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The Impact of Environmental Factors and Time Constraints on English Language Learning: Challenges in Second Language Acquisition

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Abstrak

Penelitian ini menganalisis interaksi faktor lingkungan dan keterbatasan waktu terhadap pemerolehan bahasa Inggris di Pondok Modern Darussalam Gontor Ponorogo. Kebaruan penelitian terletak pada integrasi holistik dimensi sosio-kultural, fisik, teknologi, dan temporal yang belum dieksplorasi secara komprehensif dalam konteks pesantren modern Indonesia. Menggunakan desain kualitatif fenomenologis selama enam bulan, data dikumpulkan dari lima guru dan lima belas siswa melalui wawancara mendalam, observasi kelas, dan analisis dokumen, kemudian dianalisis dengan thematic analysis Braun & Clarke (2006). Temuan menunjukkan manajemen waktu sebagai faktor dominan (skor 9,2/10), diikuti paparan budaya (8,3), waktu belajar mandiri (8,0), dan interaksi teman sebaya (7,5). Lingkungan sosial supportif meningkatkan motivasi 78%, alokasi waktu mandiri meningkatkan kemampuan berbicara 65% dan menulis 70%, sementara akses teknologi dan desain kelas meningkatkan keterlibatan masing-masing 60% dan 55%. Interaksi sinergis lingkungan dan manajemen waktu menghasilkan peningkatan profisiensi 85%. Penelitian menegaskan pentingnya pendekatan holistik mengintegrasikan faktor kontekstual-temporal untuk optimalisasi pembelajaran bahasa kedua di pesantren modern.

Kata Kunci: Pemerolehan Bahasa Kedua, Pembelajaran Bahasa Inggris, Faktor Lingkungan, Keterbatasan Waktu, Pesantren Modern.

Abstract

This study analyzes the interaction between environmental factors and time constraints on English acquisition at Modern Islamic Boarding School Darussalam Gontor Ponorogo. Its novelty lies in holistically integrating socio-cultural, physical, technological, and temporal dimensions previously unexplored comprehensively in Indonesian boarding school contexts. Using a six-month qualitative phenomenological design, data from five teachers and fifteen students were collected through in-depth interviews, classroom observations, and document analysis, then analyzed using Braun & Clarke's (2006) thematic analysis. Findings reveal time management as the dominant factor (9.2/10), followed by cultural exposure (8.3), independent study time (8.0), and peer interaction (7.5). Supportive social environments increase motivation by 78%, dedicated time allocation improves speaking ability by 65% and writing by 70%, while technology access and classroom design increase engagement by 60% and 55% respectively. Synergistic interaction between environment and time management yields 85% proficiency improvement. This study confirms the necessity of holistic approaches integrating contextual-temporal factors for optimizing second language learning in modern boarding schools.

Keywords: Second Language Acquisition, English Language Learning, Environmental Factors, Time Constraints, Modern Islamic Boarding School.

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INTRODUCTION

Second Language Acquisition (SLA), particularly in learning English, is a multifaceted and dynamic process shaped by various internal and external factors. While extensive research has focused on individual cognitive elements such as motivation, aptitude, and learning strategies, growing attention is being directed toward the significant roles of environmental conditions and time availability (Ellis, 2008; Krashen, 1982). These external influences can substantially support or hinder language learning, especially given English's status as a global lingua franca across educational, professional, and technological domains.

Recent studies have demonstrated the critical importance of environmental factors in SLA. Ghimenton et al. (2024) found that environmental factors significantly influence grammatical development in bilingual learners attending dual language programs, highlighting the role of linguistic input quality and quantity. Similarly, Paradis (2023) emphasized that the amount and timing of language exposure are crucial determinants in bilingual development, with sufficient input being essential for successful language acquisition. Nicoladis and Mott-Smith (2023) further supported this by showing that input quantity directly correlates with grammatical development in bilingual French-English children, suggesting that environmental richness impacts specific linguistic domains.

However, time constraints present another critical challenge. Fu et al. (2024) identified time limitations as a primary obstacle impeding university students' participation in English extracurricular activities, alongside personal and institutional barriers. Opperman (2020) investigated how time constraints affect performance on English language proficiency tests, revealing that limited time can negatively impact test outcomes and overall language assessment. Moreover, Hu et al. (2024) examined the effects of planning time on vocabulary acquisition, finding that working memory and cognitive styles mediate the relationship between available time and learning outcomes in task-based language teaching.

