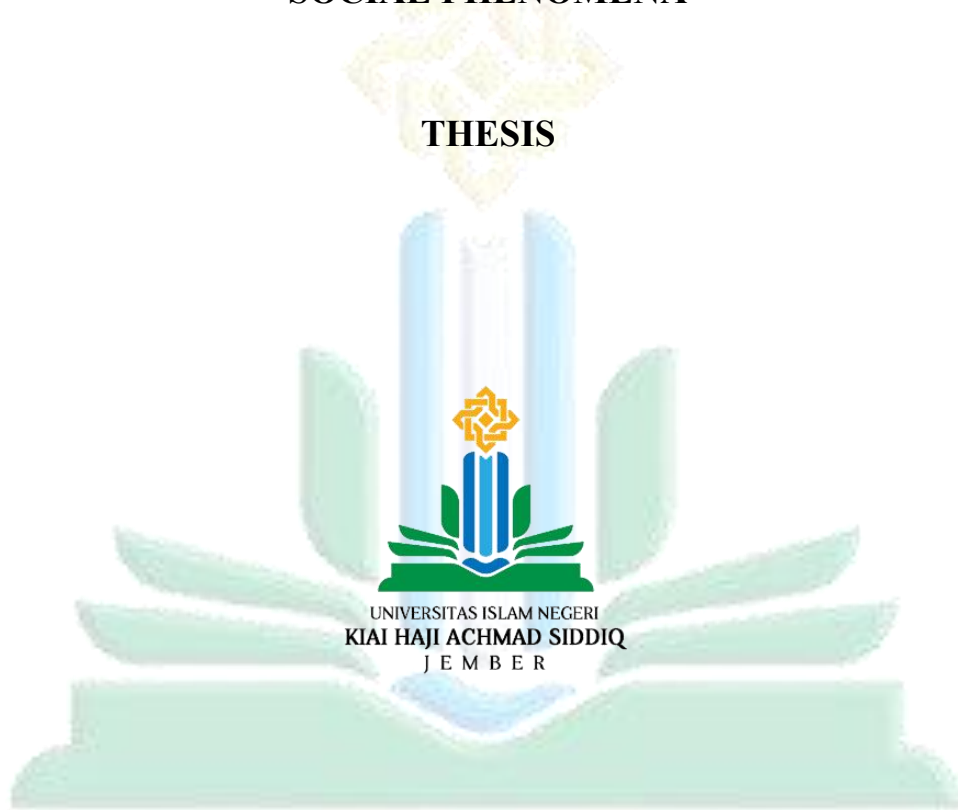


**ANALYSIS THE FACTORS AFFECTING THE USE ENGLISH OF WEEK
IN THE ISLAMIC BOARDING SCHOOL ENVIRONMENT;
SOCIAL PHENOMENA**

THESIS



Written by:

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UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
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Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program



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Faculty of Tarbiyah and Teacher Training
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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۚ وَإِذَا قِيلَ انشُرُوا
فَا نَشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ ۚ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

[المجادلة : ١١]

“O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up [for prayers, Jihad (holy fighting in Allah’s Cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-

Acquainted with what you do.”

(QS. Al Mujadilah: 11)*



* The Noble Quran, Translation by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan, Online version, Access from <https://noblequran.com/>, Surah Al-Mujadilah, Verse 11 (Accessed on 19th August 2025)

DEDICATION

I proudly dedicate this thesis to:

1. Allah SWT, the lord of the world that by His grace, I could live and pass through various memorable moments in life such accomplishing this thesis in my undergraduate education.
2. My beloved parents who become the source of my boost and motivation. My father Abdul Rahmad, always reminds me to be responsible and accept the consequences of my choices. My mother, Siti Maisaroh, never stops praying for me. No words can replace the infinite love I have for them.
3. My beloved brother. My older brother Jumentoro widodo who is a figure I admire. He is the only brother who is ignorant but still pays attention to me. I love him.
4. Myself, Anik Vera Setyawati. As an imperfect woman with so many laxities, thank you for never giving up on what you've started, thank you for standing till the last stage of this education process, thank you for not needing anyone except your family and friends, and thank you for always being you and yourself every time. Your sweat and tears are the absolute proofs behind the struggle you are fighting in.

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ACKNOWLEDGEMENT

In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement.

1. Prof. Dr. Hepni, S.Ag., M.M., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer an opportunity to study in this university.
2. Dr. Abdul Mu'is, S.Ag., M.Si, as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the writer approval signature for this undergraduate thesis.
3. Dr. Nuruddin, S.Pd. I, M.Pd.I., as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the Head of English Education Department who has approved this research title.
5. Dr. Inayatul Mukarromah, S.S., M.Pd., as the writer greatest advisor of this undergraduate thesis preparation who has supported, motivated, advised. and guided the writer during writing this undergraduate thesis.

6. Sandi Ferdiansyah, M.Pd., as my academic Supervisor, who has helped me provide academic guidance and direct during college.
7. All lecturers of English Education Department who has given the writer precious knowledge and experience during the entire semesters of study.
8. All instructors and students of Foreign Language Development Institute who have given the writer helpful contributions for this undergraduate thesis completion.
9. All staffs of main library of State Islamic University of Kiai Haji Achmad Siddiq Jember who have given the writer help to find many references used in this undergraduate thesis.

The writer realizes that without the helps from those mentioned figures above, the writer could not finish this undergraduate thesis well. The writer also realizes that this undergraduate thesis is far from the word of perfect, but still hopes that this undergraduate thesis would be useful for readers and other researchers who face the similar phenomenon discussed in this research.

Jember, 08 October 2025



Anik Vera Setyawati
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ABSTRACT

Anik Vera Setyawati, 2025: Analysis The Factors Affecting The Use English of Week in The Islamic Boarding School Environment; Social Phenomena.

Keywords: *English of Week, Islamic Boarding School.*

The use of English in Islamic boarding schools had become an essential aspect of modern language education, as these institutions aimed to balance religious learning with global communication skills. In this context, Islamic boarding schools played a unique role in integrating English with moral and spiritual values, fostering students who are both linguistically capable and ethically grounded. The implementation of English programs, such as the English Week Program (EWP), served as a medium for creating an immersive English-speaking environment where students were required to communicate in English within their daily routines. However, despite these efforts, many students still struggled to maintain consistent English use due to linguistic, psychological, and environmental challenges that emerged within the pesantren's bilingual setting.

The research question of this study were what are the inhibiting factors in implementing the English week program in Islamic boarding schools, and what are the effective strategies to improve English language practice in Islamic boarding schools through the English week program. This study aimed to identify the inhibiting factors of English Week program implementation in Islamic boarding schools and to examine the effective strategies to improve English language practice through the English Week program in Islamic boarding schools.

This research applied a qualitative descriptive approach and was conducted at Baitul Arqom Islamic Boarding School in Balung, Jember. The subjects of the study were the 6 English coordinators and 10 female students (santriwati) who actively participated in the English Week Program. The data were collected through observation, interviews, and documentation to obtain in-depth information about students' experiences and the program implementation. The data were then analyzed through the stages of data reduction, data display, and drawing conclusions, and its validity was tested using source and technique triangulation.

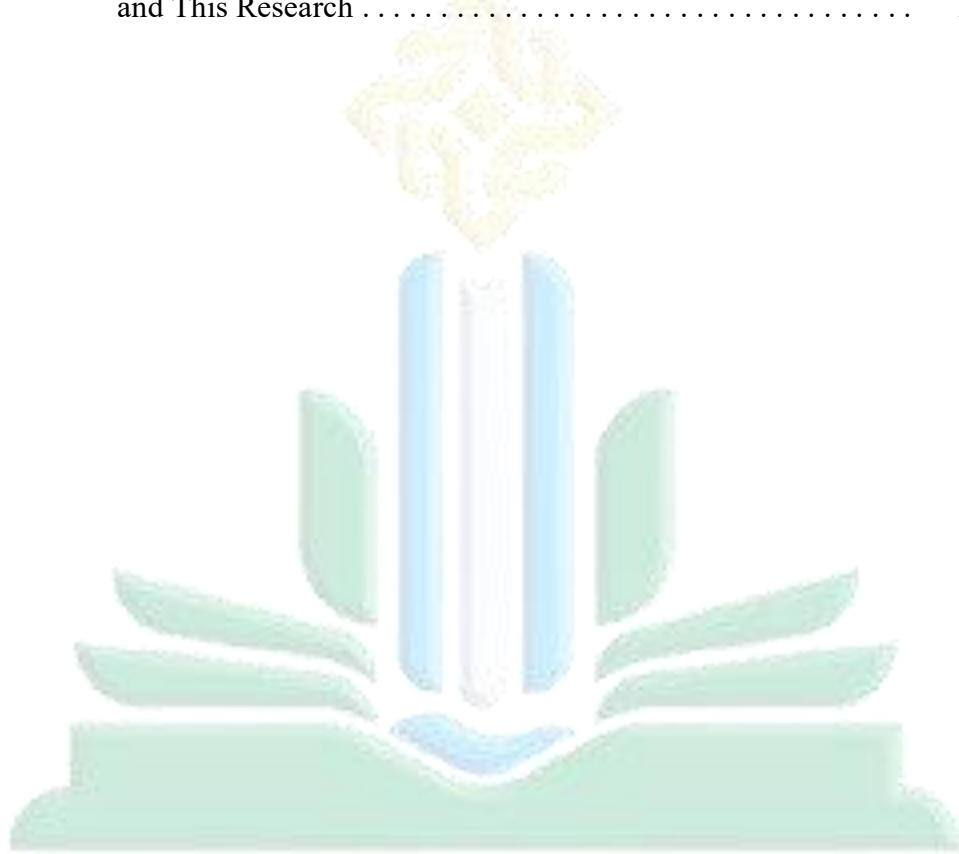
The findings showed that the implementation of the English Week Program faced several inhibiting factors, including (1) limited vocabulary and pronunciation difficulties, (2) low confidence and fear of making mistakes, (3) the dominance of Arabic and a weak English environment, (4) inconsistent supervision and limited mentors, and (5) a punishment system that created psychological pressure. On the other hand, the study found several effective strategies that supported students' English language practice, such as structured weekly activities, role modeling by senior students and teachers, integration of moral and linguistic learning through Wise Words, and supportive monitoring combined with positive reinforcement. Additionally, the English coordinator proposed the Diary Activity as an innovative way to strengthen students' engagement with English both in written and spoken forms.

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CHAPTER I

INTRODUCTION

A. Research Background

Education is defined as a conscious effort to realize cultural inheritance from one generation to another, facilitated through a structured learning atmosphere and process. This enables students to actively develop their potential, encompassing spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves and society. In a broader sense, education is the human endeavor to nurture and enhance both physical and spiritual innate potentials in alignment with societal and cultural values.¹

The importance of education in a person's life and in society at large is widely acknowledged. It encompasses the teaching or imparting of knowledge, skill and values which is important for both personal as well as societal development.² However, in the context of educational philosophy, it is crucial to realize that education involves more than just imparting knowledge; it also involves encouraging critical thinking, creativity, and the capacity to adjust to changing conditions.³ As such, the education process is seen as a critical

¹ Abd Rahman and others, 'Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur-Unsur Pendidikan', *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2.1 (2022), pp. 1–8.

² Anna Nornes, 'Public Interest Law Reporter Education Is a Fundamental Right Education Is a Fundamental Right', 28.1 (2022).

³ Amnon Karmon, 'Education for Meaning: What Is It and Why Do We Need It?', *International Journal for Talent Development and Creativity*, 9.1–2 (2022), pp. 157–78, doi:10.7202/1091477ar.

component in shaping individuals who are able to contribute positively to their communities and the world at large.

Language education refers to the systematic teaching and learning of language, covering various aspects such as speaking, listening, reading and writing skills. It aims to equip learners with the necessary competencies to communicate effectively in the target language, thereby facilitating their engagement in various social, academic, and professional contexts.⁴ This is especially true of English language teaching and learning.

English Language Teaching (ELT) refers to the activity and industry of teaching English to non-native speakers. It includes a variety of techniques and exercises meant to help students become more proficient in speaking, listening, reading, and writing. ELT emphasizes the importance of intercultural communication and understanding, making it essential in today's globalized world. Effective ELT uses a combination of methods and techniques, prioritizing communication skills and cultural understanding to enhance language learning.⁵

As a core element of the curriculum at all levels of education, English Language Teaching (ELT) is becoming increasingly integrated into the education system. The acceptance of English as a universal language necessary for communication in various fields, including business, science and

⁴ Raymond LeBlanc, ‘ Littlewood, William. Communicative Language Teaching: An Introduction . Cambridge: University Press, 1981 ’, *The Canadian Modern Language Review*, 1982, 720–21, doi:10.3138/cmlr.38.4.720.

⁵ Achmad Yudi Wahyudin and others, *Basic Principles of English Language Teaching*, 2024, I.

technology, is driving this integration. By implementing an ELT approach that prioritizes communicative skills, educational institutions enable students to use language in authentic contexts, rather than just memorizing grammar rules.⁶ Therefore, ELT is not just a subject but also a set of essential skills that equip students for career opportunities and global citizenship in an interconnected world.

English is recognized as an important component in the educational framework in pesantren, where English is taught alongside religious studies to equip students with the skills necessary for effective communication in a globalized world. In these institutions, English is not just an academic subject; it is integrated into daily interactions and activities, fostering an environment where students can practice and improve their language proficiency.⁷ This approach not only helped in the acquisition of English but also enriches students' understanding of various subjects, including Islamic teachings, thus preparing them for future academic and professional endeavors.

In Islamic schools, English is often integrated into the curriculum through various programs that emphasize language proficiency and cultural understanding. One effective approach is the implementation of the English Week Program, where students are required to communicate in English during all activities, both inside and outside the classroom. The supportive

⁶ Thomas S.C. Farrell and George M. Jacobs, 'Essentials for Successful English Language Teaching', *Essentials for Successful English Language Teaching*, 38.1 (2010), pp. 1–142, doi:10.37547/ijp/volume03issue06-12.

⁷ RN Indah - Journal of English Language and Pedagogy and undefined 2022, 'English Language Acquisition at Islamic Boarding School: A Systematic Review', *Jurnal.Ustjogja.Ac.Id*, 5.2 (2022), pp. 111–20 <<https://jurnal.ustjogja.ac.id/index.php/ELP/article/view/13592>>.

environment encourages students to practice their speaking skills regularly, thus improving their fluency and confidence.⁸ In addition, activities such as public speaking (muhadharah) and conversation exercises are organized to provide students with opportunities to engage in meaningful interactions using English. These programs not only focused on language skills but also aim to develop students' confidence and prepare them for future academic and professional endeavors. The combination of structured language instruction and practical application in a supportive community fosters a learning atmosphere conducive to mastering English in pesantren.

A number of studies have explored the use of English in pesantren and the factors that influence its acquisition. Research at Dayah Modern Darul 'Ulum found that despite a structured language program, students struggled with fluency and confidence, often reverting to their mother tongue despite language regulations and reinforcement strategies (Zuhairati et al., 2022).⁹ Khaira (2021) found that although students reported increased fluency and confidence, gaps in engagement emerged due to anxiety, lack of preparation, and inconsistent enforcement of English-specific policies.¹⁰ Setyaningrum et al. (2023) examined the English Week program in an Islamic primary school, revealing that structured activities such as public speaking and storytelling

⁸ Tira Nur Fitria, 'Integrating English Language Teaching (ELT) Into Islamic Boarding Schools: A Review of Strategy and Challenges', *Journal of English Language and Pedagogy (JELPA)*, 1.2 (2023), pp. 64–78, doi:10.51826/jelpa.v1i2.772.

⁹ Faisal Razi, Asnawi Muslem, and Dohra Fitrisia, 'An Analysis of English Language Used in Daily Communication by Students of Dayah or Islmaic Boarding School', *English Education Journal (EEJ)*, 12(4).October 2021 (2021), pp. 540–57 <<https://doi.org/10.24815/eej.v12i3.19136>>.

¹⁰ S Nurul Khaira, 'The Perceived Impact of English Week Program (EWP) on Students' Speaking Skills in Boarding School', 2022 <<https://repository.ar-raniry.ac.id/id/eprint/24787/>>.

improved students' motivation and speaking skills, although success depended on teacher guidance, peer support, and culturally relevant materials.¹¹

While some studies had investigated the challenges of implementing the English Week Program (EWP) in Islamic boarding schools, there is limited research on how factors such as institutional characteristics, teacher strategies, and the pesantren's bilingual environment (English and Arabic) affect students' participation and language development. Previous research emphasized problems like anxiety, disengagement, and uneven policy application. However, it offered little discussion of long-term solutions customized for pesantren culture. Moreover, there is a scarcity of research on the practical application of methods such as peer mentoring and gamification to improve students' fluency and confidence in English week program.

Based on the statements mentioned above, there is a lack of investigation of the factors that influenced students' language development as well as a lack of discussion about long-term solutions for the application of learning in pesantren culture in improving students' English during the English Week program. So in this study, the researcher wanted to identify obstacles in implementing English week and find solutions to improve students' English language practice in Islamic boarding school. Therefore, researcher interested to make research on *Analysis The Factors Affecting The Use English of Week In The Islamic Boarding School Environmen; Social Phenomena*.

¹¹ Rina Wahyu Setyaningrum and others, 'Ar-Rohmah English Week: Expanding English for Young Learners Program in an Indonesian Islamic Primary School', *Journal of Community Service and Empowerment*, 4.1 (2023), pp. 10–17, doi:10.22219/jcse.v4i1.24322.

B. Research Focus

Based on the background of the research, the researcher aimed to answer the following question that used to help him in research finding, those are:

1. What are the inhibiting factors in implementing the English week program in Islamic boarding schools?
2. What are the effective strategies to improve English language practice in Islamic boarding schools through the English week program?

