

Implementation of The “Spy On” Program for English Use in Daily Communication Among Students at Al-Muwahhidin Islamic Boarding School

¹Lale Fichear Neoningratheof, ²Boniesta Zulandha Melani, ³Dewi Satria Elmiana

¹ English Education Study Program, FKIP, University of Mataram, Mataram

*Corresponding Author e-mail: lalefichearneoningratheof@gmail.com

Received: February 2026; Revised: February 2026; Published: February 2026

Abstract

Effective English communication requires consistent use and a supportive environment. However, in Al-Muwahhidin Islamic Boarding School, where English use is implemented, students' lack of awareness, confidence, and self-honesty in using the language makes the habituation and language acquisition process less optimal. This study aims to explain the implementation of the “Spy On” program as an effort to encourage students to speak English, examine its impact on students' English use, and identify the challenges faced. This study employed a qualitative instrumental case study. Data were collected through observation (observation checklist and field notes) and semi-structured interviews with 7 participants (4 students, 1 teacher, and 2 administrators). The data were analysed using Miles and Huberman's model, including data reduction through coding and categorising interview and observation data, data display by presenting reduced data, and conclusion drawing through interpretation and verification of the findings. Technical triangulation was applied to ensure credibility. The results show that the “Spy On” program has the potential to encourage English use by providing comprehensible input through daily interactions, forming language habits through monitoring and practice, and supporting affective adjustment through an adaptation period. Students' proficiency ranges from the preproduction to intermediate stages, while the challenges identified reflect a natural part of the second-language acquisition process.

Keywords: English Daily Communication, “Spy On” Program, Second Language Acquisition, Behaviorsm Theory.

How to Cite: Neoningratheof, L. F., Melani, B. Z., & Elmiana, D. S. (2026). Implementation of The “Spy On” Program for English Use in Daily Communication Among Students at Al-Muwahhidin Islamic Boarding School. *Journal of Authentic Research*, 5(1), 1394-1406. <https://doi.org/10.36312/ed71z874>



<https://doi.org/10.36312/ed71z874>

Copyright© 2026, Neoningratheof et al.

This is an open-access article under the [CC-BY-SA](#) License.



INTRODUCTION

Communication is important in life because it helps build relationships with others, whether with individuals, groups, organizations, communities, or society (Liliweri, 2017). Through communication, people can express thoughts and feelings and share information. Good communication also builds trust and mutual understanding. When people engage in positive and open dialogue, they can resolve conflicts, work together to achieve common goals, and create a harmonious environment.

In the 21st century, various countries have developed, enabling individuals to interact and communicate in multiple ways. Unconsciously, this development can lead to changes in how humans communicate, encouraging everyone to master multiple languages internationally (Graddol, 2004). To facilitate communication among people, a universal language is needed that everyone worldwide can

understand. Several studies have shown that English is the most widely used first language internationally (Alam et al., 2022; Duka et al., 2020). English is used in various contexts, including interactions among native speakers and between native and non-native speakers. English acts as a lingua franca, a bridge for communication between people with different native languages (House, 2003). Therefore, educational institutions in Indonesia teach English at various levels, often making it a subject, and implement programs to improve language skills.

Al-Muwahhidin Islamic Boarding School in West Lombok is one of the educational institutions that emphasizes bilingualism in English and Arabic in all daily activities. This policy was implemented to support language mastery as a means of understanding religious knowledge and interacting in a global context. However, although this policy has been implemented, in practice there are still various problems in students' use of English. Some students tend to hide when speaking their native language with their friends in places that are considered hidden or when there are no other people around them. Furthermore, students also demonstrate a lack of confidence to try speaking English due to having too many doubts, as well as a tendency to ignore the rules due to a lack of self-awareness. These behaviors can directly hinder their progress in acquiring English, especially in communication or speaking skills and in using the language in real-life contexts. Communication and interaction, such as discussions, sharing opinions, and social interactions, both formal and informal, help individuals naturally acquire and master a language. Continuous communication training develops listening skills (Nunan, 2003, as cited in Latupono & Nikijuluw, 2022) and, more importantly, improves speaking skills, which are crucial for exchanging messages (Elmiana, 2019). Maintaining English-language communication requires strong consistency from all parties involved, as reflected in the regulations implemented at Al-Muwahhidin Islamic Boarding School, therefore this institution was chosen as the research site to further examine this phenomenon.