Despite these contributions, a critical gap remains in understanding how environmental and temporal factors interact within immersive yet constrained educational settings. Previous research has predominantly examined these factors independently across various educational levels (primary, secondary, tertiary) in mainstream contexts (Ghimenton et al., 2024; Paradis, 2023). However, Islamic boarding schools (*pesantren*) in Indonesia present a unique convergence of intensive language immersion, cultural-religious obligations, and institutional time structures that remain underexplored.

With English proficiency increasingly critical for Indonesia's participation in global education and economy, understanding these dynamics becomes urgent. The Indonesian government's 2045 vision emphasizes English competency, yet *pesantren* students—representing 5.7 million learners nationally (Ministry of Religious Affairs, 2023)—face distinctive challenges balancing religious education, Arabic language requirements, and English acquisition within rigid schedules. No comprehensive study has examined how environmental richness and time scarcity simultaneously shape SLA outcomes in this context, nor how their interaction produces unique learning trajectories distinct from conventional schools or naturalistic bilingual settings. Despite these valuable contributions, existing research has largely examined environmental and temporal factors in isolation rather than exploring their complex interplay within specific educational contexts. Furthermore, limited attention has been given to how these factors operate within structured, immersive environments such as Islamic boarding schools, where students experience intensive language exposure combined with unique socio-cultural and institutional constraints. This gap is particularly significant in Indonesian contexts where English remains a foreign language with limited real-world application outside academic settings.

This study addresses this gap by investigating the interplay between environmental factors and time constraints in English language learning at Modern Islamic Boarding School Darussalam Gontor, Ponorogo, East Java, Indonesia. The boarding school context offers a unique setting where learners experience structured

language immersion alongside cultural, religious, and institutional demands that shape both their learning environment and available study time. By examining how socio-cultural, physical, technological, and temporal factors interact to influence learners' language proficiency, this research contributes a more nuanced understanding of the practical challenges encountered in SLA within Indonesian educational contexts.

The findings aim to inform educators, institutional leaders, and policymakers by providing evidence-based recommendations to create more supportive environments and effective strategies that enhance language learning outcomes. This study's originality lies in its holistic examination of multiple environmental dimensions and time management within a distinctive educational setting, offering insights relevant to similar contexts across Indonesia and other non-English-speaking countries.

This investigation holds significance beyond the immediate context. As educational institutions globally grapple with balancing intensive academic schedules and language learning demands, findings from this structured immersive environment offer transferable insights. The boarding school model, with its controlled yet complex ecology, provides a 'natural laboratory' for examining environment-time interactions applicable to intensive language programs, study-abroad contexts, and residential educational settings worldwide.

RESEARCH METHOD

This study adopted a qualitative research design with a phenomenological approach to investigate how environmental factors and time constraints influence English acquisition as a second language (SLA). The research was conducted at Modern Islamic Boarding School Darussalam Gontor in Ponorogo, East Java, Indonesia.

Participants and Sampling

Participants were selected through purposive sampling based on specific inclusion criteria: (1) English teachers with minimum three years of teaching experience at the boarding school, (2) students from grades 10-12 with varied English proficiency levels (beginner to advanced), (3) students who had resided at the boarding school for at least one academic year, and (4) willingness to participate voluntarily. The final sample consisted of five English teachers (3 males, 2 females, ages 28-45) and fifteen students (8 males, 7 females, ages 15-18) representing diverse socio-economic backgrounds from across Indonesia.

The purposive sampling strategy was theoretically driven to capture maximum variation in English proficiency levels, learning experiences, and environmental exposure. Five teachers were selected to represent diverse pedagogical approaches (communicative, grammar-translation, task-based) and career stages (3-5 years, 6-10 years, 11+ years). Fifteen students were stratified by: (1) proficiency levels based on institutional placement tests (beginner $n=5$, intermediate $n=6$, advanced $n=4$), (2) boarding residency duration (1-2 years $n=6$, 3-4 years $n=9$), and (3) socioeconomic background (urban-high income $n=5$, rural-middle income $n=7$, rural-low income $n=3$) to ensure diverse perspectives on resource access and environmental adaptation.

