



ISSN 2964-3902 (Online)

SUJANA: Journal of Education and Learning Review

<https://journal.jfpublisher.com/index.php/sujana>

Vol. 4, Issue. 2, (2025)

doi.org/10.56943/sujana.v4i2.892

Implementing English Language Programs in Islamic Boarding Schools: Insights from Krashen's Acquisition Theory

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ABSTRACT

This study investigates the implementation of English language learning programs at Bumi Cendekia International School, an Islamic boarding school in Yogyakarta, Indonesia. Employing a qualitative descriptive analytical design, the research examines how structured programs and daily English integration facilitate language acquisition for both teachers and students through the lens of Krashen's Language Acquisition Theory. Data were collected through non-participant observations, semi-structured interviews with teachers and administrators, and documentary analysis over three months. The findings reveal a comprehensive approach encompassing three structured programs: Tea Time (weekly showcase activities), English Corner (daily vocabulary practice with peer facilitators called English Ambassadors), and Bumi Cendekia English Pathway (professional development for non-English subject teachers). These programs are complemented by systematic English integration in school announcements, casual conversations, and admission policies requiring English proficiency assessments. The analysis demonstrates substantial alignment with Krashen's theoretical framework, particularly through provision of comprehensible input and reduction of affective filters via engaging, peer-supported activities. The study concludes that this holistic approach, combining structured programs with informal language use while emphasizing teacher development and student engagement, provides a valuable and replicable model for Islamic boarding schools seeking to cultivate English language competencies for global citizenship while maintaining their distinctive religious and cultural identities.

Keywords: *Comprehensible Input, English Language Learning, Islamic Boarding School, Language Acquisition Theory, Peer-Mediated Learning*

INTRODUCTION

In the 21st century, English has solidified its position as the global lingua franca, playing a pivotal role in various domains such as international communication, business, technology, and education (Sofyan, 2021). The importance of English in global education cannot be overstated. As the world becomes increasingly interconnected, proficiency in English opens doors to a vast array of information, collaboration opportunities, and cross-cultural understanding (Atasheva, 2024; Krasnykov et al., 2024). Educational institutions worldwide have recognized this critical need and integrated English language learning into their curricula to prepare students for a globalized future.

The role of English as a foreign language in educational contexts has been extensively documented in scholarly literature. Numerous studies have highlighted the importance of English language learning in various contexts, especially in education. Tillayeva (2020) emphasizes that English is crucial in education, as it is the primary language used in many international academic programs and research collaborations. Although English is considered a foreign language (EFL), which means that English is not a daily or even national language of communication, English as an international language has been widely studied with scholars highlighting its role in global communication and professional advancement (Iryanti & Oviyanti, 2024). Recent research has further demonstrated that English language proficiency correlates positively with academic performance across diverse educational settings.

Within the Indonesian context, Islamic boarding schools (*pesantren*) have emerged as significant educational institutions that integrate religious instruction with contemporary academic knowledge (Arif et al., 2024). In facing the dynamics of globalization and the acceleration of technology in the 5.0 era, the role of educational institutions, including Islamic boarding schools, is becoming increasingly crucial in equipping generation Z with relevant skills (Kuswanto, 2023). The expansion of Islamic boarding schools has been particularly notable, as the number of children sent to boarding schools has increased significantly in the past 20 years in Indonesia. This growth stems from the trust society places in Islamic modern boarding schools that integrate Islamic teaching with general knowledge and life skills (Silviyanti et al., 2024). One of the distinguishing characteristics of Islamic modern boarding school systems is the use of English. The use of English in Islamic boarding schools creates a distinctive environment for learning the language. These institutions, grounded in Islamic principles and education, frequently seek to prepare their students with skills applicable to the contemporary world, such as English language skills. This integration can bridge traditional Islamic scholarship with modern global discussions, allowing students to access a broader spectrum of knowledge and engage in international dialogues.

Previous studies have investigated various dimensions of English language teaching in Islamic boarding school settings. Madkur et al. (2024) explored context-responsive pedagogy in English language teaching within Indonesian Islamic boarding schools, highlighting the importance of understanding learner needs, incorporating authentic materials, promoting cultural sensitivity, and utilizing technology effectively in instructional practices. Similarly, Iwaniec (2020) examined motivation in Indonesian Islamic boarding schools, revealing that students' motivation for English learning is often connected to Islamic da'wah purposes, suggesting a unique integration of language learning with religious objectives. Furthermore, research has addressed teacher-related factors, demonstrating that workload management significantly impacts teaching quality and, consequently, language learning outcomes in bilingual programs offered by modern Islamic boarding schools.

