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BOOSTING FLUENCY AND MOTIVATION: A STUDY ON THE ENGLISH QUARANTINE PROGRAM

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Abstract

This study investigates the English Quarantine Program at SMAIQu Al-Bahjah, focusing on students' English-speaking skills and motivation to speak English. Although previous studies have examined intensive English programs and their effects on speaking ability or motivation, systematic evaluations that examine both dimensions simultaneously within a school-based English quarantine program remain limited, particularly in an Islamic boarding school context. A mixed-methods approach was employed, involving a one-group pre-test–post-test design, a motivation questionnaire, and semi-structured interviews with English tutors. The participants were 27 students enrolled in the English Quarantine Program. The speaking test results showed an increase in the mean score from 76.30 in the pre-test to 80.00 in the post-test, with 51.9% of students demonstrating higher post-test scores. However, the paired-samples t-test indicated that the difference was not statistically significant, $t(26) = 1.727$, $p = .096$. The motivation questionnaire showed moderate levels of intrinsic motivation and self-confidence, relatively low extrinsic motivation, and relatively low speaking anxiety. In addition, 70% of students perceived the program as effective in supporting their English learning. Qualitative findings from tutor interviews indicated improvements in students' willingness to speak, spontaneous vocabulary use, and participation in English interactions, although differences in student discipline and engagement remained. These findings suggest that the English Quarantine Program provides a supportive environment for English communication and motivation, but longer and more consistent implementation may be needed to produce measurable improvements in speaking proficiency.

INTRODUCTION

English has become a global language and an essential tool of communication in education, technology, and professional life. Among the four language skills—listening, speaking, reading, and writing—speaking plays an important role in enabling learners to participate in direct and meaningful communication. However, many students continue to experience difficulties in speaking English because of limited opportunities for practice, lack of confidence, and insufficient motivation. These challenges may restrict students' willingness to use English in both academic and everyday communication.

One approach to addressing these challenges is the implementation of structured and immersive English programs that provide learners with greater opportunities to use English beyond regular classroom instruction. Intensive exposure can create an environment in which students are encouraged to practice English more frequently and develop greater confidence in communicating. One such initiative is the English Quarantine Program conducted at SMAIQu Al-Bahjah. This annual program is designed to strengthen students' speaking skills and encourage their motivation to communicate in English through intensive exposure and

structured activities. However, the existence of other English-related activities, such as English Week, does not necessarily guarantee sustained English use. Observations at the school indicate that many students still revert to Indonesian during daily interactions. This situation suggests that providing English activities alone may not be sufficient to encourage consistent language use and that the effectiveness of such programs needs to be evaluated systematically.

Previous studies have reported positive outcomes from various English-learning programs, although they differ in terms of program type, participants, and outcomes examined. Almudibry (2022), Jihad and Damayanti (2024), and Wibowo (2022) reported improvements in students' speaking skills through English courses and speaking clubs, indicating the potential of structured programs to provide additional opportunities for language practice. Similarly, Khairunnasri et al. (2023) reported improvements in students' speaking skills through participation in an English-speaking organization. Research on repetition-based speaking practice has also shown that structured practice can support speaking performance (Aini et al., 2020). Recent English Day studies have also examined structured speaking programs (Aryaputri & Kaniadewi, 2024; Dewi et al., 2024; Husnaini et al., 2025). Research on English Day programs has also shown that structured opportunities to use English can support students' speaking performance, although vocabulary limitations and lack of confidence may remain challenges (Silvia et al., 2023). Recent English Day and English camp studies also emphasize structured opportunities for oral practice and communicative activities (Aryaputri & Kaniadewi, 2024; Dewi et al., 2024; Husnaini et al., 2025). Repetition-based speaking practice has likewise been reported to support improvement in speaking performance (Aini et al., 2020). These findings suggest that structured English activities can create meaningful opportunities for speaking practice, but their outcomes may depend on the intensity of exposure, students' participation, and affective factors.

In addition to speaking development, recent studies have highlighted the importance of psychological factors in students' willingness and ability to speak English. Bakhtiar and Suwandi (2022) found that anxiety, self-confidence, motivation, and shyness were important factors influencing the speaking abilities of EFL learners in an Islamic boarding school context. Similarly, Sayuri et al. (2022) reported relationships among anxiety, motivation, and English-speaking achievement among students in an Islamic boarding school. More recent research has also emphasized the role of self-efficacy and anxiety in students' motivation to develop English-speaking skills (Rindi, 2024). These studies indicate that speaking development should be considered alongside students' affective and motivational conditions.