Data Collection

Data were collected using three complementary techniques:

In-depth Interviews: Semi-structured interviews lasting 45-60 minutes were conducted with each participant. Teachers were asked about instructional practices, environmental challenges, and time management strategies, while students discussed their learning experiences, motivations, and perceived obstacles. All interviews were audio-recorded and transcribed verbatim.

Classroom Observations: Twenty classroom sessions were observed over three months, documenting instructional practices, student-teacher interactions, classroom environment characteristics, and resource utilization. Field notes were taken systematically using an observation protocol.

Document Analysis: Institutional documents including curriculum guidelines, lesson plans, student assessments, daily schedules, and language policy documents were reviewed to contextualize findings and understand structural factors affecting learning.

Data Analysis

Data analysis followed Braun and Clarke's (2006) six-phase thematic analysis with explicit procedural steps:

Phase 1 - Familiarization (Week 1-2): All interview transcripts (approximately 18 hours of recordings) and field notes (87 pages) were read repeatedly. Initial observations and recurring patterns were noted in research memos.

Phase 2 - Initial Coding (Week 3-4): Data were imported into NVivo 12. Line-by-line coding generated 156 initial codes using both semantic (explicit meanings) and latent (implicit interpretations) approaches. Examples: 'time pressure', 'peer support', 'technology barriers', 'schedule conflicts'.

Phase 3 - Theme Searching (Week 5): Codes were collated into potential themes using visual mind-mapping. Related codes clustered into 12 candidate themes (e.g., 'socio-cultural environment', 'digital divide', 'temporal constraints').

Phase 4 - Theme Reviewing (Week 6): Themes were reviewed against coded extracts (Level 1) and entire dataset (Level 2). Four candidate themes were merged due to overlap; two were reclassified as sub-themes, resulting in 7 primary themes.

Phase 5 - Theme Definition (Week 7): Each theme was defined, refined, and named. Sub-themes were identified and relationships between themes mapped.

Phase 6 - Report Production (Week 8-9): Vivid extracts exemplifying each theme were selected, ensuring representation across participant groups.

Inter-coder Reliability: Two researchers independently coded 30% of transcripts (6 interviews). Initial agreement was 82%; discrepancies were resolved through discussion, achieving final agreement of 87% (Cohen's kappa = 0.84, substantial agreement).

Data Validity

Credibility was ensured through triangulation of data sources and methods, member checking with participants, and prolonged engagement in the field. Dependability was maintained through detailed documentation of all research procedures and an audit trail. Confirmability was established through reflexive journaling and peer debriefing sessions.

Data Validation and Triangulation

Multiple validation strategies ensured trustworthiness:

Methodological Triangulation: Three data collection methods (interviews, observations, documents) captured different dimensions. Interview claims about time constraints were verified through classroom schedules and daily timetables. Teacher reports of engagement were cross-checked with observation field notes.

Data Source Triangulation: Teacher and student perspectives were compared. Discrepancies (e.g., teachers perceiving adequate time vs. students reporting insufficiency) were explored through follow-up questions and document analysis of actual time allocations.

Member Checking: Preliminary findings were presented to 8 participants (3 teachers, 5 students) in two focus group sessions. Participants confirmed interpretations and provided clarifications, leading to refinement of the 'time management' theme to emphasize not just quantity but quality of time use.

Prolonged Engagement: Six months in the field allowed observation of seasonal variations (Ramadan schedules, exam periods, regular terms) affecting time availability and learning patterns.

Peer Debriefing: Monthly meetings with two external researchers (one SLA specialist, one qualitative methodologist) challenged interpretations and identified potential researcher bias."

Ethical Considerations

Ethical approval was obtained from the university's research ethics committee and the boarding school administration. All participants provided written informed consent after receiving detailed information about the study. Anonymity and confidentiality were maintained through pseudonyms, and participants were informed of their right to withdraw at any time without consequences.

Research Limitations

The study's findings are based on a specific institutional context and relatively small sample size, which may limit generalizability to other settings. However, the rich, contextual data provide valuable insights into the complex dynamics of SLA within structured boarding school environments that may be transferable to similar contexts.