Additional research has identified specific challenges in implementing English language programs within Islamic boarding school contexts. Studies have documented multiple obstacles including improving student motivation, enhancing language competence, managing overcrowded classrooms, addressing limited instructional time, and confronting insufficient supporting facilities (Hardiana et al., 2023; Ratnadewi et al., 2020). The necessity of balancing traditional Islamic values with modern pedagogical approaches has been emphasized, suggesting that successful English language instruction in these contexts requires careful cultural adaptation (Zainurrahman, 2022). Research has further revealed that language attitude plays a significant role in students' success or failure in learning English, indicating that students develop positive language attitudes through structured programs implemented by schools. These findings underscore the complexity of English language instruction in Islamic boarding school environments.

Despite these scholarly contributions, significant research gaps remain in understanding how comprehensive, structured English language programs function within Islamic boarding schools to develop both teacher and student language proficiency. English is not sufficient if it is only taught as a general subject in schools. There must be supporting activities or programs that can enhance English communication skills, particularly in speaking (By & Veng, 2024). To address this concern, language educators should propose innovative, efficient, effective, understandable, and engaging programs that aim to achieve the goals or objectives of English language learning (Dian, 2019). Most existing studies focus on challenges and barriers rather than examining successful program implementations and their underlying theoretical frameworks. Limited research has investigated how specific language acquisition theories, particularly Krashen's Language Acquisition Framework, are applied in Islamic boarding school contexts to design and implement effective English language programs. Furthermore, there is insufficient empirical evidence documenting how integrated approaches that combine formal

instruction with informal language use in daily school life contribute to language development in these unique educational settings.

Bumi Cendekia Yogyakarta is a formal Islamic boarding school or pesantren that integrates the national curriculum with international curricula such as STEAM and Cambridge. As an international school, the use of English has become a characteristic and an identity in the context of everyday communication. In Islamic boarding schools, foreign languages must be used as the language of everyday life, whether through specialized class activities or in students' daily activities. In the current era of globalization, students are not only required to study spiritual education but also global soft skills. One of these essential skills is learning a foreign language to support education, communication, and relationships among human beings (Fitria, 2023). Therefore, this study investigates how English language learning is implemented through various programs at Bumi Cendekia International School of Yogyakarta to facilitate the English skills of both teachers and students, viewed from Krashen's Language Acquisition Framework. By analyzing these programs through Krashen's theoretical perspective, this study aims to provide a comprehensive understanding of effective English language learning strategies in Islamic boarding schools and contribute a replicable model for other institutions seeking to cultivate English language competencies for global citizenship.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive analytical research design to investigate the implementation of English language learning programs at Bumi Cendekia International School of Yogyakarta (Creswell & Creswell, 2023). Qualitative descriptive design was selected as it provides a comprehensive summary of events or experiences through direct and rich descriptions, maintaining close proximity to the data without extensive theorization or abstraction (Hall & Liebenberg, 2024). This methodological approach is particularly well suited for exploring complex educational phenomena as it allows flexibility in theoretical approaches, sampling techniques, and data collection strategies (Colorafi & Evans, 2016). The descriptive analytical design enabled the researchers to examine the English language learning programs systematically and interpret their implementation within the framework of Krashen's Language Acquisition Theory. The study was conducted over a period of three months, from April to June 2024, at Bumi Cendekia International School of Yogyakarta, an Islamic boarding school that integrates national and international curricula.

Data were collected through three primary methods to ensure methodological triangulation and enhance the credibility and depth of findings. First, non-participant observation was conducted to observe the implementation of English language learning programs, including “Tea Time,” “English Corner,” and “Bumi

Cendekia English Pathway (BEP),” as well as the integration of English in daily school activities. Observations allowed the researchers to capture naturally occurring behaviors and interactions within the school environment. Second, semi-structured interviews were conducted with key stakeholders, including English language teachers, program coordinators, and school administrators, to gather in-depth information about their experiences, perspectives, and challenges in implementing the English language programs. Semi-structured interviews were chosen because they enable researchers to explore topics in depth while maintaining flexibility to pursue emergent themes that arise during conversations (Magaldi & Berler, 2020; Ruslin et al., 2022). The interview protocol consisted of open-ended questions designed to elicit detailed responses regarding program design, implementation strategies, perceived effectiveness, and alignment with Krashen's theoretical principles. Third, documentation analysis was performed on relevant school documents, including program guidelines, curriculum materials, lesson plans, and student assessment records, to provide additional contextual information and corroborate data obtained from observations and interviews. The triangulation of these multiple data sources strengthened the validity and comprehensiveness of the research findings (Carter et al., 2014; Denzin, 2017).

