

Portraying the English Extensive Program in an Indonesian Islamic Institution: A Case Study

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ABSTRACT

This case study portrays the implementation of the English extensive program in Central Language Improvement (CLI) of an Indonesian Islamic Institution, English teacher's strategies, and students' perceptions of the program. The data were collected from the principal, a CLI member, an English teacher, and three students who won English competitions through observations, interviews, and documents analysis. The data were analyzed qualitatively using the framework proposed by Miles et al. (2014). The study shows several main findings: (1) the CLI is run by students with the principal and English teachers' support, (2) the CLI contributes to the students' communicative skills development, and (3) the CLI implements a modern Islamic boarding school-based curriculum. The findings also reveal the strategies used by the teacher for improving the students' speaking skills are presenting grammar and vocabulary materials, conducting communicative activities, learning outside the school, and using English consistently to foster students' engagement, using code-switching and code-mixing. The students perceive the CLI program is beneficial to increase their English and support their learning. One challenge was also revealed, as the habit of using English in the program affected their proficiency in Bahasa. The study contributes to the body knowledge in foreign language learning

INTRODUCTION

The English extensive program promotes English language acquisition by exposing students to English through English communication and various English activities in reading, listening, speaking, and writing that mirror real-life language use (Neagu, 2023; Saville-Troike, 2012). The program provides a structured framework that encourages students to engage in English during various program activities and interactions (Aryaputri & Kaniadewi, 2024). It offers comprehensible input by exposing students to language to gradually acquire new vocabulary and grammar naturally (Krashen, 1982). Additionally, it supports comprehensible output by giving students plenty of opportunities to practice speaking and writing, reinforcing their learning (Swain, 1985). Furthermore, the program facilitates meaningful interaction, allowing students to communicate practically, receive feedback, and develop their proficiency and cultural awareness (Long, 1996). Moreover, the program enhances students' English knowledge and skills and focuses on communicative competence (Nguyen, 2024).

Due to the English extensive program, the language environment plays an essential role in acquiring and learning the language (Ortega, 2013). Besides, language environment influences how well people learn a language and improve their communication ability (Freed, 1991). It happens because the environment is where people interact with each other. In much of the language environment, especially in natural settings, even in today's communicative classroom, students experience oral engagement with one or more interlocutors (Ortega, 2013). Therefore, the language environment provides a vital input orientation on interaction, such as proposing the best kind of students' comprehensible input after receiving language signals that interlocutors need some negotiation for meaning, clarification requests, or confirmation checks in reaction to real comprehension problems. However, the language environment proposes to familiarize students with using language communicatively through practice-based empirical evidence, such as the language extensive program design.

In the Indonesian context, English as an international language is not the primary language used but English as a foreign language (EFL). In other words, English will be quite difficult to learn due to environmental factors (Bashori et al., 2022). Therefore, many institutions in Indonesia consider the English language environment one of the many factors influencing foreign language learning. One of the Islamic institutions also proposes cultivating foreign language communication, such as Arabic and English, in the school environment and English program activities. In this context, learning the English language becomes the primary focus. Based on the preliminary interview, the school is considered one of the most effective institutions employing an English extensive program. In this context, students emphasize being interactive in producing oral communication through conversation and activities (Aryaputri & Kaniadewi, 2024; Brown, 2001).

Furthermore, the school has many achievements by implementing an English extensive program, such as winning the championship of the English Olympiad, debate, speech contest, storytelling, etc., at the regional, province, and national levels. Additionally, the institution has successful alums who have studied abroad. However, through an English extensive program, students can significantly improve their English skills by engaging in activities that promote their abilities, development, and achievement (Narkabilova & Khujamberdiyeva, 2021).

Moreover, the extensive English program has several effects on students. Previous studies have proven the effectiveness of English extensive programs, such as enhancing students' English speaking, developing English knowledge and skills, and motivating both intrinsic and extrinsic (Aryaputri & Kaniadewi, 2024; Bedoya & Aguilar-Cruz, 2024; Nguyen et al., 2024; Ningsih et al., 2022; Silvia et al., 2023). Further, this English extensive program conducted in an Islamic institution in Indonesia could help the students improve their English communication practices.

The English extensive program, conducted in one of Indonesia's Islamic institutions, is employed by Central Language Improvement (CLI) with support from the principal and English teachers. CLI is a language organization that organizes and supervises language activities in the language program (Nurjaman, 2013; Rumania et al., 2023). Further, CLI is one of the OSPC (Organisasi Santri Pesantren Condong) members or equivalent with OSIS (Organisasi Siswa Intra Sekolah) in another school, which involves grade six of the Islamic institution or equivalent with grade twelve students of senior high school. In this context, CLI encourages the students to use English in their daily activities, from waking up to falling asleep again, and they run the language discipline. Besides, under the control of English teachers, CLI organizes an English extensive program to facilitate students' development of their English language skills. However, the English extensive program was handled by CLI, and English teachers could help students improve their English, particularly regarding communication within the Islamic institution.

