

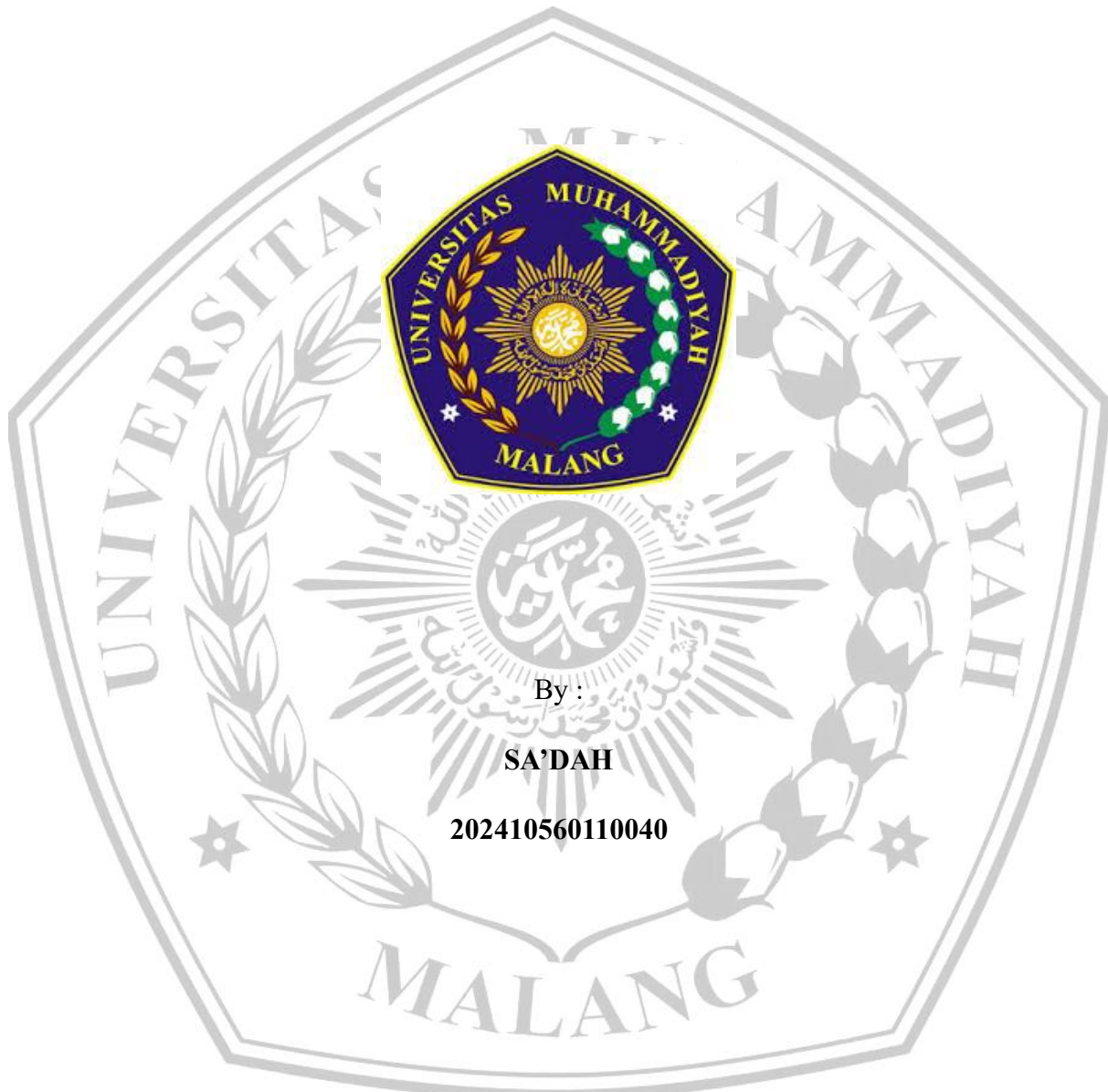
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Magister Pendidikan Bahasa Inggris

**THE IMPLEMENTATION OF ENGLISH LANGUAGE PROGRAM FOR JUNIOR
HIGH SCHOOL STUDENTS AT MODERN *PESANTREN* MUHAMMADIYAH
AL-FURQAN BANJARMASIN, SOUTH BORNEO**

In Partial Fulfilment of the Requirement for Master's
Degree in English Language Education



By :

SA'DAH

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE DIRECTORATE OF GRADUATE PROGRAM

UNIVERSITAS MUHAMMADIYAH MALANG

2026

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SCHOOL STUDENTS AT MODERN *PESANTREN* MUHAMMADIYAH AL-FURQAN
BANJARMASIN, SOUTH BORNEO**

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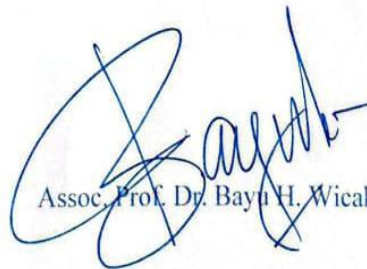
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the master's degree in English Language Education
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LETTER OF STATEMENT

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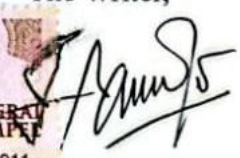
Hereby declares that:

1. The thesis entitled **"THE IMPLEMENTATION OF ENGLISH LANGUAGE PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS AT MODERN PESANTREN MUHAMMADIYAH AL-FURQAN BANJARMASIN, SOUTH BORNEO"** is my original work and has never been submitted, in whole or in part, to obtain an academic degree at any university. Furthermore, this thesis does not contain any ideas, opinions, or findings of others except those that have been properly cited and listed in the bibliography.
2. If this thesis is proven to contain any form of **PLAGIARISM**, I am willing to accept all consequences, including the **CANCELLATION OF THE GRANTING OF MASTER'S DEGREE** awarded to me, and to undergo any legal or academic procedures required by applicable regulations.
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Thus, this statement is made truthfully and responsibly to be used as appropriate.

Malang, 03 July 2026

The Writer,



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PREFACE

Bismillahirrahmanirrahim...

Praise be to Allah SWT, the Lord of the universe, who has given His endless mercy, blessings, and guidance upon the researcher throughout the completion of this thesis. Peace and blessings be upon Prophet Muhammad SAW, who has guided humanity from the darkness of ignorance to the light of knowledge and faith. This thesis is submitted as one of the requirements for obtaining the Master of English Language Education degree at the University of Muhammadiyah Malang.

The researcher chose to explain the implementation of the English Language Program at SMP Muhammadiyah Al-Furqan Islamic Boarding School because English has become an essential skill in preparing students to communicate in a global context. The study specifically focuses on how the English Language Program is implemented through Vocabulary enrichment, Conversation, and Speech activities, as well as students' perceptions, the benefits of the program, and the challenges encountered in improving students' speaking skills. This research employed a qualitative case study design, with data collected through semi-structured interviews, classroom observations, and documentation.

The program contributes to the development of students' vocabulary mastery, speaking fluency, pronunciation, confidence, and public speaking skills while fostering positive attitudes toward English learning. Furthermore, the study identifies several challenges, including limited vocabulary, grammatical and pronunciation difficulties, speaking anxiety, and fear of making mistakes. The findings are expected to contribute to the improvement of English language programs, particularly in Islamic boarding school settings, and to serve as a useful reference for educators, researchers, and future studies in English language education.

The Writer,



Sa'dah

202410560110040

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15. Finally, my deepest appreciation goes to everyone who has contributed, directly or indirectly, to the completion of this thesis. Although I cannot mention each person individually, your kindness, prayers, and support will always be remembered. May Allah SWT bless you all with abundant happiness, good health, and success.

The researcher realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of future research. It is hoped that this thesis will provide meaningful contributions to the field of English language education and be beneficial for future researchers, educators, and readers.

Banjarmasin, 03 July 2026

The Writer



Sa'dah

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Abstract

This research aimed to explain the implementation of the English language program, explore students' perceptions toward the program, and identify its benefits and challenges in improving students' speaking skills at SMP Muhammadiyah Al-Furqan Islamic Boarding School. This research employed a qualitative case study design. The participants consisted of the principal, English teachers, language committee members, and twelve students selected through purposive sampling. Data were collected through semi-structured interviews, observations, and documentation, and analyzed using thematic analysis. The findings revealed that the English language program was systematically implemented through daily vocabulary enrichment, weekly conversation (*muhadatsah*), and weekly speech (*muhadharah*) activities, supported by teachers, language committee members, school regulations, and an English-speaking environment. Students generally had positive perceptions of the program because it provided meaningful opportunities to practice English in authentic communication. The program improved students' vocabulary mastery, speaking fluency, pronunciation, confidence, public speaking ability, and English-speaking habits. However, students also encountered several challenges, including limited vocabulary, grammatical and pronunciation difficulties, speaking anxiety, and fear of making mistakes. The study concludes that the English language program effectively supports students' speaking development through continuous communicative practice and a supportive learning environment. Therefore, strengthening vocabulary instruction and maintaining interactive speaking activities are recommended to maximize students' speaking skills.

Keywords: English language program, speaking skills, students' perception, Islamic boarding school.

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Abstrak

Penelitian ini bertujuan untuk menjelaskan secara detail tentang implementasi program bahasa Inggris, mengeksplorasi persepsi siswa terhadap program tersebut, serta mengidentifikasi manfaat dan tantangan dalam meningkatkan kemampuan berbicara siswa di SMP Muhammadiyah Al-Furqan Islamic Boarding School. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas kepala sekolah, guru bahasa Inggris, pengurus bagian bahasa, dan dua belas siswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur, observasi, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa program bahasa Inggris diimplementasikan secara sistematis melalui kegiatan pengayaan kosakata harian, latihan percakapan mingguan (muhadatsah), dan latihan pidato mingguan (muhadharah) yang didukung oleh guru, pengurus bagian bahasa, peraturan sekolah, serta lingkungan berbahasa Inggris. Siswa memberikan persepsi positif terhadap program karena memberikan kesempatan untuk mempraktikkan bahasa Inggris secara langsung. Program ini meningkatkan penguasaan kosakata, kelancaran berbicara, pelafalan, rasa percaya diri, kemampuan berbicara di depan umum, dan kebiasaan berbahasa Inggris. Namun, siswa masih menghadapi beberapa tantangan, seperti keterbatasan kosakata, kesulitan tata bahasa dan pelafalan, kecemasan berbicara, serta rasa takut melakukan kesalahan. Penelitian ini menyimpulkan bahwa program bahasa Inggris efektif mendukung perkembangan kemampuan berbicara siswa melalui latihan komunikasi yang berkelanjutan dan lingkungan belajar yang mendukung. Oleh karena itu, penguatan penguasaan kosakata dan penyediaan aktivitas berbicara yang interaktif perlu terus dipertahankan untuk mengoptimalkan kemampuan berbicara siswa.

Kata Kunci: program bahasa Inggris, kemampuan berbicara, persepsi siswa, pondok pesantren.

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

English is the world's language in the current civilization, and it is used in business, diplomacy, science and technology, banking and commerce, particularly in our globalized period. Today, English is becoming more important. Learning English is vital for accessing global knowledge and upgrading skills in the rapidly globalizing world. English is not only important for future schooling and employment opportunities, but it also helps build confidence and develop social networks through interactions with individuals around the world (Zefran, 2020). English teachers take important roles in raising students' awareness of the value of learning English and in guiding, motivating, and supporting their learning processes. Therefore, learners must understand the importance of acquiring this global language as it will provide them with additional opportunities, promote their social mobility, and improve their competitiveness in the global arena.

English is a core subject in modern Islamic boarding schools because students need it to access information, broaden their knowledge, and build international ties to be ready for future problems. These institutions are famous for their high standard of education and their excellent teaching of languages, with a focus on foreign language acquisition, especially Arabic and English. The educational method in Islamic boarding schools is not merely on the traditional classroom and the modern learning curriculum. Language learning is more than just grammar and structures. It is about using them in real life. As a result, students have to practice speaking English in daily situations.

