

APPENDICES

APPENDIX 1: Transliteration

The verse of the Qur'an	Translation	
	English	Indonesian
The Qur'an Surah Al-Baqarah (2) Verse 31	<p>And He taught Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if ye are right!"</p>	<p>"Dan Dia ajarkan kepada Adam nama-nama (benda) semuanya, kemudian Dia perlihatkan kepada para malaikat seraya berfirman, Sebutkan kepada-Ku nama semua (benda) ini, jika kamu yang benar!"</p>
The Qur'an Surah Ibrahim (14) Verse 4	<p>We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom.</p>	<p>"Dan Kami tidak mengutus seorang rasul pun, melainkan dengan bahasa kaumnya, agar dia dapat memberi penjelasan kepada mereka. Maka Allah menyesatkan siapa yang Dia kehendaki, dan memberi petunjuk kepada siapa yang Dia kehendaki. Dia Yang Maha Perkasa, Maha Bijaksana."</p>

APPENDIX 2: Observation Guideline

PEDOMAN OBSERVASI

1. Sejarah singkat Pondok Pesantren Darul Hijrah Puteri?
2. Profil Pondok Pesantren Darul Hijrah Puteri?
3. Data Kepegawaian Pondok?
4. Jumlah Santriwati:
5. Observation Sheet

No.	Indicators	Qualification		Note
		Yes	No	
A.	Implementation of Daily Vocabulary Practices			
1.	Daily vocabulary practices are carried out regularly.			
2.	Student are given appropriate materials to increase their vocabulary.			
3.	The teacher provides feedback regarding the progress of the students in speaking.			
4.	The learning environment already has sound learning systems and methods.			
5.	This program has an evaluation or measurement of the language skills of female students.			
6.	A language mobilisation organisation's job is to assist and supervise the program's course.			
7.	This program has rewards and punishments.			
8.	The program is integrated with the school curriculum.			
9.	The school facilitates and supports this program.			
10.	The program has a clear target or goal in implementing this program.			
11.	A manual or syllabus is made to help students and support the program's running.			
B.	Benefits / Obstacles of Daily Vocabulary Practices			
	Benefits			
1.	The results of daily vocabulary practice significantly affect the students' speaking ability.			
2.	Daily vocabulary practices program adds to the vocabulary of students.			

3.	The daily vocabulary practices program motivates students to be more active in speaking.			
4.	The interest of students in English increases as the program progresses.			
5.	Students can know and memorize a lot of vocabulary.			
6.	Students became more confident in speaking English.			
7.	The results of daily vocabulary practices significantly affect the speaking ability of students.			
8.	The confidence of the students has increased.			
	Obstacles			
1.	Most average female students still have difficulty memorising vocabulary.			
2.	Correction or correction of the mistakes of the students in English is maximal.			
3.	Students still use languages other than those applied to the program when unsupervised.			
4.	The student did not like the language used in the program because of the difficulty in pronunciation.			
5.	The student is still afraid to pronounce it incorrectly and inappropriately.			
6.	The sanctions given to the students did not deter the students.			

APPENDIX 3: Observation Result

A. Sejarah singkat Pondok Pesantren Darul Hijrah Puteri?

Pondok Darul Hijrah Puteri adalah lembaga pendidikan bagi pembentukan dan pengembangan kepribadian, serta pembinaan ilmu pengetahuan dan Agama. Pondok Darul Hijrah Puteri yang pada saat dibuka pada tahun 1995 hanya terdiri dari SMA 20 orang, SMP 34 orang santriwati. Yayasan Pendidikan Pondok Darul Hijrah Puteri secara resmi berdiri pada tanggal 25 April 1995, berdasarkan Akta Notaris Bachtiar No 7 tanggal 25 April 1995. Unsur Pimpinan Pondok Darul Hijrah adalah Direktur dan Wakil Direktur Pondok yang dalam melaksanakan tugas sehari-hari dibantu oleh Kepala Bagian seperti Kepala Bagian Sekretariat, Kepala Bagian Pengasuhan, Kepala Bagian Pendidikan dan Pengajaran, Kepala Bagian Minat dan Bakat, Kepala Bagian Rumah Tangga, Kepala Bagian Sarana Prasarana dan Kepala Sekolah dari PAUD hingga SMA.

Secara umum ada dua hal yang melatarbelakangi berdirinya Pondok Darul Hijrah Puteri yaitu: *Pertama*, adanya keinginan pendiri pesantren sebagai alumni Pondok Modern Darussalam Gontor Ponorogo untuk mendirikan pondok pesantren serupa dengan almamaternya, dan hal tersebut mendapat dukungan Gontor dan bahkan dianggap sebagai pondok *ala* Gontor di Kalimantan. *Kedua*, banyaknya minat dari calon santriwati untuk memasuki pondok Gontor tidak sesuai dengan daya tampung pondok Gontor sehingga diperlukan pondok yang memiliki sistem yang sama dan dapat mengakomodir calon santriwati tersebut terutama yang berasal dari

Kalimantan. Untuk program itu Pondok Modern Gontor bersedia memberikan bimbingan, petunjuk guna memperoleh bekal agar lebih mampu mengelola kegiatan dan manajemen pondok alumni yang kelak akan didirikan. Keinginan alumni Pondok Modern Gontor meniru almamaternya dan pelaksanaan amanah pimpinan Pondok Gontor kepada alumninya merupakan latar belakang sebab berdirinya Pondok Pesantren Darul Hijrah Putri.

