Analysis The Factors Affecting The Use English of Week in The Islamic Boarding School Environment; Social Phenomena at Baitul Arqom Islamic Boarding School Jember

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Abstract:

The use of English in Islamic boarding schools has become a crucial aspect of contemporary language education, as these schools aim to combine religious teachings with global communication skills. In this framework, English learning is interwoven with moral and spiritual values, shaping students who are both proficient in the language and ethically responsible. One key initiative is the English Week Program (EWP), which provides an immersive environment for practicing English. Despite this, students often struggle to maintain consistent use of English due to linguistic, psychological, and environmental barriers. This study explored the factors hindering the EWP at Baitul Arqom Islamic Boarding School, Balung, Jember, and examined strategies to improve students' English practice. Employing a qualitative descriptive method, data were gathered through observations, interviews, and documentation involving six English coordinators and ten female students. Analysis was conducted through data reduction, display, and conclusion drawing, with validity ensured via source and technique triangulation. Findings identified obstacles such as limited vocabulary, pronunciation difficulties, low confidence, fear of errors, dominance of Arabic, insufficient exposure to English, inconsistent supervision, few mentors, and a punitive system causing psychological stress. Recommended strategies included structured weekly activities, role modeling by teachers and senior students, integration of moral and linguistic lessons, supportive monitoring, positive reinforcement, and diary-writing exercises to enhance engagement in both spoken and written English.

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

Introduction

Education is defined as a conscious effort to realize cultural inheritance from one generation to another, facilitated through a structured learning atmosphere and process. 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] It encompasses the teaching or imparting of knowledge, skill and values which is important for both personal as well as societal

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[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

development.[2] 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 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. English Language Teaching (ELT) refers to the activity and industry of teaching English to non-native speakers. Effective ELT uses a combination of methods and techniques, prioritizing communication skills and cultural understanding to enhance language learning.[4] 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.[5] This approach not only helpd in the acquisition of English but also enriches students' understanding of various subjects, 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. The supportive environment encourages students to practice their speaking skills regularly, thus improving their fluency and confidence.[6] 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. 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.[7] Etyaningrum et al. (2023) examined the English Week

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[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.

[4] Achmad Yudi Wahyudin and others, Basic Principles of English Language Teaching, 2024, I.

[5] 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.

[6] 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.

[7] S Nurul Khaira, 'The Perceived Impact of English Week Program (EWP) on Students' Speaking Skills in Boarding School', 2022 .

program in an Islamic primary school, revealing that structured activities such as public speaking and storytelling improved students' motivation and speaking skills, although success depended on teacher guidance, peer support, and culturally relevant materials.[8] 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 offerd 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. 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.*

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.[9] 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.[10] 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.

Modern Islamic schools, known as "Pesantren" in Indonesia, Pesantren is educational institutions that prepare students to become wellrounded individuals who can navigate contemporary society while adhering to their religious values.[11] The existence of an Islamic

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[8] 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.

[9] 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.

[10] Septhia Irnanda and others, 'Factor That Hinder English Speaking Development in Mia Islamic Boarding School', 2021, pp. 286–92.

[11] 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)

Boarding School emphasizes the integration of English language teaching with traditional Islamic teachings. 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.

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.

Methods

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.[12] The research was conducted at Islamic boarding school, spesifically at Pesantren Baitul Arqom, where the English Week Program (EWP) is actively implemented.

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

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[12] 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.

female students (santriwati) were selected based on their active participation and experience with the English Week Program (EWP).

In this study, the data were collected using three primary techniques: observation, interview, and documentation. Observation is a fundamental method in qualitative research used to gain an understanding of complex behaviors and interactions in a natural setting.[13] 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. Then, the interview was designed with open-ended questions that allowed participants to express their thoughts freely while maintaining focus on the research objectives. Interview is a commonly used method in qualitative research that aims to collect detailed information directly from research participants through verbal interaction.[14] Documentation is an important technique in qualitative research used to obtain supporting data from written or recorded materials related to the research focus.[15] 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.

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 crosschecking 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.

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[13] Alexus 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.

[14] Bazen, Barg, and Takeshita.

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

Results and Discussion

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

b) Low Confidence and Fear of Making Mistakes

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.

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."*

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."*

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. 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.

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."

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."

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 dominance of Arabic also affected students' motivation.

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.

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."

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."

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 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. 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.

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

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."

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."

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 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 Effecttive 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. 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. 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.

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."

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."

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."

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. 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."

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."*

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 dictionaries, then presented their findings to mentors. 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."

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."

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. 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.

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.

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 and sentence practice, the Diary Activity addressed cognitive, affective, and linguistic needs simultaneously.

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 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.[16] 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.

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 error correction can increase anxiety and discourage learners from practicing speaking skills.[17] 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.

The study also identified several effective strategies that support students' English practice during the English Week Program. These strategies demonstrate how structured planning, social support, and meaningful activities can help learners overcome linguistic and psychological

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[16] Rahman. "Vygotsky's Zone of Proximal Development of Teaching and Learning"
[17] Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

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.[18] 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 anxiety.[19] 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.[20] 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 and encourage risk-taking, making them more effective than punitive measures.[21] Finally, the coordinator proposed the Diary Activity as a futureoriented innovation.

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.

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

[19] Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

[20] Nshimiyimana. "Effectiveness of Audio-Lingual Teaching Method to Enhance Students"

[21] Robiansyah and Rochmahwati. "Socio-Affective Strategies Employed by Students in Speaking Class"

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. 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.

Acknowledgment

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