Pesantrens or Islamic boarding schools are well recognized for their community-based education and strong religious associations. But there are also institutional and pedagogical hurdles in introducing current themes such as English. In response to globalization, *pesantrens* have integrated English into their curricula to prepare students for postsecondary education and global engagement. Habiburrahim et al. (2022) observed that modern Islamic boarding schools are reinventing their curriculum, adding secular disciplines (English in particular) as a deliberate step toward a more holistic education. This course contributes to the objective of producing globally competitive and spiritually grounded graduates, beyond enhancing communication skills. However, the program's effectiveness is still hindered by several factors such as limited technology, uneven teacher training, and diverse student abilities (Mubarok, 2025).

Pesantrens are characterized by strong religious and community-based education. But there are particular difficulties in the inclusion of modern disciplines such as English. Umar (2022) said that the existence of *pesantren* is not free from changes in the sociopolitical and cultural context, so it is important to adapt to the worldwide education system. Modern *pesantren* is aimed at preserving the Islamic values and preparing students with the competences required in the 21st century including the proficiency to speak English (Umar, 2022). Modern Islamic boarding schools are revolutionizing their education by include secular subjects, especially English, in their curriculum. The integration is not only a shift in the curriculum, but also a deliberate adaptation to prepare *santri* for higher education and work, nationally and internationally. However, the execution of such programs is sometimes hindered by limits in infrastructure, teacher credentials and students' socio-emotional preparation (Mubarok, 2025).

Islamic boarding schools in Indonesia have been known as religious institutions since their beginning, with a focus on the study of Arabic, the memorization of the Quran, and the observance of Islamic law. But officials who oversee Islamic education are coming to realize that students need to learn modern academic abilities, including mastery in the English language, as the world grows more competitive and interconnected. One boarding school that applies both Islamic and modern teaching is Muhammadiyah Al-Furqan Modern Islamic Boarding School in Banjarmasin. The goal of teaching English as a core curriculum is to develop students' communication skills, so that they can access knowledge globally and participate in a wider range of academic and professional contexts. This boarding school is an example of a modern Islamic boarding school that prioritizes achievement and spiritual growth. Integrating structured English language programs with religious instruction is one of the academic goals of Muhammadiyah Al-Furqan Modern Islamic Boarding School in Banjarmasin.

The acquisition and integration of foreign languages in Islamic boarding schools have been explored from many aspects. For example, Al Fajar (2025) examined the development of the language culture of Arabic and English in modern boarding school. It demonstrates how institutional efforts such as bilingual rules and language settings have facilitated the transition of both languages from traditional to communicative use. Likewise, Habiburrahim et al. (2022) studied the perception of principals and teachers regarding the use of English-language materials from Curriculum 2013 into the *pesantren* environment, including the benefits for students' knowledge development and the challenges of teacher readiness and study overload.

However, the research that specifically focuses on the way English language programs are implemented in Islamic boarding schools today especially in terms of their instructional strategies, course materials, and institutional support networks that sustain these programs is still limited. Nowadays, most research has focused on conceptual integration or views of curricular adaptation, and there is a gap in the knowledge of what the actual implementation process looks like and how it affects students' learning experiences and benefits.

Earlier studies on English language programs in Islamic boarding schools (*pesantren*) have focused primarily on the effectiveness of specific approaches, such as vocabulary teaching, communicative activities, and immersion-based techniques, focusing on learning outcomes rather than on how they are practically implemented in practice. Moreover, some of the previous research is examined the outcomes through classroom observation of program implementation. Thus, there is still curiosity in how English programs are systematically implemented in *pesantren* context, notably in the integration of formal instruction and informal language use. Furthermore, while some studies refer to problems such as the lack of confidence and the different levels of skill of students, they rarely analyze the effect of these individual characteristics on the success of a structured program in practice.

Therefore, this research aims to fill these gaps by investigating the implementation of the English language program at Muhammadiyah Al-Furqan Islamic Boarding School by using multiple data sources, including observation and interviews, to provide a more holistic and contextual understanding of how such programs are carried out and experienced by students.

1.2.The Research Questions

The following three research questions have been created to direct the study:

1. How is the English language program implemented at Muhammadiyah Al-Furqan Islamic Boarding School in Banjarmasin?
2. What are students' perceptions about English language program?
3. What benefits and challenges do learners encounter during the English language implementation?

1.3.The Objective of the Research

1. To explain the implementation of English language program in Islamic Boarding school Al-Furqan Banjarmasin.
2. To explore students' perception about the English Language program
3. To identify benefits and challenges the learners encounter during the English language program implementation.

1.4.The Significance of the Research

This research provided information regarding the implementation of English language program at Modern Islamic boarding school Al-Furqan, students' perception, and benefit and challenges faced by students. Hopefully, by reading this thesis students may learn deeper about English language program and its influence to the students. It is expected that this research can provide some information that can be utilized for English language instruction at Islamic boarding schools and other similar educational settings, which can also apply the study as a reference especially to improve language proficiency and promote educational equity.

1.5. Scope and Limitation of Research

This paper discusses introduction of English language curriculum at Muhammadiyah Al-Furqan Islamic Boarding School Banjarmasin. Specifically, it considers the implementation of the program, students' perceptions of the program and the benefits and challenges faced in the implementation of the program. The study does not compare with other educational programs or institutions and is limited to the English language curriculum as it is taught inside this particular institution.

Students selected to be participants in the English language program. The data for the study is collected in a school through observations and interviews. Thus, the results may not be generalized to all Islamic boarding schools, but they should provide valuable information regarding similar learning contexts. Moreover, the study excludes any administration that might affect the program's results in favor of focusing on its educational, linguistic and experiential components.

1.6. Definition of Key Terms

The key terms in this research are listed below to provide both a clear explanation and a limitation:

1. **English Learning in Indonesia:** English Learning is the process of teaching and learning English as a foreign language in Indonesian educational system. English is a compulsory subject from secondary to higher education. The focus is on communication, literacy and global competence. But learners are typically constrained by problems such restricted exposure, lack of experience in speaking, and inconsistent quality of education (Dewi & Primayana, 2019; Aulia et al., 2021).
2. **Modern Islamic Boarding School:** A modern Islamic boarding school (often known as *Pesantren* Modern) is an educational institution that mixes Islamic religious education with general education and linguistic studies. It focuses on spiritual and academic development to build pious, knowledgeable and globally capable students. These institutions are commonly integrating the English and Arabic language programs into their curriculum to equip students for international communication and academic success (Agista, 2022; Fitriani et al., 2024).
3. **English Language Program Implementation:** English Language Program is a language education program for students of modern Islamic boarding School Al-Furqan, which lasts for 2 weeks and switch with Arabic week programs, there are Muhaddatsah (Conversation), Speech and Vocabulary enrichment (Rais, 2024, Modern Islamic boarding school Al-furqan).

CHAPTER II

LITERATURE REVIEW

This chapter discusses and explains the basic concepts of the variables related to this research. It explores relevant information related to English for junior high school students in Indonesia, Islamic boarding school in Indonesian setting, best practice of English program practiced in Indonesian *pesantren*, benefits and challenges for students in English language program implementation, and previous research findings.

2.1. English for Junior High School in Indonesia

English has been one of the foreign languages that has an important place in the academic culture of Indonesia and its higher education systems. English is the official language in more than seventy-five nations in the world. Therefore, it plays an important part in several sectors of life (Dewi & Primayana, 2019). English is the most extensively used language worldwide and its importance cannot be contested or ignored. Good English language abilities can open up access to knowledge, worldwide communication and better future work chances. English is also the language of science, aviation, computers, diplomacy and tourism, thus the mastery of this language is a significant advantage for the individuals who want to participate in the global arena (Aulia et al., 2021).

The primary objective of English study was to enable students to communicate in the language vocally and in writing (Lestari & Pratolo, 2019). It involved knowledge and generation of texts in different contexts and development of critical thinking abilities through analysis of texts in English. Learning English was also intended to enhance students' cultural horizons, expose them to a variety of cultures via English, and equip them to participate in the global community (Saputra et al., 2023). Thus, students were expected to know more about the diversity of the cultures of the world, not only to communicate well.

Merdeka Curriculum is characterized by flexibility, relevance, and competence-based learning. In the junior high school level, English is set as an important topic, which may start earlier, even from elementary school, to boost students' future competencies. The schools are given the authority to plan the operational curriculum, including English learning programs, as long as they refer to the fundamental framework made by the government (Pembelajaran, 2022). In the Merdeka Curriculum structure, English learning is done through intra-curricular activities (organized sessions focused on fundamental language competencies) and co-curricular activities, including project-based learning to develop the Pancasila Student Profile.

Schools can easily create English learning schedules because the instruction hours are accumulated annually not weekly (Pembelajaran, 2022). Merdeka Curriculum allows schools the freedom to adapt the English learning process according to the needs and context of the students, promotes the creation of competencies and character, and helps facilitate a smoother transition from one grade level to another while continuing to maintain national standards.

One of the challenges is the different level of motivation and excitement to learn among students, particularly students who remain at the boarding school (Septiawati, 2023). Some people may find it easy to learn English but for others it can be a great obstacle that was hard to conquer. The major barriers to attaining the learning goals were generally low motivation and readiness to learn. Readiness to learn is the mental preparedness and ability of students to engage in the learning process for specified purposes. English learning without high motivation and enough preparedness might be a less productive and dull process.

2.2. Islamic Boarding School in Indonesian Setting

Boarding schools are one of the oldest Islamic education institutions in Indonesia and became a center for pure religious activities to disseminate Islam (Agista, 2022). The boarding school education system was based on, implemented and driven by ideals based on the fundamentals of Islam. These Islamic beliefs merged with the contextual structure, or the applied social reality in daily life. They also formed the basis for the concept of the boarding school building and its role as an institution .

Islamic Boarding Schools or *Pesantren* is not only one of the religious education institutions that become the womb of prospective Muslim scholars (Umar, 2022), but it also has the mandate to carry out an educational mission, namely developing the self-potential of students to have religious, spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state. In the past, students in Islamic educational institutions studied only religion. Efforts are now made to balance the knowledge offered to students between religious learning and general competency such as English to minimize students backwardness in foreign languages (Fitria, 2023). *Pesantren* is one of the non-formal religious entities in Indonesia. In Islamic residential institutions students are given the opportunity to study religious studies and general knowledge (Abid, 2022). Learning English in the Islamic boarding school environment can also allow students to understand the literature and sources of Islamic knowledge available in English (Asgara et al., 2022).

Moreover, Islamic Boarding Schools or *Pesantren* is an Islamic educational institution with the style of a residential school. Most of the modern *Pesantren* students learn and apply Arabic and English besides the local and national languages (Sundari, H., & Lutfiansyah, 2021). *Pesantren* (Islamic Boarding School) has developed from religious school to Indonesian educational system. Besides teaching religion, they also encourage the *Santri* (*Pesantren* students) to contribute to the advancement of the world (Suardi & Hamid, 2013). A paradigm of instruction and learning practised in *pesantren* enhances the activity of students. As a learning instrument, language facilitates the study of other subjects that increase students' knowledge and the opportunity to travel the world.

The implementation of *pesantren* educational institutions in the form of a boarding school which is a separate community under the leadership of the *kyai* or *ulama* is assisted by one or several *ulama*, and or religious teachers who live together in the midst of the students with a mosque or mosque as the center of religious worship activities (Agista, 2022). In addition, school buildings or study rooms are the center of teaching and learning activities, and the huts are places for students to live. For 24 hours, from time to time they lived collectively between *Kyai*, teachers, *santri* and other *pesantren* leaders, as one big family.

Education with a boarding school system is an effective integration of Islamic boarding schools and *madrassa* (schools) education systems to educate intelligence, skills, character building and inculcate moral values of students, so that students have more complete and distinctive personalities. The suitability of the boarding school system lays in all students' activities that are clearly programmed, organized and scheduled. Meanwhile, the institutional rules are conditional with the content of moral values (Agista, 2022). *Madrassah* and Islamic boarding schools as religious-based educational institutions have a strategic role in shaping the character and skills of students, including in the development of foreign language skills (Huda & Ni, 2025).

