Manifesting community language learning activities in Islamic boarding school speaking program

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ABSTRACT

Community Language Learning (CLL) is an educational approach designed to foster speaking proficiency. This study explores the application of CLL activities within an English-speaking program at an Islamic boarding school in Indragiri Hilir Regency, Riau. Employing a qualitative case study methodology, data were gathered through observations, interviews, and document analysis, involving four teachers and two students. Findings reveal that the CLL approach was implemented through four key activities: repetition, free conversation, listening practice, and daily speaking exercises, supported by media such as vocabulary boards (Richards & Rodgers, 2001). These activities significantly enhanced students' speaking skills, fostering an interactive and collaborative learning environment. In conclusion, specific CLL activities proved effective for developing speaking proficiency in this Islamic boarding school context. Recommendations include addressing identified challenges to further optimize program effectiveness.

Keywords: *Community language learning; Collaborative learning environment; Islamic boarding school*

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1. Introduction

Speaking enables students to effectively engage and communicate, expressing their thoughts, intentions, aspirations, and perspectives. Moreover, the significance of speaking is a valuable skill in language acquisition and it allows language learners to not only express their own viewpoints but also respond effectively in communication (Richards, 2008). Developing English speaking skill is a challenging endeavour as it requires learners to acquire proficiency in numerous essential elements such as grammar, vocabulary, pronunciation, fluency, and gestures. Specifically, the challenge includes comprehensibility and fluency (Harmer, 2007).

To overcome the aforementioned issue, learning community is a good solution. This method emerges when a group of learners who share common learning objectives come together (Xue, 2017). Such a community implements a constructivist approach to knowledge, where knowledge is not solely discovered but is actively constructed through social interactions. As an organized entity, the learning community facilitates organizational learning by establishing structures and employing strategies aimed at promoting learning within the community. Organizational learning encompasses a range of deliberate or inadvertent actions within an organization, including acquiring knowledge, sharing information, interpreting information, and retaining it in memory. These actions contribute to the positive growth and development of the organization (Gilaninia et al., 2013). In the field of language education, the concept is known as community language learning. Community language learning is an approach that views language acquisition as a collaborative process that involves not just intellectual understanding, but also emotional engagement (Richards & Rodgers, 2014; Richards & Rodgers, 2001). Several studies have indicated the effectiveness of community language learning for developing students' speaking skill (Amaniarsih, et al., 2022; Dahler & Aritonang, 2014; Magsalin, 2023; Muttaqin, 2019; Puspitasari, 2011; Rakasiwi, et al., 2023).

Based on the explanation above, various research investigations have explored this subject, but their scope has primarily centred on universities, senior high schools, and junior high schools and there is no research at Islamic Boarding School. Therefore, the researcher aimed to undertake a study on this subject within the context of Islamic boarding schools. This study was distinct due to the unique characteristics, cultures, and 24-hour learning community system prevalent in Islamic boarding schools. Therefore, this study explores further investigation on manifestation of community language learning activities in an English-speaking program at an Islamic boarding school in Indragiri Hilir regency, Riau. Specifically, this study addresses a research question "How are Community Language Learning activities implemented within the speaking program of an Islamic boarding school?"

2. Literature review

2.1. The concept of speaking and its challenges

Speaking is one of the core language skills and it is crucial for students aspiring to speak English fluently to have correct pronunciation and they should engage in practicing intonation and different forms of speech, including transactional communication for conveying information and facilitating exchanges, and interpersonal communication for building and maintaining relationships (Harmer, 2007). Speaking is a human behavior that heavily relies on various aspects, including physical, psychological, neurological, semantic, and linguistic factors (Tarigan, 1995).

Moreover, the purpose of speaking can be differentiated into three distinct categories that vary both in their form and function, thus necessitating diverse teaching methodologies: firstly, talk as interaction, which typically embodies what we understand as "conversation" and revolves around interactions primarily serving a social purpose, secondly, talk as transaction, which pertains to scenarios where the emphasis is placed on the content of what is spoken or done, and thirdly, talk as performance, which involves public discourse, such as classroom presentations, public announcements, and speeches and this last form of communication often takes the shape of a monologue rather than a dialogue (Richards, 2008).

