

An Investigation of the Factors Contributing to Ineffective English Learning at SMP Manbaul Ulum Bondowoso

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Abstract. This study aims to explore the factors contributing to the low effectiveness of English language instruction at SMP Manbaul Ulum Bondowoso. Employing a qualitative approach with a case study design, the research seeks to generate a comprehensive contextual understanding of the phenomenon. Data were collected through classroom-based participant observation, in-depth interviews with teachers and students, and analysis of instructional documents. Thematic analysis was conducted through systematic stages of data reduction, categorization, and interpretative meaning-making to identify recurring patterns. Data credibility was ensured through source and methodological triangulation. The findings reveal three principal dimensions underlying instructional ineffectiveness. First, the pedagogical dimension is characterized by the predominance of lecture-based instruction, limited opportunities for meaningful communicative practice, and insufficient reflective feedback. Second, the institutional dimension encompasses inadequate learning facilities and restricted exposure to authentic English usage within the school environment. Third, the individual dimension relates to students' low intrinsic motivation, language anxiety, and the perception of English as a difficult subject. Collectively, these dimensions form a learning ecosystem that is insufficiently conducive to fostering students' communicative competence.

Keywords: English language instruction, qualitative case study, instructional effectiveness, student motivation, junior secondary school context

1 Introduction

English holds a strategic position within the Indonesian educational system, functioning not only as a compulsory subject but also as a primary instrument for accessing scientific knowledge, technological advancement, and global communication [1], [2]. At the junior secondary level, English instruction should extend beyond the mastery of grammatical structures and vocabulary acquisition. Instead, it should be directed toward the development of comprehensive communicative competence, encompassing reading, writing, listening, and speaking skills in contextualized and meaningful ways [3], [4], [5], [6]. Strengthening such competence requires adequate exposure to the target language, sustained interactive practice, and support for affective dimensions of

learning, including motivation, self-confidence, and students' readiness to engage in authentic communication [7].

Nevertheless, across various English as a Foreign Language (EFL) contexts, the effectiveness of English instruction continues to face significant challenges, particularly in schools with limited resources [8]. At SMP Manbaul Ulum Bondowoso, preliminary field observations reveal a discrepancy between curriculum objectives emphasizing communicative competence and the instructional practices implemented in classrooms. Teaching tends to be teacher-centered, characterized by the predominance of lecture-based delivery, vocabulary memorization, written exercises, and a strong focus on grammatical accuracy. In contrast, communicative activities such as discussions, role plays, and conversational simulations are not systematically integrated into lesson design. As a consequence, students exhibit passive learning behaviors, low self-confidence, and limited opportunities to use English in authentic and meaningful contexts [9]. These findings align with prior research emphasizing that active interaction and the provision of comprehensible input constitute fundamental prerequisites for second language acquisition [10], [11], [12].

The observed ineffectiveness cannot be attributed solely to pedagogical factors; it is also shaped by institutional dimensions. Limited facilities, insufficient access to authentic learning resources, and the low integration of instructional technology constitute structural constraints that impede the development of a conducive learning ecosystem. Students' access to authentic English materials such as audio recordings, videos, and literary texts remains restricted, thereby reducing opportunities to extend language practice beyond formal classroom hours. This condition underscores the urgency of establishing a language-rich environment that enables learning to occur holistically, continuously, and contextually [13]. Beyond structural constraints, students' psychological dimensions serve as critical determinants of instructional success. Low intrinsic motivation, high levels of foreign language anxiety, and limited self-confidence directly affect participation rates and the quality of classroom interaction. Consequently, efforts to enhance the effectiveness of English language instruction must be designed through a multidimensional framework that integrates communicative pedagogical approaches, strengthened institutional support, and targeted interventions aimed at fostering students' affective development. Such a comprehensive strategy is expected to bridge the gap between curricular objectives and actual learning outcomes in a more sustainable and impactful manner.

To date, no study has specifically examined the factors contributing to ineffective English language learning at SMP Manbaul Ulum Bondowoso. Nevertheless, several previous investigations demonstrate thematic proximity and provide a relevant conceptual foundation for the present study. Research conducted by Misbah et al. identified three primary factors underlying students' difficulties in learning English: limited vocabulary mastery, first-language interference, and family socioeconomic background [14]. These findings underscore that linguistic barriers cannot be disentangled from students' social contexts, implying that instructional interventions should involve synergistic collaboration among teachers, schools, and parents. Similarly, Ratini et al. reported that students encountered difficulties across four major areas: reading, writing, vocabulary memorization, and translating words or sentences [15]. These challenges were shaped by internal factors such as psychological conditions, motivation, and health as well as external factors, including instructional quality and classroom

dynamics. The study thus reinforces the view that problems in English language learning are inherently multidimensional and cannot be reduced solely to students' cognitive abilities.