B. Profil Pondok Pesantren Darul Hijrah Putri

Nama Pondok	: Pondok Pesantren Darul Hijrah Putri
Tahun Berdiri	: 25 April 1995
Alamat	: Jl. Batung, Cindai Alus RT. 2 RW. 1, Kec. Martapura, Kab. Banjar, Kalimantan Selatan, Kode Pos 70612
Telp. Hp	: 081348140099/085250496263
Email	: ponpes_dhputri@yahoo.com
Website	: www.darulhijrahputri.ponpes.id
Tahun Beroperasi	: 1995
Luas Tanah	: 90.000 m ²
Luas Bangunan	: 60.000 m ²
Kurikulum Negeri	: Kementerian Pendidikan Nasional
Kurikulum Pondok	: Pondok Modern Darussalam Gontor

1) Struktur Pengurus Pondok Pesantren Darul Hijrah Putri

- a. Ketua Yayasan : Dr. H. Abdul Karim, S.H.,M.IKom
- b. Sekretaris Yayasan : Drs. Agus Syahrianto
- c. Pimpinan Pondok : Drs. KH. Syahrudi Ramli, M.Fil.I

- d. Wakil Pimpinan Pondok : Abdulah Husin, S. Ag., M.Pd.I
- e. Sekretaris Pondok : Muhammad Firdausi Nuzula, Lc.
- f. Kepala Personalia dan Umum, Kabag Perencanaan dan Pengendalian Mutu dan Dikjar : Dr. M. Anshari, S.Th.I, MHI
- g. Kepala Bagian Keuangan dan Pengawasan : Nor Hikmah, S.Pd
- h. Kepala Bagian Pengasuhan : Muhammad Yusuf, S.Pd.I
- i. Kepala Bagian Pengajaran : Wahyu Nurdiansyah, S. Ag
- j. Kepala Bagian Minat dan Bakat : Adi Maryadi, S.S
- k. Kepala Bagian Biro Rumah Tangga Pondok : H. Hendro Effendy, SE, MM
- l. Kepala Bagian Sarana Prasarana : Hamdani, S.Kom
- m. Kepala Bagian Unit Usaha : Noor Aini, AMG, C.Ce
- n. Kepala PAUD IT dan TK : Hasnawati, S.Pd
- o. Kepala Sekolah SD IBS : Khadijah, S.Pd.I S.Pd
- v. Kepala Sekolah SMP : Eni Zulaikah, S.Pd.I
- q. Kepala Sekolah SMA : Umi Kalsum, S.Pd.I

2) Visi dan Misi Pondok

a) Visi

Adapun visi Pondok Pesantren Darul Hijrah Putri adalah: **Terwujudnya insan beriman, beramal sholeh, bertaqwa, istiqomah, berwawasan luas, unggul dan berprestasi.**

b) Misi

- Membentuk generasi yang unggul menuju terbentuknya Khaira Ummah
- Mendidik dan mengembangkan generasi mukmin-mukmin yang berbudi tinggi berbadan sehat, berpengetahuan luas, dan berpikiran bebas, serta berkhidmat kepada masyarakat.
- Mengajarkan Ilmu Pengetahuan Agama dan Umum secara seimbang menuju terbentuknya Ulama yang intelek
- Mewujudkan Warga Negara yang berkepribadian Indonesia yang beriman dan bertaqwa kepada Allah SWT.

3) Motto dan Panca Jiwa Pondok

a) Motto

1. Berbudi Tinggi
2. Berbadan Sehat
3. Berpengetahuan Luas
4. Berpikir Bebas

b) Panca Jiwa

1. Keikhlasan
2. Kesederhanaan
3. Berdikari
4. Ukhuwah Islamiyah
5. Kebebasan

4) Kegiatan Ekstrakurikuler

NO	EKSTRAKURIKULER	NO	EKSTRAKURIKULER
1	Basket	23	Catur

2	Gitar	24	Kaligrafi
3	Keyboard	25	Nasyid
4	Habsy	26	Hand Craft
5	Karate	27	Menari
6	Marching Band	28	Rudat
7	Paduan Suara	29	Tata Boga
8	Silat	30	Tahfidz
9	Tapak Suci	31	Tilawah
10	Volly	32	Arabic Club
11	Fotografi	33	Englisg Club
12	Arabic Debate	34	Jurnalistik
13	Desain Grafis	35	KIR
14	English Debate	36	Conten Creator
15	OSN IPA	37	PMR
16	OSN MTK	38	Paskibra
17	OSN IPS	39	Panting
18	Paskus	40	Senam
19	Qiroatil Kitab	41	Teater
20	Menjahit	42	Seni Lukis Background
21	Tata Rias	43	Pertamanan
22	Batminton		

5) Kegiatan Harian

NO	WAKTU	KEGIATAN
1	04-00-05.00	BANGUN PAGI, MANDI, SHALAT TAHAJJUD MANDIRI.
2	05.00-06.00	PERSIPAN KEMASJID, SHALAT SUBUH BERJAMAAH DAN TADARUSS ALQURAN WAJIB