Data analysis followed an inductive content analysis approach, which involved systematically organizing, coding, and interpreting the collected data to identify patterns, themes, and meaningful insights. The analytical process began with careful reading and re-reading of transcribed interviews, observation field notes, and documents to gain familiarity with the data. Subsequently, meaning units were extracted from the data and assigned descriptive codes that captured their essential content. These codes were then grouped into categories based on similarities and relevance to the research questions (Vears & Gillam, 2022). The categorization process involved constant comparison of data segments to ensure consistency and accuracy in representing participants' perspectives and observed practices.

Throughout the analysis, the researchers maintained reflexivity by documenting analytical decisions and interpretations in research memos. The identified categories were further examined through the lens of Krashen's (1982) Language Acquisition Framework, specifically focusing on comprehensible input, the affective filter, and natural language acquisition processes. To ensure the rigor and trustworthiness of the findings, several strategies were employed, including credibility through prolonged engagement and thick description, dependability through detailed documentation of research procedures, and confirmability through systematic data management and transparent reporting of analytical processes (Colorafi & Evans, 2016). Ethical considerations were carefully addressed throughout the study, with informed consent obtained from all participants, and confidentiality maintained by using pseudonyms and protecting identifying information.

RESULT AND DISCUSSION

Based on the findings from interviews, observations, documentary evidence, and audiovisual materials, the researchers identified several strategies employed by stakeholders at Bumi Cendekia International School to develop the English language proficiency of both teachers and students. The data revealed a comprehensive, multi-layered approach to English language learning that extends beyond traditional classroom instruction. The implementation encompasses three principal structured programs, complemented by the systematic integration of English into daily school activities and institutional policies. The three structured programs identified are as follows:

1. Tea Time

Tea Time operates as a weekly routine activity conducted every Thursday. This program provides students with opportunities to demonstrate their English language competencies through a variety of engaging activities, including singing, English debates, role-playing, and other interactive tasks tailored to respective grade levels. The language of communication throughout this activity is exclusively English, creating an immersive environment that encourages natural language production. Observations revealed that Tea Time functions not merely as a performance platform but as a collaborative space where students can experiment with language use in low-pressure, enjoyable contexts. The variety of activities ensures that students with different proficiency levels and learning preferences can participate meaningfully, thereby promoting inclusive language acquisition experiences.

2. English Corner

English Corner constitutes a daily routine activity implemented for approximately 30 minutes before formal classes commence. During English Corner sessions, students engage in vocabulary memorization exercises, semantic understanding activities, and sentence construction practice using newly acquired vocabulary. A distinctive feature of this program is the employment of English Ambassadors, who are advanced-level students selected through a rigorous assessment process involving specialized tests and interviews. Upon successful completion of the selection process, these ambassadors receive official certification from the school, formally designating them as peer language facilitators. The English Ambassadors collaborate with homeroom teachers to facilitate English Corner activities, providing peer-to-peer language support that creates a less intimidating learning atmosphere compared to traditional teacher-fronted instruction. This peer-mediated approach leverages the zone of proximal development by utilizing slightly more proficient students as linguistic models and facilitators.

3. Bumi Cendekia English Pathway (BEP)

Bumi Cendekia English Pathway (BEP) represents a targeted professional development initiative designed specifically for non-English subject teachers. Recognizing that language learning environments extend beyond the English classroom, BEP aims to enhance the English proficiency of all teaching staff, thereby creating a more comprehensive English-speaking environment throughout the school. The program operates once weekly, spanning approximately two hours from midday to afternoon, and is facilitated directly by the school's English language teachers. By improving the English competencies of teachers across all subject areas, the school endeavors to increase the number of educators capable of modeling and using English in various academic and social contexts, thereby strengthening the school's commitment to bilingual education.

