | | |
| 30. | Saya senang jika belajar bahasa Inggris dengan menggunakan musik sebagai media pembelajaran | | | | |
| 31. | Saya tidak suka menghubungkan kosa kata baru dengan kosa kata yang sudah saya ketahui. | | | | |
| 32. | Saya mampu membuat kalimat hanya dengan menggunakan kosa kata yang sudah saya ketahui. | | | | |
| 33. | Saya lebih suka guru menjelaskan materi yang baru dengan menggunakan media gambar. | | | | |
| 34. | Ketika ada ujian untuk bahasa inggris, saya senang membaca buku yang diberikan oleh guru. | | | | |
| 35. | Saya lebih mudah memahami pelajaran dari penjelasan guru daripada belajar dengan membaca buku. | | | | |
| 36 | saya tidak suka meminta bantuan kepada teman yang lebih bisa untuk mengajari saya. | | | | |
| 37 | Saya tidak senang jika guru memberikan pertanyaan pada saat pembelajaran berlangsung tentang pelajaran yang sedang dipelajari. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 38 | Saya tidak suka jika guru hanya menjelaskan materinya tanpa memberikan contoh. | | | | |
| 39. | Saya berbicara dengan teman disekitar mengenai pelajaran yang akan dipelajari | | | | |
| 40. | Jika saya tidak memahami suatu pelajaran, saya akan meminta penjelasan dari teman untuk menjelaskan kembali pelajaran tersebut. | | | | |
| 41. | Ketika membaca sebuah bacaan dan menemukan kata yang saya tidak mengerti, saya akan menebak saja apa arti dari kata tersebut. | | | | |
| 42. | Saya senang menghafal kosa kata bahasa Inggris agar saya dapat berbicara dengan dengan baik. | | | | |
| 43. | Ketika saya mendapatkan pengetahuan yang baru, maka saya akan mengkaitkannya dengan pengetahuan yang terdahulu. | | | | |
| 44. | Ketika saya membaca suatu bacaan, saya senang menggunakan kosa kata yang terdahulu saja, daripada harus melihat ke kamus. | | | | |
| 45. | Jika saya tidak paham pada suatu pelajaran, saya akan meminta kepada guru untuk menjelaskan dengan pelan-pelan. | | | | |

***Appendix III***

# Interview

Name:

Class:

From:

1. How long have you learned English in language dormitory?
2. What is your motivation to follow learning in language dormitory?
3. What are your strategies to learn English in language dormitory?
4. Why you choose that strategies to learn English?
5. What are the difficulties for you to learn English?

*Appendix IV*

## DOCUMENTARY




















English Area

## CURRICULUM VITAE

1. Name : Rafiatul Mahmudah
2. Place and Date of Birth : Takisung, 29 December 1993
3. Religion : Islam
4. Nationality : Indonesian
5. Address : Jl. Raya Takisung Rt.01 Rw. 01 No. 03 Kec. Takisung Kab. Tanah Laut.
6. Phone Number : 082157904759
7. Education : a. TK Bina Balita Graduated 1999
   b. SDN Gunung Makmur 1 Graduated 2005
   c. MTs Al-Falah Puteri Banjarbaru Graduated 2009
   d. MA Ubudiyah Bati-Bati Graduated 2012

9. Family
   a. Father
      1. Name :Darman, S.Pd
      2. Occupation : Teacher
   b. Mother
      1. Name : Sri Mulyanti, M.Pd
      2. Occupation : Teacher
   c. Sister
      1. Name : Fadhliatun Najibah
      2. Occupation : -

Banjarmasin, Ramadhan 20th 1437H

June 24th 2016 A.D.

Rafiatul Mahmudah