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2001). According to Harmer (2001), effective speaking requires mastery over a range of language features. These include connected speech, where learners must become familiar with the natural rhythm and flow of spoken English, including assimilation, elisions, linking and weakened sounds that differ significantly from written forms. Moreover, the use of expressive devices such as intonation, stress, pitch, and volume allow speakers to convey meaning beyond the literal interpretation of words. Additionally, competent speakers must possess a good command of lexis and grammar, enabling them to select appropriate vocabulary and structures for different contexts. Negotiation language is also essential, as it facilitates the management of interactions, including strategies for clarification, confirmation, and conversational repair.

Beyond linguistic competence, Harmer (2001) emphasizes the importance of mental and social processing in speaking. This dimension refers to the cognitive and interpersonal skills required to communicate effectively in real-time. Language processing involves the ability to retrieve and organize thoughts quickly to produce coherent speech. Equally important is the capacity for interaction, where speakers must respond to others appropriately, take turns, and maintain conversational flow. In addition, speakers often engage in on-the-spot information processing, necessitating the ability to adapt responses swiftly to new or unexpected communicative demands. These cognitive demands highlight the dynamic nature of spoken interaction, distinguishing it from the more reflective nature of writing.

Despite the importance of speaking, there are various issues associated with learning English. Students frequently encounter challenges in speaking activities, encompassing issues like inhibition, low motivation, reliance on their mother tongue, and encountering difficulties in generating meaningful content and these difficulties predominantly originate from students themselves and can hinder their speaking proficiency (Ur, 1996). In addition, clustering, redundancy, the use of reduced forms, performance variables, colloquial language, delivery speed, stress, rhythm, intonation, and the dynamics of interaction also the factors that make speaking challenging which these factors collectively contribute to the difficulties students face in developing their speaking skills (Brown, 1994). Consequently, the need for effective techniques to enhance students' speaking abilities becomes apparent.

2.2. Community language learning

Community language learning is a language teaching method developed by Charles A. Curran that applies psychological counselling techniques to language education and it draws inspiration from Rogerian counselling, where the teacher is a counsellor, and learners are clients (Richards & Rodgers, 2001). Moreover, community language learning falls under humanistic techniques, integrating emotions, thoughts, and knowledge into language learning, fostering self-actualization and self-esteem and it is also linked to language alternation in bilingual education, emphasizing effective communication through translation (Richards & Rodgers, 2001). Overall, community language learning redefines the teacher-learner relationship and promotes a holistic, supportive learning environment.

Interactions in community language learning can be divided into two main types. The first involves interactions between learners and individuals with expertise, while the second consists of learner-to-learner interactions, which are often spontaneous in content but typically involve emotional exchanges. As learners engage with one another, their bonds strengthen, creating a sense of community within the classroom. This growing sense of closeness encourages learners to stay aligned with the progress of their peers (Richards & Rodgers, 2001). There are some activities in community language learning methods that facilitate students' speaking skills development. One foundational activity is translation, where learners sit in a small circle and individually whisper messages they wish to express in their native language. The teacher then translates and, if necessary, interprets the message into the target language, which the learner repeats—promoting both comprehension and pronunciation. Group work is also central to CLL, encouraging learners to collaborate on tasks such as discussions, storytelling, or summarizing topics for presentation. To reinforce learning, recording is frequently employed, with students capturing conversations in the target language for later review. These recordings become the basis for transcription activities, in which learners write down spoken interactions to analyze specific linguistic forms. Following this, learners engage in analysis of the transcribed texts, focusing on vocabulary usage, grammatical patterns, or pronunciation

features, thereby enhancing their understanding of language structures in authentic contexts. Another core element of CLL is reflection and observation, where learners discuss their emotional and cognitive experiences during the lesson, often highlighting their reactions to communication dynamics such as silence, hesitation, or group rapport. Complementing these are listening activities, which typically involve the teacher delivering a monologue incorporating vocabulary and expressions previously elicited in class, thereby reinforcing contextualized input. Finally, learners participate in free conversation, either with peers or the teacher, allowing them to practice spontaneous language use while also discussing their insights and emotional responses to the learning process. Together, these activities reflect the holistic and learner-centered philosophy of CLL, emphasizing both the cognitive and affective dimensions of language acquisition (Richards & Rodgers, 2001).