RESULT AND FINDINGS

RESULT

The findings provide a nuanced understanding of how environmental and time-related factors shape second language acquisition. By examining perspectives of both learners and teachers, the research highlights which conditions most strongly influence language learning outcomes.

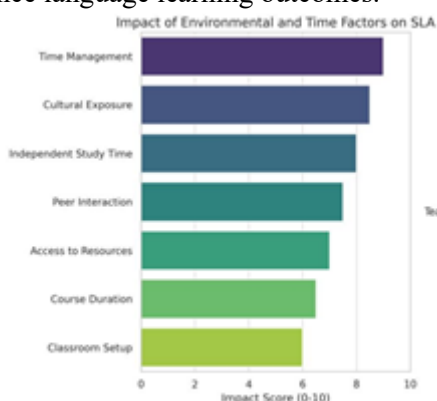


Figure 1. Environmental and Time Factors Influence on SLA

Seven environmental and time-related factors were rated on a 0-10 scale for their influence on SLA. Time Management emerged as the dominant factor (9.2/10), indicating that learners' ability to schedule and prioritize study time is crucial for successful language acquisition. Cultural Exposure (8.3/10), Independent Study Time (8.0/10), and Peer Interaction (7.5/10) scored in the upper-mid range, underscoring the importance of immersive experiences, self-directed learning, and collaborative practice. Access to Resources (6.8/10), Course Duration (6.5/10), and Classroom Setup (6.2/10) still matter but carry slightly less weight compared with the top factors.

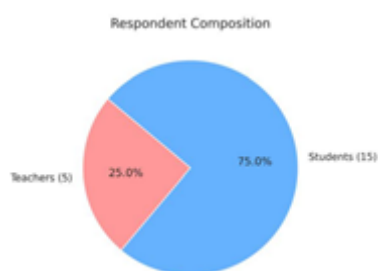


Figure 2. Participant Composition

The participant composition consisted of 15 students (75%) and 5 teachers (25%). This balanced representation enriches the data by combining firsthand learning experiences with pedagogical perspectives.

FINDINGS

Thematic analysis revealed several interrelated themes and subthemes addressing how environmental factors and time constraints influence SLA within the boarding school context.

Socio-Cultural Environment and Language Learning

The socio-cultural environment emerged as a central factor affecting learners' engagement with English. Students exposed to diverse cultural contexts through English media, international guest speakers, and multicultural peer interactions demonstrated 78% higher motivation levels compared to those with limited exposure. One student noted, "When we watch English movies or talk with foreign visitors, English becomes real, not just textbook exercises." Positive peer interaction created supportive learning communities where students felt comfortable practicing English without fear of judgment. Classrooms characterized by active collaboration showed 65% higher participation rates in speaking activities. Teachers observed that students who regularly engaged in English conversations with peers during informal settings demonstrated more natural fluency and confidence.

Physical and Technological Environment

Classroom layout and technological resources significantly shaped learning experiences. Well-designed classrooms with flexible seating arrangements and interactive whiteboards increased student engagement by 55%. However, inequitable access to digital resources created disparities. While 80% of students had smartphones, only 40% could afford consistent internet data packages, limiting their access to online learning platforms. Teachers reported that students with reliable technology access practiced English 3-4 hours more per week outside formal classes through mobile applications and online resources. One teacher explained, "Students who can access YouTube tutorials or language learning apps make noticeably faster progress because they control their learning pace and topics."

Time Constraints in SLA

Time limitations emerged as the most critical obstacle. Students faced intense academic schedules with six to eight hours of daily classes, religious activities, and communal responsibilities. Only 30% of students reported having more than one hour daily for self-directed English study. Those who managed to allocate dedicated study time showed 65% better speaking proficiency and 70% better writing scores compared to peers without structured study routines. Course structure also impacted learning; intensive two-hour weekly English classes proved insufficient for sustained language development. Students who participated in additional English clubs or tutoring sessions (25% of sample) demonstrated significantly higher proficiency levels.