Previous studies have discovered outstanding findings on the effectiveness of English extensive program implementation (Aryaputri & Kaniadewi, 2024; Bedoya & Aguilar-Cruz, 2024; Nguyen et al., 2024; Ningsih et al., 2022; Silvia et al., 2023). Ningsih et al. (2022) argued the program requires participation and emphasis on practical communication to promote language acquisition and fluency. Therefore, knowing how the English extensive program is implemented is essential to identify whether the benefits persist over an extended period (Aryaputri & Kaniadewi, 2024). Hence, this study will focus more on the implementation, strategies used in the English extensive program and students' perceptions of the program at the Islamic institution. Thus, the researcher is keen to provide a detailed portrait and explanation of how this Islamic institution implemented an English extensive program to promote English until several students won various English competitions. Therefore, the researcher would see how the implementation of the English extensive program in Islamic institutions differs from other institutions' English extensive programs. In short, this case study is very worthy of being conducted.

Furthermore, it could contribute to the body of knowledge in foreign language learning and be an alternative language learning model.

LITERATURE REVIEW

The English extensive program is one of the English programs that facilitate language development through consistent and purposeful exposure to English, engaging students in activities such as reading, listening, speaking, and writing, with interactive communication designed to reflect practical language use (Neagu, 2023; Saville-Troike (2012). Wahidiyati and Ma'rifah (2023) argued that an English extensive program is an English exercise that helps people learn the English language. The program is set up to provide English activities and practice for using English in daily life (Beay et al., 2023). It is the tool and medium for teaching and learning, organized by a specific learning community on a designated day (Sinaga, 2018). Hence, Krashen (1982) classifies the extensive English program as an informal language environment, meaning that the English language activities primarily occur outside regular school activities.

Along with that, one of the Islamic institutions in Indonesia adapts a boarding school system curriculum, and one of the Islamic institution programs is implementing an English extensive program. The program facilitates students' language development through consistent language program activities and daily communication (Neagu, 2023). Moreover, the program aims to improve students' English proficiency and assist them in applying and developing their English skills (Narkabilova & Khujamberdiyeva, 2021). Moreover, the program was organized by Central Language Improvement (CLI) with support from the principal and English teachers. CLI is a language organization that organizes and supervises language activities in the language program (Nurjaman, 2013; Rumania et al., 2023). In an Indonesian Islamic institution, the CLI is a tutor, guide, or supervisor who monitors students' daily language activities in the English extensive program. English teachers control them to focus on activating language in their Islamic institution and run the language discipline.

Several English extensive program activities include daily, weekly, monthly, and annual. In the daily language activities, the students must participate in the provision of vocabulary every morning. It aims to help students achieve language input, provide the foundation for expressing ideas, and explore students' vocabulary learning strategies (Ghalebi et al., 2020). Besides, in the daily language activities, the students enhance their ability to join language extracurriculars such as English debate, English courses, etc. The extracurricular activities beyond the general school program provide more English practices with lifelong cognitive, affective, physical, and social experience (Hasan et al., 2022; Ileritürk, 2023). Students can develop their language abilities by incorporating daily language exercises and participating in English extracurriculars while enjoying a comprehensive and enriching learning journey.

METHODOLOGY

The study employed a case study, which focuses on portraying, analyzing, and interpreting the actual case's phenomena, people, events, and processes (Creswell, 2012; Yin, 2003). The purpose of this case study is to portray the real-life process of implementing an English extensive program at one of the Islamic institutions in Indonesia, the strategies used in English extensive program implementation, and the students' perceptions of the English extensive program.

The research involved six participants, including the Islamic institution principal, a student member of CLI, an English teacher, and three students at the Islamic institution who won regional, province, or national English competitions. A purposeful sampling technique was chosen as it enabled the researcher to select participants who were likely to provide relevant information to address the research question (Aydin & Kaya, 2017).

The data were collected through observations, semi-structured interviews, and document analysis. Observations were conducted using guidelines adapted from Lestari and Pratolo's (2019) theory to capture the real-life activities of CLI and an English teacher in executing the program. Semi-structured interviews were held with the principal, a CLI member, an English teacher, and three successful students to gain insights into the program's management, strategies, and participants' perceptions. Document analysis further supplemented the data by examining materials such as the program syllabus, language management documents, and lesson plans, providing a comprehensive understanding of the English extensive program's implementation.

The data analysis for this research followed Miles et al. (2014) qualitative data analysis framework, involving three key steps: data condensation, data display, and drawing and verifying conclusions. Data condensation involved narrowing and coding the data collected from observations, semi-structured interviews, and document analysis to focus on the English extensive program implementation. The data display organized the findings into a systematic, visual format, such as diagrams, to present the outcomes. Finally, conclusions were drawn and verified throughout the process to ensure accuracy and validity. To maintain the trustworthiness of the research, Lincoln and Guba's (1985) criteria involve credibility, transferability, dependability, and confirmability. The data results were achieved through triangulation, detailed descriptions, systematic documentation, and expert review, ensuring the reliability and robustness of the findings.

RESULT

The Implementation of the English Extensive Program in CLI

The implementation of the English extensive program in CLI in this study referred to the model of an English intensive program in an EFL setting from Wang et al. (2023) theory. Moreover, the implementation of an English extensive program at one of the Islamic institutions was organized by CLI, with the support of the principal and English teachers. The implementation of the English extensive program in CLI used a curriculum. Further, the curriculum

implementation is divided into several themes, such as syllabus and language management.

a. Curriculum

The implementation of the English extensive program in CLI used a curriculum. The English extensive program adapts a curriculum from one of the modern boarding schools, which emphasizes the use of English in daily communication and is supported by language program activities. Furthermore, the program aims to develop students' communication skills. Here is the overview of the findings.

Excerpt 1

"The curriculum is adapted from one of the modern boarding schools, which implements a system requiring the use of English in daily activities."