In another study, Suryanto and Sari found that students enrolled in the English Language Education Department (ELED) and those in non-ELED programs adopted different strategies to cope with English learning difficulties [16]. ELED students tended to employ more structured and academically oriented strategies, whereas non-ELED students emphasized habituation and communicative practice through digital media, audiovisual exposure, and informal language use. These findings indicate that learning strategies play a significant mediating role in addressing language difficulties, while also highlighting the importance of fostering learner autonomy and optimizing the use of technology. Collectively, these studies illuminate a range of factors influencing English language learning processes and outcomes. However, they have not specifically examined the institutional context of SMP Manbaul Ulum Bondowoso. This contextual gap further justifies the need for an in-depth investigation situated within a particular school environment to generate more nuanced and context-sensitive insights.

Beyond studies addressing learning difficulties, a number of investigations have focused on the factors shaping students' interest and motivation in learning English. Rodiyanti, Fanza et al., and Ginanjar et al. found that low learning motivation is influenced by internal factors such as interest, curiosity, and self-perception as well as external factors, including family support, teachers' roles, and the broader learning environment belajar [17], [18], [19]. These findings suggest that students' engagement with English learning cannot be understood in isolation from the socio-educational contexts in which they are situated. Furthermore, studies conducted by Andriani et al. [20], Nurlaila [21], and Aliyah et al. [22] emphasize that successful English language learning results from a complex interaction between personal and social dimensions. Students' individual characteristics, teachers' pedagogical competence, the quality of the learning environment, and social support systems collectively shape learning behaviors and academic achievement. This body of research reinforces the notion that language learning outcomes are co-constructed through multidirectional influences rather than determined by a single dominant variable.

Synthesizing the existing literature, it is evident that the effectiveness of English language instruction is shaped by an interplay of linguistic, psychological, pedagogical, and social factors. However, a significant research gap remains at the micro-institutional level, particularly in studies that comprehensively map the determinants of instructional ineffectiveness within a specific educational setting. Accordingly, the present study offers a novel contribution by providing a contextualized and in-depth analysis of the factors contributing to ineffective English language instruction at SMP Manbaul Ulum Bondowoso. By situating the investigation within a particular junior secondary school context, this research seeks to enrich the empirical discourse on EFL studies in Indonesian secondary education and to generate insights that are both locally grounded and theoretically informed.

Several prior studies have also concentrated on enhancing English language proficiency through pedagogical innovation. Merizawati et al. [4], Paolini [5], and Setiawan et al. [6] found that the implementation of storytelling techniques significantly improved students' speaking abilities in English language learning contexts. This strategy is considered effective because it promotes active engagement, enriches vocabulary

acquisition in contextualized settings, and fosters fluency as well as communicative self-confidence. Accordingly, storytelling functions not merely as a rhetorical device but as an innovative pedagogical approach aligned with the communicative learning demands of the contemporary era. Furthermore, Saud et al. [23], Sofyan et al. [9], and Suryanti et al. [3] emphasize the urgency of integrating motivational approaches into English instruction to enhance both the quality and quantity of students' competencies, particularly in response to evolving national workforce demands. These findings highlight the strategic importance of cultivating learners' engagement and resilience as part of broader educational objectives.

Other empirical evidence suggests that even at an early age, children demonstrate the capacity to express and acquire vocabulary appropriately, distinguish between speech and action, and employ both verbal and nonverbal strategies to represent lexical categories such as nouns, verbs, and adjectives. This indicates that the foundational potential for language acquisition is established from the early stages of development. Consequently, a rich and supportive learning environment becomes a critical factor in optimizing this inherent linguistic capacity and sustaining language development across educational levels. Irsyadi et al. [24] and Karuru et al. [25] further enrich the scholarly discourse by highlighting challenges associated with online learning, including systemic and application-related issues, limited internet access, difficulties in comprehending instructional materials, and low learning motivation. At the same time, evidence indicates that the implementation of varied questioning techniques is positively correlated with improvements in students' critical thinking skills. Collectively, these studies underscore the importance of innovative pedagogical approaches grounded in interactive and reflective strategies to cultivate higher-order thinking skills and enhance students' preparedness to face global challenges.