3	06.00-06.30	PEMBAGIAN <i>MUFRADAT</i> DAN PIKET KAMAR.
4	06.30-07.30	MAKAN PAGI DAN PERSIAPAN SEKOLAH
5	07.30-09.30	BELAJAR FORMAL DI KELAS
6	09.30-10.00	ISTIRAHAT SEKOLAH
7	10.00-12.00	BELAJAR FORMAL DI KELAS
8	12.00-13.40	ISTIRAHAT SEKOLAH, SHALAT JUHUR, MAKAN SIANG
9	13.40-14.50	BELAJAR FORMAL DI KELAS
10	14.50-15.30	SHALAT ASHAR BERJAMAAH DAN TADARUSS ALQURAN WAJIB
11	15.30-17.00	KEGIATAN MANDIRI, KEGIATAN EKTRAKURIKULER/LIFE SKILL
12	17.00-- 18.00	MANDI, PERSIAPAN KE MASJID
13	18.00-18.30	SHALAT MAGRIB BERJAMAAH DAN TADARUSS ALQURAN WAJIB
14	18.30-19.00	MAKAN MALAM
15	19.00-19.20	SHALAT ISYA BERJAMAAH DAN TADARUSS ALQURAN WAJIB
16	19.30-21.30	BELAJAR MALAM TERBIMBING/ MENGULANG/SETOR HAFALAN
17	21.30-22.00	PERSIAPAN TIDUR MALAM, MENGULANG <i>MUFRADAT</i> DAN ABSENSI KAMAR
18	22.00-04.00	TIDUR MALAM

C. Data Kepegawaian Pondok

No.	Status Pegawai	Jumlah
1.	Ustadz/Ustadzah	214
2.	Ustadzah Tahap II (Pengabdian)	22
3.	Karyawan Tahap I (Pengabdian)	12
4.	Karyawati/Wan	133
TOTAL		381

D. Data Jumlah Santriwati :

NO	LEMBAGA	KELAS	JUMLAH
1.	SMP Darul Hijrah Putri	VII	177
		VIII	207
		IX	282
		JUMLAH	666
2.	SMA Darul Hijrah Putri	<i>I'DADI</i>	59
		X	202
		XI	190
		XII	198
		JUMLAH	649
JUMLAH KESELURUHAN			1315

E. Observation Sheet and Result

No.	Indicators	Qualification		Note
		Yes	No	
A.	Implementation of Daily Vocabulary Practices			
1.	Daily vocabulary practices are carried out regularly.	✓		
2.	Student are given appropriate materials to increase their vocabulary.	✓		
3.	The teacher provides feedback regarding the progress of the students in speaking.	✓		
4.	The learning environment already has sound learning systems and methods.	✓		
5.	This program has an evaluation or measurement of the language skills of female students.	✓		
6.	A language mobilisation organisation's job is to assist and supervise the program's course.	✓		
7.	This program has rewards and punishments.	✓		
8.	The program is integrated with the school curriculum.		✓	This program is integrated with KMI

				PMDG, not the school.
9.	The school facilitates and supports this program.	✓		
10.	The program has a clear target or goal in implementing this program.	✓		
11.	A manual or syllabus is made to help students and support the program's running.	✓		
B.	Benefits / Obstacles of Daily Vocabulary Practices			
	Benefits			
1.	The results of daily vocabulary practice significantly affect the students' speaking ability.	✓		
2.	Daily vocabulary practices program adds to the vocabulary of students.	✓		
3.	The daily vocabulary practices program motivates students to be more active in speaking.	✓		
4.	The interest of students in English increases as the program progresses.	✓		
5.	Students can know and memorize a lot of vocabulary.	✓		
6.	Students became more confident in speaking English.	✓		
7.	The results of daily vocabulary practices significantly affect the speaking ability of students.	✓		
8.	The confidence of the students has increased.	✓		
	Obstacles			
1.	Most average female students still have difficulty memorising vocabulary.	✓		
2.	Correction or correction of the mistakes of the students in English is maximal.	✓		
3.	Students still use languages other than those applied to the program when unsupervised.	✓		

4.	The student did not like the language used in the program because of the difficulty in pronunciation.	✓		
5.	The student is still afraid to pronounce it incorrectly and inappropriately.	✓		
6.	The sanctions given to the students did not deter the students.	✓		

APPENDIX 4: Interview Guidelines

**THE IMPLEMENTATION OF DAILY VOCABULARY PRACTICES FOR
I'DADI STUDENTS AT DARUL HIJRAH ISLAMIC BOARDING
SCHOOL TOWARD THEIR SPEAKING ABILITY**

A. Director of Darul Hijrah Islamic Boarding School for Female

No.	Question	Answer
1	Are students at Darul Hijrah Islamic Boarding School for Females required to speak a language (English or Arabic)?	
2	What are language activities in the boarding school?	
3	What facilities can support language activities in the boarding school?	

B. Ustadzah Language Advisors

No.	Question	Answer
1	How is the implementation of Daily Vocabulary Practices at Darul Hijrah Islamic Boarding School?	
2	What is the state of students' speaking ability?	
3	What are the benefits of Daily Vocabulary Practices?	
4	What are the obstacles of Daily Vocabulary Practices?	
5	Do Daily Vocabulary Practices activities have their manuals?	
6	Is there an evaluation of this activity?	
7	Do students have special divisions and placements for each class?	

8	Are there any targets or goals for implementing this activity?	
---	--	--

C. English Teacher (*I'dadi* Class)

No.	Question	Answer
1	Can Daily Vocabulary Practices help <i>I'dadi</i> students follow class learning?	
2	Does the speaking ability of <i>I'dadi</i> students improve after Daily Vocabulary practice runs?	

D. OSDA Language Section

No.	Question	Answer
1	What are the language activities at Pondok Darul Hijrah Puteri?	
2	How is the implementation of Daily Vocabulary Practices for <i>I'dadi</i> students?	
3	What are the benefits of Daily Vocabulary practice activities on the speaking ability of <i>I'dadi</i> students?	
4	What are some of the biggest challenges OSDA Language has experienced in implementing Daily Vocabulary Practices?	
5	What are the OSDA Language section's efforts to overcome these challenges?	
6	What are the steps for administering Daily Vocabulary Practices?	
7	What methods does OSDA Language Section use in carrying out Daily Vocabulary Practice activities for <i>I'dadi</i> students?	