C. Research Objective

Based on the research focus above. The research objective for this research are:

1. To identify the inhibiting factors of English Week program implementation in Islamic boarding schools.
2. To examine the effective strategies to improve English language practice through the English Week program in Islamic boarding schools.

D. Research Significance

The researcher aims for this study to provide benefits to the English teaching and learning process, particularly in teaching speaking. This research holds both theoretical and practical significance.

1. Theoretical Significance

The results of this study are expected to enrich the theoretical insights in English Language Teaching (ELT), particularly regarding language use in bilingual Islamic boarding school environments. It

also contributes to the application of sociocultural theory and language learning strategies in immersive programs like the English Week Program.

2. Practical Significance

a. For English Teacher

This research help them to improve teaching strategies.

The innovations found in this study are expected to implement similar initiatives, fostering an immersive language environment that encourages active student participation.

b. For Other Researcher

This research is used for reference in conducting further research. The finding of this research to be a comparison to carry out a same research.

3. Limitation

This study is limited to analyzing the use of English during the English Week Program (EWP) at Baitul Arqom Islamic Boarding School, Balung. This study only focuses on factors that influence the use of English and strategies to improve students' speaking skills in the program in Islamic boarding school. Other detail aspects of English language learning, such as teaching and learning English in the classroom, reading, writing, and listening, as well as other school programs, are beyond the scope of this study.

E. Definition of Keyterms

1. The Use English

The use of English in an affective communication involves skills like speaking, listening, reading, and writing, which are crucial for meaningful interactions and global engagement.¹² The use of English related to the psychological factors, including fear of mistakes and low self-confidence, further inhibit communication. Additionally, peer reactions can discourage students from practicing their English skills.¹³

The use of English in this concept is the use of English applied in Islamic boarding schools in the English week program. Where the use of English was not only done in certain activities, such as public speaking (Muhadlarah), conversation exercises, and language competitions, but the use of English was also required in daily life from morning to night activities. All students had to fulfill the obligation to use the language, if the students did not obey the obligation the got sanction who violate it.

2. Islamic Boarding School

Modern Islamic schools, known as “Pesantren” in Indonesia, Pesantren is educational institutions that prepare students to become well-rounded individuals who can navigate contemporary society while

¹² Egar Zulkarnindra, ‘Metode Pembelajaran Bahasa Inggris Tingkat SMP Di Nuraida Islamic Boarding School Bogor’, *Rayah Al-Islam*, 2021, 437–46, doi:10.37274/rais.v5i02.474.

¹³ Septhia Irnanda and others, ‘Factor That Hinder English Speaking Development in Mia Islamic Boarding School’, 2021, pp. 286–92.

adhering to their religious values.¹⁴ The existence of an Islamic Boarding School emphasizes the integration of English language teaching with traditional Islamic teachings.¹⁵

The boarding school referred to in this study is Baitul Arqom boarding school located in Balung, Jember. As a mu'adalah institution, Baitul Arqom boarding school offers an education system recognized as equivalent to formal schooling, integrating both religious and general studies. Where this boarding school applied English learning, especially in the English week program. Starting from junior high school to high school level, the English week program was implemented at Baitul Arqom Islamic Boarding School.

3. Environment

The environment is a dynamic system that encompasses all living and non-living components and their interactions, essential for sustaining life and ecological balance.¹⁶ Additionally, both physical and emotional aspects of the environment shape students' attitudes towards learning and their academic success.¹⁷

The environment referred to in this study is the environment where the researcher conducted the research, namely at the Baitul Arqom Islamic

¹⁴ Kharisman Etika Halza, Stit Madani Yogyakarta, and Adi Haironi, 'An In-Depth Look at the Challenges in Managing Portrait Islamic Boarding Schools and Future Prospects Hilalludin Hilalludin', *World Journal of Islamic Learning and Teaching*, 1.2 (2024).

¹⁵ Razi, Muslem, and Fitrisia.

¹⁶ L. Smith, A., & Johnson, 'The Interdependence of Ecosystems and Human Activity', *Environmental Science and Policy*, 18.2 (2023), pp. 112–25, doi:10.1016/j.envsci.2023.01.005.

¹⁷ M. Thompson, R., & Garcia, 'The Impact of Educational Environments on Student Learning Outcomes', *Journal of Educational Psychology*, 1, 2023, pp. 45–60, doi:doi.org/10.1037/edu0000589.

Boarding School in Balung, Jember. The Baitul Arqom Islamic Boarding School provided a structured and supportive environment for its students. Where the students were not always required in a religious environment alone, but also provided students with a formal environment like schools in general, including; Baitul Arqom Female Student Organization (OSBA), Scouting, and Extracurricular. This organization was managed by santriwati from the end of class V to the beginning of class VI semester, who were accompanied by Ustadzah/service teachers. The santri were divided into six batches, namely batches one - three are junior high school level santri, while batches four - six are high school level santri. Where batches one - four are under the direction of batch five-six administrators, while batches five - six are under the guidance of ustadzah/devotion teachers. The students at the Baitul Arqom Islamic Boarding School were educated in the dormitory for 24 hours a day with high discipline, so that a strong and disciplined personality had been formed.

4. English Week Program

English Week program is an educational initiative implemented in various institutions, especially in Islamic boarding schools, which aims to improve students' English skills through immersive and interactive activities.¹⁸

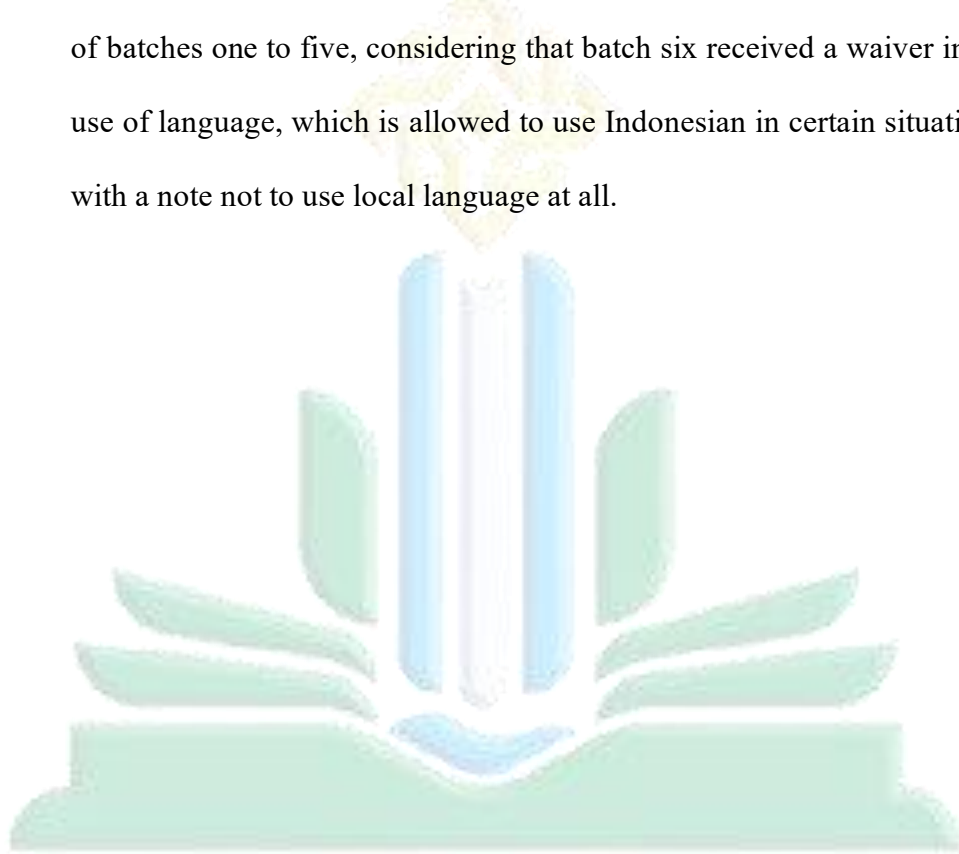
¹⁸ M. H. Basri, 'An Analysis of English Week Program for Male Students Speaking Skill in Ummul Quro As-Suyuty Islamic Boarding School Pamekasan. Thesis, English Teaching Learning Program, Tarbiyah Faculty, State Islamic Institute of Madura.', *Ayaa* (IAIN Madura, 2024).

English week program is English language learning applied in Baitul Arqom Islamic Boarding School Balung which is held twice a month (first and third week). There are three activities that are always carried out in the English week program including; Giving vocabularies, conversation, Wise words, and public speaking. Giving vocabulary is done every morning after morning prayer, where students form small groups to receive vocabularies. Conversation is held every Tuesday morning by bringing a conversation book that had been determined and pronouncing it with each partner. Wise word was only done on every Friday morning before the students' sports activities. Public speaking was also carried out once a week, on Sunday night. Each student got two parts in public speaking, whether it's giving a speech or giving a conclusion. Students did not only carry out these four activities, but during the implementation of the English week program, students were required to speak English in daily activities within 24 hours.

The English Week program was held by two managers, namely the Ustadzah/devotion teacher section for batches five to six, and the OSBA (Organization of Santriwati Baitul Arqom) section for batches one to four. However, in its technical implementation, this program is mostly managed by fifth year students, considering that sixth year students are focused on preparing for the final exam of the pesantren which lasts for one semester in the second semester. Nevertheless, both batch five and six are still required to participate in the English Week program, it's just that the

supervision and implementation are not as strict as in batches one to four.

In the context of this study, the researcher chose to focus more on the santri of batches one to five, considering that batch six received a waiver in the use of language, which is allowed to use Indonesian in certain situations, with a note not to use local language at all.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

1. The first previous research written by Maulida, Septhia Irnanda, Faudi, Sarair, Lina Farsia, and Nurul Inayah (2023) entitled “Factors That Hinder English Speaking Development in MIA Islamic Boarding School.”

This study aimed to identify the obstacles that prevent students in an Islamic boarding school from developing their English-speaking skills. The research involved 48 students from grades 7 to 9 and used a Likert-scale questionnaire to assess personal, peer, teacher, and facility-related factors. The findings revealed that the lack of learning facilities was the biggest challenge, followed by peer influence, self-related issues, and teacher-related factors. Students reported difficulties due to limited access to digital learning materials, lack of motivation, fear of making mistakes, and unsupportive social environments where peers laughed at them when they spoke English. Additionally, teachers were found to contribute to the problem by allowing students to use their native language and not consistently using English in class. The study suggested improvements such as providing more English learning

resources, fostering a supportive peer environment, and ensuring teachers act as role models in English communication.¹⁹

2. The second previous research written by Sofyan, Agus Widyantoro, and Prince Owusu Adoma (2023) entitled “Analysis of Students' Difficulties in Learning English Skills at Boarding Islamic Schools.”

This study aimed to analyze the challenges faced by students in acquiring English language skills in boarding Islamic schools. The research applied a qualitative approach. The findings highlighted several common difficulties, including linguistic barriers, limited exposure to English outside the school environment, curriculum constraints, and a lack of resources. The study concluded with recommendations for improving English language learning outcomes, such as integrating English more effectively into the curriculum, enhancing teacher training, and increasing access to learning resources.²⁰

3. The third previous research written by Ulya Zuhairati, Asnawi Muslem, and Dohra Fitrisia (2022) entitled “An Analysis of English Language Used in Daily Communication by Students of Dayah or Islamic Boarding School.”

This study aimed to analyze the policy regarding language use and students' perceptions of using English for daily communication in

¹⁹ Irnanda and others.

²⁰ Sofyan Sofyan, Agus Widyantoro, and Prince Owusu Adoma, ‘Analysis of Students’ Difficulties in Learning English Skills at Boarding Islamic Schools’, *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2.3 (2023), pp. 223–41, doi:10.56855/ijcse.v2i3.766.

an Islamic boarding school. This research applied a mixed-method approach, combining questionnaires, document analysis, and interviews for data collection. The findings revealed that the school had regulations enforcing English use and developed several programs to enhance students' motivation in speaking English. However, despite learning English for six years, students still faced difficulties in speaking fluently. The study concluded that while the English daily program was well implemented, students' confidence and proficiency remained challenges.²¹

4. The fourth previous research written by Dimas Bagus Wiranatakusuma and Anwar Allah Pitchay (2020) entitled “Analyzing Factors Influencing Second Language Acquisition in Al-Ghifari Islamic Boarding School Yogyakarta.”

This study aimed to analyze the factors affecting second language acquisition (SLA) among students in an Islamic boarding school setting. The research applied a quantitative approach using multiple regression analysis, with data collected through questionnaires from 18 students. The findings indicated that teacher competence and social environment had a positive and significant impact on SLA, while motivation and access to learning materials were not significant. The study suggested that students had an intrinsic motivation to learn English, but their learning process was hindered by limited access to

²¹ Razi, Muslem, and Fitrisia.

English materials and a lack of technological resources. The study recommended strengthening teacher support and improving the English-speaking environment to enhance students' SLA.²²

5. The fifth previous research written by Rana Raihana (2023) entitled "The Influence of Language Regulation Toward English Learning in Boarding School."

This study aimed to investigate the impact of language regulations on students' speaking and writing skills and identify the challenges faced in implementing these regulations. The research applied a qualitative approach with data collected through interviews with six students and four language administrators at an Islamic boarding school in Aceh Besar. The findings revealed that language regulations positively influenced students' fluency, vocabulary acquisition, and confidence in speaking, as well as enhanced their writing skills. However, students faced several challenges, including pronunciation difficulties, lack of self-confidence, translation issues, and limited awareness of the importance of language regulations. The study suggested that integrating listening and reading components into the language regulations could further improve students' English proficiency.²³

²² Dimas Bagus Wiranatakusuma and Anwar Allah Pitchay, 'Analyzing Factors Influencing Second Language Acquisition in Al-Ghifari Islamic Boarding School Yogyakarta', *Prosiding Seminar Nasional Program Pengabdian Masyarakat*, 2021, pp. 979–95, doi:10.18196/ppm.35.84.

²³ Rana Raihana, 'The Influence of Language Regulation Toward English Learning in Boarding School' (UIN Ar-Raniry Banda Aceh, 2023).

6. The sixth previous research written by Neli Meilana (2023) entitled “The Implementation of English Day Program for Students’ Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan.”

This study aimed to analyze the implementation of the English Day program and the factors supporting and inhibiting its success in improving students’ speaking activities. The research employed a descriptive qualitative method. The findings revealed that the English Day program was implemented through two main strategies: habituation with motivation and habituation with practice. The study identified four supporting factors; motivation, competitiveness, teacher roles, and the school’s vision and mission. However, three major obstacles were also found, namely environmental influence, English not being the students' mother tongue, and individual differences among learners. The study concluded that the English Day program significantly contributed to enhancing students’ speaking activities but required better consistency and reinforcement.²⁴

7. The seventh previous research written by Nurul Khaira (2021) entitled “The Perceived Impact of the English Week Program (EWP) on Students' Speaking Skills in Boarding School.”

This study aimed to analyze students' perceptions of the effectiveness of the English Week Program (EWP) in improving their

²⁴ Neli Meilana, ‘The Implementation of English Day Program For Students’ Speaking Activities at MTS Muhammadiyah Pakis Baru Pacitan’, *Nucl. Phys.* (IAIN Ponorogo, 2023).

confidence and fluency in speaking English at Darul Ulum Islamic Boarding School. The research applied a qualitative approach. The findings revealed that students had a positive perception of the program, stating that it significantly improved their confidence in speaking and enhanced their fluency through daily practice. Additionally, the study found no significant differences between male and female students' perspectives on the program. The research suggested that peer interaction, repetition, preparation, and teacher support were key factors influencing students' speaking confidence and fluency.²⁵

8. The eighth previous research written by Moch. Hasan Basri (2024) entitled “An Analysis of English Week Program for Male Students’ Speaking Skill in Ummul Quro As-Suyuty Islamic Boarding School.”

This study aimed to analyze the implementation of the English Week program and its advantages for improving male students’ speaking skills. The research applied a qualitative descriptive approach. The findings revealed that the English Week program was implemented through four key strategies: mandatory daily English communication, administrator supervision with punishments for rule violations, muhadharah (speech practice), and the Generation of English Language (GOEL) program. The study concluded that this program significantly helped students enhance their self-confidence, improve speaking and

²⁵ Khaira.

listening skills, facilitate communication, and prepare for future academic and career opportunities.²⁶

Some previous studies explained above are provided briefly in the following table.

Table 2.1
The Similarities and Differences Between Previous Research and This Research

No.	Tittle of the Research	Similarities	Differences
1.	Maulida, Septhia I, Faudi, Sarair, Lina F, Nurul I (2023) "Factors That Hinder English Speaking Development in MIA Islamic Boarding School."	Both studies identified challenges in English seaking development.	a) The previous study provided insight into facility and material limitations, whereas this study sought solutions for program effectiveness b) The previous study used a quantitative approach, whereas this study used qualitative approach.
2.	Sofyan, Agus W, Prince Owusu Adoma (2023) entitled "Analysis of Students' Difficulties in Learning English Skills at Boarding Islamic Schools."	a) Both studies used a qualitative approach. b) Both studies explored challenges faced by students in acquiring English skills.	a) This study discussed general English learning difficulties, whereas this study focused specifically on EWP implementation. b) This study provided policy recommendations for curriculum improvements,

²⁶ Basri.