These problems are in line with Krashen's (1982) hypothesis on second language acquisition, particularly the input hypothesis, which states that acquisition depends on understanding input that is slightly above the learner's level ($i+1$). This input can be absorbed by second language learners by relying on their basic knowledge of things around them, or by understanding the context and other aspects beyond the language that help them conclude the meaning of the message. Students who continue to use their native language in daily communication often miss valuable opportunities to practice English, which leads to lower proficiency. Without consistent practice, students find it difficult to adapt to various communication situations, which limits their social interactions. Receiving feedback also significantly affects an individual's affective filter, which can influence how much input is received. For example, if students are not accustomed to speaking English in the Islamic boarding school environment, they may feel awkward or hesitant, which can affect their participation in various activities.

To address these problems and enforce the language rules, Al-Muwahhidin Islamic Boarding School runs a "Spy On" program. This program is similar to Ilma's (2023) research on English Zone where English must be used in certain zones or areas and creates a natural environment that supports habits and increases students' confidence in speaking. Programs such as the English Week studied by Khaira (2021) are not much different from the implementation of English at Al Muwahhidin, which

found an increase in students' self-confidence and speaking fluency through routine practice, vocabulary improvement, as well as support from peers, teachers, and self-motivation without gender differences. Meanwhile, the implementation of English Day studied by Diantoro (2016) ran well through the stages of preparation, implementation, and evaluation, had a positive impact in creating a conducive English-speaking environment and improving students' speaking skills, although it faced a limitation in the number of proficient English speakers as role models. Although there have been many studies of language programs that have similarities such as English Zone, English Day, and English Week to improve English skills directly, the "Spy On" program in this study represents a newly named approach with objectives that are not entirely the same.

The "Spy On" program discussed in this study refers to an approach in which students are assigned to monitor each other on the use of English. The goal is to observe or detect and report for sanctions if any of them use a language other than the required language, especially in the boarding school environment and at predetermined times, so that they are encouraged to be active and accustomed to speaking English. This is expected to make students more disciplined, obedient, and aware of the importance of practicing using English. What makes this program unique is how the activity of monitoring each other, which can trigger anxiety and even discomfort, is actually used as encouragement and inspiration for development, especially in mastering English. This phenomenon can be explained through behaviorism theory (Skinner, 1957), where supervision acts as the stimulus and students' efforts to use English to avoid being reported serve as the response. Skinner believed that all creatures learn in the same way, including learning language and behavior (cited in Garton & Pratt, 1989), based on his research on operant conditioning (cited in McMillen, 2023), which states that external conditions influence behavior and that actions followed by pleasant outcomes are repeated, while those with unpleasant outcomes are avoided. Therefore, based on this context, this study aims to find out how is the "Spy On" program implemented to encourage students to use English in daily communication, what impact does its implementation have on students' use of English, and what challenges are faced in running the "Spy On" program ?

METHOD

Research Design

This research uses a qualitative approach with an instrumental case study method. According to Denzin & Lincoln (2005), qualitative research can describe and explain reality through field notes, interviews, or photographs. In qualitative research, the case study method generally helps explain, describe, and analyze a single case or multiple cases. Hodgetts & Stolte (2012) support this by arguing that case-study research can provide deep insights and explain how events or situations unfold by investigating them in detail. In this research, an instrumental case study is used to provide broader insights into the implementation of the "Spy On" program as a means to understand the use of English in everyday communication at Al-Muwahhidin Islamic Boarding School in Lelede.

Population and Samples

The population and samples for this study included all parties involved in the "Spy On" program at Al-Muwahhidin Islamic Boarding School, Lelede. Seven

participants were selected using purposive sampling to allow the researcher to intentionally select individuals and locations to gain a deeper understanding of a phenomenon (Creswell, in Isac, 2022). Participants were selected based on those who are "information-rich" included four students from junior and senior levels, one English teacher, and two administrators. They were selected based on their direct involvement, level of English proficiency, and their role in the program to ensure they could provide relevant information that would represent the population in explaining the strategies, impacts, and challenges of the program.

Data Resources

Lofland (in Moleong, 2013) states that in qualitative research, words and actions serve as the primary data sources. Other written data sources, such as reports, supplement this information. In this study, primary data were obtained through interviews with students, teachers, and administrators at the Al-Muwahhidin Islamic Boarding School to provide in-depth and detailed information from individual perspectives. To enhance data sources, observations were conducted at the research location to obtain secondary data, including observation checklists and field notes. These complemented the interview data, offering context and detailed visual evidence of observations, including elements that interviews alone could not capture.