Beyond these structured programs, Bumi Cendekia has systematically integrated English into various aspects of daily school life. School announcements are delivered in English, an English-speaking zone has been designated within the teacher's office, and casual conversations between teachers and students outside classroom contexts are encouraged to occur in English. Furthermore, within formal English subject classes, both teachers and students are required to use English exclusively as the language of communication and instruction. This policy creates multiple touchpoints throughout the school day where English is not merely studied as a subject but utilized as a functional medium of communication.

The institutional commitment to English proficiency is further evidenced by the school's admission policies for both teachers and students. For prospective teachers, the recruitment process includes direct English language interviews designed to assess candidates' proficiency levels. Similarly, new student admissions require a placement test that includes an English language assessment component. These selective admission procedures ensure a baseline level of English competency among all school community members, facilitating more effective implementation of English-centric programs and creating a more conducive environment for language acquisition. By establishing minimum proficiency standards at entry, the school reduces the heterogeneity in language abilities, allowing for more targeted and effective programming.

The purpose of this study was to investigate the implementation of English language learning at Bumi Cendekia International School in Yogyakarta, with particular emphasis on the strategies employed to enhance the English proficiency of both teachers and students. The findings obtained through observations, interviews, and documentary analysis reveal a comprehensive approach that integrates formal structured programs with informal daily English usage, aligning with the school's identity as an international Islamic boarding school. The following

discussion interprets these findings in relation to current theories of second language acquisition, particularly Krashen's Language Acquisition Framework, and situates them within broader trends in international education and previous empirical research.

The Integration of English in an Islamic Boarding School Context

The findings demonstrate that Bumi Cendekia actively promotes English language use beyond the confines of formal English classroom instruction. This is manifested through everyday activities including casual conversations between teachers and students, school-wide announcements, and designated English-speaking zones within the teacher's office. Although English serves as the exclusive medium of instruction within English subject classes, the school's systematic efforts to integrate English into daily routines reflect a broader conceptualization of language learning as a socially situated practice rather than merely an academic subject (By & Veng, 2024). This approach resonates with contemporary understandings of language acquisition as occurring most effectively when language is encountered in meaningful, communicative contexts rather than through isolated grammatical instruction.

This integration is particularly significant given Bumi Cendekia's identity as an Islamic boarding school, where traditional Islamic education intersects with contemporary global competencies. As noted in the introduction, Silviyanti et al. (2024) identified the expansion of modern Islamic boarding schools in Indonesia as stemming from their capacity to synthesize Islamic teachings with general knowledge and essential life skills, including foreign language proficiency. The present findings extend this observation by demonstrating how such integration occurs in practice. The school's dual commitment to Islamic educational values and English language development exemplifies what Madkur et al. (2024) termed "context-responsive pedagogy," wherein English language instruction is carefully negotiated within the sociocultural and religious values inherent in Islamic boarding school contexts. By maintaining this balance, Bumi Cendekia creates a distinctive educational environment that honors Islamic traditions while simultaneously preparing students for participation in globalized contexts.

The emphasis on English proficiency for both incoming teachers and students, evidenced through English language assessments during the admission process, further reinforces the school's institutional commitment to fostering an English-rich environment. This selective admission strategy addresses concerns raised by previous research regarding insufficient English competency among educational stakeholders in Islamic boarding schools. By establishing baseline proficiency standards, the school creates conditions that facilitate more effective implementation of English-centric programs and contributes to a more conducive learning atmosphere. This finding supports observations by Fakhrudi et al. (2024) regarding the importance of teacher preparedness in bilingual programs, suggesting

that institutional policies that ensure adequate teacher language proficiency can mitigate some of the implementation challenges identified in previous literature.

Structured Programs for English Language Development and Their Theoretical Alignment

Bumi Cendekia has implemented three principal structured programs designed to enhance English language skills, particularly speaking proficiency, for both students and non-English subject teachers. These programs demonstrate thoughtful alignment with principles of second language acquisition theory, specifically Krashen's Language Acquisition Framework. The analysis of these programs in relation to theoretical constructs and empirical literature reveals several noteworthy dimensions.