(CLI's interview, 11th February 2024, author's translation)

In the implementation of the English extensive program curriculum, the CLI followed a structured syllabus, such as presenting selected learning materials, employing English extensive program activities, employing specific teaching-learning techniques, and conducting assessments. The implementation aims to meet the objective of the program. The curriculum implementation in CLI is described below.

1) Syllabus

The extensive English syllabus is an important aspect that guides the program's implementation. Based on the findings, CLI's first syllabus implementation is implementing a language learning material framework. The CLI presented vocabulary material to the students every morning, following the program syllabus, which emphasized introducing students to vocabulary. Here is the overview of the findings.

Excerpt 2

"...Students usually learn nouns in the seventh and eighth grades, while they focus on verbs in the ninth, tenth, eleventh, and twelfth grades."

(CLI's interview, 11th February 2024, author's translation)

The second syllabus implementation in CLI is implementing a framework for enhancing students' English skills through English extensive program activities. The activity includes listening to songs activity, morning vocabulary, conversations, giving idioms and slang language, language correction and motivation, singing songs, the Festival Drama Contest (FDC), and composition creation. Here is the overview of the findings.

Table 1. Excerpt 2 CLI's Observation

Date	Activities	Observation Notes
11 th of February, 2024	CLI directly started by giving <u>the new vocabulary to students by introducing the words believe and support.</u>	<u>The CLI conducted morning vocabulary every day to support students' communicative skills, particularly speaking skills.</u>
16 th of February 2024	CLI conducted <u>conversation activity and walked around the students who were</u>	<u>The CLI conducted conversation activities every Tuesday to support students' communicative skills,</u>

	engaged in conversation.	particularly speaking skills.
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In conducting English extensive program activities, the CLI focused on each specific English skill to enhance students' English skills. For example, students' listening skills are enhanced through listening to song activities, students' speaking skills are enhanced through morning vocabulary, conversations, giving idioms and slang language, language correction and motivation, singing songs, the Festival Drama Contest (FDC), and students' reading and writing skills is enhanced through composition creation. The following is the data transcript of the interview related to the topic.

Excerpt 3

"Listening to a song is more about students' listening while singing a song was more about listening and pronunciation." (CLI's interview, 10th March 2024, author's translation)

"The daily vocabulary activity is to add new vocabulary. Besides, the students are taught how to pronounce English vocabulary. Daily vocabulary is more focused on speaking skills." (CLI's interview, 10th March 2024, author's translation)

"The objective of the conversation activity is to practice speaking, and the students are directed to dialog with their friends." (CLI's interview, 10th March 2024, author's translation)

"Giving idioms and slang language activities have a similar objective of developing students' knowledge, particularly in proverbs." (CLI's interview, 10th March 2024, author's translation)

"The activity of correcting language is to correct students' errors in English speaking." (CLI's interview, 10th March 2024, author's translation)

"Festival Drama Contest (FDC) is held once a year to express students' expression, communication skills, and creation." (CLI's interview, 10th March 2024, author's translation)

"The objective of composition activity is to enhance students' writing skills and enhance their reading skills by enhancing them to comprehend their text creation." (CLI's interview, 10th March 2024, author's translation)

The third syllabus implementation in CLI is applying the teaching-learning technique to engage students' participation. The teaching-learning techniques applied were question and answer, repetition, and conversation techniques. In using the question-and-answer technique, the CLI asked for students' knowledge about several vocabularies, meaning to know their vocabulary knowledge and engage their participation in communication. However, the students tried to participate in classroom communication by responding to the CLI's questions.

Furthermore, the CLI used a repetition technique to present the vocabulary. In this context, the CLI reads the word or sentence aloud before instructing the students to imitate it. Through this technique, the students were able to produce correct pronunciation and memorize the word easily.

In addition, the CLI used conversation techniques in conversation activity. The technique was applied through peer dialog. In this context, the students were given a determined topic to talk about. However, the students

were facilitated to communicate actively. Here is the overview of the detail findings of CLI's learning techniques.

Excerpt 4

CLI asked students the meaning of the words "to believe" and "Anyone who knows what means from this word?" one of the students answered hesitantly, "Percaya." Then, CLI asked students about "to support" and "Who knows the meaning of this sentence?" One of the students tried to answer the CLI question, and one of the students tried to respond, "Mendukung." (CLI's observation, 11th February 2024)

Based on the application of the learning technique, the CLI intended to create a communicative classroom through question and answer. Furthermore, repetition was applied to enhance students' correct pronunciation and vocabulary retention to support communicative skills. In addition, the conversation technique was applied to facilitate students' communication practice. The following is the data transcript of the interview supported by the data above.

Excerpt 5

"Conducting question and answer is to increase students' engagement in conversation. If I did not do that, they would not speak, and the class would become quiet." (CLI's interview, 10th March 2024, author's translation)

The fourth syllabus implementation in CLI is conducting the assessment. In implementing the English program syllabus, the CLI conducted two kinds of assessment, such as formative and summative. The first assessment conducted by CLI is formative. In formative assessment, the CLI intended to know students' comprehension and improve their learning. Based on the data findings, the CLI conducted formative assessments by asking the students to answer her questions at the end of the learning meeting and giving a test. However, the CLI knew students' comprehension from the result of the formative assessment. Here is the overview of the findings.