Data Collection Procedure

In this qualitative study, data were collected through observation and interviews, with the researcher as the main instrument. The data collection procedure was carried out in two main steps. First, the researcher conducted direct non-participant observation at the research location for two weeks. The researcher was physically present but did not participate in any activities to ensure natural behaviour. Data were recorded using an observation checklist and field notes. The observation checklist was used to help the researcher record and organize observation data in a more structured manner. It helped identify and record the occurrence or absence of certain behaviours or phenomena that were the focus of the research (Romdona et al., 2020). Through this checklist, data could be collected more precisely and efficiently, facilitating subsequent data analysis. Meanwhile, field notes were used to capture detailed descriptions of situations, behaviours, interactions, and environmental conditions, as well as the researcher's impressions during the observation process (Mack, 2005).

Second, the interviews used a prepared list of questions to ensure they were aligned with the research objectives while still allowing flexibility for participants to explain their experiences in depth. In semi-structured interviews, the interviewer prepares questions in advance and can adjust their order or add new questions to obtain deeper information (Doyle, 2020). The questions were carefully structured so that each item addressed the research problems and remained connected to the theoretical framework (Romdona et al., 2020). The main topics explored included (1) the implementation of the "Spy On" program (rules, roles, activities, and language use), (2) its impact on students' English use (motivation, confidence, language development, and learning outcomes), and (3) the challenges faced (difficulties in using English, psychological responses, and environmental factors). All interviews were recorded using an audio recorder and transcribed into written form for further analysis.

Data Analysis

Data analysis in this study followed the qualitative analysis model proposed by Miles and Huberman (1994), which includes three stages, data reduction, data display, and conclusion drawing. After collecting data from observations and semi-structured interviews, the interview data were first transcribed and translated into English. The first step was to reduce the data by coding and categorising key information to meet the research needs. This made it easier to identify relationships between data. For example, information about proficient speakers as role models, extracurricular language activities, and natural exposure to English input was grouped under the category English Language Habituation Environment and Activities.

At the data display stage, the reduced data were viewed, studied, and analysed, supported by selected quotes from observations and interview transcripts rather than raw data. For example, observation findings on Language Monitoring and Discipline Enforcement Mechanisms were presented alongside interview statements about language discipline enforcement through the 24-hour "Spy On" program with peer reporting and recording of violations. This presentation provided a clearer understanding and allowed deeper analysis.

In the conclusion drawing stage, the researcher interpreted the analysed data and verified the findings continuously by referring back to the collected data. To ensure the credibility of the data, this study applied technical triangulation by rechecking similar data or information through different techniques, namely interviews and observations. The conclusions focused on the implementation of the "Spy On" program, its impact on students' daily English communication, and the challenges encountered during its implementation.

FINDINGS AND DISCUSSIONS

Implementation Strategy of The "Spy On" Program on the Use of English

The "Spy On" program at Al-Muwahhidin Islamic Boarding School was built on three main pillars: supervision, habituation, and enforcement of language discipline. These pillars create a control system that encourages students to use English within a bilingual framework. This system alternates between English and Arabic throughout the week. According to Krashen's Input Hypothesis (1982), this approach provides continuous access to English through daily routines and real interactions. Students understand meaning through context, shared habits, and their daily lives at the boarding school. This approach allows language acquisition to happen unconsciously.

New students experienced a six-month adjustment period before fully using English. This initial stage helps them become familiar with the language. It aligns with the pre-production or silent period described by Krashen and Terrell (1983). During this time, learners mostly receive input and infer meaning from context, offering limited responses until they feel ready to speak. This gradual process also fits with Krashen's (1982) Affective Filter theory. It gives students a chance to reduce anxiety and prepare emotionally before they can consistently use the target language. Interviews with administrators showed varying stages of language use among junior and senior students. Senior students are generally more fluent but may still need explanations to understand complex sentences. In contrast, junior students, especially those in the first and second grades, need simpler sentences, synonyms, examples, and

translations. This difference shows the progression from pre-production to the intermediate stage (Krashen & Terrell, 1983) and indicates that English usage is still developing. Thus, it has not yet stabilized, as evidenced by the violations noted in the "Spy On" program.