Tea Time, the weekly showcase activity, provides students with opportunities to demonstrate their English language competencies through diverse activities such as singing, debating, and role-playing. The exclusive use of English during Tea Time creates an immersive and engaging environment that facilitates active language use in authentic communicative contexts. This design aligns closely with Krashen's Input Hypothesis (1982), which posits that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level ($i+1$). The varied activities offered during Tea Time provide multiple forms of comprehensible input, accommodating different proficiency levels and learning preferences. Contemporary research continues to validate the significance of comprehensible input in language acquisition. Recent studies have demonstrated that learners exposed to comprehensible input in target language environments develop superior listening and speaking skills compared to those relying solely on traditional instruction, primarily because comprehensible input provides opportunities to encounter and use language in meaningful contexts essential for developing fluency. Furthermore, the performance-oriented nature of Tea Time offers students opportunities for language production, which research suggests complements input by consolidating linguistic knowledge and promoting automaticity in language use.

The findings regarding Tea Time also resonate with research on affective factors in language learning. The characterization of Tea Time activities as “fun” and “engaging” suggests an intentional design to create a low-anxiety environment conducive to language acquisition. This aligns with principles of the Affective Filter Hypothesis, which will be discussed in greater detail subsequently. The informal, peer-supported nature of these activities may reduce the performance anxiety often associated with formal language assessment, thereby facilitating more natural language production and risk-taking behaviors essential for language development.

English Corner, the daily pre-class vocabulary and sentence construction activity, incorporates a distinctive peer-mediated learning approach through the

English Ambassador system. Advanced-level students selected through rigorous assessment serve as peer facilitators, collaborating with homeroom teachers to support their classmates' language development. This structure creates what Vygotsky termed the zone of proximal development, wherein learners receive support from more capable peers to accomplish tasks beyond their independent capabilities. The daily implementation of English Corner ensures consistent exposure to English vocabulary and structures, supporting incremental language development through regular practice and repetition. The peer-mediated approach employed in English Corner addresses findings from previous research regarding student anxiety in language learning contexts. Studies have consistently identified language anxiety as a significant barrier to language acquisition, particularly in speaking activities (Chen, 2025; Chen, 2023). By utilizing peer facilitators rather than relying exclusively on teacher-fronted instruction, English Corner may reduce the evaluative anxiety that often accompanies formal classroom instruction, thereby lowering the affective filter and creating conditions more conducive to language acquisition. This finding extends previous research on peer-assisted learning in language contexts and demonstrates how Islamic boarding schools can leverage their residential structure to create peer-supported language learning communities.

The Bumi Cendekia English Pathway (BEP), designed specifically for non-English subject teachers, represents a strategic institutional investment in comprehensive language environment development. By enhancing the English proficiency of teachers across all subject disciplines, the school endeavors to create a more holistic English-speaking environment that extends beyond English language classes. This approach addresses the observation, noted in the introduction, that English language development requires more than isolated classroom instruction. It requires systematic integration into the broader school environment through supporting activities and programs (Dian, 2019). The BEP program reflects recognition that all teachers, regardless of their subject specialization, contribute to the linguistic ecology of the school and can serve as language models and facilitators in informal contexts.

This finding has particular significance in relation to previous research on challenges in Islamic boarding school contexts. As noted in the introduction, Fakhrudi et al. (2024) identified teacher workload and preparation as significant factors affecting language teaching quality in modern Islamic boarding schools offering bilingual programs. The BEP program represents a proactive institutional response to such concerns, demonstrating commitment to ongoing professional development that enhances teacher capacity rather than merely adding to teacher responsibilities. Furthermore, by improving teachers' English proficiency, the school addresses the challenge identified by Fitria (2023) regarding the integration of English Language Teaching across the curriculum in Islamic boarding schools. When teachers from all subject areas possess adequate English proficiency,

opportunities for content and language integrated learning (CLIL) increase, potentially enhancing both content knowledge and language skills simultaneously.

Bumi Cendekia's Language Learning Implementation and Krashen's Language Acquisition Theory

The implementation of English language learning at Bumi Cendekia demonstrates substantial alignment with Stephen Krashen's Language Acquisition Theory, particularly the five hypotheses that constitute the theoretical framework: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. Language acquisition, defined as the study of how humans develop the ability to understand and use language, encompasses both first and subsequent languages. While language acquisition is a natural human capacity, environmental factors play crucial roles in shaping language systems (Riwayatningsih, 2024; Velanitta, 2020). The following analysis examines how Bumi Cendekia's programs and practices align with each component of Krashen's theoretical framework.