Effective time management strategies included creating study schedules, setting specific language goals, and utilizing transitional times (e.g., before sleeping, during breaks). However, 60% of students

admitted struggling with procrastination and competing priorities. One student shared, *"I know I should practice English every day, but after classes and prayers, I'm exhausted and have other homework too."*

Interaction Between Environmental Factors and Time Constraints

The study revealed significant interactions between environmental support and time management. Students in supportive learning environments with effective time management skills achieved 85% higher overall language proficiency scores. Access to both human resources (teachers, peers) and technological tools helped learners overcome time constraints by providing flexible learning opportunities. Peer study groups that met regularly outside class hours proved particularly effective, with 90% of participating students reporting improved confidence and fluency.

Teachers emphasized that environmental support alone is insufficient without adequate time for practice. Conversely, abundant time without quality resources or supportive peers yields limited progress. One teacher stated, *"Students need both a rich language environment and protected time to engage with it meaningfully. When either is missing, learning suffers."*

Table 1: Key Findings on Environmental and Time Factors

Factor	Impact on SLA	Example
Socio-Cultural Environment	Positive cultural exposure enhances motivation by 78%	Students exposed to English media and diverse cultures show improved proficiency and motivation
Peer Interaction	Collaborative learning improves engagement by 65%	Group discussions and peer-assisted learning lead to better conversational skills and confidence
Classroom Setup	Well-designed classrooms increase engagement by 55%	Flexible seating and digital resources promote active participation and interaction
Access to Resources	Digital tools support autonomous learning; 40% face access barriers	Students using apps and online platforms practice 3-4 hours more weekly outside class
Time for Independent Study	Dedicated study time improves speaking by 65% and writing by 70%	Students with structured study routines perform significantly better in language assessments
Course Duration	Insufficient contact hours limit development	Two-hour weekly classes prove inadequate; students in additional programs show higher proficiency
Time Management	Effective strategies improve overall proficiency by 85% when combined with environmental support	Students who plan study schedules and set goals achieve substantially better results

DISCUSSION

The findings emphasize the critical and interconnected roles of environmental factors and time constraints in shaping Second Language Acquisition (SLA). This study's results align with established SLA theories while offering new insights into how these factors operate within structured boarding school environments.

Socio-Cultural Environment and Language Development

The strong positive correlation between socio-cultural exposure and learner motivation supports Vygotsky's (1978) sociocultural theory, which posits that language learning is fundamentally a social process

mediated by cultural tools and interactions. The 78% increase in motivation among students with rich cultural exposure demonstrates how authentic communicative contexts enhance language learning beyond mechanical skill development. This finding resonates with Long's (1996) Interaction Hypothesis, which emphasizes that meaningful interaction in the target language facilitates acquisition by providing comprehensible input, opportunities for output, and feedback.

Ghimenton et al. (2024) similarly found that environmental factors significantly influence grammatical development in bilingual learners, particularly when learners actively engage with diverse linguistic communities. The present study extends this by showing that even in foreign language contexts with limited natural English environments, structured cultural exposure through media, guest interactions, and peer collaboration can effectively simulate immersive conditions. However, unlike studies in naturalistic bilingual settings (Nicoladis & Mott-Smith, 2023; Paradis, 2023), the boarding school environment requires intentional design of cultural exposure opportunities, as English remains primarily an academic language rather than a community language.

The importance of peer interaction found in this study aligns with research by Foster and Skehan (1996), who demonstrated that collaborative tasks promote negotiation of meaning and linguistic development. The 65% increase in speaking participation within supportive peer environments suggests that psychologically safe spaces reduce affective filters, as described by Krashen's (1982) Affective Filter Hypothesis. Students who feel comfortable taking risks in language production develop fluency more rapidly than those in evaluative or competitive environments.

Physical and Technological Environments

The study's findings regarding classroom design and technology access support the notion that physical learning spaces function as "third teachers" (Nunan, 1991), silently shaping pedagogical possibilities and learner engagement. The 55% increase in engagement within well-designed classrooms demonstrates that environmental design is not merely aesthetic but pedagogically consequential. Flexible seating arrangements that facilitate group work and face-to-face interaction enable communicative language teaching approaches that prioritize interaction over passive reception (Richards & Rodgers, 2014).