However, in community language learning, learners adopt well-defined roles within a collaborative community setting rather than viewing learning as an individual achievement, it is seen as a collective endeavor (Richards & Rodgers, 2001). Thus, most discussions about community language learning focus on its application in introductory conversation courses for foreign languages and unlike traditional language syllabi that predefine grammar, vocabulary, and other language elements to be taught in a specified sequence, community language learning adopts a topic-based approach (Richards & Rodgers, 2001). In general, regardless of the form of the activity, as long as it adopts a topic-based learning approach and takes the form of interactions between teachers and students or among students, it can be referred to as community language learning.

3. Method

3.1. Research design and participant

This qualitative research was carried out in August 2024 at an Islamic boarding school in Indragiri Hilir Regency of Riau province, Indonesia with a case study design. In a case study the researcher conducts a more in-depth examination of a program, event, activity, process, or one or more individuals (Creswell, 2019). This implies that the study necessitates a deep comprehension reaching a saturation point that goes beyond quantifiable measures, instead requiring a meticulous analysis and keen interpretation by the researcher. To obtain the aim of this research, the researchers chose 6 informants by using purposeful sampling techniques. They include the head of language supervisor (MD), the principal of senior high school (SH), the principal of junior high school (MK), and the head of organizational council (AS). These informants were chosen because they were knowledgeable and involved actively in the implementation of community language learning in this boarding school. Therefore, a thick description of the phenomenon could be portrayed easily.

3.2. Data collection

Researchers utilized observation, interview and document as data collection techniques. Observation was employed during one week to delve into data extensively on the activities of community language learning implemented in this Islamic boarding school. Then, a semi-structured interview was conducted after doing observation to dig in-depth the activities and challenges in implementing activities of community language learning. The interview took around 45 minutes for each informant by using Bahasa Indonesia. Finally, the researchers also used documents of the school's regulations regarding the implementation of language program activities to enrich the data gathered from observation and interview.

3.3. Data analysis

Thematic analysis was used as the data analysis technique in this research. It consists of three stages comprising data condensation, data display, and drawing/verifying conclusions (Miles, et al., 2014). This interactive process continues until completion or data saturation. Once saturation is reached, the data is considered finalized. The researcher utilized triangulation which includes cross-referencing data from diverse sources related to the implemented community language learning. Technique triangulation involved cross-verifying data with the same source but using different methods which were observation, interview and documentation.

4. Findings and discussion

The results of the analysis indicated that there are some activities of the English-speaking program at an Islamic boarding school in Indragiri Hilir regency as reflection of community language learning practice. The activities consist of repetition, free conversation, listening practice, and daily conversation practice. The following part will discuss the activities specifically.

4.1. Learning repetition

Based on the analysis of observation, interview and documents, the researcher found that repetition was implemented as one of vocabulary development activities. This activity was supported by the vocabulary board as learning media. This board displayed key vocabulary words in Arabic and English to help students familiarize themselves with new terms and concepts effectively. The findings are described in the following field notes from the observations conducted at 20:00 – 21:00 on Monday, August 19, 2024.

> The students were seen in their respective classrooms for vocabulary activities conducted by the supervisors. Each class was overseen by its respective homeroom teacher. The supervisors provided vocabulary words one by one and asked the students to repeat them together. Then, the supervisors formed a sentence from the vocabulary word and read it out loud. They then asked the students to repeat the sentence in unison. The students appeared enthusiastic

about repeating the sentences. After repeating several times, the supervisors wrote the vocabulary words and sentences on the board and asked the students to write them down in their booklets. This process continued until the fifth vocabulary word. Once all the vocabulary words had been introduced, the supervisors asked a few students to come forward and read the words and sentences on the board, followed by the rest of the students reading along together. After several students had taken their turns at the front, the supervisors instructed the students to memorize the words and sentences written on the board. Then, they erased the words and sentences from the board. While the students were memorizing, the supervisors walked around to monitor and assist those who were having difficulty. Some students were seen seeking help from the supervisors. After approximately 15 minutes of memorization, the students were asked to recite their memorized words and sentences to the supervisors and homeroom teachers present in the classroom. Some students recited quickly, while others struggled and were asked to try again. Some even needed to relearn the material before they could recite it successfully.