Despite the breadth of existing scholarship, a review of the literature reveals that no study has specifically investigated the factors contributing to the ineffectiveness of English language instruction at SMP Manbaul Ulum Bondowoso. Accordingly, this study offers contextual novelty by comprehensively mapping the challenges occurring at a specific institutional level. Within this context, three interrelated core problems are identified. First, pedagogical issues are reflected in the predominance of conventional teaching methods, limited communicative practice, and the suboptimal provision of reflective feedback. Second, institutional constraints encompass inadequate facilities, low levels of technology integration, and a weak English literacy culture within the school environment. Third, psychological challenges among students include low intrinsic motivation, high levels of foreign language anxiety, and limited self-confidence. The interaction of these three dimensions shapes a learning ecosystem that remains insufficiently conducive to the optimal development of students' communicative competence.

Departing from this identified gap, the present study aims to explore in depth the factors contributing to the ineffectiveness of English language instruction at SMP Manbaul Ulum Bondowoso. A qualitative approach was employed to capture the lived experiences, perceptions, and patterns of teacher–student interaction within their specific context, thereby generating a holistic and interpretative understanding of the phenomenon. The investigation is guided by three principal research questions: (1) How is English language instruction implemented in classroom practice? (2) What pedagogical, institutional, and psychological factors influence instructional effectiveness? and (3) How do these three dimensions interact to shape the learning ecosystem? The

conceptual framework of this study is grounded in an ecological perspective of learning [26], which conceptualizes instructional effectiveness as the outcome of dynamic interactions among pedagogical, institutional, and psychological dimensions. Within this framework, students are positioned as active agents of learning, teachers as facilitators of meaningful engagement, and the school environment as a structural and cultural support system that sustains productive, contextualized, and continuous educational interactions.

2 Method

This study was designed as an intrinsic case study, focusing on an in-depth understanding of the phenomenon of ineffective English language instruction within the specific context of SMP Manbaul Ulum Bondowoso. This design was selected because it enables a comprehensive exploration of contextual dynamics, social interactions, and pedagogical practices as they naturally occur within the school environment. The research participants included English teachers, students from Grades VII–IX, and relevant members of the school leadership. Participants were selected through purposive sampling, based on their direct involvement in the instructional process and their capacity to provide information-rich insights. This approach ensured that the data adequately represented pedagogical, institutional, and psychological perspectives in a balanced manner. Data collection employed three primary techniques: (1) participant classroom observations to capture instructional practices in situ; (2) in-depth semi-structured interviews to explore participants' experiences, perceptions, and reflections; and (3) document analysis of instructional materials, lesson plans, and student assessment records. The integration of these techniques facilitated a triangulated and context-sensitive exploration of the phenomenon.

Data were analyzed using a thematic analysis approach [10], encompassing systematic stages of data familiarization, initial coding, categorization, theme development, and contextual interpretation. This analytic process aimed to identify significant patterns reflecting the interaction among pedagogical, institutional, and psychological factors in shaping instructional effectiveness. To ensure trustworthiness, several validation strategies were implemented, including source and methodological triangulation, member checking to confirm the accuracy of the researcher's interpretations, an audit trail to maintain transparency of the analytic process, and reflexive journaling to critically examine the researcher's positionality and assumptions [10], [11], [12]. Theoretically, this study is expected to expand scholarly understanding of the multidimensional interplay among pedagogical, institutional, and psychological factors in English language instruction within a community-based junior secondary school context. Practically, the findings are anticipated to generate contextualized and implementable recommendations for policy development and instructional practice at the school level. Through its in-depth qualitative design, this study affirms that enhancing the effectiveness of English language instruction must be approached systemically and integratively, rather than through fragmented interventions targeting a single dimension in isolation.

3 Results and Discussion

This study identifies the factors contributing to the ineffectiveness of English language instruction at SMP Manbaul Ulum Bondowoso across three principal

dimensions: pedagogical, institutional, and students’ psychological factors. The findings are derived from classroom observations, in-depth interviews with teachers and students, and an analysis of instructional documents.