The purposes of boarding school education are:

- a) To hold the Islamic youth generation, not only to provide general lessons, but also to be equipped with adequate religious lessons.
- b) To form discipline. In boarding schools there are written rules that regulate students starting from wake up, sleep until sleep again. All of these are regulations that must be implemented and if they are violated, they will get punishment from the cottage administrator.

c) To form a generation with good morals. A student, who is not only intellectually intelligent but also has noble character, always thinks before acting (Agista, 2022).

2.3. Best Practice of English Program in Indonesian *Pesantren*

There are several advantages for the students to join English language programs in modern *pesantren*. Benefits include increased confidence in communication, greater academic accomplishment and better future chances. Students in successful English programs tend to have higher self-esteem and are more likely to use English in social, religious, and academic contexts (Fitriani et al., 2024). They also become more understanding, vocabulary and pronunciation by being exposed to English in a range of teaching methods. This provides a foundation for success in subsequent study or a future career.

Students that join in English program also enhance their intercultural and critical thinking skills. Students engage with foreign texts and media and maintain their Islamic identity while developing a greater appreciation for global diversity and broader viewpoints. These benefits help the school in meeting its mission of preparing children for the religious and the global world. The more students are involved in organized English programs in boarding schools, the more their self-esteem and communicative fluency increases. The use of English speaking zones or “English areas” might help students to practice speaking English in casual interactions and improve their vocabulary and pronunciation (Mega & Sugiarto, 2020). Real communicative tasks such as role-plays and group projects are helpful in reducing language anxiety and promoting a positive perception about using English (Satria & Ikhsan, 2025). The results of the present study suggest that English teaching promotes students to speak English confidently in social, intellectual and religious settings.

Communicative exercises are an integral aspect of English language programs since they allow students to practice language directly. Latif and Dahlan (2024) state that students will have favorable perceptions towards learning English when they participate in communicative activities that allow them to meet face to face and practice speaking. Students are encouraged to use English meaningfully in activities such as role-plays, discussions and conversations rather than just studying grammar rules. Likewise, Trimadona et al. (2024) explain that communicative language learning through frequent interaction and communication practice helps to improve speaking fluency and motivate students to actively participate. The findings of this research reveal that communicative activities have a considerable effect on the students' confidence and comfort in speaking English.

English language ability has been identified as one of the factors to improve students' overall academic accomplishment. Firmansyah and Kurniawan (2023) found that students with stronger English proficiency had superior cognitive abilities and academic achievement. English learning also promotes metacognitive and collaborative learning strategies which improve critical thinking and problem-solving skills (Sari et al., 2024). This supports Pesantren's goal of creating independent and reflective learners who are able to continue learning for a lifetime. Exposure to English clubs, bilingual contexts, and various instructional approaches increases students' vocabulary, pronunciation, and understanding (Fitriani et al., 2024). Translanguaging strategies, switching between English, Arabic and Indonesian, assist students to better acquire meaning and develop their language flexibility (Adhima, 2024). As a result, these activities support the development of students' competence to communicate in several languages.

One of organization that has an important role in this regard is Pesantren. The school is a traditional Islamic school in Indonesia that has changed its teaching methods quite a lot, including adding an English curriculum. This method is designed to broaden Santri's horizons in the international world and improve their English language skills. However, there is still a problem of effectiveness of the English programs of Pesantren.

Pesantren's English programs are often planned for students to improve their communication skills through regular activities. The numerous popular programs typically used in the previous studies are vocabulary enrichment (mufradat), conversation practice (muhadatsah), and speech training (muhadharah). These programs are usually held at different times of the day and are supported by extracurricular activities such as English clubs, language disciplinary standards, and the installation of English slogans in critical parts of the pesantren environment. These programs aim to improve students' speaking skills and vocabulary knowledge and also to increase their confidence and fluency in daily conversation. Integrating English into students' daily activities can provide students with continual exposure and practice that is necessary for learning a foreign language (Fitria, 2023).

Furthermore, students' perceptions of English curricula influence the success of language learning endeavors. Rochmawati et al. (2024) revealed that students' attitude and opinions of communicative learning activities had a favorable effect on their performance in learning English. When the English activities are interesting, useful and exciting, students are more willing to take part in language interaction and communication practice actively.

Furthermore, communicative English classes can help students talk with more confidence and less nervousness. According to Komol and Suwanphathama (2020), the practices of communicative language education can improve students' confidence and willingness to communicate in English. Students who practice speaking in supportive environments with continual practice are given many opportunities to communicate and gradually outgrow their anxiety of making mistakes. In pesantren English lessons, the students are encouraged to speak English more confidently and actively through exercises like as speech practice, discussion and ordinary communication.

The concept of language acquisition through constant exposure and meaningful interaction also comes close to the implementation of English programs in pesantren. According to Krashen (1982), students can acquire language successfully if they are involved in meaningful communication regularly and are given comprehensible linguistic information. Students were exposed to the English in the pesantren setting through speeches, debate exercises, vocabulary enrichment and everyday interaction in the boarding school context. Students who are constantly subjected to English gradually acquire their vocabulary, accent, fluency and communication skills. Other ways to help students expand their vocabulary, pronunciation and comprehension include exposure to English clubs, bilingual settings, and a variety of educational activities. Students can employ translanguaging strategies to move between English, Arabic and Indonesian to improve their understanding and multilingual communication skills.

The success of the English program at Pesantren is intimately tied to institutional preparation. The pesantren preparation is in the form of structured programs, competent teachers, adequate facilities, and a conducive language environment (studies). For example, the outcomes of pesantren in Aceh show a high level of preparation with strong institutional commitment, active teacher involvement, and a conducive learning environment (Nur et al., 2021). Modern pesantrens are more well-equipped than the ancient (salafi) pesantrens in general since they are more willing to integrate general courses and other languages in their educational systems. This preparation makes Pesantren able to successfully compete in English competitions at the regional, national, and even worldwide levels (Umar, 2022).

The supportive linguistic environment is one of the key elements of the effectiveness of English programs. Pesantren offers a great opportunity for the students to improve their language skills and encourages the use of English in daily life, both in formal lessons and in

informal communication. This kind of regular communication in English between professors and students reduces language anxiety and increases communicative skills (Fitria, 2023; Nur et al., 2021).

2.4. Benefits and Challenges for Students in English Language Program Implementation

One of the biggest advantages of implementing English language programs is helping students in many ways especially with the language competency, communication skills and confidence in English. As children expand their vocabulary, practice conversations and take part in speech activities, they have the opportunity to speak English regularly in relevant situations. The more they are exposed to the English the more they feel comfortable with the language, and the more communication capacity they have. Students that are involved in English programs are usually more driven to communicate and more confident to express their ideas in English.

One of the most positive features of training in the English language is the increase of vocabulary. Vocabulary is one of the crucial portions of studying language since it enables the learners to comprehend the meaning to express their thinking. Vocabulary enrichment activities are useful to improve learners' vocabulary knowledge and general language skills (Joffe, 2021). Similarly, Hiebert and Kamil (2005) suggest that vocabulary knowledge is vital for language proficiency because it is involved in listening, speaking, reading and writing skills. Regular vocabulary activities provide youngsters the language tools for successful communication.

Another important plus aspect is that it strengthens students' speaking skills through communicative practice. English language programs often include conversation activities that encourage the use of the target language in real life contexts. Kasper and Kim (2015) argue that conversation is a medium of language learning as well as communication. Language and communication skills are acquired by students through social interaction. Students who frequently join conversation activities can make use of language in a meaningful way so that they can improve their fluency in speaking.

The English language lessons also boost the confidence of the students. Communication is an art that cannot be learned theoretically. From the practice it arises. Meaningful Practice. The constant practice of communicative tasks allows the learners to feel more confident in expressing their thoughts and in answering to others (Parry et al., 2022). The more the children utilize English in their normal conversation, the less hesitated they are and more confidence in

speaking settings. Such confidence may also encourage the learner to be an active participant in the processes of language acquisition.

However, there are several challenges to adopting English language instruction for youngsters. One of the common problems is that they don't have vocabulary. Vocabulary deficit is one of the problems that students have in order to communicate ideas and participate in communicative activities. Limited vocabulary might impede a student's confidence and ability to participate in meaningful interaction.

Another concern is speaking performance, notably pronunciation and grammatical accuracy. Many learners are not able to pronounce English words correctly, or are not able to create grammatically accurate sentences. Sometimes youngsters are scared to speak out in English for fear of making mistakes. Hence, the learners may not want to participate actively in conversation and speaking exercises.

Students' participation in English programs can also be affected by psychological variables including dread, anxiety, and a lack of confidence. Some learners are not comfortable because they are afraid of making mistakes or getting bad evaluation when they speak English in front of the professors or classmates. The emotional difficulties may stop students from taking advantage of language learning opportunities supplied by the curriculum.

Therefore, the implementation of English language programs is not just about regular language exercises but also a supportive learning climate that encourages active student interaction without the fear of making mistakes. Through consistent practice, vocabulary improvement, engagement with the language and positive reinforcement from teachers and peers, children can eventually experience the benefits of English language programs and surpass the hurdles they might face in the learning process.

2.5 Theoretical Framework

The fundamental assumption of this research is that the adoption of an English Language Program can improve students' speaking skills through structured and purposeful language learning activities. The English Language Program of SMP Muhammadiyah Al-Furqan Islamic Boarding School consists of three primary components, namely Vocabulary enrichment, Conversation (Muhadatsah), and Speech (Muhadharah). This research discusses numerous theoretical approaches that support these components.

The implementation of Vocabulary enrichment exercises is based on Krashen's (1982) Input Hypothesis that language acquisition happens when learners receive relevant and comprehensible input. Similarly, Hiebert and Kamil (2005) contend that vocabulary acquisition is vital to language proficiency because it allows students to understand and generate spoken language efficiently. The view of Kasper and Kim that meaningful engagement affords learners with opportunity to build communicative competence through authentic use of language supports the activities of conversation (muhadatsah). Furthermore, speech (Muhadharah) exercises are elaborated from the perspective of Joffe that emphasizes the importance of public speaking in cultivating communication skills, confidence and effective oral expression. Parry also points out that while there are a lot of benefits to structured communication training, there are also some drawbacks that impact students' language development.

This research is carried out based on these theoretical views to study the implementation of the English Language Program, the students' perceptions towards the program and the benefits and problems they encounter during the implementation. The results are expected to give a complete picture of how the English Language Program contributes to the enhancement of students' speaking skills in the context of Islamic boarding school.

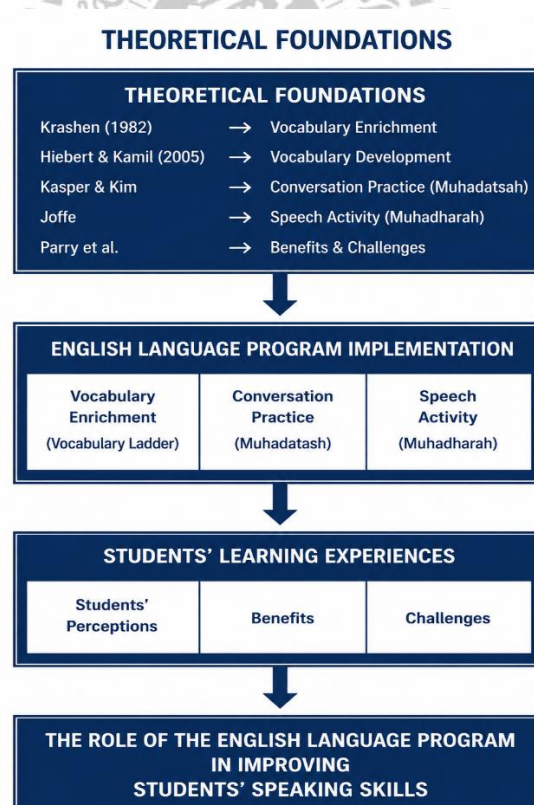


Figure 2.1. Theoretical Framework

2.6 Previous Research Findings

Some studies have discussed English language development programs in Islamic boarding schools and provide crucial foundations for the current research. Handayani (2025) researched various problems students' encounter when practicing speaking English in boarding school. The major aim of the study was to find out the linguistic and non-linguistic problems faced by the students in speaking English. The findings pointed out that students have several challenges in speaking English such as limited vocabulary, poor pronunciation, grammatical mistakes and low confident. Other psychological and contextual factors such as lack of practice opportunities, anxiety of making mistakes and limited exposure to the language also inhibited students' speaking development.