Similar activities were also found on Tuesday, August 20, 2024 at 20:00 – 21:00. The data is as follow:

The students were observed in their respective classrooms participating in a vocabulary session led by the supervisors. Each class was monitored by its homeroom teacher. The supervisors introduced the vocabulary words one by one, and the students were instructed to repeat them together. Then, the supervisors constructed sentences using the vocabulary words and read them aloud, encouraging the students to repeat the sentences enthusiastically. After several repetitions, the supervisors wrote the vocabulary words and sentences on the board and asked the students to record them in their booklets. This process continued until the fifth vocabulary word was introduced. After all the vocabulary words were provided, the supervisors asked several students to come to the front and read the words and sentences written on the board, followed by the rest of the class repeating in unison. The supervisors then instructed the students to memorize the vocabulary and sentences, after which the board was erased. While the students were memorizing, the supervisors walked around to assist those who were struggling. Some students were seen asking for help. After approximately 15 minutes of memorization, the students were asked to recite their memorized material to the supervisors and their homeroom teachers. Some recited fluently, while others struggled and needed to repeat their memorization.

The aforementioned findings are supported by the result of an interview from language supervisor (MD). He stated that vocabulary development activities are held every night. The supervisor said: "Thus, every evening, the supervisors provide vocabulary to their younger classmates..." Moreover, the junior high school principal (MK) also expressed the same idea. The principal also mentioned the method of distributing vocabulary to students by providing complete sentences as the pattern. Consequently, students can directly use them in their daily activities. The principal explained:

The activities include, first, distributing vocabulary every day. Additionally, the vocabulary is organized into complete sentences, or in Arabic, into complete sentences, so that the vocabulary provided can be directly applied and practiced in their daily language.

Similarly, the school regulation document also stated that one of language program activities is providing vocabulary every night. Then, based on the result of analysis from observation data on Monday, August 19, 2024, from 17:10 to 17:30, the researchers found that several vocabulary boards were used to support vocabulary development activity. The first place of the media was at a public bathhouse. The researcher observed a board displaying vocabulary translated into Arabic and English mounted on the wall near the communal bathroom area for students. The vocabulary focused on bathing activities and related tools. However, none of the students appeared to engage with the board; instead, they remained occupied with their own activities in the communal bathing area. Besides, the researcher observed a board in front of the classroom displaying vocabulary in both Arabic and English. The vocabulary focused on activities that take place on the school field, which is located directly in front of the classroom. Two students glanced at the vocabulary board for less than three minutes before returning to the classroom to continue their independent study.

Additionally, based on the observation it is also found that the canteen serves as a place for students to study English. The researcher observed students having breakfast at the boarding school canteen. A vocabulary board near the canteen displayed words related to kitchen activities. However, the students did not pay attention to the board, as they were focused on eating their breakfast. Occasionally, they engaged in brief conversations with their friends in English, particularly when teachers were present and monitoring their activities.

4.2. Free conversation

Based on the analysis from observation, interview, and document the researchers found that the implementation of the free conversation activity is conducted by pairing students with their classmates. The partners for the free conversation are pre-determined. This activity is supervised by teachers, who assist students encountering difficulties in developing topics based on the assigned theme. The researchers observed students forming lines on the field in front of the classroom to participate in a conversation activity. Each student faced a partner, and the lines were organized according to class level.

Several teachers monitored the activity from behind and beside the lines. The language instructor then announced the day's conversation theme, "Holiday," using a loudspeaker. Following the announcement, students began the conversation activity while language committee members moved around the area to supervise. Students in the 7th-grade line appeared confused and unsure how to begin their conversations. In response, the committee members actively guided them by offering prompts and support. In the 8th-grade line, some students stammered and struggled to maintain the conversation. The

committee members provided assistance to help them continue. In contrast, only a few students in the 9th-grade line experienced difficulty, and the committee members chose to observe rather than intervene. The 10th-grade students engaged in the activity fluently, while the committee members supervised their performance without providing additional support. This progression highlighted varying levels of language proficiency across grade levels and demonstrated the committee members' role in facilitating student interaction during the activity.

The researcher observed female students forming lines on the field in front of the classroom to participate in a conversation activity. Each student faced a partner, and the lines were organized according to class level. Several female teachers supervised the activity from behind and alongside the lines. The language instructor used a loudspeaker to announce the day's conversation theme, which was "Family." Following the announcement, the students initiated the conversation while language committee members circulated among them to provide supervision. The 7th-grade students appeared uncertain about how to begin their conversations, prompting the committee members to offer guidance and support. In the 8th-grade line, some students stammered and experienced difficulty maintaining the conversation. The committee members intervened to assist them in continuing. In the 9th-grade line, only a few students showed signs of struggle, and the committee members chose to observe without providing direct assistance. Meanwhile, the 10th-grade students engaged in the conversation fluently, with the committee members monitoring their performance without interruption. This observation illustrated the varying levels of communicative competence across grade levels and underscored the role of committee members in scaffolding students' participation based on their needs.