Table 1. Summary of Findings and Practical Implications

Dimension	Key Findings	Practical Implications
Pedagogical	Instruction remains predominantly teacher-centered, emphasizing vocabulary memorization and written exercises, with limited speaking practice. Feedback is largely corrective rather than reflective or formative.	Integrate Communicative Language Teaching (CLT) and Task-Based Learning (TBL); incorporate interactive activities; provide reflective and formative feedback that encourages learning from errors.
Institutional	Limited facilities, minimal access to authentic media, low integration of instructional technology, and a weak culture of English use within the school environment.	Optimize the use of media and technology; establish a language-rich environment; implement programs such as English Day or language clubs to increase authentic exposure.
Psychological	High levels of language anxiety, low intrinsic motivation, and limited self-efficacy among students.	Create a safe and supportive learning environment; provide positive reinforcement; implement strategies to enhance motivation and self-confidence.
Interdimensional Interaction	Problems within one dimension reinforce challenges in other dimensions, forming a self-reinforcing learning ecosystem that constrains communicative competence development.	Improvement efforts must be systemic and integrative; partial interventions targeting only one dimension are insufficient to produce sustainable change.

The table underscores that the three principal dimensions pedagogical, institutional, and psychological interact dynamically in shaping the effectiveness of English language instruction at SMP Manbaul Ulum Bondowoso. Within the pedagogical dimension, the predominance of teacher-centered approaches and the limited incorporation of communicative activities directly affect students’ engagement and participation. Instruction that prioritizes content transmission without providing space for meaningful interaction tends to constrain the optimal development of communicative competence. From an institutional perspective, limited facilities, insufficient integration of instructional technology, and a weak culture of English use within the school environment restrict opportunities for authentic practice beyond formal classroom hours. Such conditions reduce language exposure and hinder the establishment of a language-rich environment, which is essential in English as a Foreign Language (EFL) contexts. Meanwhile, students’ psychological factors including foreign language anxiety, low intrinsic

motivation, and limited self-confidence further reinforce the cycle of instructional ineffectiveness. When learners experience anxiety and doubt their capabilities, participation decreases, interaction becomes constrained, and learning outcomes are compromised.

The interaction of these three dimensions forms a mutually reinforcing learning ecosystem, indicating that improvement efforts cannot be partial or fragmented. Enhancing the effectiveness of English instruction requires a holistic and systemic approach that accounts for the interdependence among these factors. Based on the findings, several practical recommendations can be proposed. First, communicative instructional strategies that promote active participation such as role plays, collaborative discussions, and project-based tasks should be systematically integrated into classroom practice. Second, facilities and instructional technologies should be optimized to expand access to authentic learning materials. Third, an English language culture within the school should be cultivated through literacy programs, English Day initiatives, or language practice communities. Fourth, students' psychological development should be strengthened through motivational strategies, self-efficacy enhancement, and the creation of a supportive classroom climate aimed at reducing language anxiety. The implementation of these recommendations is expected to foster a more conducive learning environment, enhance active student engagement, and sustainably strengthen communicative competence. Ultimately, the transformation of English language instruction should not be confined to methodological adjustments alone but must encompass the development of an integrative and adaptive educational ecosystem responsive to students' needs.

3.1. Pedagogical Factors

The findings indicate that English language instruction at SMP Manbaul Ulum Bondowoso remains predominantly characterized by a teacher-centered approach. The teacher assumes the primary role in delivering content, while students function largely as passive recipients of information [10], [11], [12]. Classroom interaction tends to be unidirectional, with emphasis placed on content transmission, grammatical explanation, and the completion of written exercises. Learning achievement is generally measured through cognitive test-based outcomes, particularly vocabulary memorization and written task performance, rather than through the development of applicable communicative competence [27]. This pedagogical orientation centered on memorization and written drills restricts opportunities for students to develop productive language skills, especially speaking. Interactive activities such as discussions, dialogue simulations, group work, and task-based learning have not been systematically integrated into classroom practice. In foreign language learning contexts, however, active engagement through authentic interaction constitutes a fundamental prerequisite for fluency development and meaning negotiation. The imbalance between mastery of linguistic form and functional language use consequently limits students' opportunities to construct communicative competence in a comprehensive manner.