No.	Title of the Research	Similarities	Differences
3.	Ulya Z, Asnawi M, Dohra F (2022) “An Analysis of English Language Used in Daily Communication by Students of Dayah or Islamic Boarding School.”	a) Both studies examined English language usage in Islamic boarding schools. b) Both identify regulations and programs designed to encourage English communication.	whereas this study sought practical solutions for EWP. a) This previous study focused on daily language use, whereas this study is on English Week Program (EWP). b) The previous study investigated students’ motivation for using English, whereas this study identified obstacles and solutions.
4.	Dimas B W Anwar A P (2020) “Analyzing Factors Influencing Second Language Acquisition in Al-Ghifari Islamic Boarding School Yogyakarta.”	Both analyze factors influencing English acquisition in Islamic boarding schools.	a) The previous study used quantitative methods, whereas this study used qualitative methods. b) The previous study focused on general second language acquisition, whereas this study just the English Week Program (EWP).
5.	Rana Raihana (2023) “The Influence of Language Regulation Toward English Learning in Boarding School.”	a) Both studies analyzed factors affecting English use in an Islamic boarding school. b) Both studies used a qualitative approach.	This previous study focused on language regulations and policies, whereas this study examined challenges and solutions within EWP.

No.	Title of the Research	Similarities	Differences
6.	Neli Meilana (2023) "The Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan."	a) Both studies focused on creating an English-speaking environment in Islamic schools. b) Both studies used a qualitative approach.	a) The previous study used English day program, while this research used English week program. b) The previous study focused more on daily habit formation, whereas this study examined weekly implementation and solutions.
7.	Nurul Khaira (2021) "The Perceived Impact of the English Week Program (EWP) on Students' Speaking Skills in Boarding School."	a) Both studies focused on English Week Program (EWP) in an Islamic boarding school. b) Both studies examined the impact of EWP on students' English-speaking proficiency. c) Both studies used a qualitative approach.	This previous study focused on students' perceptions of EWP's effect on confidence and fluency, whereas this study explored factors affecting the use of English and obstacles in EWP implementation.
8.	Moch. Hasan Basri (2024) "An Analysis of English Week Program for Male Students' Speaking Skill in Ummul Quro As-Suyuty Islamic Boarding School."	a) Both studies analyzed English Week Program (EWP) implementation. b) Both studies used a qualitative approach.	a) This previous study analyzed the advantages and structure of the EWP, whereas this study focused on identifying obstacles in its implementation and finding solutions. b) This previous study focused only

No.	Tittle of the Research	Similarities	Differences
			on male students, whereas this study was on a female student population.

B. Theoretical Framework

1. Language Learning and Teaching in Islamic Boarding School

In this study, the theory of language teaching and learning in Islamic boarding schools (pesantren) is considered as part of the contextual framework. Language learning in pesantren is unique, as it is closely linked with religious values, discipline, and the daily routines of communal life. English teaching in pesantren frequently applies an integrative approach by using traditional Islamic methods such as talaqqi (direct transmission from teacher to student), muhadharah (speech or presentation practice), and muhadasah (daily conversation), which enhance students' speaking skills in real and religiously relevant contexts.²⁷

The pesantren learning environment also supports situated learning, where language use is embedded in authentic activities. English is practiced through structured daily activities such as English Morning Talk, language areas, and weekly speaking forums. These

²⁷ Ari Ismail and others, 'Tahsin Learning Strategy and Method to Improve The Al-Quran Reading Quality for The Majlis Tafsir Al-Qur'an Community in Surakarta', *Profetika* 24, 2.2 (2023), pp. 393–94.

activities function as natural language immersion that strengthens communicative competence.

Additionally, this study adopts Vygotsky's sociocultural theory, particularly the Zone of Proximal Development (ZPD), where teachers and senior students (often called *musyrif*) serve as guides who provide scaffolding in language learning. This guidance is critical in helping students gradually achieve independence in using the target language.²⁸

2. English Language Teaching

English Language Teaching (ELT) is an approach, method, and strategy used in teaching English with the aim of improving English language skills, including listening, speaking, reading, and writing effectively. ELT is used to teach English to people who do not use English as their first language and growing²⁹. It is related to psychological, linguistics, and sociocultural aspects in learning English.

ELT is not only concerned with grammar but also focuses on students' communicative competence³⁰. The scope of ELT not only included student development but also involved teacher training and the

²⁸ Latifa Rahman, 'Vygotsky's Zone of Proximal Development of Teaching and Learning in STEM Education', *International Journal of Engineering Research & Technology*, 13.8 (2024) <<https://www.ijert.org/vygotskys-zone-of-proximal-development-of-teaching-and-learning-in-stem-education>>.

²⁹ Ibna Prodhan Mahbub Seraj, Blanka Klimova, and Rubina Khan, "Visualizing Research Trends in English Language Teaching (ELT) From 2013 to 2022: A Bibliometric Analysis," *SAGE Open* 14, no. 2 (2024): 1, <https://doi.org/10.1177/21582440241251998>.

³⁰ Jieun Han and others, *RECIPE: How to Integrate ChatGPT into EFL Writing Education*, *Proceedings of the 10th ACM Conference on Learning* (Association for Computing Machinery, 2023), 1, doi:10.1145/3573051.3596200.

development of an effective curriculum. The teaching methods in ELT emphasize a more communicative and real-life context-based approach.

ELT is in line with Cognitive Linguistics, which is a linguistic approach that considers language inseparable from the cognitive processes of humans. This theory was proposed by Lakoff & Johnson (1980), who explained that language is a reflection of thinking and understanding of the world. Language is not only about word forms or sentence structures, but also related to concepts and human understanding. These concepts were shaped based on experiences and knowledge of the world, while language is the way to express and communicate them. In this theory, language is seen as an active process, where the organization of cognitive concepts help shape meaning³¹. Therefore, cognitive linguistics emphasizes that language learning is inseparable from deep contextual understanding, which in turn shapes communication patterns.

ELT Methods have evolved in line with the development of linguistic theories. The commonly used methods include the Grammar-Translation Method (GTM), Direct Method, Audio-Lingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT), as described below:

³¹ Astghik Chubaryan and Mariam Vardanyan, "Exploring the Cognitive Dimensions of Language Acquisition," *Armenian Folia Anglistika* 20, no. 1 (29) (2024): 14, <https://doi.org/10.46991/afa/2024.20.1.13>.

a. Grammar-Translation Method (GTM)

The Grammar-Translation Method (GTM) emphasizes the translation of texts from English into the native language and vice versa. This method prioritizes grammar rules and vocabulary acquisition over speaking and listening skills. It is particularly suitable for understanding grammatical structures and literary texts. However, a major drawback of this method is its lack of emphasis on developing oral communication skills³².

b. Direct Method

This method is applied by teaching English directly without using the students' native language. It emphasizes oral communication skills, with grammar taught implicitly through context. The Direct Method can enhance speaking ability and direct comprehension, but it requires fluent teachers and sufficient teaching resources³³.

c. Audio-Lingual Method

This method uses repetition and pattern drills to develop language habits. It is effective for reinforcing sentence structures and encouraging automatic responses. However, it does not focus

³² Melisa Bureković, Edina Rizvić-Eminović, and Melisa Pilav, "Review of Five Methods Used in English Language Teaching," *Zbornik Radova Islamskog Pedagoškog Fakulteta u Zenici (Online)*, no. 21 (2023): 449, <https://doi.org/10.51728/issn.2637-1480.2023.447>.

³³ Fitriyanti Th Abas and Nurul, "Is the Direct Method Still Effective in Teaching English Speaking Skills in Indonesia?," *Langua: Journal of Linguistics, Literature, and Language Education* 5, no. 1 (2022): 16, <http://jurnal.stkipkieraha.ac.id/index.php/langua/>.

on understanding meaning or encouraging creative use of language³⁴.

d. Communicative Language Teaching (CLT)

This method aims to develop students' communicative competence through interactive activities and the use of language in everyday situations. Activities under this method include role-plays, discussions, and simulations that promote natural communication. While it can enhance speaking and social interaction skills, it may be challenging to implement in large classes with limited resources³⁵.

e. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) focuses on completing real-world tasks such as interviews as a medium for language learning. Tasks are designed to help students achieve specific communicative goals. This method can motivate students and improve their ability to use language in authentic contexts, but it requires thorough planning and appropriate assessment³⁶.

³⁴ Evode & Bazimaziki Gabriel Nshimiyimana, "Effectiveness of Audio-Lingual Teaching Method to Enhance Students' English Speaking and Listening Proficiency: The Case of Selected Primary Schools in Nyagatare District Evode," *Rwandan Journal of Education* 7, no. 2 (2024): 34.

³⁵ Oybek Rashov, "Modern Methods of Teaching Foreign Languages in Vocational Colleges," *International Scientific and Current Research Conferences* 2, no. 21 (2023): 158–159, [https://doi.org/10.52058/2695-1592-2023-2\(21\)-108-115](https://doi.org/10.52058/2695-1592-2023-2(21)-108-115).

³⁶ Rashov.

3. Teaching Speaking Skill

Teaching speaking skill refers to the process of instruction aimed at improving students' speaking abilities, especially in English. Speaking skill represents a productive ability in English language learning activities that enables students to express their thoughts, feelings, and information orally. Speaking skill also reflects students' knowledge of the language being learned³⁷. It includes several components such as grammar, vocabulary, fluency, and pronunciation.

a. Grammar

Grammar refers to the set of rules that governs how words are structured into correct sentences in a language. It includes elements such as tenses, parts of speech, sentence structures, and subject-verb agreement³⁸. A good understanding of grammar allows students to express ideas logically and in an organized manner. Grammar is generally taught through both explicit and implicit approaches. Understanding grammar helps students grasp the structure of the language more easily and deeply, which supports their speaking and writing abilities. Grammar emphasizes the effective use of language rules³⁹.

³⁷ Mu-Hsuan Chou, "An Integrated Approach to Developing and Assessing EFL Students' Speaking Ability and Strategy Use," *Language Education & Assessment* 4, no. 1 (2021): 20, <https://doi.org/10.29140/lea.v4n1.428>.

³⁸ Christian E C Ogwudile, 'The Position of Grammar in English Language Teaching', *Nigerian Journal of African Studies (Njas)*, 4.1 (2022), pp. 57–62.

³⁹ Ogwudile. Page: 58

b. Vocabulary

Vocabulary refers to all the words that students know and use in communication. The use of vocabulary is essential for understanding and conveying messages, which enables effective communication. The more vocabulary a student masters, the better they are able to express various ideas, information, and feelings⁴⁰. Vocabulary is usually learned directly through reading, practice, conversation, and real-life experiences. Vocabulary is also considered the foundation of all language skills, particularly in relation to communication.

c. Fluency

Fluency refers to students' ability to speak English quickly, accurately, smoothly, and without frequent pauses⁴¹. This fluency reflects the level of comfort and automaticity in using the language being learned. Fluency is an important aspect of speaking because it creates a smooth and natural flow of communication⁴².

Fluency can be developed through continuous speaking practice.

d. Pronunciation

Pronunciation refers to the way words are spoken in a particular language and includes aspects such as articulation,

⁴⁰ Syahar Nurmala Sari and Dyah Aminatun, "Students' Perception on the Use of English Movies To Improve Vocabulary Mastery," *Journal of English Language Teaching and Learning* 2, no. 1 (2021): 17, <https://doi.org/10.33365/jeltl.v2i1.757>.

⁴¹ Gafurov Bakhtiyor Zakirovich, "Accuracy and Fluency in Language Teaching," *IJSSIR* 12, no. 05 (2023): 20.

⁴² Zakirovich.

intonation, and rhythm⁴³. Good pronunciation facilitates communication because it allows the listener to clearly and accurately understand the message being delivered. Pronunciation is often a challenge in English communication due to the differences in sounds between English and the learners' native language. Pronunciation can be improved through ongoing conversation practice, helping students sound more natural and professional when speaking English⁴⁴.

4. The Startegy of Learning Language

The strategy of learning language or Language learning strategies (LLS) refer to the actions, behaviors, steps, or techniques used by learners to improve their progress and development in language skills. These strategies assist in acquiring, storing, retrieving, and using information effectively. The appropriate use of learning strategies can enhance students' success in language acquisition. Learners who are active and accurate in applying learning strategies tend to have higher language proficiency and show a positive attitude towards learning activities. The strategies used can encourage students to study independently and adapt learning approaches to their own styles.

⁴³ Martha C. Pennington, "Teaching Pronunciation: The State of the Art 2021," *RELIC Journal* 52, no. 1 (2021): 15, <https://doi.org/10.1177/00336882211002283>.

⁴⁴ Pennington.

According to Oxford (1990) language learning strategies are classified into two main categories: direct strategies such as memory, cognitive, and compensation strategies, and indirect strategies such as metacognitive, affective, and social strategies⁴⁵. The explanation of these two groups of strategies is as follows:

a. Direct strategies

1) Memory strategies

Memory strategi help students store and retrieve new information. For example, associating words with pictures can make the process of remembering easier⁴⁶. Techniques such as association, imagery creation, and repetition can be used to strengthen memory. In general, students use techniques like associating new words or phrases with specific locations on a page or board. Other examples include using flashcards and creating rhymes to improve vocabulary retention. However, the effectiveness of these strategies may very depending on learning preferences and comfort levels⁴⁷.

The advantages of this strategy are that it is easy to apply across various ages and skill levels and helps students remember

⁴⁵ Haddi Junaidi Kussin, Ainon Omar, and Napisah Kepol, "Language Learning Strategies (LLS): Teachers' Notions and Practice," *Dinamika Ilmu* 18, no. 1 (2018): 107, <https://doi.org/10.21093/di.v18i1.1086>.

⁴⁶ Esa Penilta Amiruddin, "Memory Strategies Used by Mathematics Students at Dayanu Ikhsanuddin University," *International Journal of Integrative Sciences* 2, no. 4 (2023): 660, <https://doi.org/10.55927/ijis.v2i4.3759>.

⁴⁷ Aulinadia Khalifasati and Dias Andris Susanto, "The Students' Memory Language Learning Strategy in Mastering English Materials At Vocational School Level," *PRIMER : Jurnal Ilmiah Multidisiplin* 1, no. 4 (2023): 383, <https://doi.org/10.55681/primer.v1i4.164>.

vocabulary efficiently. The disadvantages are that it is not effective for more complex communication and can become boring if repeated too often⁴⁸.

2) Cognitive strategies

Cognitive strategies involve active mental processes in understanding and producing language. Examples include analysis techniques, deductive reasoning, and note-taking⁴⁹. Using these strategies allows students to process information more deeply and connect it with previously acquired knowledge. These strategies emphasize the ability to clarify and verify understanding, as well as develop critical thinking skills⁵⁰.

The advantages of this strategy include promoting deep understanding and active processing of the information obtained. Additionally, it enhances analytical skills and critical thinking. The disadvantages are that it requires more time and effort and can confuse students if not guided properly⁵¹.

⁴⁸ Esa Penilta Amiruddin.

⁴⁹ Sisilia Gracella Tunga, "Cognitive Strategies in Reading Critically By," *Lectio* 1, no. 1 (2020): 4.

⁵⁰ Kadek Wirahyuni and I Nengah Martha, *Cognitive Strategies on Language Learning, Proceedings of the 2nd International Conference on Languages and Arts across Cultures (ICLAAC 2022)* (Atlantis Press SARL, 2023), doi:10.2991/978-2-494069-29-9.

⁵¹ Tunga.

3) Compensation strategies

Compensation strategies are techniques used to overcome limitations in language knowledge, such as limited vocabulary or grammatical structure⁵². Examples of this technique include using synonyms, gestures, or guessing meaning based on context to convey messages. Compensation strategies can improve students' ability to translate texts by allowing them to communicate effectively despite language barriers⁵³.

The advantages of this strategy include enabling students to communicate even with limited language mastery and increasing their confidence. The disadvantages are that it may lead to bad habits, such as using incorrect words repeatedly, and it does not always fix the actual language deficiencies.

b. Indirect strategies

1) Metacognitive strategies

Metacognitive strategies involve planning, monitoring, and evaluating the learning process⁵⁴. Learners who use these

⁵² Like Raskova Octaberlina, Afif Ikhwanul Muslimin, and Imam Rofiki, "An Investigation on the Speaking Constraints and Strategies Used by College Students Studying English as EFL Learners," *International Journal of Learning, Teaching and Educational Research* 21, no. 9 (2022): 234, <https://doi.org/10.26803/ijlter.21.9.14>.

⁵³ Mona Fareed Mohamed Ragab, Azza hamdy El-Marsafy, and Amal Mansour Abdul-Allah, "The Effectiveness of Compensation Strategies for Developing Some Media Translation Skills for Educational Media Students at the Faculty of Specific Education Mona," *PJAE* 18, no. 1 (2021): 4373.

⁵⁴ Erina Andriani and Concilianus Laos Mbato, "Male and Female Indonesian EFL Undergraduate Students' Metacognitive Strategies in Academic Reading: Planning, Monitoring and

strategies tend to be more aware of their learning goals and can organize their learning approaches effectively. Metacognitive strategies play a significant role in enhancing English achievement, especially in online learning contexts. By applying these strategies, students can more effectively identify their weaknesses and adjust their learning methods to overcome them. This supports optimal learning outcomes and promotes independence in the learning process⁵⁵.

The advantages of this strategy include helping students become more independent and organized in their learning and being effective for long-term achievement. The disadvantages are that it is difficult for inexperienced students to apply and requires guidance from teachers for optimal use⁵⁶.

2) Affective strategies

Affective strategies are related to managing emotions, motivation, and attitudes during the learning process.

Techniques such as relaxation, positive self-talk, and self-reward are used to reduce anxiety and improve confidence.

These strategies help students improve their speaking skills by

Evaluation Strategies,” *Journal on English as a Foreign Language* 11, no. 2 (2021): 276, <https://doi.org/10.23971/jefl.v11i2.3006>.

⁵⁵ Mark Feng Teng, Chuang Wang, and Junjie Gavin Wu, “Metacognitive Strategies, Language Learning Motivation, Self-Efficacy Belief, and English Achievement During Remote Learning: A Structural Equation Modelling Approach,” *RELC Journal* 54, no. 3 (2023): 2, <https://doi.org/10.1177/00336882211040268>.

