

## Implementing Intensive English Program for Students' Listening and Speaking Skills at MTs Negeri 03 Cilacap

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**Abstract:** This study explores the implementation of an Intensive English Program in developing students' listening and speaking skills at MTs Negeri 03 Cilacap. The program has been conducted for approximately eleven years through collaboration with the Gaza English Course, Kampung Inggris Pare. Employing a descriptive qualitative approach with a field research design, data were collected through non-participant observations across 12 classroom meetings, in-depth interviews with 4 tutors, the school principal, and 6 students, and documentation. The findings indicate that the program integrates various instructional practices to support students' oral language development, including gestures and facial expressions, clear instructions, repetition and rephrasing, visual and audiovisual media, activation of prior knowledge, comprehension checks, feedback, language modeling, and indirect error correction. These strategies create an English-rich learning environment that promotes active participation in listening and speaking activities. Regular classroom routines, structured interaction, repeated language practice, and continuous tutor support enhance students' listening comprehension, pronunciation, speaking confidence, and communicative competence. Overall, the program demonstrates that sustained, interactive, and meaningful English instruction can effectively foster students' listening and speaking skills.

**Keywords:** Intensive English Program, Listening Skills, Speaking Skills, English Language Teaching, Classroom Interaction

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### INTRODUCTION

Language skills serve as a means of direct communication that shapes complex and enduring social interaction (Firmansyah, 2018) and comprise four interrelated core competencies: listening, speaking, reading, and writing (Sharma & Puri, 2020). Among these, listening and speaking are often considered the most crucial for enabling students to comprehend spoken messages and express ideas in real communication. Despite roughly ten years of formal English education, many Indonesian students still struggle to communicate effectively (Riadil, 2020). In speaking, common difficulties include limited vocabulary, poor pronunciation, weak grammar, and psychological barriers such as anxiety, shyness, low motivation, and fear of making mistakes (Ork et al., 2024). In listening, students often struggle with unfamiliar pronunciation, fast speech, unfamiliar vocabulary, different accents, and maintaining concentration and confidence (Hamouda, 2013, as cited

in Hardiyanto et al., 2021). These difficulties highlight the need for greater exposure to listening and speaking practice in a supportive learning environment.

One approach that schools may adopt is the Intensive English Program (IEP), an accelerated learning model that offers more frequent instructional sessions within a shorter period than regular courses while maintaining comparable content (Wlodkowski, 2003; Scott & Conrad, 1986). IEPs are effective in developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Nasiri & Shokrpour, 2012). Even short-term intensive instruction has been shown to improve achievement and foster more positive attitudes toward learning English (Nagano, 1995), with large-scale evidence indicating greater learning benefits than conventional semester-long courses (Austin & Gustafson, 2006). Designed to accommodate learners of varying proficiency (Ningrum & Toyyibah, 2022a), IEPs aim to develop the four macro-skills through integrated activities (Taridi, 2016; Moon H. Otoluwa et al., 2018; Ningrum & Toyyibah, 2022a), prepare learners for English-medium academic settings (Taridi, 2016), improve performance through appropriate materials, methods, and assessment (Ningrum & Toyyibah, 2022b), strengthen learners' confidence in academic and everyday communication (Taridi, 2016), and build communication skills relevant to daily life, future employment, and intercultural interaction (Pili et al., 2025). Programs such as this are also known to enhance learner motivation, commitment, and participation more effectively than regular courses (Mukundan et al., 2012), typically through vocabulary building, grammar practice, and communicative tasks such as discussions, presentations, and role-plays (Lee Su Ping, 2014).