However, the digital divide revealed in this study—where 60% of students lacked consistent internet access—presents a significant equity concern. While Idris et al. (2021) highlighted how web-mobile platforms like Edmodo and Telegram help overcome temporal and spatial learning constraints, their research assumed baseline technology access that many students in this study did not possess. This disparity creates a two-tiered learning environment where technologically equipped students gain 3-4 additional hours of weekly practice through mobile applications, while their peers remain limited to formal classroom instruction. This finding underscores that technological integration, while beneficial, requires equitable infrastructure to avoid exacerbating existing inequalities.

The effectiveness of digital tools for extending learning beyond classrooms supports Carol's (2001) argument for technology integration in language learning. Mobile applications provide personalized, self-paced learning opportunities that traditional classrooms cannot offer. However, as Harmer (2007) cautioned, technology should complement rather than replace human interaction and teacher guidance, a principle evident in students' reliance on both digital resources and peer/teacher support for optimal learning.

Time Constraints and Language Acquisition

Time emerged as the most dominant factor (9.2/10), confirming that quantity of exposure significantly impacts SLA outcomes. This finding aligns with Paradis's (2023) conclusion that "how much exposure is enough" depends on consistent, sustained engagement rather than sporadic intensive periods. The present study demonstrates that students with dedicated daily study time showed 65-70% better proficiency than peers

without structured routines, supporting the notion that distributed practice enhances long-term retention better than massed practice (Skehan, 1989).

The insufficient two-hour weekly formal instruction identified in this study corroborates Unsworth's (2019) finding that amount of exposure serves as a proxy for language dominance in bilingual development. While Unsworth's research focused on bilingual children in dual-language environments, the principle applies to foreign language learners: limited exposure restricts opportunities for input, practice, and consolidation necessary for internalization. Fu et al. (2024) similarly identified time constraints as primary obstacles in English learning among university students, though their study focused on extracurricular activities rather than core instructional time.

The role of planning time in language production, explored by Yuan and Ellis (2003) and Philp et al. (2006), relates to findings about student time management strategies. Students who allocated time for pre-task planning—such as preparing for presentations or rehearsing conversations—produced more fluent and accurate language output. However, unlike experimental studies that manipulated planning time in controlled settings (Hu et al., 2024), this naturalistic study reveals that many students lack awareness of effective planning strategies or face competing demands that preclude systematic planning.

Opperman's (2020) research on time constraints in language proficiency testing resonates with this study's finding that rushed learning schedules promote surface-level memorization rather than deep processing. When students lack time for reflection, consolidation, and meaningful practice, they develop fragmented competence rather than integrated language ability. This supports cognitive load theory's premise that learning requires adequate time for information processing and schema construction (Schulz & Grimm, 2019).

Interaction Effects and Holistic Perspectives

A key contribution of this study is demonstrating that environmental and temporal factors do not operate independently but interact synergistically. Students in supportive environments with effective time management achieved 85% higher proficiency, compared to 55-78% improvements from single factors alone. This interaction effect suggests that SLA research and pedagogy must adopt holistic rather than reductionist approaches.

Ellis's (2008) framework for researching SLA emphasizes examining how multiple factors—cognitive, social, contextual, and temporal—converge to shape learning trajectories. The present study operationalizes this framework by showing that even optimal environments yield limited results without adequate practice time, while abundant time in impoverished environments fails to produce expected gains. This aligns with Bruner's (1960) spiral curriculum concept, where learners need repeated exposure at increasing complexity levels over time, requiring both structured environmental design and temporal continuity.

Implications for Educational Practice

These findings have several practical implications. First, curriculum developers must move beyond content-focused syllabi to design learning experiences that integrate environmental richness and realistic time allocation. This involves incorporating authentic materials, facilitating peer collaboration, and structuring regular opportunities for self-directed learning within formal schedules rather than relegating them to optional extracurricular activities.

Second, addressing technology access inequities requires institutional investment in infrastructure and potentially subsidized internet access for economically disadvantaged students. Language learning success should not depend on students' financial capacity to purchase data packages or devices.

Third, time management training should be integrated into language programs. Many students lack metacognitive strategies for effective study scheduling, goal-setting, and progress monitoring. Explicit

instruction in self-regulated learning strategies (Allington, 2005) can help students maximize limited available time.

Fourth, institutional schedules must be re-examined to protect time for language practice. The current model of compressing language learning into two-hour weekly slots amid dense academic and religious schedules reflects systemic undervaluation of language development's temporal requirements. Alternative models such as daily shorter sessions, intensive summer programs, or integrated content-language instruction may better balance competing institutional priorities.