8	How does OSDA Language section provide rewards and punishments/sanctions for <i>I'dadi</i> students? And what are the forms?	
---	--	--

E. *I'dadi* Student

No.	Question	Answer
1	How do you think Daily Vocabulary Practices is implemented?	
2	Does Daily Vocabulary Practices help you to develop your speaking ability?	
3	How much vocabulary have you memorized?	
4	How do you feel about participating in this activity?	
5	Did you master your speaking ability well?	
6	What are the benefits of Daily Vocabulary Practices for speaking ability?	
7	In your opinion, are there any obstacles in implementing this activity?	
8	What obstacles do you face when implementing speaking ability during the daily vocabulary practice?	
9	What suggestions do you have for this activity?	

PEDOMAN PENELITIAN

**THE IMPLEMENTATION OF DAILY VOCABULARY PRACTICES FOR
I'DADI STUDENTS AT DARUL HIJRAH ISLAMIC BOARDING
SCHOOL TOWARD THEIR SPEAKING ABILITY**

A. Director of Darul Hijrah Islamic Boarding School for Female

No.	Question	Answer
1	Apakah santriwati Pondok Pesantren Darul Hijrah Puteri diwajibkan dalam berbahasa (English or Arabic)?	
2	Apa saja kegiatan Bahasa di Pondok Darul Hijrah Puteri?	
3	Apa saja fasilitas-fasilitas yang dapat mendukung kegiatan kebahasaan di Pondok Darul Hijrah Puteri?	

B. Ustadzah Language Advisors

No.	Question	Answer
1	Bagaimana pelaksanaan Praktik Kosakata Sehari-hari di Pondok Pesantren Darul Hijrah ?	
2	Bagaimana keadaan kemampuan berbicara siswa?	
3	Apakah manfaat dari Latihan Kosakata Harian?	
4	Apakah kerugian dari Praktik Kosakata Harian?	
5	Apakah kegiatan Praktik Kosakata Harian memiliki manualnya?	
6	Apakah ada evaluasi dari kegiatan ini?	
7	Apakah siswa memiliki divisi dan penempatan khusus untuk setiap kelas?	
8	Apakah ada target atau tujuan untuk melaksanakan kegiatan ini?	

C. English Teacher (*I'dadi* Class)

No.	Question	Answer
1	Apakah dengan kegiatan Daily Vocabulary Practices dapat membantu santriwati kelas satu <i>I'dadi</i> dalam mengikuti pembelajaran di kelas?	
2	Apakah speaking ability santriwati kelas satu <i>I'dadi</i> mengalami peningkatan setelah Daily Vocabulary Practices berjalan?	

D. OSDA Language Section

No.	Question	Answer
1	Apa saja kegiatan bahasa di Pondok Darul Hijrah Puteri?	
2	Bagaimana implikasi Praktik Kosakata Harian bagi siswa <i>I'dadi</i> ?	
3	Apa manfaat kegiatan Praktik Kosakata Harian terhadap kemampuan berbicara siswa <i>I'dadi</i> ?	
4	Apa saja tantangan terbesar yang dialami OSDA Language dalam menerapkan Praktik Kosakata Harian?	
5	Apa upaya bagian Bahasa OSDA untuk mengatasi tantangan ini?	
6	Apa langkah-langkah untuk mengelola Praktik Kosakata Harian?	
7	Metode apa yang digunakan Bagian Bahasa OSDA dalam melaksanakan kegiatan Latihan Kosakata Harian bagi mahasiswa <i>I'dadi</i> ?	

8	Bagaimana bagian Bahasa OSDA memberikan penghargaan dan hukuman/sanksi bagi siswa <i>I'dadi</i> ? Dan apa saja bentuknya?	
---	---	--

E. *I'dadi* Student

No.	Question	Answer
1	Menurut Anda, bagaimana Praktik Kosakata Harian diterapkan?	
2	Apakah Latihan Kosakata Harian membantu Anda mengembangkan kemampuan berbicara Anda?	
3	Berapa banyak kosakata yang telah Anda hafal?	
4	Bagaimana perasaan Anda tentang berperan serta dalam kegiatan ini?	
5	Apakah Anda menguasai kemampuan berbicara Anda dengan baik?	
6	Apa manfaat dari Latihan Kosakata Harian untuk kemampuan berbicara?	
7	Menurut Anda, apakah ada kerugian dalam pelaksanaan kegiatan ini?	
8	Kendala apa yang Anda hadapi ketika menerapkan kemampuan berbicara selama latihan kosakata sehari-hari?	
9	Apa saran yang Anda miliki untuk kegiatan ini?	

APPENDIX 5: Interview Result

Director of Darul Hijrah Islamic Boarding School for Female

Day/Date : Thursday/ 14 September 2023

Question:

1. Are students at Darul Hijrah Islamic Boarding School for Females required to speak a language (English or Arabic)?
2. What are language activities in the boarding school?
3. What facilities can support language activities in the boarding school?

Answer:

1. Yes, it is required because Darul Hijrah Islamic boarding school for female takes the curriculum from KMI Gontor, so this language obligation will never disappear because language is a pillar of the curriculum to support learning. If language is not applied, it will hinder learning every day. This is the role of language.
2. Darul Hijrah Islamic Boarding School for Female has many language activities including daily vocabulary practice (daily), daily conversation (weekly), LPTB (yearly), Language camp, Drama contest, Ishlah Lughoh (language correction), and others.
3. Due to the change of room, the function of the Language Lab is less than optimal because language 98 activities occur daily wherever and whenever. In the classroom, dormitory, anywhere because the facilities adjust everything. Because in the boarding school, all facilities support language development, and all from the environment.