Within such programs, listening serves as a fundamental receptive skill that involves speech recognition, perception, comprehension, and interpretation of spoken language (Gökhan Ulum, 2015), encompassing information registration, pattern recognition, rehearsal, and retention (Widiati & Cahyono, 2009). It builds awareness of linguistic systems (Dwinalida et al., 2013), demands active engagement with both verbal and non-verbal messages (Yulianti & Wijayanti Ma'rufah, 2023; Gilakjani & Ahmadi, 2011), and underpins the development of speaking, reading, and writing (Mukhtorova & Iqboljon o'g'li, 2024). Listening is commonly classified into selective (Wah, 2019), intensive (CHU, 2016), interactive (Gu, 2018), discriminative (Raju, 2018), comprehension-based (Buck, 2001), critical (Kazu & Demiralp, 2017), and appreciative types (Wah, 2019), each developing distinct cognitive and linguistic aspects of communicative competence.

Speaking, meanwhile, is the productive skill through which individuals convey ideas, thoughts, and information using appropriate language (Saputri & Hamzah, 2025), encompassing verbal expression and practical language use in everyday communication (Rahmadana et al., 2023) that enables listeners to interpret and respond (Azani et al., 2025). As language is primarily a tool for communication, speaking is central to English learning (Danang et al., 2024). It integrates physiological, psychological, neurological, semantic, and linguistic processes (Huda et al., 2024), making it challenging to master since learners must coordinate multiple linguistic components simultaneously (Ilham et al., 2024). Brown (2004) identifies six types: imitative, focused on repetition and drilling (Guebba, 2021); intensive, targeting grammatical, lexical, and phonological accuracy in short utterances (R et al., 2020); responsive, involving spontaneous short exchanges (Rahmawati & Ertin, 2014); interactive, comprising interpersonal and transactional dialogue (Natsir Amir &

Adijaya, 2023); and extensive, involving longer oral production such as storytelling and presentations (Qizi & Gayratovna, 2021).

At MTs Negeri 03 Cilacap, students face challenges consistent with those noted above: limited vocabulary, minimal opportunities for practice, and low speaking confidence. To address these issues, the school has run an Intensive English Program for approximately 11 years in collaboration with tutors from the Gaza English Course at Kampung Inggris Pare. Tutors reside at the school and conduct daily English-medium activities, including vocabulary learning, conversation practice, language games, speech practice, role-plays, group discussions, and occasional interaction with foreign speakers. Listening skills are developed through songs, audio recordings, stories, and instructions, while speaking skills are built through daily expressions, conversations, presentations, and speeches.

Previous studies have examined intensive English programs across various contexts. Safitri (2023) found that structured, intensive learning activities in an Islamic boarding school encouraged daily English use, while Nur Imtiyazah (2024) reported improved speaking skills through regular opportunities for practice. Nadela Sari (2021) found a positive relationship between intensive course participation and speaking motivation, and Nur (2015) found positive student perceptions of program materials, methods, and value. Similarly, Selma Widyani (2025) found that intensive programs improved speaking skills through regular communicative practice.

However, most prior research has focused on speaking skills, motivation, perceptions, or implementation within Islamic boarding schools and universities, leaving limited research on how such programs develop both listening and speaking skills at the junior high school level within a formal Islamic school setting, a context with distinct student characteristics, rules, and learning environments. This study addresses that gap by examining the implementation of the Intensive English Program in developing students' listening and speaking skills at MTs Negeri 03 Cilacap, using a descriptive qualitative field research design. Data were collected through non-participant observation across 12 classroom meetings, in-depth interviews with 4 tutors, the school principal, and 6 students, and documentation.

## **METHOD**

This study employed a descriptive qualitative approach and a field research design to explore the implementation of the Intensive English Program to develop students' listening and speaking skills at MTs Negeri 03 Cilacap. A qualitative approach was considered appropriate because it enables researchers to investigate educational phenomena within their natural settings and understand participants' experiences in depth (Alaslan, 2021). Consistent with Creswell's view, qualitative research seeks to understand a central phenomenon through participants' perspectives obtained in natural contexts (Raco, 2010). Accordingly, this study focused on describing how the Intensive English Program was implemented in classroom practices to support students' listening and speaking development.