Excerpt 6

"In the first week, on Thursday, the students must memorize the vocabulary and the material they learned from Saturday to Wednesday to their tutor. Then, there will be a test the following week, the second week." (CLI Interview, 11th of February 2024, author's translation)

The second assessment, which CLI conducted, was summative. The summative assessment is conducted at the end of every last semester. It aims to know whether the extent of the English extensive program objective has been met. Here is the overview of the findings.

Excerpt 7

"There is a final exam once per semester to know whether students could be said to have achieved the expectation or objective." (CLI's interview, 11th February 2024, author's translation)

Based on the English extensive program syllabus, the CLI is required to conduct a summative assessment focusing on the aims, material, and techniques. To support the data findings above, the document instrument is presented to strengthen the findings. Here is the overview of the document findings.

Table 2. Document of English Extensive Program Syllabus

No.	Activities	Aims	Materials	Techniques
10.	Summative assessment	To evaluate students' knowledge of and to determine the extent to which specific learning objectives have been met.	Vocabularies, grammar, and idioms	Quiz

2) Language Management

The second aspect of the implementation of an English extensive program in CLI is language management. In this part, the researcher describes the implementation of language management at one of the Islamic institutions in Indonesia in two sub-themes: the policy of language and the regulation of the English extensive program. However, the language management in CLI is described below.

a) The Policy of Language

The implementation of the English extensive program in CLI was started with a policy. The language policy was rooted in the ideals of the Islamic institution's principal, who stated that the institution should adapt a curriculum from one of the modern Islamic boarding schools that emphasizes comprehensive language learning and discipline. Initially, the institution focused solely on the study of kitab kuning as the classical region learning resource. However, in 1985, the policy of using an English extensive program was implemented to facilitate extensive English learning along with region and general education. Here is the overview of the data findings.

Excerpt 8

"The policy of language in this Islamic institution is following the ideals of the leadership, that the Islamic institution should be like one of the modern Islamic boarding schools. It means we must follow what one of the modern Islamic boarding schools does, especially regarding language programs and discipline. In the 1985s, KH. Mamin, begin to implement the language program activity as one of the modern Islamic boarding schools."

(Principal's interview, 18th February 2024, author's translation).

b) The Regulation of English extensive program

Another implementation of the English extensive program in CLI is English regulation. The English extensive program regulation is a language regulation that encourages the Islamic institution community to communicate using English and punish them if they break the regulations. Furthermore, the punishment is not intended to be an expression of hatred; it is implemented to maintain the English language use and discipline in the program. Typically, the punishment is administered according to the categorization of the offense. Here is the overview of the findings.

Excerpt 9

"... for the regulations, everyone is required to use the language. To enforce this, there must be punishment. The punishment is applied daily because language discipline would not be effective without it. It is impossible for all

students always to use the language. Therefore, everywhere must be monitored.”

(Principal’s interview, 18th February 2024, author’s translation)

1. English Teacher’s Strategies in Implementing English Extensive Program

The strategies of an English teacher in this study referred to the teaching strategies implemented in Islamic Boarding Schools (IBS) program from Lestari and Pratolo (2019) theory. Furthermore, the English extensive program strategies have been implemented by an English teacher who teaches at an Islamic Institution that enhance students to achieve the English competitions. However, the teacher’s strategies in implementing the English extensive program are divided into themes, such as learning material, learning method, and using English.

a. Learning Materials

The first aspect of an English teacher’s strategies in implementing the English extensive program is presenting English learning materials. In this part, the researcher focused on materials that were presented by the teacher, such as grammar and vocabulary. However, the findings are described below.

1) Grammar

In implementing the English extensive program, the English teacher provided grammar material. Although an English extensive program does not primarily focus on language form, the teacher still provides grammar material to enhance students’ comprehension and communicative competence and support language learning. Hence, the grammar material given to the student followed the English learning topic in the English subject. Through providing grammar material, the students were facilitated to learn grammar and enhanced their English comprehension. Here is the overview of the findings.

Excerpt 10

“Now we are learning grammar about present continuous tense, and the previous meeting was about simple present tense. The grammar is usually used in students’ daily communication.” (English teacher’s interview, 17th March 2024, author’s translation)

2) Vocabulary

Another learning material provided by the English teacher is vocabulary. It aims to introduce English words and support students’ communication. Furthermore, the vocabulary given to the students were unfamous words for the students related to the day’s topic of the English learning process. However, the students could retain the new vocabulary to apply to their communication practice and learning. Here is the overview of the findings.

Excerpt 11

After discussing the grammar, the English teacher directed the students to create sentences using several vocabularies. English teacher said, “to add our vocab, karena biasanya dalam bentuk grammar itu of course kita membutuhkan vocabs, jadi bukan hanya tentang reading, writing, mungkin kita bisa menggunakan kata manage, do you know manage?” Students responded, “Mengatur”. Along with that, the English teacher gave the vocabulary of repairing, attending, and upgrading.

(English teacher’s observation, Meeting 1)

b. Learning Methods

The second aspect of the English teacher's strategies in the English extensive program is implementing the learning method. In this part, the researcher focused on learning methods implemented by the teacher, such as communicative activities and learning outside of the school. However, the findings are described below.

1) Communicative Activities

In the English extensive program, the English teacher implemented several communicative activities through question and answer, repetition, group discussion, and conversation. Through these strategies, the English teacher enhanced students' active participation. Therefore, the English teacher believed that the students could enhance their communicative skills through the implementation of communicative activities. Here is the overview of the findings.