Ustadzah Language Advisors

Day/Date : Thursday 14 September 2023

Question:

1. How is the implementation of Daily Vocabulary Practices at Darul Hijrah Islamic Boarding School?
2. What is the state of students' speaking ability?
3. What are the benefits of Daily Vocabulary Practices?
4. What are the disadvantages of Daily Vocabulary Practices?
5. Do Daily Vocabulary Practices activities have their manuals?
6. Is there an evaluation of this activity?
7. Do students have special divisions and placements for each class?
8. Are there any targets or goals for implementing this activity?

Answer:

1. The implementation of this activity every day is the distribution of vocabulary in the morning after morning prayer with a loud voice repeated several times and followed. Giving each class will be different depending on each level. Especially for the first-grade *I'dadi* in front of their dormitory. In a day, they will be given three vocabularies: verbs, nouns, and sometimes correction words (words that need to be corrected), and nouns. In the evening, there is a program (repetition of vocabulary); this activity takes place before bedtime. After the bell finishes studying at night, they are directed to repeat memorizing the speech given in the morning with the room mother and still monitored by the soda language section. They are instructed to make sentences from the vocabulary.
2. The *I'dadi* class knows a lot of vocabulary, but they are still hesitant to use it and are afraid of being wrong, and they still use Indonesian in communicating. This is because they are still in the first-semester stage, which is not yet required to use the language. And the other class, students already have a lot of vocabulary, and they speak fluently, but if there is no OSDA or ustadzah language section, they do not use it.
3. There are many benefits obtained, among others, this activity will increase self-confidence, especially in the sharer because the steps given will train their listening, writing, sensitivity, and confidence to speak in front of a crowd in 100 English, increase vocabulary and make it easier for students to follow learning in class.
4. Some the disadvantages are experienced. The first is the lack of time for this activity, to maximize it then added at night. The second is OSDA's Language section resources, which are still lacking, resulting in this activity being less maximal. And lastly, less aware of the importance to speak English and Arabic.
5. Yes, this activity has a syllabus made by the ustadzah in the language department, then checked with the expert.
6. Yes, evaluation in the form of a formal test: there is an oral and written exam. And evaluation takes the form of sanctions or punishments: When violating the rules, there will be punishment with corrections according to the existing classification.
7. Yes, each student has a different class placement, and the vocabulary given is also different 101 according to the vocabulary syllabus that has been compiled.
8. The main target is to give them the courage to speak in front of people and to build up their vocabulary.

English Teacher (*I'dadi* Class)

Day/Date : Monday/ 11 September 2023

Question:

1. Can Daily Vocabulary Practices help *I'dadi* students follow class learning?
2. Does the speaking ability of *I'dadi* students improve after Daily Vocabulary practice runs?

Answer:

1. Yes, it is beneficial if the vocabulary that has been given is memorized and in the practice of everyday life. The implementation of vocabulary division is said to help depending on the consciousness of each individual himself (as long as there is a will).
2. Not really, because they are still in the early semesters, the development is still not very clear. For speaking ability, students are more inclined to Arabic than English. In my opinion, the speaking ability of *I'dadi* class students is still not much improved after Daily Vocabulary Practices because it is still at the beginning (there is no overall improvement, only in individuals who do have a background from school graduates who have learned English to the maximum and also depend on individuals who like English itself).

OSDA Language Section

Day/Date : Saturday/ 9 September 2023

Question:

1. What are the language activities at Pondok Darul Hijrah Puteri?
2. How is the implementation of Daily Vocabulary Practices for *I'dadi* students?
3. What are the benefits of Daily Vocabulary practice activities on the speaking ability of *I'dadi* students?
4. What are some of the biggest challenges OSDA Language has experienced in implementing Daily Vocabulary Practices?
5. What are the OSDA Language section's efforts to overcome these challenges?
6. What are the steps for administering Daily Vocabulary Practices?
7. What methods does OSDA Language Section use in The method used by OSDA is the repetition method. In its 104 carrying out Daily Vocabulary Practice activities for *I'dadi* students?
8. How does OSDA Language section provide rewards and punishments/sanctions for *I'dadi* students? And what are the forms?

Answer OSDA Language Section 1:

1. There are several language activities in the boarding school; daily vocabulary practices, daily conversation, listening to music. and other supporting events: drama contest, language training (language camp), language camp, miss of language (monthly), queen of language (each OSDA Language section period).
2. This activity is carried out in the morning after dawn prayers. The vocabulary given is three vocabularies. Especially for the *I'dadi* class at night, they will be given additional vocabulary again because they are an accelerated class in order to adjust when they are in 10 grade high school later.
3. The benefits obtained by students include increasing vocabulary and showing the correct way of pronunciation because the distribution of vocabulary will be

exemplified first by how to mention it. Then, students will imitate and repeat it and be taught how to write properly and correctly.

4. The challenges that we experienced was the environment, which does not use the official language when there are in significant events that are not normal and the wrong vocabulary is continued everytime.
5. In terms of significant activities, OSDA Language Section will try to use the permitted format to minimize activities that do not use language (small activities are still required to use language).
6. OSDA's measures for administering this activity include check-ups in each dormitory; if someone violates the language rules, corrections will be imposed immediately, and OSDA Language Section will try to find vocabulary that is necessary but has yet to be given.
7. The method used by OSDA is the repetition method. In its implementation, students will be asked for previous vocabulary, then OSDA Language Section will model the vocabulary, they repeat it, and students will be instructed to write it. If, at that time, there is a quiz, then students will be told how to make the sentence.
8. For Individual rewards: Princess of Language, which is held every month, and Queen of Language, which is held every year. For the qualifications include being active in vocabulary activities, being able to answer quizzes, the highest grade test, and a complete book. The form of punishment given to the *I'dadi* class is that the first six months are given a warning and direct language improvement on the spot.