The Acquisition-Learning Hypothesis distinguishes between “acquisition,” characterized as a natural, unconscious process analogous to first language development in children, and “learning,” characterized as conscious study of explicit language rules. Krashen's hypothesis suggests that acquisition, which occurs through meaningful communication and focus on message rather than form, is the more effective route to language proficiency. Bumi Cendekia's emphasis on integrating English into daily casual conversations, school announcements, and activities such as Tea Time and English Corner prioritizes communicative language use over explicit grammatical instruction. In these contexts, English functions as a medium of communication for meaningful interaction rather than as an object of formal study. This approach facilitates acquisition by encouraging students to focus on meaning and message rather than grammatical accuracy, allowing language development to occur through natural, unconscious processes. Even within formal English subject classes, where 100 percent English usage is mandated, the emphasis on communicative tasks and meaningful interaction suggests an acquisition-oriented rather than learning-oriented pedagogical approach.

The Natural Order Hypothesis proposes that grammatical structures are acquired in a relatively fixed, predictable order, regardless of the learner's first language or the sequence in which structures are formally taught. While the present study did not explicitly investigate the sequencing of grammatical instruction, the varied activities and emphasis on natural language use observed at Bumi Cendekia suggest that language development follows a more organic, communication-focused progression rather than a rigid, grammar-sequenced syllabus. The diverse contexts for English use created through the school's programs provide opportunities for students to encounter and acquire grammatical structures in

naturalistic orders determined by frequency of occurrence and communicative necessity rather than by predetermined curricular sequences.

The Monitor Hypothesis articulates the relationship between acquisition and learning, proposing that consciously learned knowledge functions as a “monitor” or internal editor that allows learners to check and refine their language output. According to this hypothesis, the monitor functions optimally when learners have sufficient time to access learned rules, when they focus on correctness, and when they know the relevant rules. While Bumi Cendekia's programs emphasize acquisition through natural communication, structured elements within English Corner, such as vocabulary memorization and sentence construction exercises, provide opportunities for conscious learning that can support monitoring functions. However, the primary emphasis on fluency and meaningful communication suggests that monitoring is employed judiciously to support rather than impede spontaneous communication. This balanced approach recognizes that while explicit knowledge has some utility, over-reliance on monitoring can inhibit fluent communication by causing excessive self-correction and hesitation.

The Input Hypothesis, arguably the most central component of Krashen's theory, proposes that learners acquire language by understanding messages slightly beyond their current competence level, conceptualized as comprehensible input at the $i+1$ level. The diverse activities implemented during Tea Time, including debates, role-plays, and songs, provide varied forms of comprehensible input that challenge students appropriately while remaining accessible. English Corner further supports comprehensible input by facilitating vocabulary acquisition in context through sentence construction activities, making new language forms more comprehensible through practical application. The presence of English Ambassadors, who possess more advanced English proficiency than their peers, creates natural opportunities for comprehensible input delivery, as these peer facilitators can adjust their language to make it accessible while providing appropriate challenges. Recent research has reinforced the significance of comprehensible input in language acquisition. Studies have demonstrated that comprehensible input leads to significant improvements in language proficiency, with learners developing superior listening and speaking skills when exposed to meaningful, contextually rich language input (Stevkovska, 2018; Wei & Ros, 2024). The pervasive presence of English throughout the school environment, from announcements to casual conversations, further increases the quantity and variety of comprehensible input students encounter, supporting the hypothesis that extensive exposure to understandable language facilitates acquisition.

The Affective Filter Hypothesis posits that emotional factors such as anxiety, motivation, and self-confidence function as filters that either facilitate or impede language acquisition. According to this hypothesis, negative affective states create a high affective filter that blocks comprehensible input from reaching the language acquisition device in the brain, thereby hindering learning. Conversely, positive

affective states characterized by high motivation, strong self-confidence, and low anxiety create a low affective filter that allows input to be processed effectively. Contemporary research continues to validate the significance of affective factors in language learning. Studies have consistently demonstrated that motivation serves as a powerful facilitator of language acquisition, while anxiety functions as a significant inhibitor (Chen, 2025; Wu, 2024). Furthermore, research has shown that when learners feel they can understand and participate in language activities, they are more likely to take risks and experiment with language, leading to greater language development (Stevkovska, 2018).