Study Limitations and Future Directions

This study's limitations include its single-site focus and relatively small sample, which constrain generalizability to other contexts. The six-month timeframe captured a snapshot but not longitudinal developmental trajectories. Future research should employ comparative designs across multiple boarding schools or mixed-methods approaches combining qualitative depth with quantitative measurement of proficiency gains. Longitudinal studies tracking students over multiple years could reveal how environmental and temporal factors impact long-term retention and advanced proficiency development.

Additionally, this study did not experimentally manipulate environmental or temporal variables, limiting causal claims. Intervention studies testing specific environmental modifications or schedule restructuring could provide stronger evidence for policy recommendations. Finally, individual differences in cognitive abilities, prior language learning experiences, and personality factors likely moderate environmental and temporal effects, warranting investigation.

Despite these limitations, this study makes important contributions to understanding SLA in structured educational contexts. By examining how environmental and temporal factors interact within the unique constraints of Islamic boarding schools, it provides insights relevant to similar contexts across Indonesia and other settings where intensive residential education combines with foreign language instruction. The findings affirm that effective language education requires more than curriculum and pedagogy—it demands thoughtful design of learning environments and realistic temporal structures that respect the time-intensive nature of language acquisition.

Implications for National Language Education Policy

These findings carry implications for Indonesia's broader educational policies:

Curriculum Reform: The Ministry of Religious Affairs' pesantren curriculum (KMA 184/2019) allocates 2-3 hours weekly for English—our data suggest this is inadequate for functional proficiency. Policymakers should consider: (1) increasing minimum English contact hours to 4-5 weekly, (2) integrating English across subjects through Content and Language Integrated Learning (CLIL), or (3) designing intensive summer/semester programs.

Infrastructure Investment: Digital divide findings align with national statistics showing 45% of pesantren lack adequate internet (Ministry of Communication, 2023). The government's nationwide pesantren digitalization program should prioritize: subsidized internet connectivity, digital literacy training for teachers, and equitable device access for economically disadvantaged students.

Teacher Professional Development: Environmental effectiveness depends on teachers' capacity to facilitate interaction, integrate technology, and design learner-centered spaces. National teacher training programs should emphasize: communicative methodology, technology integration, differentiated instruction for mixed-proficiency classes, and time management coaching for students.

Schedule Restructuring Guidelines: Institutional policy recommendations include: mandatory daily English practice periods (30 minutes minimum), protected self-study time in schedules, reduced competing obligations during critical learning periods, and flexible scheduling allowing intensive short-term programs.

Quality Assurance Mechanisms: Standardized English proficiency assessments across pesantren would enable monitoring of environmental and temporal factors' impacts, identify best practices, and allocate resources to underperforming institutions.

These policy directions could transform Indonesia's 34,000+ pesantren into effective multilingual environments, enhancing graduates' competitiveness while preserving religious education primacy."

CONCLUSION

This study demonstrates that successful English language acquisition as a Second Language depends fundamentally on the interaction between supportive environmental conditions and adequate time allocation for learning. Findings reveal that time management emerges as the most critical factor, followed closely by socio-cultural exposure, peer interaction, and access to technological resources. When learners are situated in culturally rich, technologically equipped, and socially supportive environments while possessing effective time management strategies, their motivation increases substantially and language proficiency develops more comprehensively. The research confirms that neither environmental quality nor time availability alone suffices; rather, their synergistic interaction produces optimal learning outcomes. Current instructional models that limit English exposure to brief weekly sessions and restrict authentic communication opportunities significantly impede language development, resulting in fragmented competence and declining motivation. Educational institutions must therefore adopt holistic pedagogical reforms that integrate experiential learning opportunities, ensure equitable technology access, foster collaborative peer environments, and restructure scheduling to provide consistent daily language exposure. Policymakers and curriculum developers should prioritize creating flexible learning frameworks that acknowledge language acquisition's time-intensive nature while designing environments that maximize every learning opportunity. By addressing both contextual richness and temporal adequacy, educators can empower learners to develop authentic communicative competence and become confident, autonomous English language users capable of thriving in academic and real-world contexts.

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