The study was conducted at MTs Negeri 03 Cilacap, a public Islamic junior secondary school in Central Java, Indonesia. The school was selected because it has implemented an Intensive English Program in collaboration with the Gaza English Course at Kampung Inggris Pare for approximately 11 years. The participants included the school principal, four

English tutors, and six students from Grades VII, VIII, and IX who actively participated in the program. To ensure confidentiality, all participants were assigned pseudonyms throughout the study.

**Table 1**

*Research Participants*

| Participants   | Number | Role                                                                  |
|----------------|--------|-----------------------------------------------------------------------|
| Principal      | 1      | School leader responsible for the Intensive English Program           |
| English Tutors | 4      | Tutors are responsible for implementing the Intensive English Program |
| Students       | 6      | Participants representing Grades VII, VIII, and IX                    |

Data were collected through non-participant observation, semi-structured interviews, and documentation. Non-participant observations were conducted across twelve learning sessions in various instructional settings, including classrooms, the school hall, the mosque, the school yard, and other locations where the Intensive English Program was implemented. The observations focused on tutors' instructional practices, classroom interaction, students' participation, the use of English as the medium of instruction, and activities related to listening and speaking development. Semi-structured interviews were conducted with the principal, four tutors, and six students to obtain in-depth information on the program's implementation, instructional strategies, school policies, and students' learning experiences. Documentation was collected to support the findings, including the Intensive English Program guidebook, teaching modules, attendance records, students' learning materials, pre-test and project documents, photographs, videos, and other instructional records.

**Table 2**

*Data Collection Techniques*

| Technique                 | Source of Data                                                                 | Instrument                      |
|---------------------------|--------------------------------------------------------------------------------|---------------------------------|
| Observation               | Teaching and learning activities                                               | Observation sheet and checklist |
| Semi-structured Interview | Principal, tutors, and students                                                | Interview guide                 |
| Documentation             | Program documents, learning materials, photographs, videos, and school records | Documentation checklist         |

The primary research instruments consisted of observation sheets, observation checklists, interview guides, and documentation records. The observation instrument was developed based on Snow's (1990) framework of ten instructional techniques to identify the instructional practices employed by tutors during the Intensive English Program. Observation sheets were used to record detailed classroom events, while checklists facilitated the systematic identification of instructional techniques implemented during the lessons. Interview guides contained open-ended questions that allowed participants to explain their experiences while ensuring consistency across interviews.

The data were analyzed using the interactive model proposed by Miles and Huberman,

which consists of three interconnected stages: data reduction, data display, and conclusion drawing or verification (Sulistyawati, 2023). During data reduction, the researcher selected and organized only data relevant to the implementation of the Intensive English Program. The reduced data were subsequently presented in descriptive narratives supported by observation notes, interview excerpts, and documentation to facilitate interpretation. Finally, conclusions were drawn by identifying recurring patterns across the data and were verified through triangulation of observations, interviews, and documentation to enhance the credibility and trustworthiness of the findings.

## FINDINGS AND DISCUSSION

### Creating Comprehensible Input through Instructional Scaffolding

Based on twelve classroom observations, the tutors consistently employed instructional scaffolding to make English input more comprehensible and support students' listening and speaking development throughout the Intensive English Program. Rather than relying solely on verbal explanations, they integrated contextual support through gestures, facial expressions, and acting; activated students' prior knowledge; utilized visual and audiovisual materials; and applied repetition, summaries, and rephrasing during classroom instruction. These strategies were observed across various learning activities, including greetings, daily expressions, grammar, English in Use, speech practice, games, discussions, and daily chants. Although the implementation varied according to the lesson objectives and students' proficiency levels, the overall pattern remained consistent: tutors continuously adjusted their instructional support to facilitate comprehension before expecting students to use English independently. Figures 1 and 2 illustrate several examples of these instructional scaffolding practices during classroom activities.