⁵⁶ Andriani and Mbato.

effectively managing emotions and social interactions. Effective emotional management through affective strategies allows students to focus better and stay motivated in learning. For instance, by overcoming anxiety about public speaking, students can be more confident in participating in class discussions⁵⁷.

The advantages of this strategy include increasing students' motivation and confidence in learning English, and reducing learning-related anxiety and stress. The disadvantages are that its effectiveness depends on the students' self-awareness in managing emotions and it mainly impacts the psychological aspect.

3) Social strategies

Social strategies involve interaction with others to facilitate language learning. These include asking for help, participating in group discussions, and observing how others use the language⁵⁸. Active participation in group activities and collaboration with peers significantly enhance students' speaking skills. Students can practice the language in real-life contexts and receive direct feedback from peers or teachers.

⁵⁷ Maulid Robiansyah and Pryla Rochmahwati, 'Socio-Affective Strategies Employed By Students in Speaking Class', *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 1.1 (2020), p. 9, doi:10.21154/eltall.v1i1.2097.

⁵⁸ Hanik Mahmudah and Fathor Rasyid, "Engaging Students in Cooperative Learning Model of Reading Course Through Numbered Head Together," *ETERNAL (English Teaching Journal)* 13, no. 1 (2022): 56, <https://doi.org/10.26877/eternal.v13i1.10339>.

This not only improves language skills but also broadens cultural understanding and the context of language use⁵⁹.

The advantages of this strategy include improving communication skills through direct interaction and understanding cultural context and language usage in real life. The disadvantages are that not all students feel comfortable or have equal opportunities for direct interaction, and it may not be effective if practiced with peers who are also not proficient⁶⁰.



⁵⁹ Şengül Balkaya, “Social Strategies in Language Learning for Promoting Speaking Skills,” *Research on Education and Psychology* 7, no. 2 (2023): 495, <https://doi.org/10.54535/rep.1362414>.

⁶⁰ Mahmudah and Rasyid.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative approach to explore the factors that influence the use of English in an Islamic boarding school environment through the English Week Program (EWP). This approach used to describe social phenomena from the perspective of the participants. It also allowed the researcher to understand how students perceived, comprehended, and responded to the program in the context of their daily lives. The design applied in this research is a case study. Yin (2014) explain that the case study approach is part of qualitative research to understand phenomena in real context.⁶¹

B. Location of The Reasearch

The research was conducted at Islamic boarding school, spesifically at Pesantren Baitul Arqom, where the English Week Program (EWP) is actively implemented. This school was chosen as the research site because it provided a natural setting where students were encouraged to use English in daily communication during the program. The environment of the “pesantren” with its structured routines and community-based learning, offered a unique context to observe the implementation of language programs like EWP.

⁶¹ Trista Hollweck, ‘ Robert K. Yin. (2014). Case Study Research Design and Methods (5th Ed.). ’, *Canadian Journal of Program Evaluation*, 30.1 (2015), pp. 108–10, doi:10.3138/cjpe.30.1.108.

C. Research Subject

The subjects of this study were the female students (santriwati) and the English coordinator at Pondok Pesantren Baitul Arqom who were actively involved in the English Week Program (EWP). These subjects were selected based on their roles and experiences related to the implementation of the English Week Program (EWP).

The English coordinator was chosen because of their direct responsibility for organizing and supervising the EWP, as well as having a deep understanding of the program's objectives, rules, and challenges. On the other hand, the female students (santriwati) were selected based on their active participation and experience with the English Week Program (EWP). These students were chosen for their extensive involvement in the program, as they had participated in multiple cycles of the EWP, making them ideal subjects to provide valuable insights into the factors influencing the use of English in the Pesantren environment.

D. Data Collecting Technique

Data collection is an essential step in the research that aims to obtain accurate and relevant information to answer research questions⁶². In this study, the data were collected using three primary techniques: observation, interview, and documentation. This method was chosen to gain in-depth and

⁶² Tapiwa Muzari, Goerge Nevers Shava, and Samantha Shonhiwa, 'Qualitative Research Paradigm, a Key Research Design for Educational Researchers, Processes and Procedures: A Theoretical Overview', *Indiana Journal of Humanities and Social Sciences*, 2.1 (2022), pp. 14–20.

comprehensive insights into the implementation of the English Week Program (EWP) and the factors influencing the use of English in the Islamic boarding school environment.

1. Observation

Observation is a fundamental method in qualitative research used to gain an understanding of complex behaviors and interactions in a natural setting⁶³. In this research, observation was employed to obtain data related to the implementation of the English Week Program (EWP) and to explore how students use English in various daily activities within the Islamic boarding school environment. This method was also intended to inspire the formulation of interview questions that would later be used to gain deeper insights into students' perceptions and experiences.

During each observation, the researcher prepared field notes and a checklist table. The field notes were used to record actual situations, student behaviors, and language interactions observed during the program. These notes served as original documentation that could be referenced and validated based on what occurred during the observation sessions. Meanwhile, the checklist table was used to systematically analyze student participation, language use patterns, and program implementation in different settings such as dormitories, speech room,

⁶³ Alexis Bazen, Frances K. Barg, and Junko Takeshita, 'Research Techniques Made Simple: An Introduction to Qualitative Research', *Journal of Investigative Dermatology*, 141.2 (2021), pp. 241-247.e1, doi:10.1016/j.jid.2020.11.029.

field for English learning vocabulary and public speaking sessions. The data collected through observation served as an important instrument for identifying the factors that affect students' use of English during the English Week Program at Pesantren Baitul Arqom.

2. Interview

Interview is a commonly used method in qualitative research that aims to collect detailed information directly from research participants through verbal interaction⁶⁴. In this research, semi-structured interviews were conducted to explore the perceptions, experiences, and opinions of both the English coordinator and female students regarding the implementation of the English Week Program (EWP). The interview was designed with open-ended questions that allowed participants to express their thoughts freely while maintaining focus on the research objectives. The English coordinator was interviewed to gather information about the design, goals, challenges, and expected outcomes of the EWP. Meanwhile, interviews with selected female students were conducted to explore their motivation, confidence, obstacles, and habits in using English during the program.

The interviews were conducted in a quiet and familiar environment to make participants feel comfortable and open in sharing their views. Each interview session was recorded (with consent) and supported by note-taking to ensure that all responses were captured

⁶⁴ Bazen, Barg, and Takeshita.

accurately. The results of the interviews served as essential qualitative data for identifying internal and external factors that affect the students' use of English.

3. Documentation

Documentation is an important technique in qualitative research used to obtain supporting data from written or recorded materials related to the research focus⁶⁵. In this study, documentation was used to collect various official and non-official records associated with the implementation of the English Week Program (EWP) at Pesantren Baitul Arqom. The types of documents reviewed in this research included the EWP guidelines, student activity schedules, posters or announcements related to the program, language rules during the English Week period, and internal reports or evaluations conducted by the school. These documents provided background information and contextual understanding of the environment in which the program was implemented.

E. Data Analysis

Data analysis is the process of organizing, interpreting, and making sense of the collected data to answer research questions and draw conclusions⁶⁶. In this qualitative study, the data analysis was conducted

⁶⁵ Hani Morgan, 'Conducting a Qualitative Document Analysis', *Qualitative Report*, 27.1 (2022), pp. 64–77, doi:10.46743/2160-3715/2022.5044.

⁶⁶ Morgan.

using a descriptive qualitative method, focusing on identifying themes and patterns from the information gathered through observation, interviews, and documentation.

1. Data Reduction

Data reduction is the initial step in processing qualitative data, where the researcher begins to sift through all the collected information and sort it based on relevance to the research focus⁶⁷. It involved narrowing down the data by selecting key points, organizing important details, and eliminating elements that are not directly related to the research objectives. In this study, data reduction was carried out on the information obtained from observation sessions during the English Week Program, interviews with the English coordinator and female students, and supporting documentation. During this process, the researcher identified which data reflected the factors influencing students' use of English in the boarding school environment. By concentrating only on data that aligned with the research questions, the researcher avoided unrelated or off-topic content. This helped ensure that the analysis stayed focused and meaningful.

2. Data Display

Data display is the stage where the reduced data are organized and presented in a structured way to help the researcher interpret and

⁶⁷ Luis Vila-Henninger and others, 'Abductive Coding: Theory Building and Qualitative (Re)Analysis', *Sociological Methods and Research*, 53.2 (2024), pp. 968–1001, doi:10.1177/00491241211067508.

understand the patterns more clearly. It involves arranging information so that relationships between concepts, themes, or categories can be identified more easily⁶⁸. In this research, the data display process was done by categorizing the findings from observations, interviews, and documentation into several thematic areas related to students' use of English during the English Week Program. The information was grouped based on emerging themes such as motivation, peer influence, institutional rules, students' confidence, and environmental support. These themes were presented in the form of narrative descriptions and supported by excerpts from interview transcripts, field notes, and official documents. This arrangement helped the researcher to see how each factor interacted and influenced the students' language use.

3. Conclusion

The last step of data analysis was drawing conclusion. In this stage, the researcher summarized the findings based on the data that had been previously reduced and displayed⁶⁹. The conclusion was drawn to answer the research questions and to understand the main factors influencing the use of English during the English Week Program (EWP) at Pesantren Baitul Arqom.

⁶⁸ Andrea J. Bingham, 'From Data Management to Actionable Findings: A Five-Phase Process of Qualitative Data Analysis', *International Journal of Qualitative Methods*, 22 (2023), pp. 1–11, doi:10.1177/16094069231183620.

⁶⁹ Tunga.

F. Data Validity

To build trust in qualitative data, researcher used two types of triangulation, namely source triangulation and technical triangulation. Source triangulation was used to seek data credibility by cross-checking data that has been obtained through several sources. This was done by combining information from the English coordinator with female students (santriwati) of Baitul Arqom Islamic Boarding School. Meanwhile, the triangulation technique was used as a way to seek data credibility by cross-checking the same data with different techniques. Researcher combine data collected from interviews, observations, and documentation. The researcher also used member checking by asking participants to confirm certain statements or clarify specific events after interviews.

G. Research Produce

The research procedure referred to the steps taken by the researcher in conducting the study from the beginning until the end. This study followed a series of systematic procedures to ensure that the data collection and analysis were conducted in an organized and focused manner.

1. Preparation

The first step is preparation, where the researcher developed a research schedule to determine when observations, interviews and documentation are conducted. Coordinating with the pesantren,

especially with the English coordinator, to request official permission and prepare access to the English Week program. Researcher also prepared research instruments such as observation sheets, interview guidelines, and documentation checklists (Collecting activity schedules, language rules, and EWP program reports).

2. Data Collecting

The second step is data collection which included observation of the English Week Program, interviews with the English coordinator and eight until ten female students, and related documents. Observations were made during EWP activities, and interviews were conducted shortly afterwards to gain deeper insights. Relevant documents such as schedules, program regulations, and announcements were also collected.

3. Data Analysis

The third step was data analysis, where all collected data were reduced, displayed, and interpreted. Data reduction was done by filtering and selecting relevant data from interviews, observations, and documentation. The data that had been reduced is then presented in the form of a narrative or thematic table to facilitate interpretation. Furthermore, the data displayed interpreted based on emerging patterns and verified through data triangulation and source triangulation to ensure the validity of the results.

4. Drawing Conclusion

The final step was drawing conclusions, where the findings were summarized based on what was discovered in the field. The conclusions reflected the real situation regarding the factors affecting students used of English during the English Week Program at Pesantren Baitul Arqom.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and a discussion of the research. The finding is the information found in the field, while the discussion is the process of deciding or drawing a conclusion about the topic of this research, which is the English Week Program in the Islamic boarding school environment. The findings and discussion are explained as follows:

A. Research Findings

Although the English Week Program was systematically scheduled and supported by school regulations, the implementation faced several obstacles that hindered students' active use of English. The inhibiting factors are described below based on the convergence of observational data, interview excerpts, and documentary evidence.

1. The Inhibiting Factors in Implementing the English Program Week

a) Limited Vocabulary and Pronunciation Difficulty

One of the most prominent inhibiting factors in the implementation of the English Week Program was the students' limited vocabulary and difficulty in pronouncing English words correctly.

Field observations during the Vocabulary Giving sessions revealed that many santriwati tended to memorize the list of new words mechanically without fully understanding their meanings or grammatical functions. The researcher frequently observed students who could repeat

the words after their mentors but hesitated when asked to use them in a sentence. Some participants even attempted to avoid eye contact with the mentor when pronunciation practice was required, indicating anxiety and lack of confidence.⁷⁰

During informal interactions outside of scheduled activities, such as in dormitories, mosques, and classrooms, students were rarely heard practicing new vocabulary, which limited their ability to remember words introduced during morning sessions.⁷¹

The gap between vocabulary input and actual communicative use reflected a fundamental challenge in second language learning: exposure alone is not enough without meaningful practice. The English coordinator junior Fauzia acknowledged;

“Most of the students actually remember the words, but when they are asked to pronounce them in front of their friends, they hesitate. They fear making mistakes in front of the group.”⁷²

An English coordinator senior Ustadzah Intan Galih provided a similar perspective, explaining;

“Some students know the spelling but cannot produce the correct sounds. They often ask me privately after the activity to check their pronunciation, which shows they need more guided practice.”⁷³

⁷⁰ Observation in PP Baitul Arqom, 23th May 2025

⁷¹ Observation in PP Baitul Arqom, 23th May 2025

⁷² Coordinator junior Fauzia, interview, PP Baitul Arqom, 26th May 2025

⁷³ coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

Likewise, one of the santriwati Nofi stated,

“My friends and I sometimes learn the vocabulary only to pass the daily test. We rarely use those words in conversation because we are not sure how to pronounce them correctly.”⁷⁴

The difficulties in vocabulary retention and pronunciation were also evident in the Conversation and Public Speaking activities. For example, in several sessions observed by the researcher, students were able to recall the vocabulary list but struggled to integrate the words into their speech spontaneously. Some participants read directly from prepared notes during their speeches to avoid mispronunciation, while others spoke in a very low voice to minimize potential embarrassment if errors occurred. The researcher observations highlighted that the atmosphere became much quieter whenever a difficult word was introduced, and students often waited for a classmate to say the word before attempting to say it themselves.

So, the combination of limited vocabulary, fear of mispronunciation, and high anxiety prevented students from transforming passive knowledge into active communication. Consequently, without continuous practice and corrective feedback, the gap between recognition and production persisted, undermining the main

⁷⁴ Santriwati Nofi, interview, PP Baitul Arqom, 27th May 2025

goal of the English Week Program to create a functional English-speaking environment.

b) Low Confidence and Fear of Making Mistakes

Another significant barrier to the successful implementation of the English Week Program was the students' low self-confidence and persistent fear of making mistakes when speaking English.

Observations across multiple activities, including Conversation and Public Speaking, revealed that many santriwati preferred to remain silent rather than risk incorrect pronunciation or grammar. During the Conversation sessions, the researcher noted several students quietly repeating lines only to themselves or relying heavily on their partners to lead the dialogue. In some cases, students pretended to look busy with their notebooks to avoid being called upon by mentors. Such behavior reflected an internal anxiety that inhibits active participation, and therefore could be classified as a social phenomenon worthy of attention.

The researcher further observed this pattern, recording frequent incidents where students "appeared confused when sudden questions were asked" or "avoided eye contact with the language officers". Even during informal interactions in the dormitory and cafeteria, the majority

of students refrained from using English unless explicitly prompted by a mentor, indicating that the fear extended beyond formal activity time.⁷⁵

This observation was also reinforced by a statement made by junior English Coordinator Zahro, stated;

“Many students actually have the ability, but they are too shy. They worry their friends will laugh if they pronounce a word incorrectly.”⁷⁶

Senior English Coordinator Ustadzah Intan Nur confirmed this, explaining;

“When I ask them to answer spontaneously, they often look down or whisper. It is not because they don't know the words, but because they are afraid of making errors in front of the class.”⁷⁷

Similarly, Kinan a female student, shared her experience:

“I sometimes avoid speaking because I get nervous. Even though I know the answer, I still feel nervous and forget the words.”⁷⁸

These three perspectives showed a consistent perception of anxiety and fear as the main obstacles.

⁷⁵ Observation in PP Baitul Arqom, 23th May 2025

⁷⁶ Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

⁷⁷ coordinator senior Ustadzah Intan Nur, interview, PP Baitul Arqom, 26th May 2025

⁷⁸ Santriwati Kinan, interview, PP Baitul Arqom, 27th May 2025

The impact of low confidence was particularly visible during Public Speaking sessions. Although the event was designed to build courage, several students requested to be excused or feigned illness to avoid presenting.⁷⁹ Others who were selected to give speeches read directly from prepared texts with minimal eye contact, delivered their lines in a monotone to minimize attention. This avoidance behavior underscored the psychological dimension of language learning: without a supportive environment, fear of negative evaluation became a powerful inhibitor of oral production.

c) Dominance of Arabic and Weak English Environment

A further inhibiting factor identified in the implementation of the English Week Program was the persistent dominance of Arabic and the weakness of the English-speaking environment outside formal activities. Although the program was designed to create a bilingual atmosphere by alternating English and Arabic weeks, daily observations revealed that Arabic remained the preferred language of communication among santriwati, particularly in informal contexts.⁸⁰

⁷⁹ Observation in PP Baitul Arqom, 23th May 2025

⁸⁰ Observation in PP Baitul Arqom, 23th May 2025

This was also explained by junior English Coordinator Zahro, stated:

“In addition to EWP, we also have Arabic Language Week, and students feel that Arabic is more necessary. There are more Arabic books than English books. So, they continue to use Arabic even during English Language Week because it has become a habit.”⁸¹

Senior English Coordinator Ustadzah Nayla reinforced this observation, adding;

“Arabic is linked to Islamic learning, so the students feel a stronger obligation to practice it. English becomes secondary unless the mentors are watching.”⁸²

During morning Vocabulary Giving sessions, students dutifully repeated the English words introduced by the mentors. However, as soon as the activity ended, many immediately switched back to Arabic or Indonesian when conversing with their peers. In the dormitory and cafeteria, Arabic expressions such as greetings, jokes, and casual remarks were far more common than English, despite the presence of signage encouraging English use. This habitual code-switching undermined the intended immersion and limited the opportunities for natural English practice.⁸³

The researcher observed this pattern by noting that students “used Arabic secretly” and “spoke English only when the language officers were present”. Even during classroom instruction, where teachers

⁸¹ Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

⁸² Coordinator senior Ustadzah Nayla, interview, PP Baitul Arqom, 26th May 2025

⁸³ Observation in PP Baitul Arqom, 23th May 2025

occasionally encouraged English responses, most students reverted to Indonesian or Arabic once the lesson moved into group discussions. These findings indicated that the English environment was situational and dependent on supervision rather than internalized as a norm of daily interaction.