An interview with one of the English teachers corroborates these observations. The teacher acknowledged that instructional focus is primarily directed toward content mastery and test preparation in response to formal assessment requirements. Although speaking activities are recognized as important, they are perceived as constrained by limited instructional time and students' readiness. This statement suggests that curricular pressures and exam-oriented accountability indirectly shape instructional practices

that prioritize knowledge reproduction over contextualized language production. Such conditions align with existing scholarship emphasizing that the dominance of teacher-centered approaches can restrict active participation and impede communicative skill development. When classroom interaction is not designed dialogically, students lose valuable opportunities to build confidence in authentic language use. Over time, limited oral practice may diminish students' self-efficacy, as they rarely gain direct experience in expressing ideas or responding spontaneously in communicative situations.

Beyond interactional patterns, document analysis reveals that feedback practices remain predominantly corrective and product-oriented. Errors are addressed directly without being followed by reflective discussion or exploration of alternative learning strategies. This approach implicitly frames errors as failures rather than as integral components of the language acquisition process. Consequently, students are not optimally supported in developing metacognitive awareness or self-regulated learning strategies. Contemporary literature highlights the importance of formative assessment and reflective feedback as mechanisms for enhancing language learning effectiveness. Constructive feedback should promote dialogic engagement between teacher and students, provide specific guidance for improvement, and facilitate reflective evaluation of learning progress. In this regard, assessment should function not merely as a measurement tool but as a developmental instrument that strengthens students' learning capacity over time. Therefore, the pedagogical dimension identified in this study reflects a gap between existing instructional practices and the principles of communicative, participatory, and competence-oriented language learning. The predominance of teacher-centered methods, limited interactive activities, and insufficient implementation of reflective feedback emerge as key contributors to instructional ineffectiveness. Therefore, pedagogical transformation positioning students as active agents of learning, integrating communicative strategies, and optimizing formative evaluation constitutes a strategic agenda for sustainably improving the quality of English language instruction.

3.2 Institutional Factors

Limitations in facilities and learning resources constitute significant institutional barriers to the effectiveness of English language instruction. Observational findings reveal the limited availability of audio-visual media, restricted access to authentic reading materials, and minimal utilization of digital technology as an interactive learning tool. These conditions suggest that the learning environment has not yet been fully structured as a language-rich environment capable of providing students with varied and contextualized language exposure [13]. Students' exposure to English is largely confined to formal classroom hours, with little to no use of the language in everyday interactions within the broader school setting.

One student stated: "*Kalau di kelas cuma latihan soal dan hafalan kosakata. Di luar kelas jarang bisa pakai bahasa Inggris. Kadang bingung kalau mau praktik*" (Grade VII-C student, interview, 2025)

This statement reflects a clear gap between material-based instruction and authentic language use. As a result, students encounter difficulties when required to apply their linguistic knowledge in communicative contexts. These findings are consistent with

existing literature emphasizing that a language-rich environment and sustained exposure to authentic input are critical determinants of communicative competence development. Access to diverse learning resources such as videos, podcasts, current articles, and interactive digital platforms enables students to develop sensitivity to language use across social and cultural contexts. Conversely, limited integration of technology and authentic materials not only constrains linguistic enrichment but also contributes to declining motivation and reduced student engagement. Furthermore, the absence of a school culture that promotes English use beyond formal instruction reinforces these constraints. The lack of supporting programs such as English Day initiatives, language clubs, or communication-based extracurricular activities prevents students from engaging in sustained language practice. This situation highlights that pedagogical improvement within the classroom cannot yield optimal results without systematic institutional support. Enhancing the effectiveness of English language instruction therefore requires institutional commitment to establishing a conducive learning ecosystem characterized by rich exposure, technological integration, and authentic communicative practice.

3.3 Students' Psychological Factors

Interview findings indicate that affective variables constitute a critical barrier in English language learning. The majority of students reported experiencing high levels of language anxiety, particularly when required to speak in front of the class. They expressed fear of making mistakes and concern about receiving negative reactions from peers.

One student explained: "*Kalau diminta berbicara, saya sering takut salah dan ditertawakan teman. Jadi lebih baik diam saja*" (Grade VIII-A student, interview, 2025).