**Figure 1**

*Gestures and Facial Expressions Scaffolding*



**Figure 2**

*Snakes and Ladders Game as a Visual and Hands-on Activity*



The observations showed that contextual support was frequently used to clarify spoken language and classroom instructions. Tutors accompanied verbal explanations with gestures, facial expressions, body movements, and demonstrations during greetings, speech practice, games, and classroom interactions, enabling students to understand the meaning without excessive translation. New learning materials were also consistently connected to students' existing knowledge and everyday experiences. Previously learned grammar, familiar vocabulary, daily routines, and personal experiences were used as bridges before introducing new language structures. In addition, tutors made extensive use of visual materials, including pictures, whiteboards, modules, drama scripts, realia, audio recordings, music, microphones, and hands-on activities such as role-plays, games, speeches, and drama performances. Throughout the lessons, repetition, summaries, and rephrasing were repeatedly employed by slowing speech, repeating key expressions, reviewing previous lessons, paraphrasing unfamiliar language, and simplifying explanations whenever students experienced difficulty. Collectively, these instructional practices reduced linguistic barriers while encouraging students to participate actively in listening and speaking activities.

Interview data supported the observation findings. Tutor 1 explained that gestures, repetition, and simplified explanations were deliberately used, particularly with beginning learners, to ensure students understood classroom instructions before producing spoken English: *"At the basic level, especially in seventh grade, repetition is essential, so the tutor speaks slowly. It is like saying 'repeat after me' using my gestures. First, the tutor speaks English slowly and uses gestures, and this is repeated over and over every time they enter the classroom."* (Interview with Tutor 1, December 31, 2025). He further explained that instructions were occasionally translated or rephrased when students experienced difficulty understanding English. Students also perceived these strategies positively. Student 5 stated that *"Learning in the Full Day English School program is easier to understand, as the tutors teach more energetically and enthusiastically."*

In contrast, Student 4 explained that connecting new material to previous lessons made grammar and vocabulary easier to understand. Likewise, Student 3 mentioned that translations or additional explanations were provided whenever classroom instructions were unclear. These responses indicate that students recognized the tutors' instructional support as helpful in facilitating comprehension and increasing their confidence to participate in English-learning activities.

These findings demonstrate that instructional scaffolding played a central role in creating comprehensible input throughout the Intensive English Program. The integration of contextual support, activation of prior knowledge, visual and audiovisual resources, hands-on activities, repetition, summaries, and rephrasing enabled students to process new language through multiple forms of support before using it independently. This finding supports Snow (1990, as cited in Baker, 2001), who emphasizes contextual support, visual resources, repetition, and the activation of background knowledge as essential strategies for making language instruction comprehensible for second-language learners. Similarly, Harmer (2007) argues that body language and facial expressions help clarify meaning and sustain learners' attention, while Ausubel's Meaningful Learning Theory highlights the importance of connecting new information to learners' existing knowledge. The findings also reflect Asher's Total Physical Response theory, in which physical movement reinforces

language comprehension, Paivio's Dual Coding Theory, which explains the complementary roles of verbal and visual information in learning, and Vygotsky's concept of scaffolding within the Zone of Proximal Development, whereby teachers gradually reduce instructional support as learners gain greater independence. Taken together, these instructional practices created meaningful and comprehensible language input that facilitated students' listening comprehension, speaking confidence, and active participation throughout the Intensive English Program.

### Managing Interactive English Learning

Based on twelve classroom observations, the researcher found that tutors consistently managed interactive English learning by providing clear classroom directions, organizational cues, and a wide range of learning and language activities throughout the Intensive English Program. These strategies were implemented across several class programs, including Daily Expression, Speaking, Grammar, English in Use (EIU), Vocabulary, and Review Sessions, enabling students to participate actively while understanding the procedures and objectives of each activity. Classroom instructions such as *"Open your book," "Repeat after me," "Listen carefully," "Face to face with your partner,"* and *"Come to the front"* became routine expressions that guided classroom management and organized pair work, group discussions, games, speech practice, drama, and review activities. A summary of the classroom directions and learning activities observed during the program is presented in Table 3.

