

**THE PRACTICE OF DAILY VOCABULARY REPETITION IN
ENGLISH SPEAKING SKILLS AT AN ISLAMIC BOARDING
SCHOOL**

**By
NOOR SYAFITRI FARDINA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 ED / 1447 AH**

**THE PRACTICE OF DAILY VOCABULARY REPETITION IN
ENGLISH SPEAKING SKILLS AT AN ISLAMIC BOARDING
SCHOOL**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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Academic Year : 2025

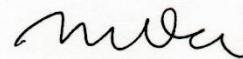
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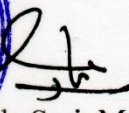
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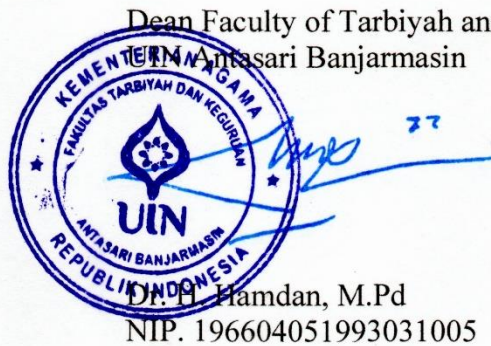

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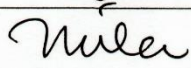
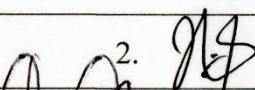
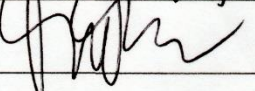
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ABSTRACT

Noor Syafitri Fardina. 220101030308. The Practice of Daily Vocabulary Repetition In English Speaking Skills at an Islamic Boarding School. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, MA. 2025.

Keywords: Vocabulary Repetition, Speaking Skills, Islamic Boarding School

This study investigates the practice of daily vocabulary repetition and its influence on the speaking skills of eighth-grade students from classes 8A and 8B at Darul Hijrah Islamic Boarding School for Female. The research employed a qualitative case study design to gain an in-depth understanding of the phenomenon within its real-life context. The participants consisted of nine female students from Grade 8 (three students from class 8A and six students from class 8B) and one English teacher. Data were collected through observations, interviews, and documentation. The findings reveal that daily vocabulary repetition is implemented systematically through morning and evening sessions led by the OSDA Language Section. During these sessions, students repeat newly introduced vocabulary, practice using the words in sentences, and apply them in daily communication. The results indicate that daily vocabulary repetition contributes positively to students' speaking development, particularly in terms of fluency, pronunciation, and confidence. Students are able to recall vocabulary more quickly, construct sentences more accurately, and speak more naturally in both formal and informal settings. In addition, the routine enhances students' motivation and discipline in learning English. Overall, the findings demonstrate that daily vocabulary repetition is an effective and sustainable strategy for improving students' speaking proficiency while creating a supportive English learning environment.

ABSTRAK

Noor Syafitri Fardina. 220101030308. *Praktek Pengulangan Kosakata Harian Dalam Keterampilan Berbicara Bahasa Inggris di Pondok Pesantren*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antsari. Penasihat: Dr. Rahmila Murtiana, MA. 2025