However, there remains limited evidence regarding intensive school-based English programs that examine speaking development together with students' motivation to use English, particularly among high school students in an Islamic boarding school context. This gap is important because improvements in speaking performance do not necessarily indicate that students are equally motivated to use English in their daily interactions. Evaluating both dimensions can therefore provide a more comprehensive understanding of whether an intensive English program supports not only language performance but also students' willingness and engagement in using the language. Therefore, the present study evaluates the effectiveness of the English Quarantine Program at SMAIQu Al-Bahjah by examining changes in students' English-speaking skills and their motivation to speak English. The study aims to contribute empirical insights into the implementation of structured English immersion programs for high school students, particularly within an Islamic boarding school environment where English is not the primary medium of everyday communication.

METHOD

Research Design

This study employed a mixed-methods approach to evaluate the effectiveness of the English Quarantine Program in improving students' English-speaking skills and motivation to speak English. The quantitative component used a one-group pre-test–post-test design to examine changes in students' speaking performance before and after participation in the program. The qualitative component consisted of semi-structured interviews with English tutors conducted after the post-test to obtain additional information about students' speaking development, motivation, and participation during the program. The combination of quantitative and qualitative data provided a broader understanding of the program's outcomes.

Participants and Sampling

The population consisted of students participating in the English Quarantine Program at SMAIQu Al-Bahjah, Cirebon. Because the study involved only a portion of the program participants, 27 students were selected as the sample. The participants were randomly selected from different classes to provide representation across the participating classes. The selected students participated in both the pre-test and post-test and completed the motivation questionnaire. In addition, English tutors involved in the program were interviewed to provide qualitative information about students' development and participation.

Instruments

Three instruments were used to collect the data: speaking tests, a motivation questionnaire, and semi-structured interviews. The speaking test was administered before and after the English Quarantine Program to assess students' English-speaking performance. The assessment focused on relevant aspects of speaking ability, including fluency, pronunciation, and vocabulary use. The same assessment framework was applied to the pre-test and post-test to facilitate comparison of students' speaking performance.

A structured questionnaire was used to examine students' motivation to speak English after participating in the program. The questionnaire employed a Likert scale and included statements related to intrinsic motivation, extrinsic motivation, self-confidence, and anxiety in speaking English.

Semi-structured interviews were conducted with English tutors after the post-test. The interviews explored the tutors' observations of students' speaking development, willingness to use English, motivation, participation, and challenges encountered during the program. The interviews complemented the quantitative findings by providing contextual information about students' experiences and observable changes.

Data Collection Procedure

Data collection was conducted through several stages. First, the selected students completed the speaking pre-test before participating in the English Quarantine Program. The pre-test provided baseline information about their speaking performance. The students then participated in the English Quarantine Program, which provided intensive exposure to English through structured learning and speaking activities.

After the program was completed, the students took the speaking post-test using the same assessment framework as the pre-test. They also completed the motivation questionnaire to report their motivation and related affective factors. Following the post-test, semi-structured interviews were conducted with the English tutors to obtain further information regarding students' speaking performance, motivation, participation, and development during the program.

Data Analysis

The pre-test and post-test speaking scores were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean speaking scores before and after the program. A paired-samples t-test was conducted to determine whether the difference between the pre-test and post-test scores was statistically significant because the two sets of scores were obtained from the same participants. The significance level was set at 0.05.

The questionnaire responses were analyzed using descriptive statistics to identify students' levels of intrinsic motivation, extrinsic motivation, self-confidence, and anxiety. The interview data were analyzed thematically by identifying recurring themes related to students' speaking development, motivation, participation, and challenges during the program. The qualitative findings were then used to provide contextual explanations and additional perspectives on the quantitative results.

FINDINGS AND DISCUSSION

This study investigated the outcomes of the English Quarantine Program at SMAIQu Al-Bahjah, focusing on students' English-speaking performance and motivation to speak English. Quantitative data were obtained from speaking pre-test and post-test scores and a motivation questionnaire, while qualitative data were collected through interviews with three tutors. The findings indicate a positive descriptive change in students' speaking performance, although the statistical analysis did not show a significant difference between the pre-test and post-test scores. The questionnaire further revealed moderate levels of intrinsic motivation and self-confidence, low extrinsic motivation, and relatively low speaking anxiety. These quantitative findings were complemented by tutors' observations of increased willingness to use English and spontaneous use of newly learned vocabulary.