**Table 3**

*Learning Activities and Classroom Directions Used in the Intensive English Program*

| Class/Program                    | Learning Activities                                                                                         | Classroom Directions and Organizational Cues                                                                                                                    | Integrated Language Skills                              | Purpose of the Activities                                                                                                   |
|----------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Daily Expression/English Morning | Pair work, games, question-answer sessions, brainstorming, chants, and yel-yel                              | <i>"Everybody, stand up please," "Face to face with your partner," "Move one step," "Repeat after me."</i>                                                      | Speaking, listening, pronunciation, vocabulary          | To encourage students to use daily English expressions actively while following classroom routines and organizational cues. |
| Speaking Class                   | Vocabulary review, oral presentation, storytelling, discussion, role play, group practice, impromptu speech | <i>"Open your book to page...", "Face to face with your partner," "Everybody, please stand up," "What do you think about this picture?" "Let us count off."</i> | Speaking, listening, writing, pronunciation, vocabulary | To develop students' speaking fluency and confidence through structured oral interaction and clear classroom instructions.  |

|                                                                 |                                                                                                 |                                                                                                                                                 |                                                            |                                                                                                                   |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Grammar Class                                                   | Sentence transformation, oral drills, grammar exercises, peer correction, games, pair work      | <i>"Write down the questions I dictate." "Do you have any questions?" "Do you understand, guys?" "Come to the front when you are finished."</i> | Grammar, speaking, writing, listening.                     | To strengthen students' understanding of grammatical structures through guided practice and comprehension checks. |
| English in Use (EIU)                                            | Speech practice, drama rehearsal, role play, listening activities, singing, speech memorization | <i>"Please come forward and deliver your speech," "Hold your hand as if you are using a microphone," "Give applause together."</i>              | Speaking, listening, pronunciation, and performance skills | To improve communicative competence and build students' confidence through performance-based activities.          |
| Vocabulary Class                                                | Vocabulary presentation, repetition practice, pair work, rehearsal, word memorization           | <i>"Repeat after me," "Listen carefully," "Open your book."</i>                                                                                 | Vocabulary, speaking, listening, pronunciation             | To help students acquire, remember, and accurately pronounce new vocabulary through repeated guided practice.     |
| Listening Activities<br>(Integrated in EIU and Nevermore Class) | Audio listening, comprehension tasks, question-answer activities                                | <i>"Listen carefully to the audio," "Fill in the blanks," "Please make questions and answers about the story."</i>                              | Listening, speaking, vocabulary                            | To develop students' listening comprehension through structured listening tasks and follow-up oral practice.      |
| Review Session                                                  | Material review, quizzes, brainstorming, reflective questions, and random questioning           | <i>"What have you learned?" "Review all lessons," and other teacher-led review instructions</i>                                                 | Speaking, listening, and recall skills                     | To reinforce students' understanding and retention of previously learned materials.                               |

The observations showed that clear directions and varied activities complemented one another in promoting meaningful classroom interaction. During the early meetings, tutors combined simple instructions with demonstrations to guide students through pair conversations, pronunciation drills, and classroom routines. As the program progressed, students participated in increasingly communicative activities such as brainstorming, role

plays, storytelling, discussions, speech practice, games, and outdoor speaking activities. Interactive games, including Heaven and Hell, Freeze Game, Fly Catch, and Snakes and Ladders, were frequently integrated to increase participation before moving to the main lesson. Meanwhile, English in Use emphasized speech memorization, drama rehearsals, and public speaking, whereas grammar combined grammar exercises with peer correction, oral practice, and collaborative activities. These findings illustrate that classroom interaction was systematically organized through clear instructions while providing students with extensive opportunities to use English in authentic communicative contexts. One example of students participating in pair-work speaking practice is presented in Figure 3.