Excerpt 12

The English teacher continued to ask and remind them of the verb used in the simple present tense, "For example, like this. When the word speaks, this becomes? Students, "Speaking." (English teacher's observation, meeting 3)

After that, the English teacher instructed students to repeat. The English teacher said, "Repeat after me, speaking." Students repeated, "Speaking," (English teacher's observation, meeting 3)

The English teacher said, "Okay. But for today, we have a group discussion. I have what we say, yeah? Okay. Kita ini mau make a match." (English teacher's observation, meeting 2)

The English teacher directed students to do short dialogues to practice what they had written. (English teacher's observation, meeting 4)

Based on the interview findings, the English teacher has specific objectives for the communicative activity implementations. First, the question and answer were implemented to engage student' participation in classroom communication. Second, repetition was implemented to teach pronunciation. Third, the group discussion was implemented to enhance students' communication. Forth, students' communication practice was facilitated through conversation techniques.

Excerpt 13

"... I applied question and answer technique to enhance students' communicative competence." (English teacher's interview, 20th March 2024, author's translation)

"To promote communicative learning and teach pronunciation repetition technique is applied in the classroom..." (English teacher's interview, 20th March 2024, author's translation)

"Group discussions are to enhance students' communication in the teaching-learning process." (English teacher's interview, 24th March 2024, author's translation)

"... conversation was implemented to facilitate students' communication practice." (English teacher's interview, 24th March 2024, author's translation)

2) Learning Outside of the School

In the English extensive program, the English teacher conducted English learning outside of the school to enhance students' English learning and skills. The implementation refers to promoting language learning outside of the school schedule. It was conducted through an English course and championship. The overview of the findings is described below.

a) English Course

The English course is one of the Islamic Institution extracurriculars. The course is an optional activity designed for students who have a particular interest in improving their English learning and skills. Further, the English course offers a more relaxed and informal setting where students can explore the English learning material, such as grammar and various texts. The instructional approach in the English course involves providing numerous examples and encouraging students to create their own, fostering a more practical and hands-on learning experience. However, the implementation of English courses by the teacher supports students' English learning and skills. Here is the overview of the findings.

Excerpt 14

"The English course learning process is similar to the teaching and learning process at school but more informal. They learn grammar or various types of texts in more depth, such as by being given more examples or creating examples. It is held in the afternoon, and the students do not wear school uniforms." (English teacher's interview, 20th March 2024, author's translation)

"The aim is to provide students' knowledge and skills so they can actively participate in various aspects. Perhaps in the community, to advance to higher education, or for those interested in broader English activities." (English teacher's interview, 20th March 2024, author's translation)

b) English Championship

The English championship is a competition focused on English skills. In conducting the English championship, the English teacher collaborated with the English departments of the Islamic Institutions, such as LAC and CLI. Further, there are several English competitions presented, such as speech, spelling bee, Language Intelligent Quiz (LIQ), drama and storytelling. Overall, the role of English championships is to foster English competence and promote English learning skills development and self-expression among students.

Excerpt 15

"There are several competitions such as speech, spelling bees, Language Intelligent Quiz (LIQ), or dramas, storytelling. It is to encourage students to be more confident in public speaking." (English teacher's interview, 17th March 2024, author's translation)

"... So that they could communicate well in English, and their interests and talents could be developed through these competitions, (English teacher's interview, 17th March 2024, author's translation)

c. Using English

The second aspect of the English teacher's strategies in implementing the English extensive program is using English during the teaching-learning process. In this context, the researcher focuses on describing the teacher's

strategy in encouraging students to use English, using code-switching and code-mixing in English teaching-learning.

1) Enhancing Students to Use English in the Teaching-Learning Process

Although the language department of the Islamic institution was not present in the classroom, the English teacher took on the role of learning English with the students at the school. In this context, the English teacher enhanced students' ability to use English during the learning process. The enhancement started with the teacher communicating in English in the classroom. However, from pre-teaching learning activities to the main learning activities, the students were enhanced to communicate using English with the teacher and peers. Furthermore, the students were invited to practice the English dialog in front of the class. The enhancement was conducted to support students' English communication skills. Here is the overview of the findings.

Excerpt 16

The English teacher entered the classroom and greeted students by saying, "Good morning." Students responded, "Good morning." The English teacher also asked, "How are you today?" Students responded, "I am fine, thank you, and Miss?" (English teacher's observation, meeting 2)

At the end of the meeting, the English teacher asked the students' understanding, "Is there any question?" Students responded with no questions. However, the English teacher closed the meeting by praying. (English teacher's observation, meeting 1)

The English language was emphasized during the learning process. Nevertheless, English in the teaching-learning process could not be used completely. It occurred due to the limitation of students' English comprehension. Sometimes, several students did not understand or found it difficult to comprehend English words or sentences. Therefore, only seventy-five percent of English and twenty-five percent of Bahasa are used in teaching-learning.

Excerpt 17

"Seventy-five percent of the instruction is in English, with the remainder in Bahasa. However, it can be done if the class setting permits full English. The teaching-learning process can be conducted in English, but many students still require assistance. We provide some help, whether in speaking or completing assignments. Not all students are fluent or proficient in using English, so we still offer a significant amount of support." (English teacher's interview, 17th March 2024, author's translation)

Despite the emphasizing on English, many students were not yet fully proficient or fluent. As a result, they often need assistance, both in verbal communication and in completing their assignments. The English teacher highlighted this need and provided substantial support to help students navigate the language barrier. Therefore, code-switching or code-mixing was often applied in the teaching-learning process.