Agista (2022) explained the activities, rules, and assessment technique of everyday English speaking in an Islamic boarding school. She found that structured speaking programs including speech recitals, ordinary interactions and vocabulary drills might help students improve their speaking skills. But the survey also found continuing difficulties of low motivation among students, poor mastery of vocabulary and problems with consistent monitoring of language.

Nasution (2024) studied the English language program in Muhammadiyah Darul Arqam Islamic Boarding School, and emphasized the teaching methods used by the teachers, especially the grouping and project-oriented learning. The research indicated the effective teaching tactics contributed to higher student participation, pronunciation and speaking skills . However, Nasution mentioned some practical constraints that hindered the program's effectiveness, including students' lack of understanding of the instructions and challenges related to time management.

The previous researchers employed English language activities as the tactics to develop the students' abilities. This research has a particular focus on the implementation of the current program and students' perceptions in the setting of SMP Muhammadiyah Al-Furqan Islamic Boarding School.

CHAPTER III

RESEARCH METHODS

This chapter presents the research methodology, which covers the research design, research setting and participants, data collection, and data analysis.

3.1. Research Design

The research design of this research was qualitative approach with case study design. Case study is a qualitative research method that examines a single person, group, or significant example to produce an interpretation of a particular case or to offer relevant generalizations (Creswell & Poth, 2018). Qualitative research is aimed at understanding social processes in depth through the collecting of rich and contextual data (Miles et al., 2014). Research design is one of the crucial factor that is commonly employed in any research . Research design is a strategy of exploring the truth and researching it with varied ways according to needs (Lim, 2024). In order to be able to acquire in-depth insight into the learning of students at modern Islamic boarding school Al-Furqan, qualitative descriptive technique was adopted.

This research was carried out in Al-Furqan Modern Islamic Boarding School based on objective study. The researcher could provide a contribution to the growth of knowledge by explaining the English program, activities of English program, students' perceptions about English program and also the benefits and problems of English program. To gain extensive information about it the researcher detailed as much as possible about the subject described.

The research was conducted at SMP Muhammadiyah Al-Furqan Islamic Boarding School since it is a new Islamic Boarding School that was formed in 2024 and has a structured English Language Program as one of its superior educational programs. As the program is currently at an initial phase of implementation, the school provides a valuable setting for investigating how the program is implemented, how students' perceptions and what benefits and obstacles occur in the implementation process. The context is especially appropriate for a qualitative case study, which seeks to provide an in-depth knowledge of a contemporary phenomenon within its real-life context.

3.2. Research Participants

The participants were the eighth grade students of junior high school who actively participate in the English language program and English teachers and curriculum coordinators as secondary contributors. Participants were chosen by purposive sampling to ensure that those

selected would have direct experience or understanding of the English program (Palinkas et al., 2013).

The subject of this research is the eighth-grade students of Junior high school at Modern Islamic Boarding school Al-Furqan Banjarmasin. The researcher chose this institution because it shows a high commitment to assist research and development. The school staff were very cooperative and helpful in allowing access to the essential data, like academic records, English test results and class schedules. They also arranged meetings with students and teachers and allowed classroom observations and participation in after-school activities.

The research was conducted on dormitory students. The group was chosen for their excitement and active participation in learning English. English should be at a basic level and have lived in the dorm for at least a year. The guidelines ensure that the study offers a full investigation of views, benefits and challenges experienced by students participating in the English language program.

The researcher chose the dormitory students as the object of study since the students met the criteria of living in the boarding school for more than one year. In addition, the boarding school has a six-year educational program (7th-12th grade), providing students the time to acclimate to the boarding school environment and actively participate in its academic and spiritual programs, making them appropriate subjects for this research. This research had twelve respondents out of forty-three students, six female students and six male students, who were interviewed to get deeper insights into their experiences and obstacles in learning English. The teacher suggested that the responders should be selected according to their different degrees of interest in studying the language. The first respondent had a high level of interest, the second respondent had a moderate level of interest and the third respondent had a very low interest in learning English. This variation was carefully chosen to provide a full knowledge of the different perceptions and motives of students.

3.3. Data Collection and Instrument

To collect the data the researcher employed two instruments. The instruments included observation and interviews. The detailed explanation is presented below:

3.3.1. Observation

Observation was carried out to explore the culture, location, or social phenomenon under study from the participants' perceptions (Handayani, 2025). Through systematic

observation of education in natural settings, we can obtain authentic data (Silverman, 2017). The researcher used observation to collect the data of the implementation of English program by observing the environment of the boarding school. The researcher also used observation checklist to observe the result of the teaching method that was used in the program of English week in the daily life of the students in using English.

The students in this observation were carrying out many English week program agendas by creating the final results of the agendas as a reference for grade of the observation. Qualitative data were gathered by systematic recording of the implementation of the English program, student participation, and classroom environment using observation checklists (Merriam, 2016). The researcher was able to record classroom events as they occurred (instructional strategies, interaction patterns, students' responses to the tasks) on arranged observation sheets. This technique allowed the researcher to record spontaneously occurring behaviors without interfering with the instructional process.

3.3.2. Interview

The second instrument employed in the collection of data was an interview. It was done to acquire more detailed data about how students employed the learning strategies in learning English. Researchers used interviews as a direct method to gather data from participants. Qualitative interviews are used to explore individuals' experiences, views and perceptions on the topic of the study. Interviews are utilized to understand experiences, attitudes and viewpoints about research issue (Merriam, 2016). To conduct in-depth interviews, the researcher develops questions to direct the interviews and modifies them to fit each participant. The interview question guide used in this research was taken from the research framework of Handayani (2025) with many adjustments to fit the demands of this investigation. In order to establish the legitimacy and relevance of the questions, the supervising professor checks the face validity of the questions. This method verified that the questions are clear, suitable, and connected with the study objectives.

In this research, the students answered the questions based on the interview guide. The researcher conducted personal interviews with the students at their convenience and availability. The researcher utilized a ready-made interview guide to facilitate the free expression of students' opinions and experiences. To verify the accuracy of the data, the researcher tape-recorded each interview with permission and then transcribed it for further analysis. The researcher identified the settings and nuances that informed the students'

responses during the interview including elements that influenced their ideas regarding their perceptions, benefits and challenges of the English language programme. This means that the data from the interview was added to the data to obtain a better understanding of students' perceptions about practicing English in English daily program.

3.4. Data Analysis

The data analysis in this research is a qualitative investigation of the Miles and Huberman model. This methodology has four major processes which are coding, data reduction, data display, conclusions and verification (Miles et al., 2014). The analysis data steps are as follows:

3.4.1. Coding

The first step in the analysis of the qualitative data was coding. Usually the most popular strategy is to read through the data carefully several times and find meaningful pieces of text such as words, phrases and sentences so that the coding procedure is simplified. After the observation, the researcher checked the observation checklist and field note. The information was classified into students' perception and the benefit and challenges in practicing English. However, the researcher failed to distinguish the questions connected to different sorts of students' answers in practicing English during the interview procedure. In the coding process, the researcher merged the type of responses stated by the students with the way they were applied. The method helped to arrange and present the results. Moreover, in the analysis of the interviews the researcher combined irrelevant information together for the sake of clarity.

3.4.2. Data Reduction

Data reduction was involved in the process of filtering out material that is not related to the research topics. The researcher meticulously analyzed the data collected and selected the most significant and pertinent facts. Data that did not directly add to the research topics were thrown aside or discarded. This process allowed the researcher to retain only the most helpful and interesting data, which helped to streamline the analysis and to provide a more focused investigation of the major themes and findings.

3.4.3. Data Display

Data display was used to show a full picture of the results. Since this was a descriptive qualitative study, the data had to be presented in a coherent narrative form. After the data had

been arranged and shown, the researcher might then move on to drawing conclusions and to checking the data for meaningfulness and relevance to the research goals. This phase assisted in making the findings more comprehensible and accessible for further interpretation.

3.4.4. Conclusion and Verification

Drawing conclusions and confirming the data was the last step of the data analysis process. In this phase the researcher integrates the findings and tests for validity. After the necessary data are organized in narrative form, according to the research objectives, the researcher determines the students' response and their applications using both observation and interview data. The researcher then connected these findings to the theoretical framework and ensured that the data's validity was supported by the applicable theory. The procedure served to prove the results and showed the reliability of the findings.

3.4.5. Data Trustworthiness

Triangulation is defined as the use of various methods, data sources, or investigators to raise the credibility and validity of research findings, hence decreasing bias and offering a more complete picture of the study problem. The researcher utilized two methods of data collecting, which are observation and interview of the students as the subjects of this research (Carter et al., 2014). The triangulation was done by cross-checking the data obtained from observation with the data obtained from interview with the students. In addition, the researcher cross-checked all the data from the interview with the data from the observation to ensure the data from the observation were validated. Cross-checking the data obtained by both approaches helps to validate one data source against the other, and increases the trustworthiness of the conclusions. The researcher will actively verify that the conclusions from the two sources are in agreement and consistent by comparing the interview data with the observation data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the findings and discussion based on the results of the data analysis by referring to the existing theories and previous studies.

4.1 FINDINGS

This chapter presents the findings of the study based on data collected through interviews and observations conducted at Muhammadiyah Al-Furqan Modern Islamic Boarding School, Banjarmasin. The purpose of this chapter is to provide a comprehensive analysis of the implementation of the English language program, students' perceptions toward the program, as well as the benefits and challenges experienced by students.

The data were analyzed using the qualitative data analysis framework proposed by Miles et al. (2014), which involves data condensation, data display, and conclusion drawing. This rigorous process helped the researcher uncover patterns, themes and relationships that were repeated across the data. In addition, data triangulation was performed to improve the reliability and trustworthiness of the findings through the integration of information gathered from interviews and observations (Carter et al., 2014).

This chapter is not a purely descriptive but an integrated account. The findings from the interviews and observations were integrated and evaluated simultaneously. This will assist in appreciating holistically the students' experiences and the actual implementation of the English language curriculum in an authentic educational setting.

4.1.1 Implementation of the English Language Program

The findings reveal that the English language program at Muhammadiyah Al-Furqan Islamic Boarding School is implemented through a structured set of activities that emphasize both formal instruction and informal practice. Based on observation, the program includes regular vocabulary enrichment sessions, daily conversation practices (*muhadatsah*), and speech activities (*muhadharah*), which are conducted in a systematic manner during designated periods (*L12, L28, App3; P1, App16*).

The English language program is implemented through a series of structured and scheduled activities (*L12, App3*). Regular vocabulary enrichment sessions are conducted every morning after the *Subuh* prayer, providing students with consistent exposure to new words (*L7*,

App3). In addition, daily conversation practices (*muhadatsah*) are held once a week, specifically on Sunday after the *Subuh* prayer, allowing students to practice speaking in guided interactions. Speech activities (*muhadharah*) are also organized weekly, taking place every Friday night, where students are given opportunities to deliver speeches and develop their public speaking skills in English (*L9, App3*). The vocabulary materials and conversation topics are prepared by the student organization (OSPM), particularly by second-grade senior high school students who are responsible for the language division. Furthermore, all activities are supervised and guided directly by the OSPM committee, ensuring that the program runs in an organized and systematic manner.