Santriwati Nafiza described the influence of peers in the dormitory:

*"When I try to speak English with my friends, sometimes they answer in Arabic or laugh. It feels awkward to continue speaking English when everyone else is using Arabic."*⁸⁴

This was also in line with the statement made by Santriwari Yumna, stated;

*"I hear people speaking Arabic more often than English, which makes me feel unsure."*⁸⁵

The researcher also found that students tended to use Arabic because it was already part of their daily habit and religious activities. Arabic seemed easier and more natural since it was used in classes, prayers, and communication. Thus, it made English less practiced even during the English Week Program.

These perspectives revealed that the strong cultural and religious associations of Arabic gave it a higher social status than English, which made the use of English feel artificial outside of formal settings. The

⁸⁴ Santriwati Nafiza, interview, PP Baitul Arqom, 27th May 2025

⁸⁵ Santriwati Yumna, interview, PP Baitul Arqom, 27th May 2025

dominance of Arabic also affected students' motivation. Several participants admitted that they prioritized memorizing Arabic vocabulary because it was directly tested in religious subjects and daily worship. As one student candidly stated;

“Arabic is needed for understanding the Qur'an and daily prayers. English is good, but not as necessary for our school life.”⁸⁶

Such utilitarian reasoning reduced the urgency of practicing English, despite the formal requirement during English Week.

From a theoretical perspective, these findings aligned with sociocultural theories of language use, which emphasize that language learning is deeply embedded in the social practices of a community.

When the surrounding community assigned greater value to one language, learners were naturally inclined to use that language for daily interaction, even when another language is officially promoted. In this case, the strong *biah lughawiyah* (Arabic linguistic environment) functions as a competing input system that limits the comprehensible input and output necessary for sustained English acquisition.

The combined evidence from observations and interviews demonstrated that the English Week Program had not yet succeeded in establishing a self-sustaining English-speaking environment.

⁸⁶ Santriwati Novela, interview, PP Baitul Arqom, 27th May 2025

Instead, English use remained event-based, flourishing only during scheduled activities and in the presence of mentors. Without deliberate strategies to elevate the social value of English to match that of Arabic, the dominance of Arabic would continue to overshadow efforts to build an authentic English environment in the boarding school.

d) Inconsistent Supervision and Limited Mentors

Another significant obstacle to the optimal implementation of the English Week Program lay in the inconsistency of supervision and the limited number of available mentors. Although the program formally assigns daily language officers to monitor activities, field observations revealed noticeable variations in the quality and intensity of supervision across different sessions. During Vocabulary Giving and Conversation practices, the atmosphere was lively and students participated enthusiastically when mentors actively moved around the groups, offered immediate feedback, and encouraged louder responses. However, on mornings when mentors were absent or only observed passively from a distance, participation levels dropped sharply. Some groups quietly completed the task with minimal effort, while others used the opportunity to switch to Arabic or Indonesian without fear of correction. This fluctuation indicated that the success of each activity was highly dependent on the presence and engagement of supervisors.⁸⁷

⁸⁷ Observation in PP Baitul Arqom, 23th May 2025

Several scheduled activities, such as Wise Words or Conversation, occasionally started late or ended earlier than planned when mentors were delayed or absent, reducing the total exposure time to English. In some cases, the absence of a mentor led to the complete cancellation of a session, further weakening the program's continuity.⁸⁸ This was also conveyed by the Junior English coordinator Nada, openly admitted;

*"We have a limited number of mentors, and many of them are also responsible for other boarding school tasks. Sometimes they cannot focus fully on English Week supervision."*⁸⁹

Senior English Coordinator Ustadzah Nayla confirmed this challenge, stated;

*"The mentors are mostly senior students who also have academic duties. When there are overlapping schedules with school exams or religious events, English activities are the first to be reduced."*⁹⁰

A senior santriwati Naya, who occasionally served as a mentor, described the difficulty from a participant's perspective:

*"It is not easy to monitor all the groups at once. We try to walk around, but the area is large, and sometimes we cannot hear every conversation."*⁹¹

⁸⁸ Observation in PP Baitul Arqom, 23th May 2025

⁸⁹ Coordinator junior Nada, interview, PP Baitul Arqom, 26th May 2025

⁹⁰ coordinator senior Ustadzah Nayla, interview, PP Baitul Arqom, 26th May 2025

⁹¹ Ssantriwati Naya, interview, PP Baitul Arqom, 27th May 2025

This showed illustrated a systemic limitation: the program's dependence on a small team of mentors who could not always provide the consistent presence required to enforce English use.

The inconsistent supervision directly affected students' behavior and motivation. When mentors were actively present, students tended to speak English more frequently and with greater confidence, knowing that immediate assistance and correction were available. Conversely, in the absence of mentors, students reverted to Arabic or Indonesian, and group energy diminished.

The researcher also found that when supervision was not consistent, junior students tended to follow the behavior of their seniors. They often imitated how seniors speak and act during the English Week Program. If seniors used Arabic or mix languages, the juniors usually did the same. On the other hand, when seniors actively spoke English, the juniors also tried to follow them. This showed that the presence and behavior of seniors have a strong influence on how juniors practice English in daily activities.

This observation was supported by sociocultural theory, which posited that scaffolding from more knowledgeable peers or adults was critical for learners to remain within their Zone of Proximal Development (Vygotsky). Without regular scaffolding, learners were more likely to retreat to familiar linguistic habits.

In sum, the English Week Program's reliance on a small, overextended group of mentors created uneven supervision that undermined the consistency of English practice. Unless the school could allocate more personnel or redesign the monitoring system, students would continue to experience irregular support, limiting the program's potential to foster sustained English communication.

e) Punishment System Creating Psychological Pressure

The final inhibiting factor identified in the implementation of the English Week Program was the psychological pressure generated by the program's punishment system. The school's official documentation outlines a hierarchical system of sanctions ranging from light tasks such as additional vocabulary memorization to more demanding penalties like mahfudzat recitation, storytelling, or impromptu public speaking.⁹² While these measures were originally designed to motivate students to comply with the English-only rule, field observations revealed that the system often induced anxiety rather than fostering genuine motivation to practice English.⁹³

During daily activities, the researcher frequently observed students who appeared tense whenever mentors approached their groups to check language use. In several sessions, students whispered to one

⁹² Document review, List of punishments

⁹³ Observation in PP Baitul Arqom, 23th May 2025

another in Indonesian or Arabic and quickly switched to English only when a mentor came near, suggesting that the fear of punishment, rather than intrinsic interest, was the primary driver of English use. Such behavior indicated compliance motivated by avoidance of negative consequences rather than positive engagement with the language.⁹⁴

Junior English coordinator Fauzia explained the intended purpose of the sanctions:

“The punishment is meant to discipline students. If there is no consequence, they will not take the English Week seriously.”⁹⁵

However, a senior English coordinator Ustadzah Intan Galih acknowledged the unintended side effects:

“Some students become too nervous. They focus more on avoiding mistakes than on actually learning or communicating. This makes the activities less effective.”⁹⁶

A junior santriwati Syafa described her personal experience,

“When I know that I might be called to memorize more vocabulary if I make a mistake, I feel scared. I became forgetful and chose to remain silent.”⁹⁷

⁹⁴ Observation in PP Baitul Arqom, 23th May 2025

⁹⁵ Coordinator junior Fauzia, interview, PP Baitul Arqom, 26th May 2025

⁹⁶ coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

⁹⁷ Santriwati Syafa, interview, PP Baitul Arqom, 27th May 2025

Another senior santriwati Novela added,

“The punishments sometimes make us cooperate just to escape being caught, like using Arabic secretly when the mentor is far away.”⁹⁸

This illustrated a complex dynamic in which the punishment system creates both compliance and avoidance.

Moreover, the punitive approach appeared to reinforce other inhibiting factors. Students with limited vocabulary or pronunciation difficulties experienced heightened anxiety because they were more vulnerable to penalties. Low-confidence learners, already hesitant to speak, became even more reluctant under the threat of punishment.

As one Senior English coordinator Ustadzah Intan Galih observed,

“Those who need the most practice are often the ones who speak the least because they are afraid of being punished.”⁹⁹

This cycle of fear and silence directly undermined the program’s goal of creating a supportive English-speaking environment.

In summary, although the penalty system was intended to maintain discipline and encourage the use of English, evidence showed that it often produced the opposite effect. Rather than promoting genuine communicative practice, the system increased students’ anxiety, raises the affective filter, and fostered a culture of compliance without

⁹⁸ Santriwati Novela, interview, PP Baitul Arqom, 27th May 2025

⁹⁹ coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

meaningful language acquisition. To achieve its objectives, the program would benefit from shifting toward more positive reinforcement strategies that reward effort and improvement rather than penalized mistakes.

2. The Effective Strategies to Improve English Language Practice Through the English Week Program

a) Structured Weekly Activities

The backbone of the program was a well-organized schedule of weekly activities that ensured consistent exposure to English.¹⁰⁰

The activities included Vocabulary Giving (five new words per day, five times a week), Conversation practice (once a week), Wise Words (every Friday morning), and Public Speaking/Muhadloroh (every Sunday night). Observation notes showed that these activities provided repeated opportunities for listening, speaking, and comprehension, allowing students to recycle vocabulary and grammatical patterns in varied contexts.¹⁰¹ For example, in Public Speaking sessions, selected students delivered speeches while others summarized the content in English, ensuring that both speakers and listeners engaged with the language.

¹⁰⁰ Document review, EWP schedule

¹⁰¹ Observation in PP Baitul Arqom, 23th May 2025

As conveyed by the junior English coordinator Zahro, stated;

“Because the schedule is fixed, students know exactly when and where they must use English. This consistency helps them prepare and slowly become more confident.”¹⁰²

And Senior English coordinator Ustadzah Intan Galih added,

“Regular activities give them a rhythm. Even shy students start to participate because they know the same pattern will repeat each week.”¹⁰³

A santriwati Dina reflected on her personal growth,

“At first I was afraid to speak, but because every Sunday we have to give a speech or a summary, I learned to prepare and now I can speak more naturally.”¹⁰⁴

These comments confirmed that the structured activities provided not only linguistic input but also a psychological framework that gradually lowered anxiety.

b) Role Modeling by Senior Students’ and Ustadzah (Teachers)

Another key strategy was the use of senior students and Ustadzah (Teachers) as role models to create a natural English-speaking environment. During Vocabulary and Conversation sessions, mentors actively circulated, corrected pronunciation, and provided encouragement.

¹⁰² Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

¹⁰³ Coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

¹⁰⁴ Santriwati Kinan, interview, PP Baitul Arqom, 27th May 2025

This visible commitment from seniors motivated junior students to emulate their behavior.

The junior English coordinator Nada remarked,

“When the seniors speak English consistently, the juniors follow naturally. Role modeling is more effective than giving orders.”¹⁰⁵

Senior English coordinator Ustadzah Intan Nur also observed,

“Students are more likely to take risks when they see their mentors’ making mistakes and correcting themselves. It shows that errors are part of learning.”¹⁰⁶

A senior mentor Dina described her strategy,

“I try to start every conversation in English even if my friends answer in Arabic. Slowly they begin to reply in English too.”¹⁰⁷

These interactions aligned with Vygotsky’s concept of the Zone of Proximal Development, where learners advanced by collaborating with more competent peers.

c) Integration of Moral and Linguistic Learning

The Wise Words activity illustrated an innovative integration of moral education and language practice. Students worked in small groups to search for the meaning of an English proverb or moral sentence using

¹⁰⁵ Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

¹⁰⁶ Coordinator senior Ustadzah Intan Nur, interview, PP Baitul Arqom, 26th May 2025

¹⁰⁷ Santriwati Dina, interview, PP Baitul Arqom, 27th May 2025

dictionaries, then presented their findings to mentors.¹⁰⁸ This method not only expanded vocabulary but also reinforced ethical values central to the Islamic boarding school tradition.

This was explained by the junior English coordinator Fauzia;

“English is not only a skill but also a medium to teach good character. Wise Words allows us to combine both.”¹⁰⁹

A senior English coordinator Nayla added,

“When students discuss moral messages, they are more motivated to find the correct meaning because the topic is meaningful to them.”¹¹⁰

A santriwati Novela also shared her experience,

“I like Wise Words because it teaches us something for life, not only for English class.”¹¹¹

By embedding moral content into language tasks, the activity enhanced both cognitive and affective engagement, making English practice more relevant and memorable.

d) Supportive Monitoring and Positive Reinforcement

Although the program still maintained a system of sanctions, recent practices showed a gradual shift toward positive reinforcement.

¹⁰⁸ Observation in PP Baitul Arqom, 23th May 2025

¹⁰⁹ Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

¹¹⁰ Coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

¹¹¹ Santriwati Novela, interview, PP Baitul Arqom, 27th May 2025

Observation notes recorded instances where mentors praised correct pronunciation or rewarded active participation with small tokens such as public recognition or group points. Where the students responded positively to these gestures, displaying greater enthusiasm during subsequent sessions.

The junior English coordinator Zahro explained,

“We try to balance punishment with praise. When students feel appreciated, they want to speak more.”¹¹²

A senior English coordinator Intan Galih added,

“Encouragement works better than fear. Praise makes them proud and lowers their anxiety.”¹¹³

A santriwati Amelia described her reaction,

“When the mentor says my pronunciation is good, I feel happy and try even harder next time.”¹¹⁴

This approach reduced the affective filter and fostered an environment where students were motivated to use English willingly rather than merely to avoid penalties.

¹¹² Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

¹¹³ Coordinator senior Ustadzah Intan Galih, interview, PP Baitul Arqom, 26th May 2025

¹¹⁴ Santriwati Amelia, interview, PP Baitul Arqom, 27th May 2025

e) Diary Activity as a Proposed Innovation

In addition to the existing activities within the English Week Program, the English coordinator proposed the introduction of a Diary Activity as a complementary strategy to strengthen students' engagement with English.

Unlike Vocabulary Giving, Conversation, or Public Speaking, which were already institutionalized in the weekly schedule, the Diary Activity was not yet formally included in the program. Rather, it was suggested as an innovative idea to extend students' language practice beyond oral communication. The coordinator explained that by writing daily reflections in English, students would be able to practice language use more independently and consistently, even outside the hours of formal activities. This would provide them with opportunities to expand vocabulary, reinforce grammar knowledge, and improve sentence construction in a meaningful and personalized way.

The rationale behind this proposal was that speaking proficiency could not be developed in isolation but had to be supported by other skills, particularly writing. By recording their thoughts in English each day, students would not only accumulate new vocabulary but also internalize grammatical structures, which could later be transferred into oral production.

The junior English coordinator stated,

*"If students have a diary task, they will be forced to find the right words and arrange them into sentences. This will give them a foundation that helps when they need to speak in English."*¹¹⁵

This perspective was approved by several students. One senior santriwati Naya commented,

*"I think a diary can help us because sometimes it is easier to write first before we try to speak. When I write, I learn the words, and then I can try to say them."*¹¹⁶

Santiwati Yumna also added,

*"Because we can write down our activities, of course it will make it easier to remember everyday vocabulary later"*¹¹⁷

Such remarks suggested that students themselves recognized the potential benefit of integrating writing with speaking practice. The researcher also found this proposal highly relevant, having experienced similar methods during language learning programs in Pare, a well-known center for English study in Indonesia.

In Pare, diary writing had long been applied as a bridge between receptive and productive skills, encouraging learners to move from written expression to oral communication. This experience indicated that the Diary

¹¹⁵ Coordinator junior Zahro, interview, PP Baitul Arqom, 26th May 2025

¹¹⁶ Santriwati Naya, interview, PP Baitul Arqom, 27th May 2025

¹¹⁷ Santriwati Yumna, interview, PP Baitul Arqom, 27th May 2025

Activity was not only theoretically sound but also practically feasible in the context of language learning.

Although the Diary Activity had not yet been officially adopted into the English Week Program, it could be considered a promising innovation that complemented the oral-focused activities currently in place. By providing students with a space for personal reflection, vocabulary development, and sentence practice, the Diary Activity addressed cognitive, affective, and linguistic needs simultaneously. If implemented in the future, it could serve as an effective tool to support the overarching goal of the English Week Program: creating an environment where English became a natural medium of communication both inside and outside formal activities.

B. Discussion

1. The Inhibiting Factors in Implementing the English Program Week

The findings of this study reveal several inhibiting factors in the implementation of the English Week Program (EWP), including limited vocabulary and pronunciation difficulties, low confidence and fear of making mistakes, the dominance of Arabic and a weak English environment, inconsistent supervision and limited mentors, and a punishment system that creates psychological pressure. These results can be interpreted in light of the contemporary theories and research presented in the literature review.