This statement reflects psychological pressure that directly influences students' active participation in the learning process. The finding is consistent with empirical studies demonstrating that foreign language anxiety significantly contributes to decreased classroom engagement and lower academic performance [28], [29]. When students experience emotional tension in communicative situations, their cognitive capacity to process and produce language is constrained. Consequently, they tend to avoid oral interaction, thereby limiting opportunities to develop both fluency and accuracy. In addition to anxiety, low intrinsic motivation emerged as another inhibiting factor. Many students reported learning English primarily to fulfill curricular requirements or meet formal assessment standards, rather than from an internal desire to master the language. The limited personal relevance and interest in instructional materials reduce students' initiative to engage in independent practice beyond the classroom. Such conditions slow language development, as foreign language acquisition requires sustained exposure and consistent practice. Another salient affective dimension is low self-efficacy. Students rarely experience successful moments of authentic English use, resulting in underdeveloped confidence in their own abilities. The absence of positive performance experiences reinforces self-doubt and increases the tendency to withdraw from participation. Without supportive interventions such as positive reinforcement, constructive feedback, and gradual scaffolding of speaking tasks students' confidence is unlikely to improve. Over time, these psychological constraints not only affect classroom readiness but also restrict the broader development of communicative competence. Addressing

affective barriers, therefore, is not peripheral but central to enhancing instructional effectiveness, as emotional security and confidence function as foundational conditions for meaningful language engagement.

3.4 Interaction Among the Three Dimensions

Thematic analysis indicates that the three dimensions pedagogical, institutional, and psychological do not operate independently; rather, they interact dynamically in shaping instructional effectiveness. For instance, the predominance of teacher-centered methods (pedagogical dimension) reinforces students' anxiety (psychological dimension), while limited facilities and resources (institutional dimension) constrain the implementation of communicative instructional strategies (pedagogical dimension). Students with low motivation are less likely to engage actively in classroom activities, which further reduces opportunities for speaking practice. In this sense, the learning ecosystem that emerges is self-reinforcing, generating a cycle of instructional ineffectiveness. These findings corroborate the ecological perspective of learning, which conceptualizes language learning effectiveness as the outcome of complex interactions between individuals and their environments [26], [27]. The study demonstrates that partial interventions targeting only one dimension for example, merely improving teaching methods are insufficient to address a problem that is inherently multidimensional. Based on the findings, several strategic implications warrant comprehensive follow-up. Pedagogically, teachers should integrate Communicative

Language Teaching (CLT) and Task-Based Learning (TBL), emphasizing interactive activities that encourage students to speak, engage in discussion, and solve problems using English in contextualized ways. Such approaches are essential to expand active participation and foster communicative competence more effectively. From an institutional standpoint, schools must strengthen structural support by improving learning facilities, providing authentic instructional media, and utilizing digital technology creatively and sustainably. Moreover, cultivating a school culture that promotes English exposure and practice beyond formal classroom settings is crucial for establishing a conducive learning ecosystem. From a psychological perspective, teachers are required to create a safe and supportive learning environment characterized by minimal evaluative pressure. The provision of positive reinforcement, constructive feedback, and strategies designed to enhance intrinsic motivation and self-confidence is vital in mitigating language anxiety and promoting sustained engagement. Therefore, this study affirms that enhancing the effectiveness of English language instruction cannot be achieved through isolated or fragmented measures. Instead, it necessitates a systemic and integrative approach that simultaneously incorporates pedagogical innovation, institutional commitment, and sustained attention to students' psychological development.

This study offers significant theoretical and practical contributions to the field of English as a Foreign Language (EFL) education, particularly within the context of Indonesian junior secondary schools. Conceptually, it extends the discourse on instructional effectiveness by proposing a multidimensional analytical framework that positions pedagogical, institutional, and psychological factors as dynamically interacting elements. In contrast to reductionist approaches that focus on a single variable, this study demonstrates that instructional ineffectiveness emerges from a complex and systemic configuration of interrelated dimensions. By articulating this integrative

conceptual model, the research enriches the EFL literature and provides a framework that can be replicated and empirically tested in diverse educational contexts. From a pedagogical perspective, the study reinforces the communicative paradigm in language instruction by revealing the limitations of teacher-centered approaches primarily oriented toward memorization and structural drills. The findings underscore the necessity of shifting toward Communicative Language Teaching (CLT) and Task-Based Learning (TBL), which foster active participation, authentic interaction, and the development of communicative competence. Consequently, this study provides empirical support for the reformulation of instructional practices toward more dialogic, reflective, and higher-order thinking-oriented learning environments.