The "Spy On" program was supported by various other language activities, including public speaking, conversations, vocabulary practice, language repair, and the English club. These activities provided diverse language input. This environment helped create an informal setting that fosters language acquisition, as explained by Nunan (2004), as referenced by Setiyadi and Salim (2013). The "Spy On" program itself involved peer monitoring. Violations of the English-only rule were recorded on a Language Violation Report Card and addressed by the Language Court, governed by third-grade senior students responsible for issuing penalties. If junior students in grades 1-3 committed a violation, the senior class in the Language Department handled it. However, if senior students in grades 1-3 or the Language Department itself violated the rules, administrators or teachers in charge of language supervision handled the case.

The sanctions varied depending on the level of violation. Low-level violations, occurring around 1-2 times, often resulted in punishments such as push-ups, squats, running, or standing while reciting the Quran. High-level violations, occurring 12-17 times a month, required female students to wear a language hijab or to carry a board indicating that they were language violators. Those who violated the rules were also assigned to be the next spies to encourage self-learning and responsibility. The system of punishment and monitoring closely relates to Skinner's (1957) theory of behaviourism, particularly the idea of operant conditioning, which holds that external factors influence behaviour. In this context, supervision acted as a stimulus that triggered behavioral change. Students' responses included using English to avoid punishment or reporting. Therefore, peer supervision served as an external impetus for changing language behaviour.

The Impact of The "Spy On" Program on Students' English Language Use

Based on the results of interviews and observations, the "Spy On" program was an effort to maintain the consistent use of English in the pesantren environment and has continued to be implemented. The program focused on the use of English in oral communication (speaking skills) through a system of supervision and daily habituation. Through this program, students were encouraged to speak, interact, and express their thoughts spontaneously using the target language. Thus, the "Spy On" function served as a practical tool that supported the real-world application of English language skills, particularly speaking.

1. Impact on Language Structure

According to Stephen Krashen's (1982) theory of Second Language Acquisition, comprehensible input ($i+1$) posits that students learn a language best when they receive input slightly beyond their current abilities but still understandable in everyday contexts. The findings showed that the ongoing use of English in the "Spy On" program provides consistent exposure that shapes students' language structure. This is evident in their ability to form sentences, use a diverse vocabulary, improve their pronunciation, and grasp meaning in real interactions. Participants noted that interactions with senior students with longer exposure to English provide richer, more effective input, indicating that skill development takes time and comes from real communication.

Observations indicated that students could use English effectively, with varied vocabulary across different situations, not just for simple greetings. The improvement in students' understanding of academic content was also evident, as confirmed by English teachers' observations of students' performance on assignments. Students echoed this, saying they found it easier to comprehend teachers' explanations when classes were conducted in English.

2. Formation of the English Language Habit

The "Spy On" program showed how English language habits were formed through regular practice and monitoring. This aligns with Skinner's (1957) theory of operant conditioning, in which rules and consequences motivate students to use English daily. Initially, the use of English depends on external factors, such as adherence to rules and avoidance of peer reporting. Over time, this practice helps it become more automatic and voluntary.

Statements from MI, an administrator, highlighted the importance of giving students opportunities to practice to support effective language acquisition. KR, a student, noted that the need to use English positively impacted their familiarity with and understanding of it. This relates to Krashen's (1982) explanation that rich exposure to input through real-life practice enhances natural language development by fostering understanding of meaning, not just following rules.

3. Affective Impact

From an emotional standpoint, the "Spy On" program brought about changes in students' feelings, ranging from anxiety and depression to increased motivation and confidence over time. This reflects Krashen's (1982) Affective Filter Hypothesis, which posits that emotions such as anxiety, motivation, and confidence determine whether the brain's filter is open or closed, thereby influencing how much language input can be processed. Interview responses indicated that early on, students experienced anxiety from the fear of being reported and were not used to speaking English. However, this anxiety gradually gave way to a desire to learn as they recognized the benefits. Within Skinner's (1957) framework, anxiety in response to external pressure prompted students to use English to avoid negative outcomes. Through reinforcement, this behaviour developed into motivation for more consistent language use.