Kata kunci: Pengulangan Kosakata, Keterampilan Berbicara, Pesantren

Penelitian ini bertujuan untuk mengkaji praktik pengulangan kosakata harian serta pengaruhnya terhadap keterampilan berbicara siswa kelas VIII dari kelas 8A dan 8B di Pondok Pesantren Darul Hijrah Putri. Penelitian ini menggunakan desain studi kasus kualitatif guna memperoleh pemahaman yang mendalam mengenai fenomena tersebut dalam konteks kehidupan nyata. Subjek penelitian terdiri atas sembilan siswi kelas VIII, yang meliputi tiga siswi dari kelas 8A dan enam siswi dari kelas 8B, serta satu orang guru Bahasa Inggris. Pengumpulan data dilakukan melalui teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pengulangan kosakata harian dilaksanakan secara sistematis melalui kegiatan pagi dan sore hari yang dikoordinasikan oleh Bagian Bahasa OSDA. Dalam kegiatan tersebut, siswa mengulang kosakata yang baru diperkenalkan, berlatih menggunakan kosakata tersebut dalam bentuk kalimat, serta menerapkannya dalam komunikasi sehari-hari. Temuan penelitian menunjukkan bahwa pengulangan kosakata harian memberikan kontribusi positif terhadap perkembangan keterampilan berbicara siswa, khususnya dalam aspek kefasihan, pengucapan, dan kepercayaan diri. Siswa mampu mengingat kosakata dengan lebih cepat, menyusun kalimat secara lebih akurat, serta berbicara dengan lebih alami baik dalam konteks formal maupun informal. Selain itu, kegiatan pengulangan kosakata yang dilakukan secara rutin juga berkontribusi dalam meningkatkan motivasi dan kedisiplinan siswa dalam pembelajaran Bahasa Inggris. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa pengulangan kosakata harian merupakan strategi yang efektif dan berkelanjutan dalam meningkatkan kemampuan berbicara siswa sekaligus menciptakan lingkungan pembelajaran Bahasa Inggris yang kondusif dan suportif.

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا ومولانا
محمد وعلى آله وصحبه أجمعين. أما بعد.

All praise be to Allah, the Most Gracious and the Most Merciful, who has granted me strength, health, and guidance, so that I was able to complete this thesis entitled “The Practice of Daily Vocabulary Repetition in English Speaking Skills at an Islamic Boarding School” on November 26th, 2025”. Peace and blessings are always upon Prophet Muhammad P.B.U.H., his family, and his companions who devoted their lives to the path of Allah.

With great humility, the writer would like to express sincere appreciation and gratitude to the following individuals and institutions:

1. Dr. H. Hamdan, M.Pd, the Dean of the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University, and all staff members for their assistance in administrative matters.
2. Afifah Linda Sari, S.S., M.Pd, the Head of the English Language Education Study Program, for her valuable guidance, support, and motivation.
3. Dra. Andi Irlina, M.Hum, my academic advisor, for her continuous guidance, suggestions, and encouragement throughout my study.
4. Dr. Rahmila Murtiana, M.A, my thesis advisor for content and research methods, for her insightful advice, corrections, and continuous support that contributed greatly to the completion of this thesis.
5. All lecturers and academic assistants in the Faculty of Tarbiyah and Teacher Training for the invaluable knowledge and learning experiences they have provided.
6. My beloved parents, Drs. H. M. Safrudin, M.AP., and Hj. Faridah, for their endless love, prayers, and unwavering support. They are the ones who “fight

in the skies every day” with their sincere prayers. Every achievement I reach is the result of their sacrifices and blessings. I am forever grateful.

7. My best friends since Junior High School—Audina Indriani, S.Pd, Nelva Kamila Syahnazia, Veranti Tri Norlestari, S.Farm, and Risqi Amalia Putri—thank you for standing beside me through every situation, for the joy, comfort, and support you have given me all these years.
8. My university friends, Siti Habibah, Neliyana, and Andre thank you for the support, kindness, and companionship throughout our journey in university. We may not be siblings by blood, but your presence has meant so much to me.
9. My partner, Ali Akbar, M.Pd., thank you for always being beside me, for your motivation, support, and patience throughout this journey. You have been one of my strongest reasons to never give up. I pray for continuous blessings and hope we achieve success together.
10. All friends in 22Best, thank you for the memories, teamwork, and support throughout our time together.
11. I would also like to extend my gratitude to all the organizations that have shaped my experiences and personal growth, including Forum Muda FTK, ESA Antasari, IKPDH UIN Antasari, Putera Puteri Antasari, Antasari Cendekia, and also DEMA FTK. Without the opportunities, challenges, and lessons I gained from these organizations, I would not be the person I am today.

Finally, the writer hopes that this thesis may be useful for future researchers, educators, and readers. The writer realizes that this work is far from perfect; therefore, constructive suggestions are greatly appreciated for future improvement.

Banjarmasin, 5 Jumada II 1447A.H
26 November 2025 A.D

Writer

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