The problem of limited vocabulary and pronunciation corresponds to the challenges identified by Pennington (2021), who emphasizes that pronunciation remains a critical yet often neglected component in English language teaching.¹¹⁸ Similarly, Zakirovich (2023) highlights the close relationship between accuracy and fluency, noting that insufficient lexical knowledge constrains students' ability to produce accurate and fluent speech.¹¹⁹ These perspectives explain why many students in this study memorized daily vocabulary but hesitated to apply it in conversation, showing a gap between receptive and productive language skills.

The second finding, low confidence and fear of making mistakes, is supported by Robiansyah and Rochmahwati (2020), who report that socio-affective strategies are essential in overcoming speaking anxiety.¹²⁰ Their study shows that without supportive social interaction, students tend to avoid participation a pattern clearly visible in the observation data of this research, where students often whispered or avoided eye contact during conversation sessions. Şengül Balkaya (2023) further argues that social strategies, such as peer encouragement and cooperative tasks, are necessary to reduce psychological barriers in speaking activities.¹²¹ The alignment of these studies with the present findings indicated that emotional and social factors play a decisive role in speaking performance.

¹¹⁸ Pennington. "Teaching Pronunciation"

¹¹⁹ Zakirovich. "Accuracy and Fluency in Language Teaching"

¹²⁰ Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

¹²¹ Balkaya. "Social Strategies in Language Learning for Promoting Speaking Skills"

The dominance of Arabic and the weak English environment can be explained through a sociocultural perspective. Latifa Rahman (2024) discusses Vygotsky's concept of the Zone of Proximal Development (ZPD), emphasizing that language learning occurs most effectively when students interact in a supportive environment where the target language is socially valued.¹²² However, the present study showed that Arabic holds a higher cultural status within the boarding school community, leading students to revert to Arabic even during English Week. This finding resonated with the idea that the social environment can either facilitate or inhibit the internalization of a new language. Another obstacle, inconsistent supervision and limited mentors, reflects the importance of guided interaction in language learning. As Rahman (2024) explains in her application of ZPD to education, learners need consistent scaffolding from more capable peers or teachers to reach higher levels of performance.¹²³ Observation data showed that when mentors were actively present, students participated more confidently, whereas their absence led to a decline in English use. This supported the view that the presence of a mentor or facilitator is critical in sustaining target language practice.

Finally, the punishment system designed to enforce English use often generated anxiety, reducing students' willingness to speak. Maulid Robiansyah and Pryla Rochmahwati (2020) found that excessive focus on

¹²² Rahman. "Vygotsky's Zone of Proximal Development of Teaching and Learning"

¹²³ Rahman. "Vygotsky's Zone of Proximal Development of Teaching and Learning"

error correction can increase anxiety and discourage learners from practicing speaking skills.¹²⁴ Their conclusion that positive socio-affective strategies are more effective than punitive measures is consistent with the present finding that fear of punishment raised students' psychological barriers and limited their spontaneous use of English.

Overall, these findings demonstrated that the inhibiting factors identified in the English Week Program are not isolated problems but interconnected phenomena that align with contemporary research on language learning strategies and socio-affective dynamics. The dominance of Arabic, the lack of consistent supervision, and the psychological effect of punishment interact with individual factors such as limited vocabulary and low confidence, creating a cycle that restricts students' opportunities to practice English.

Addressing these challenges will require a holistic approach that integrates cognitive, social, and affective strategies as suggested by recent studies (Balkaya, 2023; Robiansyah & Rochmahwati, 2020; Rahman, 2024).

2. The Effective Strategies to Improve English Language Practice Through the English Week Program

The study also identified several effective strategies that support students' English practice during the English Week Program. Unlike the

¹²⁴ Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

inhibiting factors, these strategies demonstrate how structured planning, social support, and meaningful activities can help learners overcome linguistic and psychological barriers. The findings were consistent with contemporary research on English language teaching strategies, as described in the literature review.

The first strategy is the implementation of structured weekly activities, including Vocabulary Giving, Conversation Practice, Wise Words, and Public Speaking.

These activities provide students with repeated opportunities to practice English in predictable contexts. Bureković, Rizvić-Eminović, and Pilav (2023) emphasize that varied and consistent language tasks enhance students' exposure and engagement.¹²⁵ Similarly, Fitriyanti Th Abas and Nurul (2022) found that regular speaking practice contributes to the development of both confidence and fluency.¹²⁶ The fixed schedule of English Week aligned with these findings, showing that students benefit from routines that gradually reduce anxiety and encourage participation.

The second strategy involved role modeling by senior students and teachers. Mentors who consistently used English serve as examples for juniors, creating an environment where English becomes socially supported.

Robiansyah and Rochmahwati (2020) stress that socio-affective strategies, including peer influence and encouragement, help learners manage

¹²⁵ Bureković, Rizvić-Eminović, and Pilav. "Review of Five Methods Used in English Language Teaching

¹²⁶ Abas and Nurul. "Is the Direct Method Still Effective in Teaching English Speaking Skills"

anxiety.¹²⁷ Şengül Balkaya (2023) also highlights that observing more proficient peers promotes imitation and learning of pronunciation patterns.¹²⁸ In this studied, the presence of seniors speaking English motivated juniors to emulate them, confirming the importance of role models in shaping language use.

The third strategy is the integration of moral and linguistic learning, demonstrated in the Wise Words activity.

By combining English practice with meaningful moral messages, students connect language learning with values that are central to their daily lives. Evode and Bazimaziki (2024) note that language tasks linked to culturally significant content increase motivation and memorability.¹²⁹ This explains why students in the program expressed enjoyment in Wise Words, as they not only learned English vocabulary but also reflected on ethical teachings.

The fourth strategy is supportive monitoring and positive reinforcement. While the program initially relied heavily on punishment, recent practices show a shift toward encouragement.

Mentors who praised students' pronunciation or rewarded active participation created a more relaxed atmosphere. According to Robiansyah and Rochmahwati (2020), positive socio-affective strategies reduced anxiety

¹²⁷ Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

¹²⁸ Balkaya. "Social Strategies in Language Learning for Promoting Speaking Skills"

¹²⁹ Nshimiyimana. "Effectiveness of Audio-Lingual Teaching Method to Enhance Students"

and encourage risk-taking, making them more effective than punitive measures.¹³⁰ The present findings confirmed that when students feel appreciated, they are more willing to speak and practice English voluntarily.

Finally, the coordinator proposed the Diary Activity as a future-oriented innovation.

Although not yet implemented in the English Week Program, this activity involved students writing daily reflections in English, with mentors providing feedback and teachers supervising progress. From a cognitive perspective, Chubaryan and Vardanyan (2024) argue that such tasks promote active processing and retention of language input.¹³¹ Tunga (2020) also shows that planning, monitoring, and evaluating one's own language output are key components of effective cognitive strategies.¹³² In addition, Robiansyah and Rochmahwati (2020) highlight that supportive interaction lowers anxiety, suggesting that the Diary Activity could serve as both a cognitive and socio-affective tool.¹³³ The researcher's owned experience in Pare further supports the potential of diary writing to bridge writing and speaking skills. Thus, even though it is still a proposal, the Diary Activity represents a promising innovation for the future development of the English Week Program.

¹³⁰ Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

¹³¹ Chubaryan and Vardanyan. "Exploring the Cognitive Dimensions of Language Acquisition"

¹³² Tunga. "Cognitive Strategies in Reading Critically"

¹³³ Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

Overall, the effective strategies identified, ranging from structured activities to proposed innovations, demonstrate that English learning in the boarding school context can be strengthened through a combination of cognitive, social, and affective approaches. By institutionalizing routines, fostering peer modeling, linking language to moral values, providing positive reinforcement, and considering new strategies such as diary writing, the program can create a more comprehensive and supportive environment for language acquisition.



CHAPTER V

CONCLUSION

In this chapter, the researcher elaborated the result of the study. Therefore, this chapter explained the conclusions and suggestions of the research.

A. Conclusion

Based on the research findings presented in the previous chapter, it was concluded that the implementation of the English Week Program (EWP) in Islamic boarding schools was influenced by several inhibiting factors and supported by various effective strategies that affect students' use of English.

The inhibiting factors found in this study include limited vocabulary and pronunciation difficulties, low students' confidence and anxiety in speaking, the dominance of Arabic which weakens the English-speaking environment, and inconsistent supervision due to a lack of mentors. These challenges showed that students often face linguistic and psychological barriers in practicing English. The dominance of Arabic in daily communication reduces students' exposure to English, while limited guidance from supervisors and irregular supervision make the implementation of the English Language Week Program less effective.

Meanwhile, effective strategies helped improve students' English language practice include structured weekly activities such as Vocabularies Giving, Conversation Practice, and Wise Words, which provide consistent opportunities for speaking. The exemplary role of senior students and ustadzah (teachers) encouraged students to imitate and use English with more confidence. The integration of moral and linguistic learning connected language use with

Islamic values, encouraging spiritual and communicative growth. Supportive monitoring and positive reinforcement also created a more relaxed and motivating atmosphere, replacing the previous punishment system. In addition, the coordinator proposes Diary Activities as a potential innovation in the future to strengthen students' English practice through reflective writing supported by mentor feedback.

B. Suggestions

Based on the above conclusions, the researcher proposes several suggestions for future improvements:

1. For institutions. Islamic boarding schools must strengthen the role of supervisors and provide continuous training for language administrators to ensure consistency in enforcing the rules. A supportive and low-anxiety environment should replace overly punitive approaches, instead focusing on encouragement, scaffolding, and constructive feedback.
2. For teachers. Teachers should be consistent role models by using English in everyday interactions, not just during formal sessions. Their examples will significantly affect students' motivation and willingness to engage in English conversations.
3. for the Student Committee. Senior students should increase their commitment to using English consistently, as their role as mentors and supervisors greatly determines the language culture among juniors. They

must also innovate in creating more interactive and fun activities such as English clubs, debate, and multimedia-based learning.

4. For students. Students are encouraged to develop self-awareness in practicing English outside of supervision and formal activities. Building personal motivation, forming peer study groups, and using English in spontaneous communication will accelerate fluency and confidence.
5. For future research. Future studies can explore the long-term impact of EWP on students' academic achievement and communicative competence, as well as compare its effectiveness with other language immersion programs in different pesantren contexts.



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APPENDIXES

Appendix 1

Matrix of Research

Research Matrix					
Title	Variables	Indicators	Source of Data	Research Method	Research Focus
Analysis The Factors Affecting the Use English of Week in The Islamic Boarding School Environment; Social Phenomena	Factors Affecting the Use English of Week in The Islamic Boarding School	- The use English - Islamic boarding school - Environment - English week program	1. Observation a. Implementation of the English Week Program. 2. Interview a. English Coordinator b. Santriwati at Pesantren Baitul Arqom 3. Documentation a. Work Program b. EWP schedule c. List of Punishments	2. Approach and Kind of the Research: Descriptive Qualitative 3. Data collection: a. Observation b. Interview c. Documentation 4. Data analysis: a. Data reduction b. Data display c. Conclusion 5. Validity of Data: a. Triangulation Source b. Triangulation Technique	1. What are the inhibiting factors in implementing the English week program in Islamic boarding schools? 2. What are the effective strategies to improve English language practice in Islamic boarding schools through the English week program?

Appendix 2

Research instruments

A. Observation instrument

1. The use of English in Daily Activities
2. Participation in English Week Activities
3. Compliance with Language Rules
4. Peer Response
5. Support from Coordinators
6. Observed Barriers

B. Interview instrument

Question for Ustadzah/Al-ukhti coordinator English language

1. What is the background behind the establishment of the English Week Program at this Islamic boarding school?
2. What is the main objective of this program for students?
3. What are the main obstacles in implementing English Week?
4. How do you deal with students who violate the use of English?
5. To what extent do other teachers/al-ukhti support the implementation of this program?
6. What do you consider to be the most effective method for improving the students' use of English?
7. What is the general response of the students to this program?
8. Are there any plans to develop this program in the future?

Question for santriwati

1. Since when have you been participating in the English Week Program?
2. What do you think about this program? Is it exciting, boring, or challenging?
3. What difficulties do you encounter when speaking English on a daily basis?
4. Which activities do you think are most helpful for improving your speaking skills?
5. How do your friends react when you try to speak English?
6. Do you feel that this program has made you more confident in speaking English? Why?
7. What suggestions do you have to make the English Week program more interesting and effective?

Appendix 3

Interview with English Coordinator

1. What is the background behind the establishment of the English Week Program at this Islamic boarding school?

Ustadzah Intan Galih: I would like to explain that the background to the establishment of the English Language Week Program at this Islamic boarding school is closely related to our institution's identity, which adheres to a modern education system based on the KMI curriculum, as implemented at Pondok Gontor. In this system, language is a key pillar in the students' education. Therefore, we require the use of English for one full week, then alternate with Arabic the following week. This program has been around for a long time.

Ustadzah Nayla: This program is part of the curriculum adapted from the Pondok Modern Gontor system. In its implementation, the language system is divided into two parts: Arabic for one week and English the following week, alternating. The goal of this pattern is to familiarize students with using two foreign languages in their daily lives within the Islamic boarding school environment.

Al-ukhti Zahro: The English Week Program is a learning system at Baitul Arqom Islamic boarding school that follows the curriculum implemented at Pondok Modern Gontor. Therefore, a weekly English program is implemented as part of the system, which has become a tradition at this modern Islamic boarding school.

Al-ukhti Fauzia: The English Week Program at Baitul Arqom Islamic boarding school is implemented in accordance with the system and curriculum implemented at Gontor Modern Islamic Boarding School. As a branch Islamic boarding school, or one that has adopted the Gontor educational model, alternating Arabic and English weeks is part of the mandatory educational policy.

Al-ukhti Nada: The founder of the Baitul Arqom Islamic boarding school is a Gontor alumnus, so the weekly Arabic and English language program is a mandatory part of the educational system.

2. What is the main objective of this program for students?

Ustadzah Intan galih: The main goal of this program is to develop a linguistic mindset, so that students not only learn the language in class but also are able to apply it in their daily lives.

Ustadzah Nayla: The main goal of this English program is to develop students' language skills in various languages, especially English. It is hoped that

through this familiarization, students can broaden their linguistic horizons and use English more actively and effectively.

Ustadzah Intan Nur: The goal of this program is to improve the English language skills of the students. Through this program, it is hoped that the students will have the opportunity to more actively use English in their daily lives, so that their skills develop naturally and contextually.

Al-ukhti Zahro: to encourages the development of the female students' language skills, particularly in terms of English proficiency. With this program, it is hoped that the students will become more skilled and active in using English in their daily lives within the Islamic boarding school environment.

Al-ukhti Fauzia: Of course, it is to improve the skills of female students, especially in speaking English well and correctly.

Al-ukhti Nada: To familiarize students with using English in their daily lives, making the learning process more practical and contextual, rather than just theoretical in the classroom.

3. What are the main obstacles in implementing English Week?

Ustadzah Intan galih: Some students know the spelling but cannot produce the correct sounds. They often ask me privately after the activity to check their pronunciation, which shows they need more guided practice. also, some students become too nervous. They focus more on avoiding mistakes than on actually learning or communicating. This makes the activities less effective.

Ustadzah Nayla: Arabic is linked to Islamic learning, so the students feel a stronger obligation to practice it. English becomes secondary unless the mentors are watching. and also, the mentors are mostly senior students who also have academic duties. When there are overlapping schedules with school exams or religious events, English activities are the first to be reduced.

Ustadzah Intan Nur: The most common obstacle encountered is that some students continue to speak Arabic during English Week. Even when I ask them to answer spontaneously, they often lower their heads or whisper. This is not because they don't know the words, but because they are afraid of making mistakes in front of the class. They are too afraid.

Al-ukhti Zahro: In addition to the English Week, we also hold Arabic Language Week, and the students feel that Arabic is more important. There are more Arabic books than English books. Therefore, they continue to use Arabic even during English Week because it has become a habit. Also, many students actually have the ability, but are too shy. They worry that their friends will laugh if they mispronounce a word.

Al-ukhti Fauzia: Most of the students actually remember the words, but when they are asked to pronounce them in front of their friends, they hesitate. They fear making mistakes in front of the group.

Al-ukhti Nada: Many female students still use Indonesian in their daily lives, some students do not attend activities, some students only speak English when their mentors pass by, and some students choose to remain silent to avoid punishment for fear of making mistakes. Furthermore, our mentors are limited, and many of them are also responsible for other boarding school duties. Sometimes they cannot fully focus on supervising English Week.

4. How do you deal with students who violate the use of English?

Ustadzah Intan galih: Those who need the most practice are often the ones who speak the least because they are afraid of being punished. This is because the penalties stated appear to be very severe. However, we also provide opportunities through the EWP, where activities remain unchanged. Regular activities give them a rhythm. Even shy students start to participate because they know the same pattern will repeat each week

Ustadzah Nayla: Students are given educational sanctions. These sanctions aim to help them recognize their mistakes and gradually change their language habits. This is expected to motivate students to better comply with the applicable language regulations.

Ustadzah Intan Nur: Of course, students will be punished according to the violation. The provisions of the punishment are stated and publicly displayed so that students are aware that violating the law is severe. However, students are more likely to take risks when they see their mentors' making mistakes and correcting themselves. This demonstrates that mistakes are part of learning.

Al-ukhti Zahro: Of course, there are penalties for each offender. But they know when language activities are held. However, not everyone will always comply with the rules, so we try to balance punishment with praise. When students feel appreciated, they want to speak more.

Al-ukhti Fauzia: The punishment certainly seems harsh. However, the punishment is intended to discipline students. Without consequences, they will not take English Week seriously.

Al-ukhti Nada: Initially, it was done using a nametag system. Students who violate language rules will have their nametags removed and will not be allowed to wear them again until they undergo a punishment called ikob. However, when this system became ineffective due to students feeling "indifferent," the approach changed to direct punishment on the spot and recording violations for continued monitoring.