4. Supportive Language Environment

The "Spy On" program fostered a structured language environment that provided ample exposure. The requirement to use English made interactions with peers, older students, and teachers part of the language acquisition process. Lightbown and Spada (2006) support this by stating that meaningful interactions in settings with ample language exposure can accelerate second-language learning. Interviews indicated that MI explained that the program gives real opportunities to practice what students learn in class. This creates a link between formal learning and everyday use. HS shared that consistent use of English sparks curiosity, increases the frequency of practice, helps retain knowledge, and motivates students when they see fluent senior students. Thus, the "Spy On" program not only serves as a supervisory tool but also fosters an informal environment in which language acquisition occurs naturally, strengthens language habits, boosts motivation, and gradually enhances students' communication skills.

Challenges Faced in Implementing The "Spy On" Program

1. Challenges in Expressing Ideas

Based on observations and interviews, students experienced difficulty expressing ideas or explaining specific topics because they felt unfamiliar with or had forgotten certain vocabulary. As a result, they often paused while speaking to find the appropriate words. This situation was most common among junior students in the early stages of language acquisition. Under these conditions, students used body language, such as hand movements, facial expressions, and simple gestures, to convey meaning when the necessary vocabulary was unavailable. In the interview, HS stated that understanding could still occur through body language. Meanwhile, OM explained that students could ask for the vocabulary if they truly did not know it before continuing the conversation.

Differences may affect the difficulty of expressing ideas, as they influence individuals' abilities to remember, process, and use vocabulary, so students often need more time to speak in English. Conti (2025) explained that limitations in cognitive capacity can slow second-language processing. Meanwhile, Mukarom (2024) emphasised the role of Working Memory in vocabulary storage and recall. When this capacity is not yet optimal, students may experience pauses or confusion even though they understand the meaning, creating a gap between their ideas and their current language abilities.

Based on Krashen's (1982) Second Language Acquisition Theory, this condition indicates that the language input students receive has not yet reached the level of Comprehensible Input ($i+1$). When students feel hesitant and unsure while speaking, this situation can trigger an increase in the Affective Filter Hypothesis, which interferes with the processing of incoming input. Environmental factors also influence the difficulty in expressing ideas, as Lightbown and Spada (2006) explain. In this context, the "Spy On" program requires students to have difficulty consistently using it or to have difficulty finding the appropriate vocabulary. As a result, conveying ideas becomes more challenging. Hence, the use of body language and questioning strategies serves as a form of adaptation in second language acquisition and as students' efforts to continue communicating without violating language rules.

2. Non-English Exposure in Student Interactions and Activities

The results of the interviews showed that although students lived in the boarding school, which required English, they still received exposure to Indonesian when interacting with parents and external teachers, as well as during activities such as scouting and non-English subjects. OM stated that students often became carried away by the situation and continued using Indonesian after interacting with outsiders or participating in activities that allowed its use. This case found that exceptions were made to the English language policy at the boarding school in specific situations and under certain conditions. This situation becomes a challenge because students must adjust between two different language environments. This is in line with the view of Lightbown and Spada (2006), who explain that a consistently English-using environment can accelerate second-language acquisition. In contrast, a mixed-language environment may reduce the consistency of English exposure. However, it does not completely hinder language acquisition.

According to Krashen's Second Language Acquisition Theory (1982), environmental changes can at times reduce students' exposure to Comprehensible Input in English. When students return from non-English situations to an environment where English is required, they need time to readjust. During this phase, the Affective Filter Hypothesis may play a role, especially when they are not yet ready to speak spontaneously. From Skinner's (1957) behaviorist perspective, changes in students' language use are seen as responses to environmental stimuli. The rules and supervision at the boarding school through the "Spy On" program encourage the use of English. At the same time, interaction with outsiders and participation in certain activities trigger the use of Indonesian. Therefore, this shift is not considered an intentional violation but rather an adaptation to different stimuli. This challenge is experienced by students at all levels and shows that environmental variations influence their adjustment to the language policy.

3. Peer Cooperation and Concealment

In an interview with one of the participants, OM reported that some students collaborated to conceal language violations by not reporting friends who used Indonesian. This behaviour was most common among classmates with close friendships. This pattern reduced the effectiveness of the "Spy On" program because the monitoring system relies heavily on student reports. This case can be explained through Krashen's Second Language Acquisition Theory (1982), particularly the Affective Filter Hypothesis. Mutual protection within friendship groups makes students reluctant to act as reporters to them. It encourages them to prioritise group harmony, leading to suboptimal English-language input. This mutual protection can also be understood as a form of external motivation, as explained by Dornyei (2001), who states that external factors can either support or hinder the language acquisition process. In this context, loyalty to the group and the expectation of reciprocal protection encourage students to choose a safer strategy, even though it reduces the consistency of English language use.