Furthermore, the aforementioned finding was supported by the language supervisor (MD). Language supervisor (MD) commented that the implementation of free conversation activity is held every Tuesday, Wednesday, Thursday, and Friday morning at the school field. He stated that "…usually, every Tuesday, Wednesday, Thursday, and Friday morning, we conduct practice sessions in the field, practicing Arabic and English. Here, we call it *muhadatsah*…". Similarly, the senior high school principal (SH) also conveyed that: "…there is also *muhadatsah* or conversation practice held on the field…" (SH). Then, the head of the organizational council (AS) commented that: "…then, there are conversation practice activities held four times a week…" (AS).

Then, the junior high school principal (MK) also explained that free conversation activity has a purpose which is to supervise the students' English skill. Junior high school principal (MK) also said that the theme of it was set differently. Junior high school (MK) commented "additionally, there is another program called *muhadatsah* in Arabic or conversation in English. This program allows us to directly observe how far the students' language skills have developed. We also set a different theme for each session to ensure the progress of their language abilities"… (MK). In addition, the school's regulation

document also described the activity, in which *muhadatsah* is held on the field every Tuesday, Wednesday, Thursday, and Friday.

4.3. Listening practice

Based on the analysis from observation, and interview, the researchers found that listening practice was held after free conversation activity. Language supervisor gave motivational talks and students listened to him. And an audio of a different topic was played by the language supervisor using a speaker for students to listen to. Then, the announcement through the speaker is in English. These findings documented from the observation results conducted on Tuesday, August 20, 2024 indicating that after the paired conversation activity lasted for 15 minutes, the students returned to an orderly line to listen to directions from the language instructor. The language instructor gave a motivational talk about the importance of language and the necessity of practicing language at all times. The instructor delivered this message alternating between English and Indonesian. In addition to giving motivation, the language instructor also played an English conversation audio through a speaker so that all the students could hear it. The students listened attentively, although some were not paying full attention to the audio. They were then reprimanded by the language committee members. Once the audio ended, the students were allowed to return to their respective classrooms.

Similar observation results also show that after the paired conversation activity lasted for 15 minutes, the students returned to an orderly line to listen to instructions from the language instructor. The language instructor gave a motivational talk about the importance of language and the necessity of practicing it regularly. The instructor delivered this message alternating between English and Indonesian. In addition to providing motivation, the language instructor also played an English conversation audio through a speaker so that all the students could hear it. Once the audio ended, the students were allowed to return to their respective classrooms.

Furthermore, the language supervisor (MD) also conveyed that listening practice is held after free conversation activity by using video to be listened to by students. Language supervisor (MD) said that: *"...every week after muhadatsah, I usually gather them briefly and show a video..."* (MD).

4.4. Daily conversation practice

Based on the analysis from observation, an interview, and document, the researchers found that students are obligated by this Islamic boarding school to speak English every time. If a student is making a call by handphone to their family, they will get an exception to speak Bahasa Indonesia freely. It was also shown that there is a laminated paper in the school canteen with the words "English Zone" to warn students to speak English in their daily conversation. These findings obtained from the observation carried out on Monday, August 19, 2024. We found that *santri* were gathering in front of the dormitory after having lunch. When *Ustadz A* passed by the group of *santri*, most of them greeted him in English. Then, when *Ustadz* asked the *santri* to clean up the rubbish

in front of the dormitory using English, saying "Take the rubbish," the *santri* responded with "Okay, Ust." Then, *Ustadz A* left the *santri* as they cleaned up the rubbish. Once *Ustadz A* was far from them, the *santri* switched back to speaking in Indonesian.

Furthermore, the language supervisor (MD) stated about the obligation of speaking English by students. Language supervisor (MD) said: "Yes, speaking in the designated language is mandatory…". Then, the Senior high school principal (SH) agreed about it. He commented: "…definitely, the students are required to speak either Arabic or English in their daily activities, depending on the designated language of the week". This data is supported by the school's regulation document which stated "It is mandatory for every student to speak in Arabic and English. Use the language according to the week that has been designated".