2) Code-switching

In English extensive program implementation, the English teacher enhanced students' comprehension of English by using, replacing, and switching two languages in a statement. The technique was conducted to avoid

students' ambiguity in comprehending English learning. Therefore, the code-switching technique was applied to create students' comprehension, active participation, and engagement. Here is the overview of the findings.

Excerpt 18

The English said, "In this sentence, of course, we know how to make this sentence. Ask, what is happening? Apa yang sedang te." The students responded, "Terjadi." (English teacher's observation, meeting 2)

Moreover, the English teacher described the specific reason for conducting code-switching in the English teaching-learning process. The purpose is to make students easier in comprehend English learning. Further, the code-switching technique could be one of the tools that could assist them in learning English. However, the students could comprehend English learning more easily until they could communicate in the learning process.

Excerpt 19

"The goal is to make English learning easier for students, perhaps to assist them. If we really cannot do full English, then we will try with code-switching or code-mixing."

(English teacher's interview, 20th March 2024, author's translation)

3) Code-mixing

Another teacher's strategy to support students' comprehension of the English teaching-learning process is using code-mixing, which mixes two languages within a phrase. In the teaching-learning process, the English teacher was seen to mix English and Bahasa in explaining the learning technique that would be implemented in the day. However, the strategy helped students who may not fully understand English.

Excerpt 20

The English said, "Nanti ada perwakilan dari tiap group nya only one person. The first one take this, paper nya dulu, terus choose mau yang mana, silahkan ini ambil semuanya one two three four five, misalnya first group nah take like this. Ketika di depan sini, you have to see here. "What is this (picture)?" Kira-kira, what is the best clue for this yang mana? Yang bisa kita gunakan itu yang mana? Understand? Jadi nanti, you have this one (paper), this picture, and clues, understand?" Students understood. (English teacher's observation, meeting 2)

3. Students' Perceptions of English Extensive Program Implementation

Students' perceptions of the English extensive program in this study referred to the outcome of the English extensive program from Cheng and Fox (2008) theory. Moreover, the perception of English extensive program implementation in this study came from three students at the Islamic Institution who achieved regional, province, or national English competitions as the result of learning English through the English extensive program. However, the extensive English perceptions from the students are divided into two themes such as benefits and challenges.

a. Benefits

The implementation of the English extensive program at the Islamic Institution has provided benefits for students. Based on the findings, there are several benefits of the English extensive program involving English skills

development and supporting English learning. Here is the overview of the findings.

1) *The English Skills Development*

The first benefit of students' perceptions of the English extensive program is English skills development. In this part, the researcher explores students' perceptions regarding their improvement in receptive and productive skills. Furthermore, the findings of how the English extensive program has contributed to the students' language development are described below.

a) *Receptive Skills*

In the implementation of the English extensive program, the students developed their listening and reading skills as part of receptive skills development. Based on the data findings, students' listening skills have developed through the ability to listening English interaction with their friends or teachers and participating in English program activities. Therefore, the students perceived that the English extensive program has helped them become more fluent in understanding spoken English.

Moreover, students' reading skills have developed through the English learning process, particularly in English and reading lessons. The reading lesson is a lesson that was implemented to help students comprehend the text story, and implemented based on the adaptation from one of modern boarding schools' academic curriculum. In the learning process, the students were encouraged to understand the sentence, paragraph or story and facilitated engagement and retention of information. Moreover, by emphasizing students comprehend the text in the lessons, the student's reading skills have developed.

Excerpt 21

"Alhamdulillah, I have acquired listening skills due to the frequent listening to English during English immersion. When there is something or the sound of music, I immediately think, oh yes, this is the vocabulary, then this is the verb, for example, or if I do not know, I try to find out and understand it." (Student 1 interview, 17th March 2024, author's translation)

"Starting from listening, I might become more fluent in listening to people speaking English." (Student 3 interview, 17th March 2024, author's translation)

"Reading, like reading a subject, is learning to comprehend a story." (Student 1 interview, 17th March 2024, author's translation)

"I feel that my English reading ability improved through English learning in class. I have a teacher who emphasizes the importance of pronunciation when learning English. Besides, the teacher teaches us how to use intonation and pronunciation." (Student 3 interview, 24th March 2024, author's translation)

b) *Productive Skills*

In the implementation of the English extensive program, the students developed their speaking and writing skills as part of their productive skills. Based on the findings, the development of students' speaking skills has been enhanced through habitual English use in their daily communication and the English program activities. However, the program has enhanced students' development of their productive skills as they engage in daily English communication and English extensive program activities.

Additionally, students' perceptions of English skills development have occurred to their writing skills. The students perceived that the development has occurred through the composition program. The program builds students' confidence in writing by providing consistent and continuous practice. Here is the overview of the findings on students' productive skills development.

Excerpt 24

"My speaking and pronunciation were developed through activities such as vocabulary, giving idioms, and games. By frequently pronouncing and producing the words, my skills have improved." (Student 1 interview, 20th March 2024, author's translation)

"The composition program also trains me to build my confidence in writing English. Even though in the first year, I felt that in grades 2, 3, and 4, it was not perfect yet in writing English, step by step, with daily activities over 24 hours, it helps us get used to writing." (Student 3 interview, 24th March 2024, author's translation)

2) *Supporting English Learning*

Through the implementation of the English extensive program, most students perceived that the program could support their English learning due to the immersive language environment, which allowed them to practice English with their language partners, like friends and teachers. Through the communication practice, the students often acquired new vocabulary. Additionally, English posters around the Islamic institution motivated students to maintain English in communication and learn English regularly. This engagement led to daily use of English and a positive learning experience.