Institutionally, the study highlights the critical importance of structural support in cultivating a conducive learning ecosystem. Limited facilities, insufficient authentic materials, and the low integration of digital technology were found to constrain students' exposure to English and reduce opportunities for communicative practice. Accordingly, the findings emphasize the urgency of strengthening school-level policies concerning the provision of learning resources, the optimization of digital technology, and the development of a school culture that promotes English use beyond formal classroom settings. This ecosystem-based approach affirms that instructional effectiveness is shaped not only by classroom pedagogy but also by the broader institutional environment. From a psychological standpoint, the study contributes to a deeper understanding of the roles of language anxiety, intrinsic motivation, and self-efficacy in shaping students' participation and academic performance. The findings reveal that affective factors exert a substantial influence on learning engagement. Therefore, the practical implications encourage teachers to create safe, supportive learning environments characterized by minimal evaluative pressure. Constructive feedback, positive reinforcement, and strategies aimed at enhancing students' confidence and intrinsic motivation are identified as essential components in fostering meaningful learning experiences.

At the policy level, the study offers strategic implications for school leaders and regional educational authorities. Reform in English language instruction must be designed holistically by integrating pedagogical innovation, institutional support, and psychopedagogical intervention. Partial reforms such as curriculum revision without addressing students' psychological conditions or institutional readiness risk producing unsustainable change. Thus, the study advocates for evidence-based, context-sensitive, and adaptive policymaking that responds to local educational dynamics. In sum, the principal contribution of this research lies in strengthening a systemic perspective on English language instructional effectiveness. By positioning the interaction among pedagogical, institutional, and psychological dimensions at the core of analysis, the study not only advances theoretical understanding in EFL scholarship but also provides contextually grounded and actionable recommendations. The implementation of these findings is expected to enhance student engagement, strengthen communicative competence, and foster a more adaptive, inclusive, and sustainable English language learning culture at the secondary education level.

4 Conclusion

The study conducted at SMP Manbaul Ulum Bondowoso demonstrates that the ineffectiveness of English language instruction results from a systemic interaction among pedagogical, institutional, and psychological dimensions. Teacher-centered practices,

limited communicative interaction, insufficient facilities and authentic exposure, along with high levels of language anxiety and low student motivation, mutually reinforce one another, forming a less conducive learning ecosystem. These interrelated factors create a self-perpetuating cycle that constrains the development of students' communicative competence. Accordingly, improvement efforts must be implemented holistically. The adoption of communicative and task-based instructional strategies, strengthened institutional and technological support, and the creation of a supportive learning environment aimed at enhancing students' motivation and self-confidence are essential. Such a systemic approach is fundamental to fostering English language learning that is more effective, adaptive, and sustainable.

Future research is recommended to validate the multidimensional conceptual model generated in this study through quantitative or mixed-methods approaches to obtain stronger empirical verification. The use of standardized instruments to measure pedagogical, institutional, and psychological variables such as self-efficacy, intrinsic motivation, and language anxiety would enrich causal analysis among these constructs. Furthermore, experimental or quasi-experimental designs are necessary to examine the effectiveness of implementing Communicative Language Teaching (CLT) and Task-Based Learning (TBL) strategies in junior secondary school contexts. Longitudinal intervention studies would also be valuable to assess the sustained impact of pedagogical transformations on students' communicative competence over time. From an institutional perspective, comparative studies across schools with different characteristics (public-private, urban-rural, Islamic boarding school-non-boarding school) could identify contextual variations influencing English instructional effectiveness.

Such investigations would support the formulation of context-responsive and adaptive educational policies. In addition, deeper exploration of students' psychological dimensions through psychopedagogical or neurolinguistic approaches may provide more comprehensive insights into the dynamics of language anxiety, motivation, and adolescent linguistic identity formation. Incorporating the perspectives of parents and the broader school community would further expand the ecological analysis of language learning environments. Finally, the integration of digital technology and AI-assisted language learning in secondary-level EFL contexts warrants systematic exploration in response to contemporary educational challenges. Future studies may investigate how interactive digital platforms or technology-supported project-based learning contribute to sustained improvements in student participation and communicative competence. In sum, subsequent research should move beyond exploratory inquiry toward validation and intervention-based designs. Such progression will ensure that research findings not only advance theoretical scholarship in EFL education but also generate empirically tested innovations with tangible and sustainable impacts on the quality of English language instruction.

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