During the observation, it was revealed that several points regarding the implementation of community language learning in the speaking development program. Based on these findings, there were several activities conducted and media that support the speaking development program, including (1) repetition, (2) free conversation, (3) listening practice, and (4) daily conversation practice.

Vocabulary development is an important element in speaking teaching. According to Harmer (2007), language educators should possess substantial expertise in creating engaging classroom environments to facilitate successful vocabulary acquisition among learners. He also said that in the absence of an extensive vocabulary, effective communication and the expression of ideas, both in speaking and writing, become challenging. From the result of observation and interview, it was found that the focus of the vocabulary development activity is to enrich students' vocabulary by using the audiolingual method. This method prioritizes listening and speaking over reading and writing, using dialogues for language presentation and drills for training while discouraging the use of the mother tongue in the classroom (Bygate, 2001). This method is a good method in developing vocabulary to develop students' speaking skill. According to Richards and Rodgers (2001, p. 64-65), the advantages of the Audio-Lingual Method (ALM) include clear explanation and demonstration of dialogue drilling, immediate correction and response, ease of activity management by the teacher, and promoting sentence production. It was proven by the previous study in the research of Jurmasari (2014) in the first grade at Junior High School 26 Makassar. It was found that the Audiolingual Method increased the speaking skill of the students significantly.

Likewise, the students engage in free conversation. According to Richards and Rodgers (2001), in free conversation, students engage in open conversation with the teacher or fellow learners. This may include discussing what they learned and expressing feelings about the learning process. Free conversation is an activity in community language learning method. Based on the data of observation, interview, and document, it showed that Students are brought together in the field and paired with a classmate to have a conversation. The teacher assigns the topic for the conversation. Then, students start their conversation within the allotted time. In addition, students who were taught by using

the CLL method of free conversation have a significant improvement in their speaking skill (Muryadi, 2022).

Moreover, the students also engage in listening practice. According to Rost (1994), listening is essential in the language classroom as it provides input for the learner, making it a crucial foundation for speaking. Listening has a strong correlation to speaking skill. Students cannot improve their speaking abilities without also enhancing their listening skills; in order to have a successful conversation, they must be able to comprehend what is being said to them (Doff, 1988). It has been demonstrated that students' ability to understand through listening directly impacts how they respond when speaking (Pinem, 2014). In addition, listening is an activity in community language learning. According to Richards and Rodgers (2001), in listening practice, students listen to a teacher's monologue involving elements they might have elicited or overheard in class interactions. Based on the data of observation, it was discovered that students listened to teacher motivational speech, the audio that was delivered by teacher using smartphone. It was proven that students who were taught by using CLL method of listening practice have a significant improvement in their speaking skill (Muryadi, 2022).

Then, for daily conversation practice, according to Ellis (2002), the more frequently a structure is practiced, the more easily and naturally the learner becomes familiar with it and uses it in communication. He emphasized Learners can develop their language skills through consistent exposure to the target language. The result of observation, interview, and document showed that students must speak English every time and everywhere due to the regulation of daily conversation practice. So, students are frequently exposed to English in the community of the school. Al Zoubi (2018) stated in his study that there is a positive correlation between exposure to the English language and successful language acquisition, including the improvement of speaking skill.

The aforementioned activities align with the concept of community language learning. Community language learning is a language teaching method developed by Charles A. Curran that applies psychological counselling techniques to language education and it draws inspiration from Rogerian counselling, where the teacher is a counsellor, and learners are clients (Richards & Rodgers, 2001). However, the findings of this study reflected that this Islamic boarding school did not implement all the activities of community language learning (CLL) as proposed by Richards and Rodgers (2001). It seems that this Islamic boarding school tried to combine activities of community language learning and speaking activities such as repetition and daily conversation practice.

5. Conclusion

The research findings reveal that the speaking development program at an Islamic boarding school in Indragiri Hilir Regency incorporates several Community Language Learning (CLL) activities. These include free conversation, where students are paired with peers to engage in dialogue, and listening practice involving audio materials, motivational talks, and announcements. The program blends CLL principles with other

methodologies, such as the audiolingual method and language exposure theory, creating a customized approach to enhance students' speaking proficiency. Upon analyzing the data, the study highlights the manifestation of CLL activities within this specific Islamic boarding school. For future research, it is recommended that researchers explore the effectiveness of CLL using a mixed-methods approach and include multiple Islamic boarding schools to broaden the scope and deepen the understanding of its impact.

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