Answer OSDA Language Section 2:

1. In addition to those mentioned, other activities include LPTB once a year, daily vocabulary repetition every night, appreciation for the class that is the 105 most enthusiastic and most disciplined in language in the form of watching a film selected for each month, and language motivation classes filled by ustadz and ustadzah in the field of language.
2. Implementation: Every day, there are 2- 3 vocabulary words given. Then, the OSDA of Language section reads it first so that the students can listen, after which the students repeats the vocabulary. If the vocabulary is in the form of verbs, then verb 1, 2, and verb 3 will be given.
3. The benefits students get in this activity include knowing how to pronounce vocabulary correctly and adding new language. And the help of their speaking ability is that they can use their English-speaking ability to communicate with their friends at the boarding school. They can be the representative of their batch to participate in LPTB.
4. Some of the challenges we felt included a lack of awareness of the importance of using language and laziness. When making mistakes when reprimanded and given corrections, they fight back.
5. For our efforts in facing these challenges, OSDA Language section solves problems with the improvements.

6. OSDA divides its members in implementing this activity; some divide, some check the dormitory, and some count. And it all depends on the picket schedule.
7. We use the drilling method: They read to train their hearing, then write and repeat to teach their speaking.
8. We give awards for those who can answer questions about vocabulary in the form of small prizes. And for punishment, there are categories. Dormitory court if you violate the dormitory, and central court if you get a severe qualification.

I'dadi Student

Day/Date : Saturday/ 9 September 2023

Question:

1. How do you think Daily Vocabulary Practices is implemented?
2. Does Daily Vocabulary Practices help you to develop your speaking ability?
3. How much vocabulary have you memorized?
4. How do you feel about participating in this activity?
5. Did you master your speaking ability well?
6. What are the benefits of Daily Vocabulary Practices for speaking ability?
7. In your opinion, are there any disadvantages in implementing this activity?
8. What obstacles do you face when implementing speaking ability during the daily vocabulary practice?
9. What suggestions do you have for this activity?

Answer *I'dadi 1:*

1. It is appropriate and reasonable because I have attended school here for one year. The vocabulary given is different from the previous year. So, I find the vocabulary quite tricky to apply in everyday speech.
2. Yes, because in daily vocabulary practices, the vocabulary given is a lot, and the vocabulary is increasing and helps my speaking ability.
3. Approximately 50 vocabulary words.
4. I feel happy because I have a new vocabulary again. But also sometimes it depends on the mood when following it.
5. I feel like I'm not very good at it, because I don't repeat myself enough, and when it's English I still use Arabic.
6. I get many benefits when participating in these daily vocabulary practices, such as Developing daily conversations by knowing the new vocabulary. As for my speaking ability, I can pronounce them correctly.
7. In my opinion, Arabic is used more than English.
8. The obstacles I face when applying speaking skills during daily vocabulary training are using frills, preferring Arabic, and interference from old students who will be made fun of if they use English correctly.

9. My advice is that it should be improved, and more rewards should be given so students will be more enthusiastic.

Answer I'dadi 2:

Day/Date : Saturday 10 September 2023

1. I think this Daily Vocabulary Practices activity is appropriate; the room mum will add the vocabulary given by OSDA Language section in the morning and evening.
2. Yes, this activity is beneficial because I could not do it before, and now I know it. I will try to apply it to my speaking ability.
3. Only 20 vocabulary words
4. I don't like English, because I think it isn't easy, the words are different from the pronunciation.
5. No, because I feel more inclined to master Arabic.
6. The benefits I get include Adding new insights about vocabulary and knowing how to pronounce it because I was not used to pronouncing it.
7. In my opinion, if the application of this activity is specifically English vocabulary, it is easier to remember, but the pronunciation is difficult.
8. Personal obstacles that I experience, I fear speaking wrong and inappropriately.
9. I suggest the OSDA Language section move more quickly because they are slow.

Answer I'dadi 3:

Day/Date : Saturday/ 10 September 2023

1. I think it is appropriate. After finishing the morning prayer, we were directed to gather at a predetermined place. After that, we were given new vocabulary. OSDA Language section provided the repetition method with variations by singing together.
2. Yes, it is beneficial; the more vocabulary is given, the more I feel helped to speak English well.
3. Maybe it's almost 30 vocabulary words
4. I think it depends on my mood. I will feel bad if I am counted while being told to run, and I feel exhausted. I will feel happy if I have entered the daily vocabulary practice activity and get new vocabulary.
5. No really, it is not too good yet because it is rarely practiced and has not met a suitable English-speaking partner.
6. The benefits are that I get More vocabulary and confidence in speaking English
7. The disadvantage is that the time is too rushed so you have to hurry and make you tired.
8. The obstacle I experienced was forgetting the vocabulary if I wanted to use it. And also, I have spoken in English, but the interlocutor uses Arabic.
9. I suggest further improving the discipline that OSDA Language section enforces.