5. To what extent do other teachers/al-ukhti support the implementation of this program?

Ustadzah Intan galih: Our role is not only to supervise and punish, but also to encourage students in the form of specific praise. Encouragement works better than fear. Praise makes them proud and lowers their anxiety.

Ustadzah Nayla: The ustadzah's role in this program is to guide and direct the students, including informing them of correct and incorrect language usage. In addition, the ustadzah is also tasked with direct supervision during the program by walking around and monitoring the implementation of language activities by students and administrators.

Ustadzah Intan Nur: As ustadzah, you have a role as a supervisor of the language use by the administrators. Because the administrators (especially those in fifth and sixth grade) are role models for the students in grades one through four, you are responsible for ensuring that the administrators consistently use English according to established rules.

Al-ukhti Zahro: Through the Tasi Ulu Goh (Improving Language) activity, students' language skills can be improved, especially by correcting common mistakes made during the program. The coordinator acts as a director and controller in this activity.

Al-ukhti Fauzia: The support available feels uneven; only some administrators actively support the program's implementation, while others are less consistently involved.

Al-ukhti Nada: Many students imitate the actions of their seniors. When seniors speak English consistently, juniors naturally follow suit. Leading by example is more effective than giving orders.

6. What do you consider to be the most effective method for improving the students' use of English?

Ustadzah Intan galih: In my opinion, there is no single, most effective method for improving students' English use. In fact, the combination of various activities such as Muhadharah (Religious Studies), Public Speaking, and Vocabulary (Skill Development) is the main key. The effectiveness of this method depends heavily on the firmness of execution and consistency of all parties.

Ustadzah Nayla: Of the various methods implemented in the language program, such as vocabulary, daily quotes (wise words), and conversation, the conversation method is the most effective method for improving students' English skills.

Ustadzah Intan Nur: I think speaking is the quickest way to improve language use, but it also relies on vocabulary, because without it, students will not be able to speak English.

Al-ukhti Zahro: The most effective method for improving students' English use is providing vocabulary training every morning. This activity is carried out routinely and is considered effective in enriching students' vocabulary and getting them used in daily conversation.

Al-ukhti Fauzia: I believe English is not only a skill, but also a medium for teaching good character. Wise Words allows us to combine the two.

Al-ukhti Nada: All activities in the program are effective; it just depends on who implements them.

7. What is the general response of the students to this program?

Ustadzah Intan Galih: Looking at the students' responses, I see quite a variety. There has been a shift in interests over time; previously, students preferred Arabic, while now many students, especially in second and third grades, are more interested in English. However, many students still don't use the language according to the rules.

Ustadzah Nayla: Students' responses to this program are varied. Some approve and support it, but many also feel uncomfortable, especially because they prefer other languages, such as Arabic. However, because this program is part of the Islamic boarding school's policy, all students are ultimately required to comply and participate with a positive attitude.

Ustadzah Intan Nur: It is quite positive, although some students prefer Arabic, while others prefer English. Therefore, enthusiasm for this program seems balanced.

Al-ukhti Zahro: The majority of students responded positively to this program. Because the schedule is fixed, students know exactly when and where they need to use English. This consistency helps them prepare and gradually gain confidence.

Al-ukhti Fauzia: Some respond positively, while others do not; not all students are the same. It's difficult to say whether students like or dislike the activities in the program.

Al-ukhti Nada: Some students feel unfair when they see administrators not using English but not being punished. This inconsistency creates the impression that the program is merely a formality.

8. Are there any plans to develop this program in the future?

Ustadzah Intan Galih: Going forward, we have planned several developments for this program. Because this semester is quite busy with exams, next semester we will focus on providing language training, especially for sixth-grade students, as well as reactivating language clubs that had been dormant. All of these plans are the result of evaluations by the Tasjik Lughoh department and senior teachers.

Ustadzah Nayla: Of course, there are plans to expand this program in the future, but they are still being developed. One example is the dairy activity. If students are frequently asked to write down vocabulary, especially everyday vocabulary, they will certainly be more easily remembered.

Ustadzah Intan Nur: Possible additional programs or similar programs, perhaps an English club or watching films in English.

Al-ukhti Zahro: I'm thinking of adding new programs, such as keeping a daily activity book, like writing a diary. If students have a diary assignment, they'll be forced to find the right words and organize them into sentences. This will give them a foundation that will help them when they need to speak English.

Al-ukhti Fauzia: It seems there will be plans for new activities, perhaps the creation of an English-language book. This book will be designed based on everyday vocabulary commonly used by students and can be used by students in the Islamic boarding school environment.

Al-ukhti Nada: There are plans to create a language book, with content drawn from vocabulary used during the program. This book is expected to be a shared reference so that students have clear guidelines for using English in the Islamic boarding school environment.

Interview with Santriwati

1. What do you think about this program? Is it exciting, boring, or challenging?

Amelia: It's quite fun, especially with certain activities like vocabulary. It's really fun, especially when you do it together and with a group.

Yumna: It's actually quite good/suitable, but something feels missing.

Nafiza: I enjoy it, but I don't really like it.

Syafa: It's fun to do, but not when you get punished.

Keysa: I'd rate it as average, because I don't want to be punished or break anything. I've been following the program well.

Nofi: Sometimes it's fun, sometimes it's just normal.

Kinan: I think it's fun, because I like English a little bit.

Novela: I don't know. If I were punished a lot for language, I'd definitely dislike the program. The punishments sometimes make us cooperate just to escape being caught, like using Arabic secretly when the mentor is far away.

Dina: Sometimes it's fun, sometimes it's boring. Especially during conversion, it doesn't feel fun at all.

Naya: This program is fun for students who are interested, and not so fun for those who aren't. It depends on the atmosphere of the program.

2. What difficulties do you encounter when speaking English on a daily basis?

Amelia: I don't know the meaning of words (vocabulary) and how to pronounce them. Sometimes seniors don't provide examples, so there's no role model for reading.

Yumna: I hear people speaking Arabic more often than English, which makes me feel uneasy. And that makes me not want to leave English behind.

Nafiza: Feeling shy and awkward, which makes me forget vocabulary I've memorized.

Syafa: I'm very forgetful. When I know that I might be called upon to memorize more vocabulary if I make a mistake, I feel scared. I become forgetful and choose to remain silent.

Keysa: Probably speaking, because many people prefer Arabic to English. And I mostly hear people speaking Indonesian or Arabic.

Nofi: Pronunciation and sentence structure. If a sentence is wrong, I feel reluctant to speak again.

Kinan: Forgetting vocabulary, not knowing the correct sentence structure, being embarrassed because you're afraid of making mistakes.

Novela: It's difficult to construct sentences and pronounce them in conversation. Sometimes I feel there's no similarity to English lessons. So, Arabic is needed for understanding the Quran and daily prayers. English is good, but not as necessary for our school life.

Dina: At first, I was afraid to speak, but because every Sunday we have to give a speech or a summary, I learned to prepare, and now I can speak more naturally.

Naya: As a tutor, it's probably not easy to monitor all the groups at once. We try to walk around, but the area is large, and sometimes we can't hear every conversation.

3. Which activities do you think are most helpful for improving your speaking skills?

Yumna: All the activities are helpful because I think they are interconnected.

Nafiza: Vocabulary, because without it, you probably wouldn't have any sentences.

Syafa: Conversion is good for speaking skills, but because you're following a textbook, it feels like you have to memorize everything.

Keysa: Public speaking is great; it builds confidence and forces you to speak in front of a large audience.

Nofi: Probably conversion, because it provides reference sentences from books.

Kinan: I think it's morning vocabulary, because I add new words every day. Although sometimes I don't remember them.

Novela: Novela mentioned that vocabulary activities are the most helpful in improving speaking skills. She also mentioned activities like public speaking, speeches, and conversation as other forms of support, but strengthening daily vocabulary is the most helpful foundation for constructing sentences when speaking.

Dina: Conversion and vocabulary are helpful if you really put in the effort.

Naya: I choose conversion, even though I have to read a book every Tuesday. But without conversation, you certainly can't hone your skills.

4. How do your friends react when you try to speak English?

Amelia: I don't get much support from my friends, and sometimes there's an agreement if I speak.

Yumna: Sometimes they respond jokingly, sometimes they are serious because they really want to speak English.

Nafiza: When I try to speak English with my friends, sometimes they answer in Arabic or laugh. It feels awkward to continue speaking English when everyone else is using Arabic.

Syafa: Those who are smart will respond well, but not so well to those who aren't.

Keysa: I never force my friends. If they don't want to hear me speak English, I'll keep quiet or speak Arabic.

Nofi: I rarely speak English with my friends. My friends and I sometimes learn the vocabulary only to pass the daily test. We rarely use those words in conversation because we're not sure how to pronounce them correctly.

Kinan: My friends are welcoming, but when someone invites me to speak, I sometimes avoid speaking because I get nervous. Even though I know the answer, I still feel nervous and forget the words.

Novela: Few respond positively, except for the ones I invite whose children are smarter.

Dina: They're nice. I try to start every conversation in English, even if my friends answer in Arabic. Slowly, they begin to reply in English too.

Naya: I think they take it for granted, unless they don't understand what I'm saying, then they get annoyed.

5. Do you feel that this program has made you more confident in speaking English? Why?

Amelia: I like speaking in the Language section because I feel supported. And when the mentor says my pronunciation is good, I feel happy and try even harder next time.

Yumna: Yes, especially in public speaking. Because we are forced to be confident.

Nafiza: I don't think I'm fully confident yet, because I prefer Arabic.

Syafa: Sure, if it's just everyday language, but if you don't know the vocabulary, my confidence plummets.

Keysa: Quite a bit, because it's forced to become a habit.

Nofi: I don't think so for English, as the environment is heavily Arabic-speaking, making it difficult to understand and use English.

Kinan: No, because I still rely on memorization, especially during speaking activities.

Novela: Because I tend to lean towards Arabic, I feel lacking in English. But, I like Wise Words because it teaches us something for life, not just for English class.

Dina: Yes, because I've been through this program for four years and I feel confident speaking English.

Naya: Maybe yes, maybe not. God willing, yes.

6. What suggestions do you have to make the English Week program more interesting and effective?

Yumna: I heard there's going to be a new activity related to dairy. If dairy is used correctly, especially in English, it'll be great. Because we can write down our activities, it will certainly make it easier to remember everyday vocabulary later.

Nafiza: I hope the program and myself will get better, and I can go through it without feeling embarrassed or awkward.

Syafa: I want activities that make it easy for me to remember vocabulary and sentences.

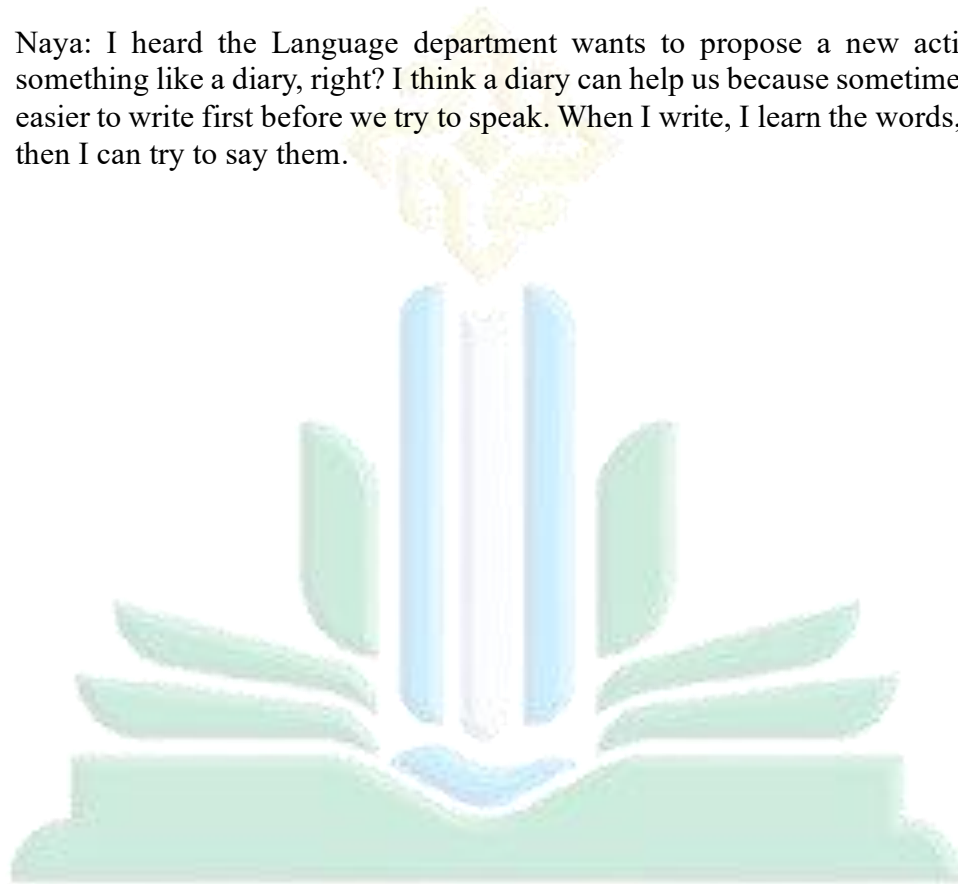
Keysa: Perhaps I'd look forward to new activities offered by the Language section, such as listening/watching films. These are activities that are rarely implemented.

Kinan: Perhaps not just the program, but also the active management, as they will certainly set an example and be followed.

Novela: I'm not smart or interested in English. Perhaps you could make it more engaging so that more people, including me, are interested.

Dina: I'd like to suggest that the conversion activities shouldn't be solely based on books, as that can be boring.

Naya: I heard the Language department wants to propose a new activity, something like a diary, right? I think a diary can help us because sometimes it's easier to write first before we try to speak. When I write, I learn the words, and then I can try to say them.



UIN

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KH ACHMAD SIDDIQ
JEMBER

Appendix 4

Documentation

(Language Work Program)

PENGURUS PUSAT
ORGANISASI SANTRI WATI BAITUL ARQOM
(O S B A)
PONDOK PESANTREN BAITUL ARQOM
BALUNG-JEMBER-INDONESIA
BAGIAN : PENGGERAK BAHASA
PERIODE : 2024-2024 M/1446 -1447 H

I. FORMASI

Formasi Bagian Penggerak Bahasa Organisasi Santriwati Baitul Arqom adalah sebagai berikut:

A. Ketua	: Malihatuz zahroh	V B	Jember
B. Sekretaris	: Chalisa Nada Salima	V B	Jember
C. Bendahara	: Fauzia Nur Yasmin	V B	Jember

II. PROGRAM KERJA

1. Membantu Pimpinan Pondok dalam:
 - a. Menegakkan sunnah (menjalankan kewajiban) dan disiplin (mentaati tata tertib) Pondok Pesantren Baitul Arqom
 - b. Menerapkan Motto dan Panca Jiwa Pondok
2. Membimbing semua santriwati ke arah kesadaran berbahasa resmi
3. Menyerahkan pembinaan bahasa Pengurus OSBA ke Pengasuhan santriwati
4. Mewajibkan kepada semua santriwati:
 - a. Untuk langsung menuju tempat vocab dan mufrodatnya setelah membaca Al-Qur'an
 - b. Untuk mengoreksikan kalimat, vocab atau mufrodat kepada pembimbing kamar
 - c. Untuk memiliki kamus berbahasa Inggris dan Arab
 - d. Untuk menggunakan bahasa resmi di setiap pengumuman tertulis, bila tidak bagian Bahasa berhak untuk membarikan tindakan langsung
 - e. Untuk membawa kamus inggris-indonesia dan arab-indonesia, bukukosa kata, dan buku conversation atau muhadastah ketika pemberian kosa kata
 - f. Memakai bahasa resmi setiap hari meskipun dalam suasana ujian khususnya pengurus OSBA dan KOORDINATOR
 - g. Mencatat kosa kata atau pembenaran bahasa Arab dan Inggris yang telah tertulis di papan tulis putih yang terempel di depan rayon
 - h. Untuk membuat Insha' 1 minggu sekali menggunakan salah satu kosakata yang telah diberikan oleh bagian Penggerak Bahasa dan mengoreksikan kepada pembimbing kamar
5. Mengontrol dan menegur setiap Pembimbing vocab dan mufrodat jika tidak hadir dalam pemberian kosa kata dan melapor jika berhalangan hadir
6. Mewajibkan bagi setiap Pembimbing vocab dan mufrodat untuk mengabsen anak bimbingnya masing-masing termasuk pada hari Selasa dan Jum'at, dan melarang pembimbing vocab dan mufrodat untuk memberi tahu arti vocab dan mufrodat yang diberikan
7. Membuat & membukukan:
 - a. Tulisan vocab dan mufrodat di tempat-tempat yang strategis dan memperbanyaknya
 - b. Vocab dan mufrodat atau pembenaran bahasa di semua rayon
 - c. Syi'ar bagi yang melanggar bagian bahasa di tempat
8. Memberikan:
 - a. Vocab dan mufrodat setiap pagi hari setelah sholat shubuh dan mewajibkan kepada seluruh santriwati untuk memuat 2 kalimat untuk setiap 1 mufrodat
 - b. Vocab dan mufrodat pada satriwati baru ketika malam hari
 - c. Hadiah bagi kelas tersemangat dan terdisiplin pada pemberian vocab dan mufrodat di setiap ujian vocab dan mufrodat akan dilaksanakan
 - d. Judul dan tema setiap conversation atau muhadastah
 - e. Hukuman 2 kali lipat bagi miss language dan miss batar.
9. Mengadakan:
 - a. Tasji'ul lugoh 1 tahun 2 kali.
 - b. Listening dan tafhimul masmu' satu bulan 2 kali searah bergantian
 - c. Berdiskusi 2 minggu sekali oleh bahasa rayon, Miss language dan bagian penggerak bahasa
 - d. Pemakaian khimar pelanggaran
 - e. 3 kali pelanggaran : pemakaian kokat selama 5 hari berturut-turut sebagai tanda waspada