This situation also reflected Skinner's (1957) view that behaviours that produce pleasant consequences tend to be repeated. The protection obtained through reciprocal support serves as reinforcement, thereby maintaining the behavior. This condition shows that the environment in which students interact shapes language acquisition, as Lightbown and Spada (2006) explain: an environment that does not support the use of a second language can hinder language development. Although mutual protection among students exists, the possibility of reporting through the "Spy On" program remains, as the rule allows anyone outside their friendship circle to become a reporter. However, cooperation in concealing violations remains a challenge that warrants attention, as it can disrupt the formation of English-language habits and the boarding school's efforts to maintain consistent language use.

4. Psychological Burden

The results of interviews showed that in the early stage of the obligation to use English, some students, such as KR and AZ, experienced anxiety and discomfort because they were not yet accustomed to using the language and were afraid of making mistakes. The presence of unidentified "spies" made students more cautious when speaking, worried about being caught using a language other

than English. According to Krashen (1982), situations like this can intensify the effects of the Affective Filter Hypothesis in the early stages of language acquisition, when learners' comprehension and knowledge of language structure are still limited.

The affective filter is closely related to individual personality, as Zhang (2008) explained, noting that more cautious individuals tend to be more vulnerable to emotional barriers. In the context of the "Spy On" program, students' cautious attitudes can be understood as an adjustment to the obligation to use English. This is also consistent with the Behaviourist view, as explained by Skinner (1957), in which rules and supervision serve as environmental stimuli that shape behaviour through repetition and consequences. Therefore, this attitude can be interpreted as showing the early stage of adaptation before language habits become more stable.

In the interview, OM explained that the punishment in the "Spy On" program was not intended to frighten students but rather to serve as a reminder and a means of habituation, encouraging them to continue using English, with motivational support. This approach is consistent with Dornyei's (2001) view that external motivation helps students progress through the early stage of adaptation, reduces anxiety, and increases readiness in second language acquisition. Therefore, the psychological pressure that appears in this stage can be understood as a natural part of the initial adaptation process rather than a permanent barrier.

5. Mother Tongue Barrier

Based on the data obtained, the mother tongue posed a significant challenge to the implementation of English instruction among students. During the interview, OM mentioned that students' use of English was still influenced by the Sasak language, locally called "saklis," which refers to which refers to the language structure and accent in the Sasak language carried over when speaking English. Meanwhile, HS stated that feelings of embarrassment arose when speaking English. After all, students still spoke with Indonesian or Sasak accents. This showed that the structure, vocabulary, and accent of the mother tongue were carried over into English. This condition was also observed when students used English with mother tongue accents and structures, such as *"I shy," "silent silent there,"* and *"I wake up wake up, why in front of me."* This phenomenon reflects the concept of language transfer, as explained by Ellis (1997), which states that the first language can influence the use of a second language. In this context, differences between Sasak or Indonesian and English lead to negative transfer, so the structures and expressions of the mother tongue are still carried over into students' English use.

This condition can also be explained by Krashen's (1982) Input Hypothesis, which posits that language acquisition develops gradually through comprehensible input. Therefore, when students' English proficiency is still limited, they tend to rely on patterns from their mother tongue to convey and understand messages. From Skinner's (1957) behaviourist perspective, the influence of the native language can be understood through operant conditioning, in which the use of Sasak or Indonesian, which has long been in use and has become an automatic response in communication. Therefore, even though the "Spy On" program provides supervision and consequences to encourage the use of English, these habits remain difficult to suppress because they are influenced by

previous language experience, environmental factors, and linguistic transfer from the first language (L1) to the second language (L2).

CONCLUSIONS

In conclusion, this study shows that the "Spy On" program is implemented through continuous exposure to English, a monitoring system, and enforcement of language discipline in daily communication within the Islamic boarding school environment. From Krashen's perspective, particularly the Input Hypothesis, the program provides contextual and continuous input through daily interactions, instructions, and routine activities, allowing students to understand meaning supported by situational context, gestures, repetition, and interaction with more proficient students or teachers before fully mastering language structure. From the Affective Filter Hypothesis, although the program initially creates anxiety, especially among junior students, this condition gradually decreases as they adapt and receive support, making them more willing to communicate. From a behaviorist perspective, rules, monitoring, and sanctions function as stimuli that encourage consistent use of English and gradually form more automatic language habits.