**Figure 3**

*Students' Pair Work Activities during the Speaking Class*



Interviews with both tutors and students supported the observation findings. Tutor 4 explained that English was consistently used as the primary medium of instruction, accompanied by clear explanations to ensure students understood the tasks. Tutor 1 added that pair work and face-to-face conversations were frequently used because speaking and listening developed simultaneously through interaction. Tutor 3 further explained that games were intentionally incorporated to maintain students' motivation and prevent boredom during lessons. Similarly, one student stated that the tutor always provided instructions in English but allowed students to ask for clarification or translation whenever necessary. Another student explained that each class program employed different learning activities, with Speaking focusing on conversation and pair work, grammar emphasizing structured exercises, and English in Use concentrating on speeches and drama performances. These findings indicate that classroom interaction was carefully managed through explicit instructional guidance while maintaining a communicative and engaging learning environment.

Overall, the findings demonstrate that managing interactive English learning involved not only providing clear classroom directions but also designing varied communicative activities that encouraged active student participation. This finding supports Snow (1990, cited in Baker, 2001), who emphasizes that clear classroom directions are an essential component of effective intensive English instruction, as well as Brown (2007), who argues that well-structured instruction contributes to effective classroom management and facilitates students' understanding of learning tasks. Furthermore, the findings align with Communicative Language Teaching (Richards, 2006), which highlights meaningful interaction as the foundation of language learning, and the Integrated-Skills Approach

(Oxford, 2001), which advocates integrating listening, speaking, vocabulary, pronunciation, and writing through communicative activities. The systematic combination of instructional guidance and interactive learning activities enabled students to participate actively, communicate confidently, and develop their English proficiency throughout the Intensive English Program.

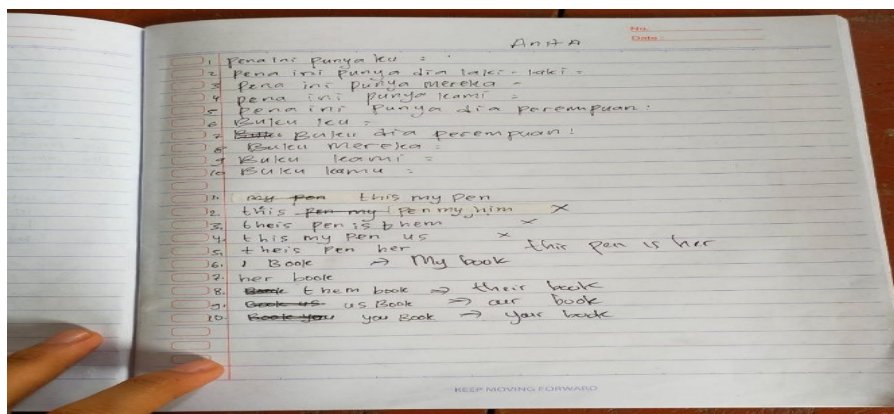
### Facilitating Learning through Feedback and Comprehension Monitoring

Based on twelve classroom observations, the researcher found that tutors consistently facilitated students' learning through continuous feedback, comprehension monitoring, and indirect error correction during the Intensive English Program. Rather than relying solely on formal assessments, tutors integrated formative assessment into everyday classroom activities across Daily Expression, Speaking, Grammar, English in Use (EIU), Vocabulary, and Review Sessions. Students' understanding was monitored through direct comprehension checks, oral questioning, task completion, pair work, games, speech performances, written exercises, reflective questions, and review activities. At the same time, tutors provided corrective feedback using recasts, guided self-correction, pronunciation correction, and modeling without interrupting the flow of communication.

The observations revealed that comprehension monitoring occurred continuously throughout the learning process rather than only at the end of the lesson. Tutors frequently ask questions such as *"Do you understand?"* *"Do you get my point?"* and *"Is there anything unclear?"* are used after explaining new materials or giving instructions. In listening activities, students completed fill-in-the-blank exercises after listening to audio recordings, while tutors adjusted the learning process by asking whether the audio needed to be repeated. Oral questioning was consistently used during greetings, grammar lessons, vocabulary review, and speaking practice to assess students' immediate understanding. Pair work, games, review sessions, and speech performances also functioned as informal assessment opportunities, allowing tutors to observe students' pronunciation, fluency, grammatical accuracy, vocabulary retention, confidence, and overall communicative competence. During communication, language errors were addressed through indirect corrective feedback, including recasts, guided self-correction, pronunciation correction, and modeling, enabling students to improve their language accuracy without interrupting meaningful interaction. See Figure 4.