- f. 7 kali pelanggaran : pemakaian khimar pelanggaran berwarna warni 7 hari berturut – turut sebagai tanda awas
- g. Hukuman 2 kali lipat bagi Miss Language dan pemakaian himar berwarna merah selama 7 hari
- h. Penataran bahasa bagi seluruh pengurus OSBA, rayon, coordinator dan anggota 1 bulan sekali
- i. Bimbingan yang lebih efektif dalam berbahasa kepada seluruh santriwati
- j. Elite language club bagi santriwati yang berminat
- k. Perlombaan berbahasa Arab dan Inggris
- 10. Menyeragamkan buku mufradat atau vocab
- 11. Mengoreksikan vocab dan mufradat pagi ke asatidz senior
- 12. Bekerja sama dengan:
 - a. Bagian Penerangan dalam peminjaman alat-alat penerangan pada waktu listening dan tafhimul masmu' dan nonton bersama berbasis bahasa resmi, serta mengumumkan pelanggaran bahasa dan pergantian bahasa, dalam memutiar lagu-lagu berbahasa arab dan muhadatsah
 - b. Bagian Olahraga dalam menyediakan waktu beberapa menit untuk:
 - 1) Pemberian kata kata mutiara
 - 2) Pemberian conversation atau muhadatsah pada hari Selasa
 - c. Bagian Pengajaran dalam mengoreksi hafalan pidato
 - d. Bagian Kesenian dalam membuat taman ketika acara improving language / tasji'ul lughoh dan pembuatan pamflet motivasi berbasis bahasa resmi
 - e. Bagian Keamanan Pusat dalam menindak santriwati yang menggunakan bahasa kotor
 - f. Bagian Ruang Tamu dalam menegur santriwati yang tidak memakai bahasa resmi di ruang tamu kecuali berbicara dengan walidnya
 - g. Bagian Perpustakaan dalam menyita buku vocab/mufradat, muhadatsah/conversation, CLI yang terlantarkan
- 13. Mengumumkan pelanggaran bahasa terbanyak 1 minggu sekali
- 14. Menindak langsung santriwati yang tidak memakai bahasa resmi
- 15. Menindak dan memberi sanksi kepada semua santriwati:
 - a. Yang terlambat datang pada waktu pemberian vocab, mufradat, conversation dan muhadatsah serta yang tidak membaw kamus, buku kosa kata dan buku conversation atau muhadatsah saat pemberian kosa kata berlangsung
 - b. Yang tidak melengkapi catatan vocab dan mufradatnya
 - c. Yang menyanyikan lagu dalam bentuk bahasa daerah manapun termasuk instrumentnya
 - d. Yang menelantarkan buku vocab, mufradat, muhadatsah/conversation, CLI, untuk diserahkan kepada bagian perpustakaan
 - e. Yang berbahasa asing kecuali arab dan inggris
- 16. Meminta kesediaan kepada pembimbing kamar untuk menerima setoran hafalan dari vocab/mufradat yang telah di berikan Bagian Bahasa pada malam hari ketika masuk kamar
- 18. Memberikan tugas kepada miss language dan bagian bahasa rayon dalam:
 - a. Membantu bagian bahasa untuk menegakkan disiplin bahasa
 - b. Membantu bagian bahasa dalam mengontrol santriwati yang telat vocab/mufradat
 - c. Melaporkan pelanggaran bahasa kepada bagian Bahasa
- 19. Membuat ketentuan-ketentuan hukum pelanggaran bagian Bahasa yang disusun berdasarkan pasal-pasal pelanggaran
- 20. Mewajibkan kepada seluruh pengurus OSBA dan KOORDINATOR untuk ikut serta meningkatkan bahasa
- 21. Menerima kritik dan saran yang bersifat membangun
- 22. Melarang seluruh santriwati untuk izin pada waktu pemberian vocab, mufradat, conversation dan muhadatsah kecuali dalam keadaan mendesak
- 23. Siap menjawab pertanyaan yang diajukan oleh seluruh santriwati
- 24. Membuat CLI berbahasa inggris dan arab
- 25. Mewajibkan bagi Bagian Penggerak Bahasa untuk memakai jas hitam resmi ketika pemberian kosakata pagi
- 26. Menegaskan kembali bagi seluruh santriwati :
 - a. Sistem 1 minggu bahasa arab 1 minggu bahasa Inggris
 - b. Bahwasanya bahasa daerah bukan hanya Bahasa Jawa dan Bahasa Madura melainkan bahasa dari tiap-tiap desa, kota, dan provinsi atau bahasa asing kecuali arab dan inggris
- 27. Memberikan kata-kata mutiara pada hari Selasa

Documentation

(EWP schedule)

JADWAL DAFTAR KEGIATAN

Vocabularies	: - <u>Dilaksanakan setiap 1 minggu (Sabtu, minggu, senin, rabu, Kamis), pagi hari</u> - <u>15 menit</u> - <u>Bertempat di depan rayon/lapangan</u> - <u>1 hari santriwati mendapatkan 5 vocabularies</u> - <u>Membuat kelompok per-angkatan/per-kelas</u>
Convertation	: - <u>Dilaksanakan setiap hari Selasa pagi hari</u> - <u>10 menit</u> - <u>Bertempat di depan rayon/lapangan</u> - <u>Membuat kelompok per-angkatan/per-kelas (berpasangan)</u>
Wise Word	: - <u>Dilaksanakan setiap hari Jum'at pagi hari</u> - <u>10-15 menit</u> - <u>Bertempat di depan papan tulisan, rayon/lapangan</u> - <u>Membuat kelompok per-angkatan/per-kelas</u>
Public Speaking	: - <u>Dilaksanakan setiap hari minggu, malam hari</u> - <u>2 jam (60 menit)</u> - <u>Pelaksanaan dilakukan dalam ruang kelas yang sudah ditata</u> - <u>1 ruang berisi campuran santriwati dari kelas 1 SMP – 1 SMA</u> - <u>1 ruangan minimal 3 speaker</u>



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Documentation

(List of Punishments)

PUNISHMENT

FOR SPEAKING OF 'BAHASA'

CLASS 1 + 1^x

1x	: 20 Vocabularies + Sentence, 5 Mahfudzat/Wise word
2x	: 40 Vocabularies + Sentence, 10 Mahfudzat/Wise word
3x	: 60 Vocabularies + Sentence, 15 Mahfudzat/Wise word
4x	: 80 Vocabularies + Sentence, 20 Mahfudzat/Wise word
5x	: 100 Vocabularies + Sentence, 25 Mahfudzat/Wise word
6x	: 110 Vocabularies + Sentence, 25 Mahfudzat/Wise word, 5 Spy
7x	: 1 Muthala'ah/storytelling, 1 Conversation, 7 Spy

CLASS 2

1x	: 25 Vocabularies + Sentence, Translating 7 lines, 2 Mahfudzat (Wise word) / 3 Hadist
2x	: 45 Vocabularies + Sentence, Translating 7 lines, 2 Mahfudzat/ (Wise word) / 6 Hadist
3x	: 65 Vocabularies + Sentence, Translating 7 lines, 3 Mahfudzat/ (Wise word) / 6 Hadist
4x	: 85 Vocabularies + Sentence, Translating 10 lines, 4 Mahfudzat/ (Wise word) / 10 Hadist
5x	: 100 Vocabularies + Sentence, Translating 10 lines, 5 Spy + Red veil 5 Mahfudzat/ (Wise word) / 15 Hadist
6x	: 110 Vocabularies + Sentence, 2 Muthala'ah/storytelling, 5 Spy + Red veil 5 Mahfudzat/ (Wise word) / 15 Hadist
7x	: 2 Convertation, Translating 10 lines, 1 Muthala'ah/storytelling, 7 Spy + Colour veil

KH ACHMAD SIDDIQ
JEMBER

CLASS 3

-
- 1x : 30 Vocabularies + Sentence, Translating 8 lines,
2 Mahfudzat (Wise word) / 5 Hadist
 - 2x : 60 Vocabularies + Sentence, Translating 8 lines,
2 Mahfudzat/ (Wise word) / 5 Hadist
 - 3x : 90 Vocabularies + Sentence, Translating 8 lines,
3 Mahfudzat/ (Wise word) / 7 Hadist
 - 4x : 100 Vocabularies + Sentence, Translating 10 lines,
4 Mahfudzat/ (Wise word) / 10 Hadist
 - 5x : 110 Vocabularies + Sentence, Translating 10 lines, 5 Spy + Red veil
5 Mahfudzat/ (Wise word) / 15 Hadist
 - 6x : 120 Vocabularies + Sentence, Translating 12 lines , 5 Spy + Red veil
5 Mahfudzat/ (Wise word) / 15 Hadist
 - 7x : 3 Converstation, 2 Muthala'ah/storytelling, 7 Spy

CLASS 4 + 3^x

-
- 1x : 40 Vocabularies + Sentence, Telling story 5 minutes,
2 Mahfudzat (Wise word) / 1 Muthala'ah/storytelling
 - 2x : 50 Vocabularies + Sentence, Telling story 5 minutes,
3 Mahfudzat/ (Wise word) / 1 Muthala'ah/storytelling
 - 3x : 80 Vocabularies + Sentence, Telling story 10 minutes, 3 Converstation
 - 4x : 100 Vocabularies + Sentence, Telling story 10 minutes, 4 Converstation
 - 5x : 120 Vocabularies + Sentence, Telling story 10 minutes,
2 Muthala'ah/storytelling
 - 6x : 150 Vocabularies + Sentence, Telling story 10 minutes, 1 Converstation,
1 Muthala'ah/storytelling, 6 Spy
5 Mahfudzat/ (Wise word) / 15 Hadist
 - 7x : 3 Converstation, 1 Mahfudzat/ (Wise word), 1 Muthala'ah/storytelling, 7 Spy

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LDCM

LANGUAGE DEPARTEMENT CENTER MANAGEMENT

CLASS 1 + 1^x

-
- 1x : 1 conversation, 2 lines of tashrifan
 - 2x : 2 conversation, 4 lines of tashrifan
 - 3x : Tashrifan 1 page

CLASS 2 + 3

-
- 1x : 1 Conversation, 1 Mahfudzat/Wise word
 - 2x : 2 Conversation, 1 Mahfudzat/Wise word
 - 3x : 2 Conversation, Tashrifan 1 page

CLASS 4 + 3^x

-
- 1x : 2 Conversation, 4 lines of tashrifan
 - 2x : 2 Conversation, 6 lines of tashrifan
 - 3x : 1 Conversation, 1 Mahfudzat/Wise word
-

NB: 4x for all class

⇒ **STANDING IN OTHER CLASS**

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Documentation (EWP activities)

Conversation English



Vocabulary Giving



Wise Word



Public Speaking/Speech

Documentation (Interview with Santriwati Baitul Arqom)



Amelia class VII



Yumna class VII



Nafiza class VIII



Syafa class VIII



Keysa class IX



Novi class IX



Kinan class X



Novela class X



Dina class XI



Naya class XI

Documentation (Interview with English Coordinator Baitul Arqom)

Ustadzah Nayla



Al-ukhti Zahro



Ustadzah Intan Nur



Al-ukhti Fauzia



Ustadzah Intan Galih

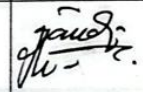
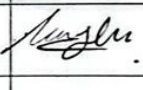
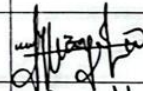
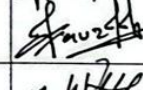
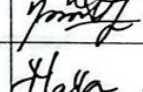
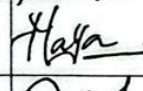
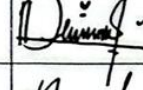
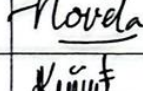
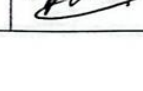


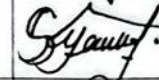
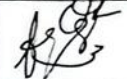
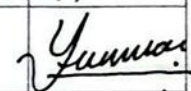
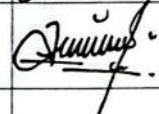
Al-ukhti Nada

Appendix 5

Research Journal

Jurnal Kegiatan Penelitian

No	Waktu	Kegiatan	Informan	TTD
1.	Jum'at, 16 Mei 2025	Koordinasi awal dan izin resmi ke pihak pondok	KH. Izzat Fahd M.Pd.I	
2.	Sabtu, 17 Mei 2025 — Jum'at, 23 Mei 2025	Observasi Awal (EWP dimulai), Observasi Lanjutan + Dokumentasi	Ustadz. Muhammad Imaduddin M.H.I	
3.	Senin, 26 Mei 2025	Wawancara Koordinator Bahasa Inggris	1. Ustadzah Intan Galih 2. Ustadzah Nayla 3. Ustadzah Intan Nur 4. Al-ukh Zahro 5. Al-ukh Fauzia 6. Al-ukh Nada	     
4.	Selasa, 27 Mei 2025	Wawancara Santriwati (8–10 orang)	1. Ukhti Naya 2. Ukhti Dina 3. Ukhti Novela 4. Ukhti Kinan 5. Ukhti Nofi	    

			6. Ukhti Keysa	
			7. Ukhti Syafa	
			8. Ukhti Nafiza	
			9. Ukhti Yumna	
			10. Ukhti Amelia	
5.	Sabtu, 30 Mei 2025 – jum'at, 06 Juni 2025	Observasi Siklus Kedua	Ustadz. Muhammad Imaduddin M.H.I	
6.	Rabu, 11 Juni 2025	Penyelesaian Dokumentasi + Member Checking	Ustadzah + Santriwati	



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JEMBER

Appendix 6

Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12267/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Pondok Pesantren Baitul Arqom

Krajan Balung Lor Dusun Kebonsari RT 006 RW 008, Krajan, Balung Lor, Kec. Balung, Kabupa

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060022

Nama : ANIK VERA SETYAWATI

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "An Analysis The Factors of Affecting The Use English in Islamic Boarding School Environment: A Study of The English Week Program (EWP)" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu KH Izzat Fahd M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Mei 2025

an Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

**KH ACHMAD SIDDIQ
JEMBER**

Appendix 7

Statement of Letter of Research Completion



**BALAI PENDIDIKAN PONDOK PESANTREN
BAITUL ARQOM
BALUNG JEMBER INDONESIA**

Jl. Karang Duren No. 32 Balung Jember Jawa Timur Telp. (0336) 621315
<https://www.baitularqom.id/> email : admin@baitularqom.id / ponpes.batar@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 3790/BP/I-E/VII/2025

Yang bersangkutan di bawah ini Pimpinan Pondok Pesantren Baitul Arqom Balung Jember menerangkan dengan sebenarnya bahwa :

Nama : ANIK VERA SETYAWATI
NIM : 214101060022
PROGRAM STUDI : TADRIS BAHASA INGGRIS
JENJANG : S-1

Benar - benar telah mengadakan penelitian di satuan Pendidikan Mu'adallah Madrasatu -I- Mu'allimin Al - Islamiyah Pondok Pesantren Baitul Arqom Balung Jember terhitung sejak tanggal 16 Mei sampai dengan 25 Juni 2025 dengan tema:

"Analysis The Factors Affecting The User English of week in the Islamic Boarding School Environment; Social Phenomena"

Demikian surat ini dibuat untuk dimaklumi dapat dipergunakan sebagaimana mestinya.

Balung, 19 Juli 2025

Pimpinan Balai Pendidikan Pondok Pesantren

Baitul Arqom



KH. Izzat Fahd, M.Pd.I

Appendix 8

Plagiarism Check Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Anik Vera Setyawati
NIM : 214101060022
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Analysis Factors Affecting The Use English of Week in The Islamic Boarding School Environment; Social Phenomena

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1 – 5 sebesar 7.4%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I = 13%
BAB II = 11%
BAB III = 6%
BAB IV = 1%
BAB V = 6%

Jember, 09 Oktober 2025

Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember


(Dina Dina Novienita, S.Sos. I. M.Pd.)
NIP. 19830811202121201

Appendix 9

Authenticity Statement of Writing

AUTHENTICITY STATEMENT OF WRITING

The under-signed below

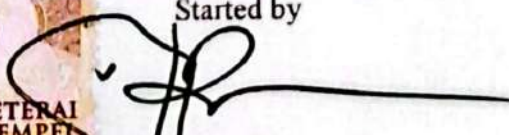
Name : Anik Vera Setyawati
NIM : 214101060022
Study Program : English Education Department
Institution : State Islamic University of Kiai Haji Achmad Siddiq
Jember
Place and date of birth : Jember, March 19th, 2001
Address : Kp. Bengkosabe, Kedungdowo RT 001 RW 003 Kec.
Arjasa Kab. Situbondo

Here by declare that the Analysis of the thesis entitled: "Analysis the Factors Affecting the Use English of Week in The Islamic Boarding School Environmen; Social Phenomena" is the result of my Analysis, except in part of referred by theory, sources, and data. I take references from experts.

Jember, 08 October 2025

Started by




Anik Vera Setyawati
NIM: 214101060022

Appendix 10

Curriculum Vitae

CURRICULUM VITAE



Personal Information

Full Name : Anik Vera Setyawati
SRN : 214101060022
Place, Date of birth : Jember, 19th of March 2001
Address : Kp. Bengkosabe Kedungdowo RT 001 RW 003 Kec.
Arjasa Kab. Situbondo
Religion : Islam
Faculty/Program : FTIK / English Education
Email Address : Anikvera95@gmail.com

Educational Background

2005 – 2007 : TK Sunan Bonang
2007 – 2013 : SDN 1 Ketowan
2013 - 2016 : SMPN 1 Arjasa
2016 - 2020 : MA Pondok Pesantren Baitul Arqom