The "Spy On" program impacts on language structure, formation of English language habits, reduction of the affective filter, and development of a supportive language environment. Students' proficiency ranges from the preproduction stage, where learners mainly absorb language through observation, imitation, and nonverbal responses, to the intermediate stage, where they begin to produce more complex utterances although errors are still present. The challenges identified include difficulties in expressing ideas, exposure to non-English language in students' interactions and activities, peer cooperation and concealment, and psychological burden. These challenges reflect a natural part of the second language acquisition process and students' ongoing adaptation rather than indicating program failure. Therefore, it can be concluded that the "Spy On" program has the potential to encourage the use of English in students' daily communication through exposure to continuous input, habit formation, and affective adjustment.

SUGGESTIONS

Based on the study's findings and discussions, several suggestions can be proposed. Students are expected to be more proactive in using the English-speaking environment as a real practice space and to build intrinsic motivation so that language habits do not depend solely on supervision. Teachers are advised to improve the consistency of their guidance and overall English proficiency so they can serve as language role models and provide supportive corrective assistance. For school administrators to strengthen the control system and documentation of program implementation, and to balance discipline and motivation by developing sustainable support programs. The last recommendation is for future researchers, it is recommended to conduct studies using different research designs to examine students' language development over a longer period of time or to investigate the effectiveness of the "Spy On" program in comparison with similar programs in other educational institutions.

REFERENCES

- Alam, G. N., Mahyudin, E., Affandi, R. M. N., Dermawan, W., & Azmi, F. (2022). Internasionalisasi bahasa indonesia di ASEAN: suatu upaya diplomatik indonesia. *Jurnal Dinamika Global*, 7(1), 25.
- Conti, G. (2025). *How does IQ affect Language Learning? – A Cognitive Perspective*. The Language Gym. Retrieved from [How does IQ affect Language Learning? - A Cognitive Perspective](https://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632).
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Sage Publications.
- Doyle, A. (2020). *What is a semi-structured interview?* The Balance Careers. Retrieved from <https://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632>
- Diantoro, P. (2016). *The implementation of English day program in SMK Putra Indonesia Malang* (Doctoral dissertation, Universitas Brawijaya).
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom* (Vol. 10). Cambridge: Cambridge University Press.
- Duka, L. Y., Sujana, I. M., & Melani, B. Z. (2020). Needs analysis for teaching English at the International Relations Study Program, University of Mataram. *Indonesian Journal of Teacher Education*, 1(1), 11-20.
- Elmiana, D. S. (2019). Improving students' speaking ability using radio talk show programme. *Eternal (English, Teaching, Learning, and Research Journal)*, 5(2), 274-282.
- Ellis, R. (1997). *The study of second language acquisition*. Oxford University. Chapter-6 page 51
- Garton, A., & Pratt, C. (1989). *Learning to be literate: The development of spoken and written language*. Basil Blackwell.
- Krashen, S. D. (1982). *Principle and practice in second language acquisition*. University of Southern California: Pergamon Press Inc.
- Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Hayward, CA: Alemany Press.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford University Press.
- Latupono, F., & Nikijuluw, R. (2022). The importance of teaching listening strategies in English language context. *MATAI: International Journal of Language Education*, 3(1), 1-12.
- Moleong, L. J. (2013). *Metodologi penelitian kualitatif* (Edisi Revisi). Bandung: Remaja Rosdakarya.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Romdona, S., Junista, S. S., & Gunawan, A. (2025). TEKNIK PENGUMPULAN DATA: OBSERVASI, WAWANCARA DAN KUESIONER. *JISOSEPOL: Jurnal Ilmu Sosial Ekonomi dan Politik*, 3(1), 39-47.
- Skinner, B. F. (1957). *Verbal Behavior*. New York: Appleton-Century-Crofts.
- Sujana, I. M., Melani, B. Z., Saputra, A., Apgrianto, K., & Munandar, L. O. A. H. (2024). Recommendations for teaching english for vocational high schools using an

- english for specific purposes (ESP) approach and whole-part-whole (WPW) design. In *Journal of English Education Forum (JEEF)* (Vol. 4, No. 4, pp. 198-203).
- Zhang, Y. (2008). The role of personality in second language acquisition. *Asian Social Science*, 4(5), 58-59.