Observations showed that the Vocabulary enrichment session was implemented every morning after the Fajr prayer, as part of the daily English curriculum in the pesantren. In this activity all the students were exposed to some new English words by the members of the language division. The children listened with rapt attention to the pronunciation, repeated the words in chorus, jotted down the vocabulary in their notebooks and acquired the word, before moving on to other learning activities. Students were not only encouraged to memorize vocabulary, but also to understand the meaning of the phrases and to practice using the words in simple sentences. Most of the students eagerly participated in the activity, they passionately repeated the pronunciation and jotted down the terminology offered. The practice was designed to help students grasp terminology better and to set the stage for conversation and speaking exercises.



Figure 4.1. Giving new vocabulary

Figure 4.1 provides an example of Vocabulary enrichment exercise. The observation showed that the students pay attention to the teacher when they are being taught new language. The words were repeated together and the terminology written out in their notebooks to help them recall. This program enables students to acquire new vocabulary words and practice utilizing them in speaking activities.

During observation, students were seen actively participating in vocabulary sessions, where they repeated and memorized new words guided by teachers or student leaders (*L28, App3*). These sessions were typically followed by opportunities to use the vocabulary in simple sentences or short conversations (*L17, App3*). This indicates that the program not only focuses on vocabulary acquisition but also encourages immediate application, which is essential for language retention.

The observation revealed that the conversation activities (*muhadatsah*) were conducted once a week after the Fajr prayer. In this exercise students discussed in English with their peers on topics supplied by the language committee. They worked in pairs or small groups and were encouraged to speak English only. The activity was designed to provide students the opportunity to employ the language they had learned in the English language program in real-life communication. The teacher and language committee watched the students participating, corrected pronunciation where necessary and encouraged the students to speak with confidence.



Figure 4.2. Differences in student participation in conversation practice

Fig. 4.2 Students of varying levels in conversation practice. Some students took the initiative to start discussions, responded their companions with confidence and expressed their ideas in English even with some grammatical errors. They were enthusiastic and willing to communicate during the session. But other of the children were more passive and reluctant to talk. The study results showed differences in students' speaking confidence and communication skill.

Furthermore, the English program applied game-based conversational activities to enhance students' enthusiasm and reduce the fear of speaking. The exercises required the students to utilize English in entertaining and relevant situations, alongside their classmates. In practice the classroom atmosphere was more relaxed and the children were able to speak more spontaneously.



Figure 4.3. Students are engaged in practicing conversation through games.

Figure 4.3 showed that students involved in a game-like conversation exercise. It was seen that many youngsters were really excited in the activities, cooperated with their classmates and tried to use English in the activity. The exercises fostered spontaneous interactions and increased the students' eagerness to participate. However, several students struggled to express their views because of limited vocabulary and lack of confidence. The children often did not talk, they paused to think of the correct sentences or they switched to Indonesian language when they could not continue their contact.

The conversation (muhadharah) practice was held once a week to develop the students' ability to speak in public and to increase their confidence in using English. As the observation

continued, each student presented a presentation on a pre-planned topic to the group. Each student has to organize ideas and speak well and talk confidently before an audience. In this activity students also got the opportunity to practice the vocabulary and speaking skills they had learnt in the previous activities in the English language program.



Figure 4.4. Students presented their speeches confidently

Figure 4.4 Students confidently giving their views in the speaking program. The students were seen to have eye contact with the audience, to have clear pronunciation, and to make their observations fluently with a few pauses. They were clearly prepared and seemed confident in their presentation throughout. The audience was attentive giving a good learning environment for the students to strengthen their public speaking skills in English. But not all the students were so confident in the speech exercise. There some students felt nervous and sometimes got stuck while presenting the speech.



Fig. 4.5. Students were apprehensive and often got stuck while presenting the speech.

Figure 4.5 demonstrates that some students were nervous while they were presenting. They occasionally did not finish what they intended to say, spoke softer and often lost the things they meant to express. Some of the children were not looking at the audience and did not appear as confident as the other students. The students had been successful in delivering their presentations, but were less fluent and more hesitant. The results of these observations showed that the speech program provided good chances for the students to practice speaking, although fear of speaking and lack of vocabulary were nevertheless hindrances for some students.

4.1.2 Students' Perceptions toward English Program

Based on the interview data, many students viewed the implementation of the English program positively because it emphasized practice-oriented. Students perceived that activities such as daily conversation, vocabulary enrichment, and speech practice helped them actively use English in real communication contexts. Several students also perceived conversation activities as one of the most beneficial parts of the program implementation. Students believed that conversation practice helped them improve speaking ability and develop communication skills. S3 states it in Excerpt 3.

Excerpt 3.

"I like conversation the most because I can interact with my friends using English" (S3, L8, App. 6)

Likewise, S10 mentions that,

Excerpt 4.

"I like conversation because I can practice speaking directly" (S10, L8, App. 13)

These responses indicate that students perceived conversation activities positively because they allowed direct interaction and communicative practice with peers. Students appeared to value activities that created opportunities for authentic language use.

In addition, some students perceived speech activities as helpful for improving confidence and public speaking ability. Student 5 explained:

Excerpt 5.

"I like speech activity because it helps me become more confident when speaking" (S5, L8, App. 8)

Similarly, Student 11 stated:

Excerpt 6.

"I like speech because it helps me practice speaking in front of others" (S11, L8, App. 11)

These findings suggest that students perceived speech activities as beneficial for developing confidence and reducing anxiety in speaking English publicly.

The findings also show that students perceived vocabulary activities positively because they supported vocabulary enrichment and helped students understand English more easily.

Student 4 stated:

Excerpt 7.

"I like vocabulary activities because they are easier for me to understand" (S4, L8, App. 7)

Similarly, Student 2 explained:

Excerpt 8.

"I like vocabulary activities the most because they help me learn many new words" (S2, L8, App. 5)

These responses demonstrate that students perceived vocabulary activities as useful and manageable, particularly for students who still faced difficulties in speaking English fluently.

Furthermore, many students perceived that the implementation of the English program contributed positively to their speaking improvement and confidence development. Student 1 stated:

Excerpt 9.

"We use English every day, so I become more fluent" (S1, L10, App. 4)

Likewise, Student 5 explained:

Excerpt 10.

"It helps me improve my speaking because I practice regularly" (S5, L10, App. 8)

Similarly, Student 12 mentioned:

Excerpt 11.

"It helps me become more confident in speaking" (S12, L10, App. 15)

These statements indicate that students perceived regular practice and routine exposure to English as important factors contributing to their language improvement. The implementation of continuous speaking activities appeared to create a supportive environment for language development.

These responses indicate that students perceived interactive learning activities and increased speaking opportunities as important elements for improving the effectiveness of the program implementation.

4.1.3. Benefits and Challenges the Learners Encounter During the English Language Program Implementation.

4.1.3.1 Benefits of the Program Based on Students' Experiences

The findings indicate that the English language program provides several important benefits for students, particularly in vocabulary enrichment, speaking ability, confidence, and habit formation.

First, vocabulary improvement is the most frequently mentioned benefit, as S9 stated:

Excerpt 12.

"I like vocabulary activities because it helps me understand more words." (S9, L8, App. 13)

This response suggests that the program successfully supports vocabulary acquisition through regular exposure and repetition. Observation data confirmed this, as students were seen actively memorizing and practicing vocabulary during sessions.

Second, students reported improvement in speaking ability, S1 mentioned:

Excerpt 13.

"We use English every day, so I become more fluent." (S1, L10, App. 4)

Although their speaking ability is still at a basic level, students feel that they have made progress. This perception of improvement is important for maintaining motivation.

Third, confidence development is another significant benefit, S12 added:

Excerpt 14.

"It helps me become more confident in speaking." (S12, L10, App. 15)

This indicates that continuous practice and exposure help reduce anxiety and build confidence over time.

Finally, the program contributes to habit formation, as S5 mentioned:

Excerpt 15.

"I often practice English with my friends." (S5, L22, App. 8)

This suggests that repeated use of English in daily activities leads to the development of automatic language use, which is a key goal of language learning.

4.1.3.2 Challenges Experienced by Students

Despite the benefits, students face several challenges that affect their learning.

The most common challenge is limited vocabulary, S6 stated:

"I do not know many words." (S6, L14, App. 9)

This limitation affects students' ability to express themselves and participate in communication.

In addition, students experience difficulties in grammar, S9 added:

Excerpt 21.

"Grammar makes it difficult for me to speak correctly." (S9, L14, App. 12)

This suggests that students struggle with sentence structure, which affects the accuracy of their language use.

Pronunciation is another major challenge, S8 mentioned:

Excerpt 22.

"Pronunciation makes it difficult because I am not sure how to say words correctly." (S8, L14, App. 11)

Finally, affective factors such as anxiety and lack of confidence play a significant role, S11 stated:

Excerpt 23.

"I feel nervous when speaking in front of the class." (S11, L16, App. 14)



Figure 4.6. Some students were passive and hesitated.

As shown in figure 4.6, observation confirmed these challenges, as students were often seen hesitating, avoiding participation, or showing signs of nervousness.

4.2 DISCUSSION

The present study aimed to explore the implementation of the English language program, students' perceptions toward the program, as well as the benefits and challenges experienced by students. By integrating findings from both interviews and observations, this research provides a comprehensive and nuanced understanding of how the program operates and how it influences students' language development. The discussion is organized around key themes that emerge from the findings, while also addressing the research questions in a systematic manner.

4.2.1 The Implementation of English Program

The findings showed that the implementation of the English program in the pesantren was conducted through some structured activities such as vocabulary learning, daily conversation, and speech practice. These activities were regularly performed to motivate the students to utilize English in formal and casual circumstances. The observation data indicated that students practiced English not only in classroom learning but also in daily interaction with peers and teachers. This result validates the assertion of Nur et al. (2021) and Umar (2022) who said that English programs in pesantren are generally carried out through muhadatsah (conversation practice), mufradat (vocabulary enrichment), and muhadharah (speech practice). These activities are aimed to enhance students' communicative ability and promote speaking practice in daily life.

Vocabulary enrichment, daily conversation and speech activities demonstrate the necessity of combining exposure to the language with communicative practice. Kasper and Kim (2015) point out that conversation is not just a means of communication, but also a learning process where learners gain linguistic information from interaction. Thus, integrating common conversation activities into the English curriculum allows students to learn communicative skills through genuine interaction with peers. Furthermore, the vocabulary activities further support Joffe's (2021) claim that vocabulary enhancement programs enable learners to increase their vocabulary knowledge and improve their language skills in general.

Therefore, the combination of the vocabulary drill and the communicative activities resulted in a learning environment that stimulated the students to actively use English in their everyday contexts.

The use of vocabulary activities was considered crucial as students needed vocabulary expertise to speak more effectively. Some students mentioned that they learned new terms and understood better through vocabulary drill. "I like conversation the most because I can speak with my friends using English," Student 3 said (S3, L8). Similarly, Student 10 said, "I like conversation because I can practice speaking directly" (S10, L8). The results are similar to Fitriani et al. (2024) who indicated that the exposure to English through continuing activities increases students' vocabulary and language comprehension. The observation results also indicated that the students were engaged in acquiring and repeating vocabulary in the English sessions which provided that vocabulary practices were one of the primary foundations of the program.

The results also showed that conversation activities become one of the most liked activities among students. Students rated conversation practice positively since it offered possibilities for direct engagement with others. The most common reason was discussion, as Student 3 noted, "I like conversation the most because I can talk with my friends using English" (S3, L8). Along the same line, Student 10 said, "I like conversation because I can practice speaking directly" (S10, L8). These results were in line with Fitria (2023) who stated that the ongoing communication practice in pesantren makes students more familiar and comfortable in speaking English in every day interaction. The observation data also showed that students often utilized simple English expressions in activities such as welcome and short chat with their classmates.

Speech activities were also conducted to enhance the students' confidence and their public speaking skills. Student 5 said, "I like speech activity because it helps me to be more confident in speaking" (S5, L8). Likewise, Student 11 said that, "I like speech because it helps me practice speaking in front of others" (S11, L8). This finding is in line with Agista (2022) which indicated that structured speaking programs such as speech recitals and public speaking exercises contribute significantly to students' speaking growth and confidence. During observation some of the students were spotted rehearsing their speech in front of their peers however some still showed signs of nervousness when speaking in public.