Bumi Cendekia's programs demonstrate deliberate attention to affective factors designed to lower the affective filter. Tea Time, characterized explicitly as featuring “fun activities,” appears intentionally designed to create an enjoyable, low-anxiety environment where students feel comfortable experimenting with English and accepting the inevitable mistakes that accompany language learning. The use of varied activities accommodates different learning styles and proficiency levels, ensuring that all students can participate meaningfully regardless of their current English abilities, thereby supporting self-confidence and reducing performance anxiety. The English Ambassador system employed in English Corner may further contribute to lowering the affective filter by creating a peer-supported learning environment that feels less threatening than traditional teacher-dominated instruction. Research on affective filters in language learning suggests that peer-mediated instruction can reduce evaluative anxiety and create more supportive learning atmospheres (Lemana et al., 2023). Additionally, the school's admission policies that assess English proficiency for both teachers and students may contribute to creating a more positive affective climate by ensuring that all community members possess baseline competencies, potentially reducing the anxiety that can arise from extreme proficiency disparities within learning groups.

Recent research has emphasized that addressing affective variables requires creating supportive classroom environments where learners feel safe to practice and make mistakes, focusing particularly on enhancing motivation and reducing anxiety (Wu, 2024). Bumi Cendekia's comprehensive approach, which combines structured programs with informal daily language use and incorporates peer support mechanisms, appears well-designed to address these affective dimensions. The institutional emphasis on creating an English-rich environment rather than relying solely on formal instruction reduces the high-stakes nature of language learning, potentially lowering anxiety while maintaining motivation through varied, engaging activities.

Overall, Bumi Cendekia's English language learning implementation demonstrates robust alignment with Krashen's Language Acquisition Theory, particularly in its emphasis on creating conditions conducive to natural language acquisition through comprehensible input provision and affective filter reduction. The findings of this study support and extend previous research on English

language learning in Islamic boarding schools by providing empirical evidence of how theoretical principles can be translated into effective practice within these unique educational contexts. Whereas previous studies have primarily identified challenges and barriers to English language learning in Islamic boarding schools (as noted in the introduction), the present study contributes by documenting a successful implementation model that other institutions might adapt to their own contexts. The integration of structured programs with informal daily English use, combined with institutional policies that support baseline proficiency standards, creates a comprehensive language learning ecology that addresses multiple dimensions of language acquisition simultaneously. This holistic approach, grounded in sound theoretical principles and responsive to the specific sociocultural context of Islamic education, provides a valuable and potentially replicable model for other Islamic boarding schools seeking to cultivate English language competencies for global citizenship while maintaining their distinctive religious and cultural identities.

CONCLUSION

This study has demonstrated that Bumi Cendekia International School of Yogyakarta has implemented a comprehensive and theoretically grounded approach to English language learning that extends beyond conventional classroom instruction. Through the strategic integration of structured programs, specifically Tea Time, English Corner, and Bumi Cendekia English Pathway (BEP), combined with systematic efforts to embed English into daily school activities, the institution has created a conducive environment for natural language acquisition. The analysis reveals that these initiatives align substantially with Stephen Krashen's Language Acquisition Theory, particularly through the provision of comprehensible input and deliberate attention to lowering the affective filter. The multi-layered approach observed at Bumi Cendekia addresses multiple dimensions of language learning simultaneously, encompassing both formal instructional contexts and informal communicative situations. By establishing English proficiency standards for admission, implementing peer-mediated learning through English Ambassadors, and investing in teacher professional development through BEP, the school has created a holistic language learning ecology that facilitates acquisition rather than merely formal learning.

The findings from this study offer valuable insights for other Islamic boarding schools seeking to enhance English language learning within their unique sociocultural and religious contexts. The combination of organized programs with everyday language use, coupled with explicit focus on teacher professional development and meaningful student engagement, provides a potentially replicable model that other institutions can adapt to their specific circumstances. The success of Bumi Cendekia's initiatives underscores the importance of adopting a holistic

approach that conceptualizes English not merely as an academic subject to be studied but as an essential competency for global citizenship and cross-cultural communication. Furthermore, the study demonstrates that Islamic boarding schools can successfully integrate English language development while maintaining their distinctive religious and cultural identities, thereby preparing students to engage meaningfully in globalized contexts without compromising their Islamic educational foundations. Future research might examine the long-term outcomes of such comprehensive approaches on students' English proficiency development and explore how similar models could be implemented in diverse Islamic educational settings with varying resources and contexts.

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