Answer I'dadi 4:**Day/Date : Saturday/ 10 September 2023**

1. In my opinion, this activity is implemented accordingly as in general. This activity is beneficial for me because, in the previous school, it was forbidden to use English.
2. Yes, it helps because the writing given is different from the pronunciation. So I feel that with this activity I have improved my speaking ability.
3. It's almost 30 vocabularies
4. I feel happy because I have never learned and tried to like English; this activity is also fun. Then, the way the vocabulary is distributed is fun.
5. No, because my friends use Arabic more often than English.
6. There are many benefits that I get, one of which is that I am more motivated to be able to participate in LPTB.
7. The disadvantages are that the mother room doesn't repeat when we are in the room, and I think the language rules are not strict enough.
8. Like the others, I feel that speaking English is complex, and I fear mispronouncing it.
9. My suggestion is to tighten up the rules and motivate us more so that we will be more enthusiastic.

Answer I'dadi 5:**Day/Date : Saturday/ 10 September 2023**

1. The implementation is reasonable and appropriate and help me to master English.
2. Yes, it helps because I get new vocabulary, and if used continuously, it will affect my speaking ability.
3. It's almost 40 vocabularies
4. I feel enjoy, because it's fun and the method doesn't bore me.
5. No, I did not. I think it's not good yet,
6. The benefits I get are feeling more confident and superior to my friends in the village.
7. I think the disadvantage is the time. Time for bathing and eating must be cut because this activity is carried out in the morning, and going to school at 07.10 WITA.
8. The obstacle I experienced was a lack of confidence because I was afraid of being made fun of by the old students.
9. In my opinion, the OSDA Language section should give more rewards so that we will have more fun participating in this activity.

Answer I'dadi 6:**Day/Date : Saturday/ 10 September 2023**

1. I think this activity has been implemented well; the proof is that I am very enthusiastic about language activities, especially the most basic one, namely daily vocabulary practice.

2. Yes, it helps because I am not used to speaking English directly outside because I come from a Salafi boarding school.
3. It's almost 45 vocabularies
4. Feeling happy because I was taught to be confident and dare to come forward.
5. Not yet, because I tend to like using Arabic.
6. The benefits are that I understand more about learning English because of the shaping environment and can participate in language competitions in the Darul Hijrah Islamic Boarding school for Female.
7. The disadvantages, I feel are a sense of awareness and a sense of lack of responsibility as a student who should be obliged to use language.
8. The obstacle I experience is fear of speaking in public because I lack confidence and fear of being wrong.
9. Because many are still unaware of the importance of using English, I think it is hoped that Santriwati has awareness and can balance the use of Arabic and English.

APPENDIX 6: Documentation

Picture of Interview



Picture of Muhadharah/Public Speaking



Pictures of Daily Vocabulary Practice



Pictures of Listening



Pictures of Daily Conversation



LPTB



Pictures of Language Camp

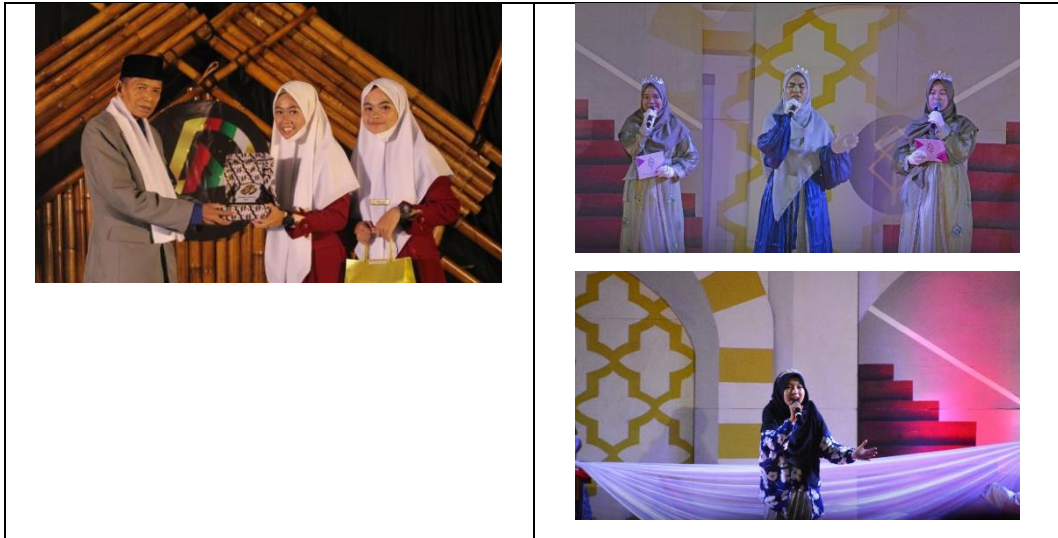


Pictures of Drama Contest



Picture of Miss of Language

Pictures of Queen of Language



APPENDIX 7: List of *I'dadi* Student Vocabulary

PERALATAN SANTRIWATI DI KAMAR TIDUR

NO	ARABIC	ENGLISH	Indonesia
1	حُجْرَةٌ	Bedroom	Kamar tidur
2	صَحْنٌ	Plate	Piring
3	كُؤْبٌ	Glass	Gelas
4	مِلْعَقَةٌ	Spoon	Sendok
5	شَوْكَةٌ	Fork	Garpu
6	فِنْجَانٌ / كَأْسٌ	Cup	Cangkir
7	قَارُورَةٌ	Bottle	Botol
8	فِرَاشٌ	Mattress	Kasur
9	وَسَادَةٌ	Pillow	Bantal
10	مِخْدَةٌ	Bolster	Guling
11	بِثَّارٌ	Blanket	Selimut
12	حَصِيرٌ	Rug	Tikar
13	غِطَاءُ السَّرِيرِ	Bed sheet	Seprai
14	غِطَاءُ الْمِخْدَةِ	Pillow sheet	Sarung bantal
15	دَوَاءٌ	Medicine	Obat
16	خِزَانَةٌ	Cupboard	Lemari
17	مِرَاةٌ	Mirror	Cermin
18	مِرْوَحَةٌ	Fan	Kipas Angin
19	رَفٌّ	Shelf	Rak
20	مَشْجَبٌ	Hanger	Kastok
21	قُلُوسٌ	Money	Uang
22	كَيْسٌ	Wallet	Dompet
23	مِظَلَّةٌ	Umbrella	Payung
24	مِفْتَاحٌ	Key	Kunci
25	قُلٌّ	Pedlock	Gembok
26	سِلْسِيلَةُ الْمِفْتَاحِ	Key chain	Gantungan kunci