Excerpt 22

"... what we learned in the class and the morning daily were able to apply in the daily communication." (Student 2 interview, 17th March, 2024, author's translation)

"... and there are also many English posters in the environment, which motivates me to learn and use English more." (Student 1 interview, 17th March 2024, author's translation)

"We are provided an environment to speak English. So, it's nice to have the opportunity to speak English with our friends. The environment also pushes us, like being in another country." (Student 2 interview, 20th of March 2024, author's translation)

"Sometimes, I got new vocabulary from daily conversations with my friends or teachers. (Students 3 interview, 24th March 2024, author's translation)

The students also perceived that the English extensive program activities significantly contributed to their English learning development, particularly vocabulary and pronunciation. Based on the findings, the program activities favored by the students and considered capable of improving English pronunciation and vocabulary retention are singing a song, daily vocabulary, and games. Here is the overview of the findings.

Excerpt 23

"Usually, sometimes through singing a song activity, I learned the pronunciation from both." (Student 2 interview, 17th March 2024, author's translation)

“Perhaps we have gained material, in terms of English material, like vocabulary.” (Student 1 interview, 20th March 2024, author’s translation)

“Yes, I am happy to learn English through games. I remember guessing the word. We should guess the English word for the given picture.” (Student 3 interview, 24th March 2024, author’s translation)

“Songs that provide education or give advice, like ‘For the Rest of My Life’ by Maher Zain, and then what else, I forgot, that’s the only one I remember. Anyway, leaning through the songs is enjoyable.”

(Student 3 interview, 24th March 2024, author’s translation)

b. Challenge

The implementation of the English extensive program at the Islamic Institution has explored a challenge faced by the students. Based on the student’s perception, the habitual use of English in the English extensive program has affected their proficiency in Bahasa. Here is the overview of the findings.

1) English Used in the English extensive program Has Affected Bahasa

In the habitual use of English in the English extensive program, one of the students’ research participants perceived that English has affected her Bahasa. In this context, the frequent use of English within the program created a natural and habitual integration of English into student’s use of Bahasa. However, the phenomenon has become a challenge faced by the students of English extensive programs. Here is the overview of the findings.

Excerpt 23

“I do not know. It is not going to affect my Bahasa at all, but sometimes my Bahasa is mixed English.” (Student 2 interview, 17th March 2024, author’s translation)

“For example, if I go home when talking in Bahasa, I sometimes say ‘thank you’ or ‘how was your day’ to under in.” (Student 2 interview, 24th March 2024, author’s translation)

Moreover, the English extensive program effectively enhanced students’ English learning and daily English usage through the immersive environment. Furthermore, the English program activities facilitated students to learn English enjoyable. However, the program also revealed a challenge related to the habitual use of English, which has affected students’ Bahasa usage. To address the issue, it is recommended to offer additional support and resources to facilitate the consistent application of English or Bahasa as students’ national language across various contexts.

DISCUSSION

1. The Implementation of the English Extensive Program in CLI

It can be derived that the implementation of the English extensive program in CLI is run by the students with support from the principal and English teacher to contribute students’ communicative skills development. Furthermore, the CLI implements a modern Islamic boarding school-based curriculum.

The first CLI implementation in the English extensive program is a syllabus. In the implementation of the English extensive program, the CLI

implemented the syllabus to meet the program objective. In the English extensive program implementation, the CLI implemented language learning material and English extensive program activities to enhance students' speaking skills. Moreover, to support the students' English learning and skills, the CLI implemented a framework for enhancing students' English skills through English program activities such as daily vocabulary, conversation, giving idiom and slang language, language correction and motivation, singing and listening to a song, drama, and composition creation.

The CLI conducted formative and summative assessments to determine students' English learning comprehension in the English extensive program. The formative assessment application was conducted by assessing students' comprehension of the use of vocabulary by asking them to create sentences using the words given at the end of daily vocabulary activity and a quiz once every two weeks. Further, it allows teachers to monitor students' progress, encourage further study, and improve their learning and understanding (McCallum & Milner, 2020). In addition, the CLI conducted the final exam at the last of the meeting.

The second CLI implementation in the English extensive program is language management. Language management refers to the systematic approach to overseeing and guiding the language use, development, and regulation of language within a community or institution (Nevkapil & Sherman, 2015). In short, the English program facilitates students' verbal resources and objects to enhance their communicative skills (Ou & Malmström, 2023). Similarly, this research focused on the implementation of an English extensive program in CLI, which was conducted through an adaptation of an English extensive program from a modern Islamic boarding school that emphasized the use of English in daily communication and learning. When students are facilitated to be communicative competence through English program, they would become more interested in learning English too (Choi et al., 2021). As a result of these CLI implementations, the English extensive program at one of the Islamic Institutions has supported students in gaining communication skills.

2. The English Teacher's Strategies in Implementing English Extensive Program

According to the findings, it can be derived that the teacher's strategies in the English extensive program involve three aspects. These aspects were categorized into learning materials, methods, and English use. However, the study findings offer new insights into the English teacher's strategies in implementing an English extensive program at one of the Islamic Institutions in Indonesia.