The data also demonstrated that the implementation of the English program has resulted in continual exposure to the usage of English in the everyday activities of the students. Students were encouraged to practice English repeatedly, by talking, doing vocabulary drills and communicating with others. Student 5 mentioned that “English becomes a habit because we use it every day” (S5, L30). This finding is linked to Krashen (1982) who highlighted that language acquisition is accomplished through meaningful exposure and continuous participation in natural communication contexts. The frequent usage of English in the pesantren atmosphere allowed the students to get used to utilizing English in their regular communication.

Furthermore, the observation results showed that the implementation of the English curriculum was assisted by instructor direction and peer interaction. “Teachers corrected mistakes and guided students during activities,” students said. Teacher corrects my mistakes,” said Student 1 (S1, L26). Similarly, Student 3 stated, “My teacher helps me by fixing my mistakes and my friends practice with me” (S3, L26). This result was supported by Nur et al. (2021) who said that supportive learning environment and active teachers involvement were the main variables for the effectiveness of English programs in pesantren.

4.2.2 Students’ Perception toward the English Program

The data showed that most of the students had good opinions towards the implementation of the English program. Students typically found the activities engaging, fun and useful to improve their English proficiency. Many students said that they liked the curriculum because they could practice English immediately, not merely learn theory. “Yes, I enjoy it because we can practice speaking directly, not only learn theory” (S1, L6) said student 1. Student 2 also commented, “The activities are fun, not boring and we can practice directly” (S2, L6). The present findings are connected to Rochmawati et al (2024) that favorable perceptions and attitudes towards communicative learning activities have a substantial contribution to the performance of students in learning English. The positive views about the English program inspired the students to participate more actively in the events.

In addition, students had a good view toward communicative activities since they offered authentic engagement and direct speaking practice. Many students liked discussion exercises since they may use English to talk with friends. “I like conversation activities because I can practise directly” (S7, L8). Similarly, Student 12 said, “I like conversation because it is

fun and useful” (S12, L8). Students’ positive views reflect their appreciation of programming where they have the opportunity to use English in meaningful situations. This is consistent to Kasper and Kim (2015) who argue that learning a language is through involvement in interaction and discussion. Students’ responses to the discussion activities were favorable, which suggests that the communicative practice served to promote their participation and their motivation to engage in English studies. Similarly, the students’ favorable perceptions towards vocabulary activities supports Joffe’s (2021) claim that vocabulary enrichment activities help learners increase their language competence and facilitate conversation. The results show that the students regarded the English program as a benefit as both language instruction and practical application of language were combined. Richards (2006) validated this finding and indicated that language acquisition is more effective when students actively utilize language in real communication not merely studying language structures academically. Findings from observations also indicated that students’ excitement was greater during conversation sessions than during more formal instructional activities.

The studies also indicated that students considered the English program as useful to build confidence. Several students said they felt more confidence after engaging consistently in speaking exercises. S12, L10 “It helps me to be more confident in speaking” (S12). Similarly, Student 5 stated, “It helps me improve my speaking because I practice regularly” (S5, L10). These results are related to Fitriani et al. (2024) that found the effectiveness of English program was increasing the students’ self-esteem and willingness to use English in conversation. The positive attitudes of students towards speech activities also indicate the importance of providing opportunities for meaningful communication practice. Parry et al. (2022) argue that communication skills are learned through frequent interaction and communicative experiences rather than only by theoretical education. The students’ good perceptions towards speech activities means that they are given the chance to practice English publicly and build their confidence in speaking. The observation data also indicated that some students were more willing to engage in speaking activities over time.

But not all students viewed the program in such a positive light. Some students still had problems and nervousness in the English activities. “I like the activities sometimes but sometimes I find it difficult to follow” (S6, L6) said student 6. Student 4 also said, “I am not very confident because I am afraid of making mistakes” (S4, L18). These results were related to the findings of Horwitz et al. (1986) who stated that language anxiety causes anxiousness

and panic during the foreign language use. The results of the research also revealed that some students are mute or tend to avoid participating in speaking activities due to lack of confidence.

The supportive learning atmosphere in the pesantren also influenced the students' perceptions. Many students said that teachers and friends helped them to learn English and rectify faults. "I get support from my teacher and friends to help me, practice together" (S8, L26) revealed student 8. Similarly, S10 said, "They support me practicing together" (S10, L26). The findings are in line with Fitria (2023) and Nur et al. (2021) who found that supportive language environment and continuous engagement are helpful in reducing language anxiety and encouraging students to practice communication.

4.2.3 Benefits and Challenges of the English Program

The data demonstrated that the students got various benefits from the English program. The most commonly reported advantage was vocabulary enhancement. Through regular vocabulary activities, students reported learning and retaining new terms. Student 10 said, "I learn new words every day, so it helps me to speak better" (S10, L24). Similarly, S2 stated that "Vocabulary activities help me learn many new words" (S2, L8). The present findings were in line with earlier views by Joffe (2021) concerning the benefits of communicative language training. Vocabulary enrichment exercises enhance the language development of learners by expanding their lexical knowledge and communication skills. Hiebert and Kamil (2005) likewise argue that vocabulary knowledge is essential to good language use because it facilitates both comprehension and expression. Thus, students' judgments of their increased vocabulary proficiency imply the curriculum's value for their language development. In addition, Fitriani et al. (2024) explaining that students' vocabulary knowledge and language comprehension improved when they were exposed to English through diverse activities.

Another key benefit seen in the research was increase of speaking abilities. Many students felt that they might be more fluent and confident due to the constant speaking practice. Student 1 said, "I use English every day, so I get more fluent" (S1, L10). Student 5 said, "I think my progress is good, especially in my speaking" (S5, L28). Related were the findings of Mega and Sugiarto (2020) indicating the habitual use of English in daily communication contributes positively to the development of speaking fluency and pronunciation.

Results also indicated that the English program helped to increase confidence. Repeated practice in speaking helped lessen uneasiness and encouraged more active speaking for several students. "When I first came, I was shy but now I am brave to speak English" (S12, L30). The

improvement in the students' speaking skills and self-confidence was in line with Kasper and Kim (2015) who suggest that conversational interaction helps to increase communicative competence. Regular speaking and conversation exercises gave the students real situations for using English. Also, Parry et al. (2022) claim that constant practice in communication makes students feel comfortable and confident sharing their opinions. This may explain the huge percentage of students who reported that their participation in the English program has improved their speaking skills and self-confidence. This finding was also in line with Satria and Ikhsan (2025) who claimed that communicative activities assist lessen the language anxiety and create positive attitudes to communicate in English. The observation results also suggested that students were more eager to participate in speaking activities gradually.

Moreover, the results showed that students developed language habits through continual contact with English. "English becomes a habit because we use it every day" (S5, L30). This research confirms Krashen (1982) who stressed that constant exposure and meaningful engagement permit language acquisition to happen organically. Students have become more comfortable with English conversation, because English use is integrated into daily activities.

Nevertheless, students encountered a number of challenges during the implementation of the curriculum. The most common difficulty was limited vocabulary. "I don't have many words" (S6, L12). Student 6 stated, Student 7 similarly said, "Sometimes I want to speak but I do not know the words" (S7, L14). The data suggest that students' communication was limited by insufficient vocabulary. The problems identified were in line with Hiebert & Kamil (2005), who stated that vocabulary is the basis of linguistic competence, and students with little vocabularies often have difficulty expressing their ideas. So, if learners did not know more vocabularies, they may find it challenging to participate actively in speaking activities.

The other obstacle students faced was in grammar difficulty. Student 9 said, "It's confusing for me, the grammar" (S9, L14). Student 3 also stated "Grammar and pronunciation make it difficult for me to speak correctly" (S3, L14). These findings are associated with Handayani (2025) who revealed that grammatical difficulties were one of the biggest impediments in students' speaking growth at boarding schools.

Pronunciation problems were also often noted by students. "It is difficult to pronounce so I am not confident to speak" (Student 8). (S8, L14) Also, Student 5 stated, "It's hard with pronunciation and sometimes vocabulary" (S5, L14). The findings are consistent with

Handayani (2025) that indicated pronunciation problems as one of the significant hindrances limiting students' confidence in speaking.

Lastly, the data demonstrated that affective elements, such as anxiety and the fear of making mistakes, impacted students' engagement in the activities. "I get nervous when I have to talk in front of the class" (S11, L16). Student 10 also said, "I feel shy because I am afraid of making mistakes" (S10, L18). The findings were in line with Horwitz et al. (1986) who stated that foreign language anxiety usually causes learners to hesitate, avoid engagement and fear when doing communication tasks. The outcomes of the observation further supported this problem as some students were observed to be timid and reluctant to fully participate in speaking sessions.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions about implementation of the English language program, students' perceptions toward the program, as well as the benefits and challenges experienced by students. In addition, it also offers some recommendations for students and next researchers.

5.1 CONCLUSION

The finding of this research demonstrated that the English curriculum in SMP Muhammadiyah Al-Furqan Islamic Boarding School has been implemented systematically in vocabulary enrichment, daily conversation, and speech exercises. Students are given regular opportunity to utilize their English in both formal and informal situations. The curriculum provides a setting that is conducive to language development.

Students tend to give the English program good responses. They appreciate doing the activities and they find it useful and good for assisting them to improve their English especially speaking. The sessions are conversational, which encourages students to participate and boosts their motivation for learning English.

The study also highlights the significance of the English curriculum in developing students' language. The curriculum motivates students to acquire vocabulary, speaking competency, confidence and practices in speaking English. Students still have difficulties with language constraints, grammar, pronunciation and speaking anxiety.

The comprehensive view of the English curriculum can be viewed as a helpful language learning program that supports the students' English growth and providing meaningful opportunities to practice communication in the pesantren context. The curriculum improves not only the language abilities of the students but also the confidence and active communication. Therefore, it can be stated that the English program is a beneficial program that should be consistently maintained and further improved at the school to promote students' English learning and future chances.

5.2 RECOMMENDATION

The result of the present study showed that the installation of English program at SMP Muhammadiyah Al-Furqan Islamic boarding school gave many benefits for students, however

students also had certain obstacles. Based on these findings, the study gives recommendations to students and prospective researchers for better future research.

Since students evaluated conversation and speech activities as the most useful components of the program, the school is suggested to improve the frequency and variety of speaking activities for students. Students can learn English more readily and confidently by engaging in interactive activities such as role plays, conversations, debates, storytelling and English games. The most common difficulty students reported was a limited vocabulary. Therefore, the English program needs to improve vocabulary enrichment activities such as daily vocabulary practice, vocabulary use in context, and vocabulary review exercises to assist students retain and use new words effectively. English teachers are advised to systematize the incorporation of activities to improve vocabulary, conversation and speech activities so that students will have additional opportunity to practice speaking in meaningful circumstances.

Future researcher is suggested to do similar study with more number of participants or with different sorts of Islamic boarding schools. Further research may also examine the effectiveness of specific English program activities such as vocabulary programs, daily conversational practice or speech training in improving students' English proficiency and communicative competence. The implementation of these ideas is expected to help students enhance their English communication skills and help the future research of English language programs at Islamic boarding schools.