1. Improvement in English-Speaking Skills

To examine changes in students' speaking performance following participation in the English Quarantine Program, pre-test and post-test speaking scores were collected from 27 students selected from different classes. Table 1 presents the descriptive statistics of students' speaking performance before and after the program.

Table 1. Descriptive Statistics of Students' Speaking Pre-test and Post-test Scores

Statistic	Pre-test	Post-test
Mean	76.30	80.00
Median	80	80
Highest Score	90	90
Lowest Score	60	60

As shown in Table 1, the mean speaking score increased from 76.30 in the pre-test to 80.00 in the post-test, representing a descriptive increase of 3.70 points. Although the median, highest score, and lowest score remained unchanged, the increase in the mean suggests an overall positive tendency in students' speaking performance following participation in the program.

At the individual level, 14 of the 27 students (51.9%) obtained higher post-test scores than their pre-test scores, while seven students (25.9%) showed no change and six students (22.2%) obtained lower post-test scores. Thus, more than half of the participants demonstrated individual improvement. However, the distribution also indicates that the response to the program was not uniform across participants.

To determine whether the observed difference represented a statistically significant change, a paired-samples t-test was conducted. The analysis produced $t(26) = 1.727$, $p = .096$. Since the significance value was higher than .05, the difference between the pre-test and post-test scores was not statistically significant. Therefore, the findings should be interpreted as a positive descriptive tendency rather than evidence of a statistically significant improvement in speaking performance.

This result provides a more nuanced understanding of the outcomes of the English Quarantine Program. The increase in the mean score and the fact that 51.9% of students improved indicate that the program may have supported speaking development for a substantial proportion of participants. However, the absence of statistical significance suggests that the improvement was not sufficiently consistent or large enough across the 27 students to demonstrate a significant change. The fact that six students experienced lower scores and seven students showed no change further indicates that participation in an intensive English environment did not produce equivalent outcomes for all learners.

Several learner-related factors may help explain this variation. Students entered the program with different levels of prior English proficiency, confidence, motivation, and willingness to participate in speaking activities. Students who were more actively engaged may have had more opportunities to practice English, whereas students who participated less consistently may have received less meaningful exposure. The short-term nature of the program may also have influenced the results. Intensive exposure can provide frequent opportunities for language use, but measurable changes in formal speaking performance may require longer and more consistent practice.

The descriptive increase observed in this study is comparable to findings reported in previous research on structured English-learning programs. Ningsih et al. (2022), for example, reported positive outcomes associated with an English Day Program in improving students' speaking ability at the senior high school level. Silvia et al. (2023) similarly found that an English Day Program supported students' speaking performance, although vocabulary limitations and lack of confidence remained challenges. Both studies emphasize the importance of providing opportunities for students to use English beyond conventional classroom activities. The present study provides a more cautious result because the observed increase in speaking scores did not reach statistical significance. This difference suggests that English exposure and structured speaking activities may provide useful opportunities for practice, but measurable improvement may also depend on the duration of the program, consistency of participation, and students' affective conditions.

The finding can also be viewed in relation to research on students' motivation to speak English. Ihsan (2016) emphasized the importance of motivation in students' engagement with speaking activities. In the present study, motivational conditions were not uniform across participants, as indicated by the questionnaire results discussed below. This variation may

partly explain why improvements in speaking performance were also uneven. Thus, the development of speaking ability should be considered not only in terms of exposure to English but also in relation to students' willingness, engagement, and opportunities to participate actively.

2. Students' Motivation: Questionnaire Results

The questionnaire examined four dimensions related to students' motivation and affective conditions in speaking English: intrinsic motivation, extrinsic motivation, self-confidence, and anxiety. In addition, the questionnaire included items measuring students' perceptions of the overall effectiveness of the English Quarantine Program. Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Table 2 presents the responses related to the four motivational and affective dimensions.

Table 2. Students' Responses to Motivation and Affective Indicators

Category	Agree (A)	Strongly Agree (SA)	Total A + SA	Level Category
Intrinsic Motivation	37%	11%	48%	Moderate
Extrinsic Motivation	22%	15%	37%	Low
Self-Confidence	33%	15%	48%	Moderate
Anxiety Level*	11%	11%	22%	Low

For anxiety, a lower level is interpreted positively because lower speaking anxiety indicates a more comfortable affective condition for language use.