**Figure 4**

*Student Grammar Practice with Indirect Error Correction*



Interviews with both tutors and students reinforced these findings. Tutor 1 explained that evaluation was conducted in every lesson through questioning and review activities, even though not every student was assessed individually. The tutor also described using repetition, reformulation, and private correction, particularly for less confident learners, while allowing students to recognize and correct their own mistakes whenever possible. Tutor 4 further explained that students' speech performance was continuously monitored to track their progress throughout the program. Students similarly reported that tutors encouraged them to ask for clarification whenever instructions were unclear and regularly corrected their grammar, pronunciation, intonation, and speaking performance through modeling and repetition rather than direct criticism. These interview findings indicate that feedback and comprehension monitoring were intentionally integrated into daily classroom interaction to support both learning progress and students' confidence in using English.

Overall, the findings demonstrate that feedback and comprehension monitoring functioned as continuous instructional processes rather than isolated evaluation activities. This finding supports Hattie and Timperley (2007), who argue that effective feedback reduces the gap between students' current understanding and the intended learning goals by providing information that guides further improvement. The findings also align with Black and Wiliam's (1998) concept of Assessment for Learning, which emphasizes formative assessment through ongoing questioning, monitoring, and classroom interaction. Furthermore, the implementation of indirect corrective feedback aligns with Ellis (1994), who distinguishes implicit corrective feedback, such as recasts, from explicit correction, and with Lyster and Ranta (1997), who identify elicitation and guided self-correction as effective strategies for promoting learner autonomy. By integrating feedback, comprehension monitoring, and indirect error correction throughout classroom activities, tutors were able to continuously monitor students' learning, improve language accuracy, and support the development of listening and speaking skills without disrupting communicative interaction.

### **Modeling Effective English Communication**

Based on twelve classroom observations, the researcher found that tutors consistently served as models of effective English communication throughout the Intensive English Program. Rather than merely explaining language rules, tutors demonstrated how English should be used accurately and naturally across different classroom contexts, including Daily Expression, Speaking, Grammar, English in Use (EIU), and performance activities. Their modeling covered correct pronunciation, intonation, functional expressions, grammatical structures, and public speaking techniques, allowing students to observe authentic language use before practicing it themselves. In most learning activities, tutors first demonstrated the target language and then guided students through repetition, pair work, speeches, drama rehearsals, or classroom interaction. A summary of the tutors' modeling practices is presented in Table 4.

**Table 4***The Teacher's Role as a Model of Correct Language Use in the Intensive English Program*

| Category                                      | Description                                                                                                                         | Examples from Observation                                                                                                                                      | Meetings                  |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Modeling correct pronunciation and intonation | Tutors provided examples of how English words, expressions, and speech should be pronounced clearly and naturally.                  | "Repeat after me," speech practice with correct intonation, vocabulary pronunciation, irregular verbs pronunciation, and pronunciation during farewell speech. | Meetings 1–12             |
| Modeling functional English expressions       | Tutors used and trained students to use English expressions for real communication inside and outside the classroom.                | "Where will you go?" "I am just kidding," "Excuse me, Miss, I wanna powder my nose," opening and closing the class in English                                  | Meetings 1–4, 11–12       |
| Modeling grammar in meaningful contexts       | Tutors demonstrated grammar through contextual and real-life examples rather than isolated rules                                    | "I am studying in class," "Are you watching television?", "I have been here," correcting MC's informal/formal grammar                                          | Meetings 1-2, 5, 8, 10-11 |
| Modeling language use in performance          | Tutors demonstrated how students should speak, move, use tone, and express meaning in speeches, drama, MC, and farewell activities. | Speech with gestures, drama, dialogue, MC correction, "The Best Student" announcement, farewell speech                                                         | Meetings 3-4, 6, 9-10, 12 |