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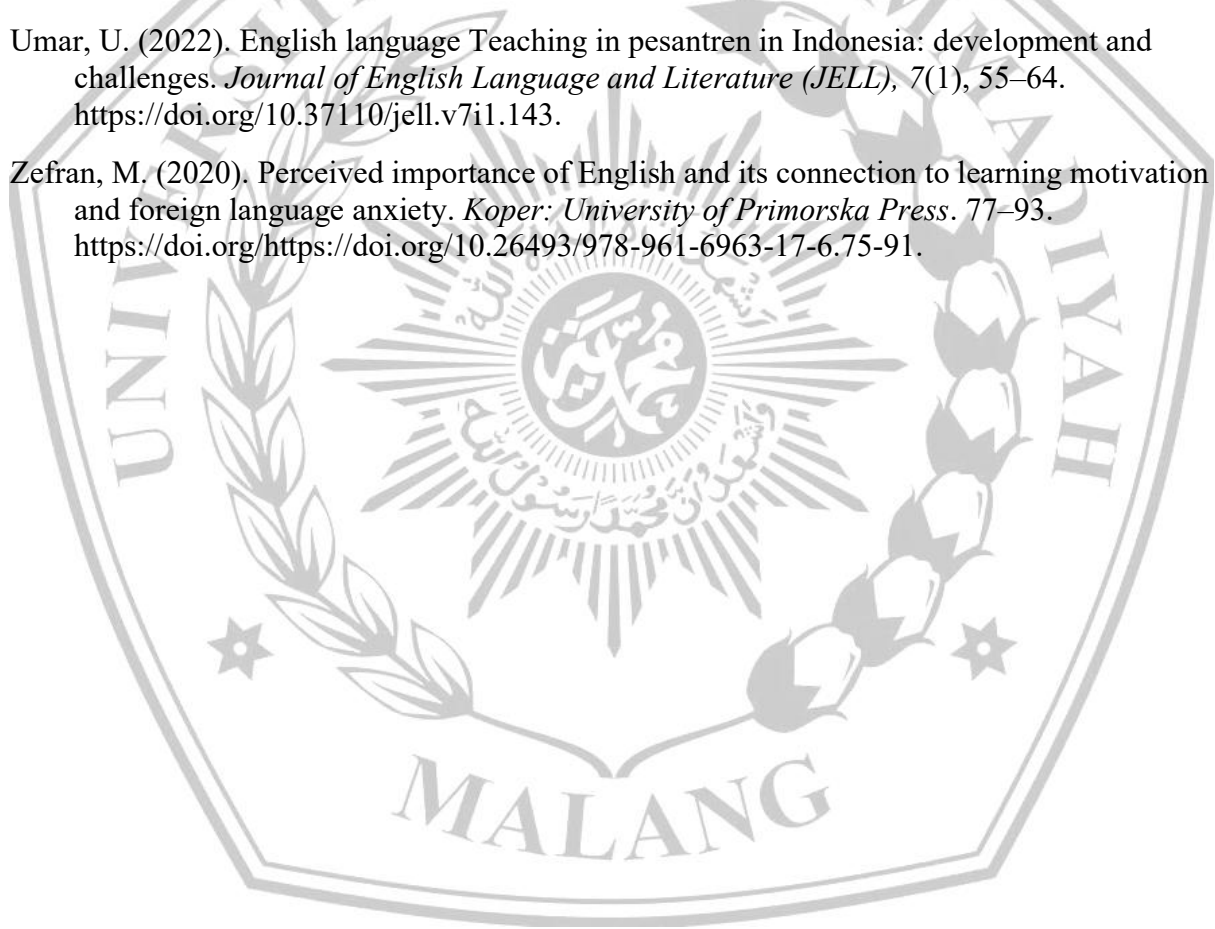
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LIST OF APPENDICES

Appendix 1

Title: Observation Checklist for English Language Program					
Location: SMP Muhammadiyah Al-Furqan Islamic Boarding School					
Observer:					
Date:					
Time:					
A. Students' Participation and Engagement					
NO	INDICATORS	YES	NO	LINE	NOTES
1	Students actively participate in English activities				
2	Students respond to teacher's instructions in English				
3	Students ask questions in English				
4	Students interact with peers using English				
5	Students show enthusiasm during activities				
6	Students are attentive during the program				
B. Implementation of English Program Activities					
NO	INDICATORS	YES	NO	LINE	NOTES
7	Vocabulary activities are conducted				
8	Daily conversation (muhadatsah) is practiced				
9	Speech activity (muhadharah) is implemented				
10	Students are given opportunities to speak English				

11	Teacher uses English during instruction				
12	Activities are conducted regularly and systematically				
C. Use of English in Communication					
NO	INDICATORS	YES	NO	LINE	NOTES
13	Students use English in daily interaction				
14	Students use simple English expressions				
15	Students attempt to speak even with errors				
16	Students switch to native language when facing difficulty				
17	Students use memorized vocabulary in conversation				
D. Students' Confidence and Perception					
NO	INDICATORS	YES	NO	LINE	NOTES
18	Students show confidence when speaking English				
19	Students appear nervous when speaking				
20	Students are willing to speak voluntarily				
21	Students avoid speaking English				
22	Students show positive perception toward English learning				
E. Difficulties Faced by Students					
NO	INDICATORS	YES	NO	LINE	NOTES
23	Students struggle with vocabulary				

24	Students struggle with grammar				
25	Students struggle with pronunciation				
26	Students hesitate or pause when speaking				
27	Students rely on peers when speaking				

F. Overall Program Effectiveness

NO	INDICATORS	YES	NO	LINE	NOTES
28	Students actively practice English				
29	Program encourages regular use of English				
30	Students develop speaking habits				

Appendix 2

STUDENT'S INTERVIEW GUIDE

1. How long have you studied English?
2. Do you like English? Why or why not?
3. Do you enjoy the English language program activities (e.g., speech, daily conversation, vocabulary)? Why?
4. Which activity do you like the most? Why?
5. Do you think the program helps you improve your English? How?
6. What difficulties do you face when learning or speaking English?
7. What makes speaking English difficult for you? (e.g., vocabulary, grammar, pronunciation, confidence)
8. Are there situations where you feel nervous to speak English? When?
9. How confident do you feel when speaking English? Why?
10. Do you feel motivated to improve your English? Why or why not?
11. How often do you practice English outside the program?
12. What do you usually do to improve your English?
13. Do your friends or teachers support you in learning English? How?
14. How do you feel about your progress in English so far?
15. What suggestions do you have to improve the English language program?

Appendix 3

Title: Observation Checklist for English Language Program					
Location: SMP Muhammadiyah Al-Furqan Islamic Boarding School					
Observer: SA'DAH, S.Pd.					
Date: Friday-Sunday, 20-22 February 2026					
Time: 20.00 p.m. (Friday) and 06.00 a.m. (Saturday-Sunday)					
A. Students' Participation and Engagement					
NO	INDICATORS	YES	NO	LINE	NOTES
1	Students actively participate in English activities	√		L1	Most students participated actively during vocabulary, conversation, and speech activities. Several students volunteered to answer questions and practice speaking in front of the class.
2	Students respond to teacher's instructions in English	√		L2	Students were able to respond using simple English expressions such as "Yes, Miss," "I understand," and short answers during activities.
3	Students ask questions in English	√		L3	Some students attempted to ask simple questions in English, although several still mixed English with Indonesian due to limited vocabulary.
4	Students interact with peers using English	√		L4	Students practiced short conversations with peers during muhadatsah sessions and daily communication activities.
5	Students show enthusiasm during activities	√		L5	Most students appeared enthusiastic and interested, especially during interactive speaking and game-based activities.
6	Students are attentive during the program	√		L6	Students generally paid attention to teacher explanations and followed the activities seriously during observation.
B. Implementation of English Program Activities					
NO	INDICATORS	YES	NO	LINE	NOTES
7	Vocabulary activities are conducted	√		L7	Vocabulary enrichment activities were conducted regularly every morning before learning sessions.

8	Daily conversation (muhadatsah) is practiced	√		L8	Students practiced daily conversation in pairs and groups using simple English expressions.
9	Speech activity (muhadharah) is implemented	√		L9	Speech activities were conducted weekly to train students' speaking confidence and public speaking ability.
10	Students are given opportunities to speak English	√		L10	Teachers frequently encouraged students to answer questions, perform conversations, and practice speeches in English.
11	Teacher uses English during instruction	√		L11	Teachers used simple English instructions and expressions during classroom interaction.
12	Activities are conducted regularly and systematically	√		L12	English program activities were implemented according to a fixed schedule and repeated consistently.

C. Use of English in Communication

NO	INDICATORS	YES	NO	LINE	NOTES
13	Students use English in daily interaction	√		L13	Some students used simple English greetings and expressions during interaction with friends and teachers.
14	Students use simple English expressions	√		L14	Students commonly used expressions such as "How are you?", "I am fine," and "Thank you."
15	Students attempt to speak even with errors	√		L15	Students continued trying to speak English despite grammatical and pronunciation mistakes.
16	Students switch to native language when facing difficulty	√		L16	Several students switched to Indonesian when they forgot vocabulary or had difficulty expressing ideas in English.
17	Students use memorized vocabulary in conversation	√		L17	Students applied newly memorized vocabulary during conversation practice and classroom interaction.

D. Students' Confidence and Perception

NO	INDICATORS	YES	NO	LINE	NOTES
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18	Students show confidence when speaking English	√		L18	Some students spoke confidently during conversation and speech activities, although their English was still basic.
19	Students appear nervous when speaking	√		L19	Several students appeared nervous, hesitant, and shy when speaking in front of the class.
20	Students are willing to speak voluntarily	√		L20	A number of students volunteered to participate in speaking practice and answer teacher questions.
21	Students avoid speaking English		√	L21	Most students did not completely avoid speaking English, although some passive students participated less actively.
22	Students show positive perception toward English learning	√		L22	Most students showed positive perceptions toward the English program and considered it useful for improving speaking ability.

E. Difficulties Faced by Students

NO	INDICATORS	YES	NO	LINE	NOTES
23	Students struggle with vocabulary	√		L23	Limited vocabulary became the most common difficulty faced by students during communication activities.
24	Students struggle with grammar	√		L24	Several students had difficulty arranging sentences correctly and understanding grammar rules.
25	Students struggle with pronunciation	√		L25	Students often hesitated when pronouncing unfamiliar English words and were afraid of making pronunciation mistakes.
26	Students hesitate or pause when speaking	√		L26	Some students paused frequently during speaking activities because they needed time to remember vocabulary.
27	Students rely on peers when speaking	√		L27	Less confident students often relied on their friends' answers during conversation activities.

F. Overall Program Effectiveness

NO	INDICATORS	YES	NO	LINE	NOTES
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28	Students actively practice English	√		L28	Students practiced English regularly through vocabulary enrichment, conversation, and speech activities.
29	Program encourages regular use of English	√		L29	The program created opportunities for students to use English repeatedly in daily learning activities.
30	Students develop speaking habits	√		L30	Continuous English exposure helped students become more familiar and confident in using simple English expressions.



Appendix 4

Interview Transcript 1

Student 1 (S1)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, so maybe around six or seven years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because it is an international language and important for my future."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy it because we can practice speaking directly, not only learn theory."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like daily conversation because I can practice speaking with my friends."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, because we use English every day, so I become more fluent."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "Sometimes I don't know vocabulary."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Vocabulary and pronunciation."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, when I speak in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I feel quite confident, but sometimes still nervous."
- Q10 L19 : Do you feel motivated to improve your English? Why?
A L20 : "Yes, because I want to be successful in the future."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "Sometimes, maybe a few times a week."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I memorize vocabulary and practice speaking with friends."
- Q13 L25 : Do your friends or teachers support you? How?
A L26 : "Yes, teacher corrects my mistakes."
- Q14 L27 : How do you feel about your progress so far?
A L28 : "I think I improve, especially in speaking."
- Q15 L29 : What suggestions do you have?
A L30 : "More fun activities like games."

Appendix 5

Interview Transcript 2

Student 2 (S2)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, so around five years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because it is useful for communication and important for the future."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy the activities because they are fun and not boring, and we can practice directly."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like vocabulary activities the most because they help me learn many new words."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, the program helps me because I can speak better and understand more words."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty remembering vocabulary."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Vocabulary is the most difficult because I do not know many words."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I feel nervous when the teacher asks me to speak suddenly."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I am not very confident because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, I feel motivated because I want to be better at English."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I rarely practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I usually memorize vocabulary and try to remember new words."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my friends help me practice and my teacher helps by correcting my mistakes."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that I improve little by little."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "I think the program should add more speaking practice activities."