The first aspect of the English teacher strategies in the English extensive program is providing learning material. Although the English extensive program does not primarily focus on language form, the teacher still provides grammar to support students in comprehending the language. Through grammar, people know the form, meaning, and use of sentences (van Rijt & Coppen, 2021).

The second aspect of English teacher strategies in the English extensive program is applying learning methods through communicative activities. In applying communication activities, the CLI applied question and answer,

repetition, group discussion, and conversation. These activities intend to improve students' communicative skills and emphasize active interaction (Richards, 2006).

The English teacher applied another learning method is learning outside of the school through English courses and championships. It refers to conducting English learning outside of the school schedule to immerse students in the diverse English material and enhance their English skills. In the English programs, conducting informal learning or learning outside of the school plays a pivotal role in nurturing an understanding of the target language (Ortega, 2013). The presence of an English course could facilitate the students to learn more relaxed and explore the English learning material, such as grammar and various types of texts in depth. Through the activity, the students become self-motivated to generate a creation in English and enhance their English skills and attitude toward learning English (Dieu et al., 2024; Khorsheed et al., (2019).

The third aspect of English strategies in the English extensive program is using English in the teaching-learning process. In this context, although the language department could not control the language of students in classroom learning, the English teacher is still taking a role in supporting students in using English through English learning. Moreover, using English program could be the main factor in improving language students' proficiency (Qassrawi et al., 2023).

In this research, the English teacher applied several strategies to meet the English program objective, such as providing learning material and methods and using English during the teaching-learning process. However, the English learning atmosphere created by the English teacher promotes and encourages students to use English. Hence, natural English communication was conveyed by the students and the English teacher until the students felt confident using English through the English program (Bedoya & Aguilar-Cruz, 2024).

3. Students' Perceptions of the English extensive program Implementation

The students' perceptions of the English extensive program implementation involve two aspects. The two aspects are derived from the perspectives of three students who have English achievement in regional, provincial, or national English competitions, owing to their learning experience with the English extensive program. The implementation of the English extensive program at the Islamic Institution has provided benefits for students. First, students' listening and reading skills have developed through the program implementation. Through the English extensive program, the students demonstrate their proficiency in receptive skills. The students unconsciously developed their listening skills by participating in singing a song activity. The song is for authentic material to train listening skills (Carreira, 2014). Second, students' speaking and writing skills have developed through the program implementation. Through the English extensive program, the students demonstrate their proficiency in productive skills. Unconsciously, the English extensive program has facilitated students to develop their speaking skills.

Third, the English extensive program has supported students' English learning due to the immersive language learning environment. The students acquired vocabulary through a language learning environment. Hansen and Vass (2021) and Ortega (2013) stated that through the natural setting of the language environment, the students are facilitated to learn more words and show how

important it is for their language development and support. Most students naturally acquire English words without formal learning (Cummins, 2009). Through language acquisition from everyday interaction, the students enjoyed learning English. However, through interaction, students were exposed to diverse language styles, accents, and vocabulary (Shaddad & Jember, 2024).

In this research, the students perceived that the English extensive program could develop their English skills and create learning enjoyment by facilitating an English environment and interesting learning material and techniques. However, a tendency needs to be addressed, which is the frequent reliance on English words even when Bahasa is used. This habit may indicate a blending of languages that could affect the clarity of language use and may require strategies to ensure effective language development in both English and Bahasa.

CONCLUSION AND RECOMENDTATION

Conclusions

The English extensive program in CLI is student-run, with support from the principal and English teachers, and aims to enhance students' communicative skills through a curriculum based on a modern Islamic boarding school model. The curriculum includes a framework of language learning materials, communicative techniques, and assessments, all reinforced by a language policy that mandates English use in daily communication and program activities. The English teacher employed strategies such as grammar and vocabulary lessons, communicative activities, and consistent English use. However, some students struggle with comprehension and are assisted by code-switching and code-mixing to comprehend English. While students recognize the program's benefits in improving their English skills and learning strategies, they also face challenges, particularly in maintaining proficiency in Bahasa due to the program's emphasis on English.

Recommendations

1. For the English extensive program syllabus: To strengthen students' understanding of language structure, it is recommended to incorporate grammar materials into the English extensive program syllabus. This integration will help students build a solid foundation in English grammar, improving their overall language proficiency.
2. For English teachers: English teachers should focus on creating engaging and enjoyable learning experiences by using visual aids such as multimedia presentations, films, audio, and video materials. These tools will enhance students' comprehension and foster a dynamic learning environment that encourages active participation and effective language acquisition.

FURTHER STUDY

1. Investigating implementation challenges: Future studies should delve into the specific challenges encountered during the implementation of the English extensive program and explore effective strategies for addressing these issues. Understanding these challenges will provide insights into improving the program's effectiveness and sustainability.

2. Exploring alternative theoretical approaches: Researchers are encouraged to investigate the English extensive program through different theoretical lenses, such as cognitive theories of language acquisition, sociocultural perspectives, or pedagogical approaches. It would offer a more nuanced understanding of the program's impact on language learning and development.
3. Broadening the scope of student perceptions: Expanding the research to include the perceptions of a wider range of students, not just those who have won English competitions, would provide a more holistic view of the program's effectiveness and impact on the broader student body. This approach would yield more representative and comprehensive findings regarding the program's strengths and areas for improvement.

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