2.1 Intrinsic Motivation

The results showed that 48% of students agreed or strongly agreed with statements reflecting intrinsic motivation, while 41% selected the neutral category and 11% disagreed. This result places intrinsic motivation in the moderate category, indicating that a considerable proportion of students demonstrated internal interest in improving their English-speaking ability. However, the relatively high percentage of neutral responses suggests that intrinsic motivation was not equally strong or consistent among all participants.

The finding can be related to Martina et al. (2021), who investigated students' motivation in speaking classes and highlighted the importance of motivational factors in students' engagement with speaking activities. The present study similarly indicates that motivation is relevant to students' participation in English-speaking activities. However, the substantial proportion of neutral responses suggests that students' participation in an intensive program does not necessarily mean that all learners have developed strong internal motivation. Some students may participate because of program expectations rather than because of personal interest in using English.

This distinction is important in an intensive language program. Research on self-regulated motivation and English-speaking motivation also shows that students' reasons for speaking English can vary across learning contexts (Salsabila & Maharsi, 2023; Ibrahim & Kuswardani, 2023).When English use is supported by program rules and a structured environment, students

may initially participate because they are required to do so. For sustained language use beyond the program, however, students need to develop personal reasons for communicating in English. Therefore, program activities should include meaningful and interactive tasks that allow students to experience English as a means of communication rather than merely as a program requirement.

2.2 Extrinsic Motivation

Extrinsic motivation was the lowest-rated motivational dimension, with 37% of students agreeing or strongly agreeing with statements related to external motivation. Meanwhile, 33% selected the neutral category and 30% disagreed. This result indicates that external rewards or forms of external encouragement were not strong motivational factors for many participants.

This finding differs from Jihad and Damayanti (2024), who reported positive perceptions of English course participation in relation to students' speaking proficiency. One possible explanation for the difference is the motivational context of the programs. The English Quarantine Program relies substantially on structured participation and institutional language-use expectations. In contrast, students participating in an English course may have additional achievement-oriented or voluntary reasons for participation. The difference suggests that intensive English exposure may be strengthened by motivational strategies that encourage students to use English voluntarily.

External motivation does not necessarily have to take the form of competition or material rewards. Recognition of students' progress, opportunities to demonstrate speaking ability, peer appreciation, and achievement-based activities may provide constructive external reinforcement. Such strategies could complement students' intrinsic motivation and encourage more consistent participation in English-speaking activities.

2.3 Self-Confidence

Self-confidence was classified as moderate, with 48% of students agreeing or strongly agreeing with statements related to their confidence in speaking English. At the same time, 44% selected the neutral category and 8% disagreed. These findings indicate that almost half of the participants perceived themselves as reasonably confident, although a similarly substantial proportion remained uncertain about their speaking ability.

The finding is broadly comparable to Wibowo (2022), who reported positive outcomes from the use of a speaking club to support students' speaking skills. Bakhtiar and Suwandi (2022) found that self-confidence influences students' speaking abilities and that students with higher self-confidence are more likely to perform better in speaking activities. Rindi (2024) likewise highlights the relationship between self-efficacy, anxiety, motivation, and English-speaking learning. Both studies suggest that opportunities to participate in structured speaking activities can support students' engagement with spoken English. However, the relatively high proportion of neutral responses in the present study indicates that confidence development may require sustained opportunities for communication. Participation in an intensive program may create opportunities to speak, but repeated practice and supportive feedback may be necessary before confidence becomes consistently established.

This finding is also relevant to the variation in speaking test results. Students who feel more confident may be more willing to initiate communication and participate actively, whereas students who remain uncertain may require additional support. Tutors therefore need to create

a classroom environment in which mistakes are treated as a normal part of language learning and students receive constructive feedback that encourages continued participation.

2.4 Anxiety Level

Only 22% of students agreed or strongly agreed with statements associated with anxiety when speaking English, while 52% selected the neutral category and 26% disagreed. Because anxiety is a negative affective factor, The relatively low proportion of students who agreed or strongly agreed with anxiety-related statements suggests that high speaking anxiety was not dominant among the participants. However, the large proportion of neutral responses indicates that students' anxiety may vary across speaking situations.

This result is comparable to the positive speaking-related outcomes reported by Khairunnasri et al. (2023) among students participating in an English-speaking organization. The present finding also suggests that many students were relatively comfortable using English within the program context. However, the questionnaire data should be interpreted cautiously because they represent students' self-reported perceptions. The results indicate a relatively low level of reported anxiety but do not, by themselves, establish that the program directly reduced students' anxiety. Recent studies likewise identify speaking anxiety as an important factor in EFL learners' oral participation and speaking development (Ajiza et al., 2024; Wulandari et al., 2024).