The observations showed that modeling was consistently integrated into both instructional and communicative activities. Tutors repeatedly demonstrated the correct pronunciation of vocabulary, irregular verbs, daily expressions, and speech texts using techniques such as *"repeat after me"* before asking students to practice independently. Functional English expressions, including greetings, classroom routines, requests for permission, and everyday conversations, were introduced through authentic classroom interaction rather than isolated drills. Grammar was similarly presented in meaningful

contexts, using real-life examples, before students practiced the structures in speaking and writing activities. During performance-based learning, tutors also modeled speech delivery, body language, intonation, gestures, drama dialogues, and master of ceremony (MC) scripts, enabling students to imitate not only correct language forms but also effective communication skills appropriate for different situations.

Interview data supported these findings. Tutor 1 explained that beginner learners required slow speech, frequent repetition, and gestures to understand and gradually acquire English expressions. The tutor further stated that commonly used expressions were practiced every day through the *"repeat after me"* technique until students became familiar enough to use them spontaneously in classroom communication. English was also maintained as the primary language during daily interactions outside formal lessons, although translation was occasionally provided when necessary. The consistency between classroom observations, interviews, and documentation indicates that modeling was systematically embedded throughout the program rather than being used only during specific lessons. Students were continuously exposed to accurate language models through speeches, drama, grammar lessons, vocabulary practice, classroom routines, and farewell performances, creating repeated opportunities to observe, imitate, and gradually internalize correct English use.

Overall, the findings demonstrate that modeling effective English communication was a central instructional strategy throughout the Intensive English Program. This finding supports Bandura's Social Learning Theory (1977), which posits that learners acquire new knowledge and behaviors by observing competent models and then reproducing them independently. In this study, tutors consistently modeled accurate pronunciation, grammar, functional expressions, and communicative performance, allowing students to develop both linguistic accuracy and communicative competence through observation, imitation, and repeated practice. Consequently, tutors functioned not only as instructors who explained language concepts but also as authentic language models who demonstrated how English should be used effectively in both classroom interaction and real communicative situations.

## CONCLUSION

This descriptive qualitative study investigated the implementation of the Intensive English Program to develop students' listening and speaking skills at MTs Negeri 03 Cilacap, drawing on classroom observations, interviews, and documentation from tutors, students, and school records. Findings show that the program—delivered through structured components including Daily Expression, Speaking, Grammar, English in Use, Vocabulary, and Review Sessions—employed strategies such as gestures and facial expressions, clear instructions, repetition and rephrasing, visual and audiovisual materials, activation of prior knowledge, feedback, language modeling, and indirect error correction, which together fostered listening and speaking development through intensive exposure and regular communicative practice via conversations, pair work, question-and-answer sessions, language games, speeches, presentations, and interaction with tutors and foreign speakers, with understanding continuously assessed through oral responses, classroom interaction, and performance activities—ultimately supporting students' comprehension, pronunciation, confidence, and communicative ability.

However, the study is limited by its single-site focus at MTs Negeri 03 Cilacap, which

may not represent implementation in other schools; its exclusive attention to listening and speaking rather than reading and writing; its reliance on observation, interview, and documentation data without tests or quantitative measures of achievement; and its twelve observed meetings, which captured only part of the broader program. In light of these findings and limitations, tutors are encouraged to sustain varied, interactive activities that offer balanced listening and speaking practice while diversifying techniques for assessing comprehension and performance; the school is encouraged to continue supporting the program through adequate facilities, resources, and sustained cooperation with tutors; and future researchers are encouraged to extend this work to other schools and educational contexts, explore additional aspects such as classroom interaction and students' learning experiences, and employ alternative research methods to generate broader insights into the implementation of Intensive English Programs.

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