Appendix 6

Interview Transcript 3

Student 3 (S3)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, so it is around six years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because I want to communicate with foreigners and understand information from other countries."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy the activities, especially conversation, because it is interesting and we can practice speaking directly."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like conversation the most because I can interact with my friends using English."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, the program helps me because I become more confident and can speak more than before."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I find grammar difficult when I try to make sentences."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Grammar and pronunciation make it difficult for me to speak correctly."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I feel nervous when I speak in front of many people."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "Sometimes I feel confident, but sometimes I am not because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why?
A L20 : "Yes, I feel motivated because English is important for my future."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "Sometimes I practice English at home."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I usually watch English videos and try to understand them."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my teacher supports me by correcting my mistakes and my friends practice with me."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that my English is better than before."

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Q15 L29 : What suggestions do you have to improve the English language program?

A L30 : "I think the program can add more interactive activities so students will be more interested."



Appendix 7

Interview Transcript 4

Student 4 (S4)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since junior high school, so around three years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English, but sometimes it is difficult for me."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy it because the activities are fun and not boring."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like vocabulary activities because they are easier for me to understand."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, it helps me because I know more vocabulary now."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty when I try to speak English."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "I feel that my confidence is still low."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I feel nervous when I have to present in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I am not very confident because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, I want to improve my English."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I rarely practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I usually memorize vocabulary."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my friends help me practice and my teacher guides me."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I think my progress is slow, but I am improving."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "I think we need more time to practice speaking."

Appendix 8

Interview Transcript 5

Student 5 (S5)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English for about seven years since elementary school."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because it is important for communication and my future."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy it because we can use English in daily communication with our friends, not only in class"
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like speech activity because it helps me become more confident when speaking."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, it helps me improve my speaking because I practice regularly."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty with pronunciation."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Pronunciation and sometimes vocabulary make it difficult."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I feel nervous when I have to speak alone in front of others."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "Sometimes I feel confident, but sometimes I am still nervous."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, I am motivated because English is important."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I often practice English with my friends."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I practice speaking and try to use English in daily conversation."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my teacher guides me and my friends support me by practicing together."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that my progress is good, especially in speaking."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "I think we need more practice for pronunciation."

Appendix 9

Interview Transcript 6

Student 6 (S6)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, so around five years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "I do not really like English because I think it is difficult, especially when I learn grammar and pronunciation."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Sometimes I enjoy the activities, but sometimes I feel it is difficult to follow."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like vocabulary activities because they are easier compared to speaking."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, a little, because I learn new vocabulary, but I still find it difficult to speak."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty understanding grammar and remembering vocabulary."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Grammar is the most difficult for me, and also I do not know many words."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I always feel nervous when I have to speak English, especially in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I am not confident because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Sometimes I feel motivated, but sometimes I feel it is too difficult."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I rarely practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I do not do much, sometimes I just try to memorize vocabulary."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my teacher helps me by explaining, and my friends sometimes help me practice."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I think my progress is not very good because I still find it difficult."

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Q15 L29 : What suggestions do you have to improve the English language program?

A L30 : "I think the teacher should explain more clearly and give more simple examples."



Appendix 10**Interview Transcript 7****Student 7 (S7)**

- Q1 L1 : How long have you studied English?
 A L2 : "I have studied English since elementary school, so around six years."
- Q2 L3 : Do you like English? Why or why not?
 A L4 : "Yes, I like English because it is interesting and useful."
- Q3 L5 : Do you enjoy the English language program activities? Why?
 A L6 : "Yes, I enjoy the activities because we can practice speaking with friends."
- Q4 L7 : Which activity do you like the most? Why?
 A L8 : "I like conversation activities because I can practice directly."
- Q5 L9 : Do you think the program helps you improve your English? How?
 A L10 : "Yes, it helps me because I can speak more and practice every day."
- Q6 L11 : What difficulties do you face when learning or speaking English?
 A L12 : "I have difficulty with vocabulary."
- Q7 L13 : What makes speaking English difficult for you?
 A L14 : "Vocabulary is the main problem because I do not know many words."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
 A L16 : "Yes, I feel nervous when speaking in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
 A L18 : "I feel a little confident, but sometimes I am still afraid."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
 A L20 : "Yes, because English is important."
- Q11 L21 : How often do you practice English outside the program?
 A L22 : "Sometimes I practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
 A L24 : "I practice speaking with my friends."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
 A L26 : "Yes, my friends practice with me and my teacher helps me."
- Q14 L27 : How do you feel about your progress in English so far?
 A L28 : "I think my English is improving."
- Q15 L29 : What suggestions do you have to improve the English language program?
 A L30 : "I think we should have more games to make it more interesting."

Appendix 11

Interview Transcript 8

Student 8 (S8)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, so around five years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English, but sometimes I feel it is difficult to understand."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy the activities because we can learn while practicing, not only listening."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like daily conversation because it is useful for practicing speaking."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, the program helps me improve my speaking because I can practice more."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty with pronunciation."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Pronunciation makes it difficult because I am not sure how to say words correctly."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, I feel nervous when I speak in front of many people."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I am not very confident because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, I feel motivated because I want to improve my English ability."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "Sometimes I practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I usually watch English videos and try to understand them."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my teacher and friends support me by helping and practicing together."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that my English is better than before."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "I think we need more speaking practice."

Appendix 12**Interview Transcript 9****Student 9 (S9)**

- Q1 L1 : How long have you studied English?
 A L2 : "I have studied English since elementary school, so around six years."
- Q2 L3 : Do you like English? Why or why not?
 A L4 : "Yes, I like English because it is useful in daily life."
- Q3 L5 : Do you enjoy the English language program activities? Why?
 A L6 : "Yes, I enjoy the activities because they are interesting."
- Q4 L7 : Which activity do you like the most? Why?
 A L8 : "I like vocabulary activities because they help me understand more words."
- Q5 L9 : Do you think the program helps you improve your English? How?
 A L10 : "Yes, it helps me improve my vocabulary and understanding."
- Q6 L11 : What difficulties do you face when learning or speaking English?
 A L12 : "I have difficulty understanding grammar."
- Q7 L13 : What makes speaking English difficult for you?
 A L14 : "Grammar makes it difficult for me to speak correctly."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
 A L16 : "Yes, I feel nervous when I speak in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
 A L18 : "Sometimes I feel confident, but sometimes I feel nervous."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
 A L20 : "Yes, I am motivated because English is important."
- Q11 L21 : How often do you practice English outside the program?
 A L22 : "I rarely practice English outside the program."
- Q12 L23 : What do you usually do to improve your English?
 A L24 : "I usually memorize vocabulary."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
 A L26 : "Yes, my teacher helps me understand lessons."
- Q14 L27 : How do you feel about your progress in English so far?
 A L28 : "I feel that I improve slowly."
- Q15 L29 : What suggestions do you have to improve the English language program?
 A L30 : "The teacher should explain grammar more clearly."

Appendix 13**Interview Transcript 10****Student 10 (S10)**

- Q1 L1 : How long have you studied English?
 A L2 : "I have studied English for about five years."
- Q2 L3 : Do you like English? Why or why not?
 A L4 : "Yes, I like English because it is important for communication."
- Q3 L5 : Do you enjoy the English language program activities? Why?
 A L6 : "Yes, I enjoy it because the activities are fun."
- Q4 L7 : Which activity do you like the most? Why?
 A L8 : "I like conversation because I can practice speaking directly."
- Q5 L9 : Do you think the program helps you improve your English? How?
 A L10 : "Yes, it helps me because I become more confident in speaking."
- Q6 L11 : What difficulties do you face when learning or speaking English?
 A L12 : "I do not know many words."
- Q7 L13 : What makes speaking English difficult for you?
 A L14 : "Vocabulary makes it difficult for me to speak."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
 A L16 : "Yes, I feel nervous when speaking in front of others."
- Q9 L17 : How confident do you feel when speaking English? Why?
 A L18 : "I feel shy because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
 A L20 : "Yes, I want to improve my English."
- Q11 L21 : How often do you practice English outside the program?
 A L22 : "Sometimes I practice English."
- Q12 L23 : What do you usually do to improve your English?
 A L24 : "I practice speaking with my friends."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
 A L26 : "Yes, they support me by practicing together."
- Q14 L27 : How do you feel about your progress in English so far?
 A L28 : "I feel that I am getting better."
- Q15 L29 : What suggestions do you have to improve the English language program?
 A L30 : "I think we need more practice activities."

Appendix 14

Interview Transcript 11

Student 11 (S11)

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English for about six years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because it is useful."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy the activities because they help me learn."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like speech because it helps me practice speaking in front of others."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, it helps me improve my speaking ability."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I feel nervous when I speak."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "My confidence is still low."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, when I speak in front of the class."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "I am not confident because I am afraid of making mistakes."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, because English is important."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I rarely practice outside the program."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I try to practice speaking."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, my teacher supports me by giving guidance."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that I improve a little."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "Teachers should give more motivation."

Appendix 15**Interview Transcript 12****Student 12 (S12)**

- Q1 L1 : How long have you studied English?
A L2 : "I have studied English since elementary school, around seven years."
- Q2 L3 : Do you like English? Why or why not?
A L4 : "Yes, I like English because it is important for my future."
- Q3 L5 : Do you enjoy the English language program activities? Why?
A L6 : "Yes, I enjoy the activities because they are interesting."
- Q4 L7 : Which activity do you like the most? Why?
A L8 : "I like conversation because it is fun and useful."
- Q5 L9 : Do you think the program helps you improve your English? How?
A L10 : "Yes, it helps me become more confident in speaking."
- Q6 L11 : What difficulties do you face when learning or speaking English?
A L12 : "I have difficulty with pronunciation."
- Q7 L13 : What makes speaking English difficult for you?
A L14 : "Pronunciation and vocabulary."
- Q8 L15 : Are there situations where you feel nervous to speak English? When?
A L16 : "Yes, when speaking in front of others."
- Q9 L17 : How confident do you feel when speaking English? Why?
A L18 : "Sometimes I feel confident, but sometimes I feel nervous."
- Q10 L19 : Do you feel motivated to improve your English? Why or why not?
A L20 : "Yes, because English is important."
- Q11 L21 : How often do you practice English outside the program?
A L22 : "I often practice English."
- Q12 L23 : What do you usually do to improve your English?
A L24 : "I practice speaking every day."
- Q13 L25 : Do your friends or teachers support you in learning English? How?
A L26 : "Yes, they support me by practicing together."
- Q14 L27 : How do you feel about your progress in English so far?
A L28 : "I feel that my progress is good."
- Q15 L29 : What suggestions do you have to improve the English language program?
A L30 : "Add more speaking activities."

Appendix 16

Picture 1: Language Program's Schedule

2. Program Kerja

A. Program Kerja Harian

- Bahasa
 1. Mewajibkan santriwan untuk menggunakan bahasa resmi sesuai dengan mingguan bahasa yang telah ditentukan
 2. Mewajibkan santriwan untuk membawa buku mufradat dan pulpen saat pembagian *mufradat/muhadatsah*
 3. Menegur dan memberi sanksi kepada santri yang melanggar peraturan bahasa
- 4. Jasus Bahasa (perangkatan)
- Pengajaran
 1. Daur santri pada saat belajar malam
 2. Mengabsen santri saat belajar malam
 3. Mewajibkan santri memanggil kakak kelas dengan sebutan "*Akh*" atau "*Bro*"
 4. Membuat kesepakatan peraturan belajar malam

B. Program Kerja Mingguan

- Bahasa
 1. Melaksanakan *I'lan* pergantian bahasa
 2. Memberikan pembelajaran tata bahasa kepada santriwan
 3. Melaksanakan *munaqasah* setiap hari jumat (bergantian dengan muhadharah)
 4. Melaksanakan *muhadatsah* setiap hari ahad
 5. Melaksanakan mahkamah Bahasa
- Pengajaran
 1. Melaksanakan munaqasah setiap hari jumat

Artikel 10

sadah

-  Artikel 1
-  MAGISTER PEND. BAHASA INGGRIS
-  University of Muhammadiyah Malang

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