The present finding can also be understood in relation to recent research on psychological factors in English speaking. Bakhtiar and Suwandi (2022) found that anxiety, self-confidence, motivation, and shyness influenced the speaking abilities of EFL learners in an Islamic boarding school context. Similarly, Sayuri et al. (2022) reported that students' anxiety and motivation were related to their English-speaking achievement in an Islamic boarding school. These findings support the view that speaking development cannot be separated from students' affective conditions. However, the relatively low level of reported anxiety in the present study should not be interpreted as evidence that the program directly reduced anxiety, because the present study measured students' perceptions rather than changes in anxiety before and after the program.

The large proportion of neutral responses is also noteworthy. Neutral responses may indicate that students were uncertain about their feelings or experienced anxiety only in particular speaking situations. Future program evaluations could therefore examine anxiety in more specific contexts, such as speaking before the whole class, communicating with peers, interacting with tutors, or completing formal speaking tasks.

Overall, the questionnaire findings indicate moderate intrinsic motivation and self-confidence, relatively low speaking anxiety, and comparatively low extrinsic motivation. These findings suggest that students generally possessed affective conditions that could support participation in English-speaking activities, although the relatively high proportion of neutral responses across several indicators indicates that motivational development was not uniform.

3. Students' Perception of Program Effectiveness

In addition to the four motivational and affective dimensions, the questionnaire included items measuring students' perceptions of the overall effectiveness of the English Quarantine Program. Approximately 70% of students agreed or strongly agreed that the program was effective. This finding indicates that a substantial majority of participants perceived the program positively.

However, perceived effectiveness should be distinguished from measured improvement in speaking performance. Although 70% of students perceived the program as effective, the paired-samples t-test did not indicate a statistically significant difference in speaking scores. This distinction is important because students' perceptions may reflect benefits that are not immediately captured by a formal speaking assessment, such as increased willingness to communicate, greater familiarity with English, or improved confidence.

The difference between perceived effectiveness and measured speaking improvement therefore provides an important insight into the outcomes of the program. Students may recognize affective or behavioral benefits even when measurable changes in speaking scores remain limited. This interpretation is supported by the tutors' observations, which indicated increased willingness to speak and spontaneous use of newly learned vocabulary.

4. Tutors' Perspectives: Qualitative Insights

Interviews with three tutors provided additional perspectives on the implementation and outcomes of the English Quarantine Program. The tutors generally perceived that the program had achieved approximately 75% of its intended goals in developing students' speaking ability. This percentage represents the tutors' perceptions rather than a statistical measure of program effectiveness and should therefore be interpreted as qualitative evidence concerning program implementation.

One important observation concerned students' spontaneous use of newly introduced vocabulary. Tutors reported that some students began using vocabulary introduced during the program in their daily communication without being explicitly instructed to do so. This behavior suggests that the program provided students with opportunities to transfer newly learned language into communicative situations. Such spontaneous use is particularly relevant in an immersion-oriented program because it reflects students' attempts to apply English beyond formal instructional activities.

Tutors also observed increased willingness to speak English, particularly during the first two months when language-use rules were enforced more strictly. This observation provides an important complement to the questionnaire findings. Although the questionnaire showed only moderate levels of intrinsic motivation and self-confidence, tutors observed behavioral changes in students' willingness to communicate. This difference suggests that motivation may not always be fully captured through self-reported questionnaire responses.

At the same time, tutors identified student discipline as one factor limiting the achievement of the program's goals. This observation may help explain the variation in individual speaking outcomes. Students who participated consistently and followed English-use expectations may have received greater opportunities for meaningful language practice, whereas inconsistent participation may have reduced the benefits of the program.

The tutors' observations therefore support the descriptive evidence of positive development while also helping to explain why the quantitative improvement was not statistically significant. The qualitative findings suggest that the program environment encouraged speaking practice, but the extent of its benefit depended partly on students' consistency, participation, and engagement.

5. Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative findings provides a more comprehensive understanding of the English Quarantine Program. The speaking test showed a descriptive

increase in the mean score from 76.30 to 80.00, with 51.9% of students demonstrating individual improvement. However, the paired-samples t-test indicated that the increase was not statistically significant. At the same time, tutor interviews revealed increased willingness to communicate and spontaneous use of newly learned vocabulary.

These findings are complementary rather than contradictory. The speaking test measured changes in formal speaking performance, whereas the tutor interviews captured observable behavioral changes in students' use of English. Students may therefore have experienced greater willingness to communicate and increased opportunities to use vocabulary without those changes being sufficiently large or consistent to produce statistically significant differences in formal speaking scores.

The questionnaire findings provide further explanation. Students demonstrated moderate intrinsic motivation and self-confidence and relatively low speaking anxiety, while extrinsic motivation was comparatively low. These affective conditions suggest that many students were reasonably prepared to participate in English-speaking activities. Nevertheless, the high proportion of neutral responses across several indicators indicates that these conditions were not uniform among all participants.

The qualitative findings concerning student discipline also help explain the variation in quantitative outcomes. The fact that some students improved while others did not suggests that participation and adherence to English-use expectations may influence the extent to which students benefit from intensive language exposure. Thus, the effectiveness of an immersion-oriented program may depend not only on the availability of English input but also on students' consistent engagement with opportunities to use the language.

The finding that 70% of students perceived the program as effective should also be considered alongside the non-significant speaking test result. Students' positive perceptions may reflect benefits related to confidence, willingness to communicate, vocabulary use, and increased exposure to English that are not immediately reflected in formal test scores. Consequently, program evaluation should consider both measurable language performance and affective or behavioral outcomes.

These findings can be related to previous studies (Almudibry, 2022; Jihad & Damayanti, 2024; Ningsih et al., 2022; Wibowo, 2022), which reported positive outcomes associated with structured English-learning activities. However, the present study provides a more nuanced result because the observed increase in speaking scores was not statistically significant. This suggests that structured and intensive English exposure has potential to support speaking development, but its measurable impact may depend on factors such as duration, consistency of participation, students' motivation, and the quality of communicative practice.

6. Implications for Program Development

The findings have several implications for the future development of the English Quarantine Program. First, the program should maintain frequent opportunities for authentic English communication while gradually encouraging students to use English voluntarily rather than relying solely on strict language-use rules. Second, motivational strategies may be strengthened through recognition of progress, speaking challenges, achievement-based activities, and other forms of constructive reinforcement, particularly because extrinsic motivation was the lowest-rated dimension.

Third, tutors should continue creating supportive speaking environments in which students can make mistakes and receive constructive feedback without excessive anxiety. The moderate level of self-confidence and the relatively low reported anxiety indicate that the

program already provides a potentially supportive affective environment, but these conditions can be further developed through sustained practice.

Finally, future monitoring should assess not only pre-test and post-test speaking scores but also students' participation, frequency of English use, willingness to communicate, and motivational development. A longer intervention period and a larger sample would provide stronger evidence regarding changes in speaking performance. Where feasible, the use of a comparison group could also help distinguish changes associated with the program from changes that might occur through regular English learning.

Overall, the English Quarantine Program appears to provide valuable opportunities for English exposure, communication practice, and positive engagement with spoken English. Nevertheless, the present findings do not provide sufficient statistical evidence to conclude that the program significantly improved students' speaking proficiency. Its potential contribution is more clearly reflected in the increased opportunities to use English, students' reported affective conditions, and tutors' observations of greater willingness to communicate. Continued implementation accompanied by systematic monitoring and longer-term practice may strengthen its contribution to students' English-speaking development.

CONCLUSION

The findings indicate that the English Quarantine Program provided a supportive environment for students to practice English and develop their willingness to communicate. The mean speaking score increased from 76.30 in the pre-test to 80.00 in the post-test, with 51.9% of students demonstrating higher scores; however, the paired-samples t-test showed that the difference was not statistically significant ($t(26) = 1.727$, $p = .096$). The motivation questionnaire indicated moderate intrinsic motivation and self-confidence, relatively low extrinsic motivation, and relatively low speaking anxiety, while 70% of students perceived the program as effective in supporting their English learning. Tutor interviews also indicated improvements in students' willingness to speak, spontaneous vocabulary use, and participation, although differences in discipline and engagement remained. Overall, the findings suggest that intensive English programs can provide meaningful opportunities for communication and support students' affective readiness to use English, although longer and more consistent implementation may be needed to produce measurable gains in speaking proficiency. More broadly, the findings suggest that EFL instruction can benefit from integrating sustained communicative practice with motivational and affective support to encourage students' active use of English.

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