27	مُشَطُّ	Comb	Sisir
28	سُبْحَةٌ	Rosary	Tasbih
29	مِكَنَسَةٌ	Broom	Sapu
30	عَصَا	Stick	Tongkat
31	بَطَاقَةٌ	Guest card	Kartu tamu
32	مِصْبَاحٌ	Lamp	Lampu
33	زُبَالَةٌ	Trash	Sampah
34	مَرْبَلَةٌ	Trashcan	Bak sampah
35	مِفْتَاحٌ كَهْرَبَائِيٌّ	Switch	Saklar
36	حَقِيْبَةٌ	Bag	Tas
37	قَلَامَةُ الْأَطْفَالِ	Nail clipper	Jepitan kuku
38	نَافِذَةٌ	Window	Jendela
39	مَكْتَبٌ	Table	Meja
40	كُرْسِيٌّ	Chair	Kursi
41	جِدَارٌ	Wall	Dinding
42	بَلَاطٌ	Floor	Lantai
43	عَمُوْدٌ	Pillar	Tiang
44	سَاعَةٌ	Clock	Jam
45	سَطْحٌ	Ceiling	Plafon
46	فِنَاءٌ	Corridor	Koridor
47	سَقْفٌ	Roof	Atap
48	صُوْرَةٌ	Picture	Gambar

PAKAIAN SANTRIWATI

NO	ARABIC	ENGLISH	Indonesia
1	لِبَاسٌ	Clothes	Pakaian
2	لِبَاسٌ رَسْمِيٌّ	Uniform	Seragam sekolah
3	قَمِيْصٌ	Blouse/Shirt	Baju
4	جُبَّةٌ	Toga	Jubah
5	فُسْتَانٌ	Skirt	Rok

6	بَنْطُلُونُ	Trousers	Celana panjang
7	سِرْوَالٌ	Shorts	Celana pendek
8	بَنْطُلُونُ صَيِّقٌ	Leggings	Lejing (celana panjang dalam)
9	لِبَاسُ النَّوْمِ	Pajamas	Pakaian tidur
10	تَبَانٌ	Underwear	Pakaian dalam (bawah)
11	جِمَارٌ	Veil	Kerudung/jilbab
12	بَلُوطَةٌ	Prayer veil	Mukena
13	سَجَادَةٌ	Prayer rug	Sejadah
14	جُورِبٌ	Socks	Kaos kaki
15	قُبْعَةٌ	Head gear	(Ciput) Dalam kerudung
16	نَعْلٌ	Sandals	Sendal
17	جِدَاءٌ	Shoes	Sepatu
18	لِبَاسُ الْكُتَّافَةِ	Scout uniform	Seragam Pramuka
19	لِبَاسُ الرِّيَاضَةِ	Sport clothes	Pakaian Olahraga
20	مُنَشَفَةُ النِّسَاءِ	Sanitary napkin	Pembalut
21	عِطْرٌ	Perfume	Parfum
22	لَوْحَةُ الْأَسْمِ	Name tag	Papan nama
23	نَظَّارَةٌ	Eye glasses	Kacamata
24	سَاعَةُ الْيَدِ	Watch	Jam tangan
25	دُبُوسٌ	Pin	Peniti
26	فُرْطُحُ أَفْرَاطٍ	Earrings	Anting
27	جَاكِيَتَةٌ	Jacket	Jaket
28	بُدْرَةٌ	Face powder	Bedak

APPENDIX 8: Seminar Proposal Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-227/Un.14/III.1.f/PP.00.9/03/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Nur Aulia
N I M : 190101030331
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Trans Kalimantan Km. 14, Anjir Serapat Timur Kab. Kapuas.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“AN INVESTIGATION OF DAILY VOCABULARY PRACTICES FOT
MATRICULATION STUDENT IN DARUL HIJRAH BOARDING SCHOOL
TOWARD THEIR SPEAKING ABILITIES”**

Pada Hari/Tanggal : Jum’at/ 13 Januari 2023
Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 10 Maret 2023

Ketua,



Afifah Linda Sari

APPENDIX 9: Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Nomor : B-06/Un.14/III.1.f/PP.00.9/01/2024
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Nur Aulia
NIM. 190101030331
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**AN INVESTIGATION OF DAILY VOCABULARY PRACTICES FOR
MATRICULATION STUDENTS IN DARUL HIJRAH ISLAMIC BOARDING
SCHOOL TOWARD THEIR SPEAKING ABILITIES**

Berubah menjadi:

**THE IMPLEMENTATION OF DAILY VOCABULARY PRACTICES FOR I'DADI
STUDENTS AT DARUL HIJRAH ISLAMIC BOARDING SCHOOL TOWARD
THEIR SPEAKING ABILITY**

Menunjuk :

1. Drs. Saadillah, M.Pd. sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 10 Januari 2024
Ketua Prodi
Tadris Bahasa Inggris



Afifah Linda Sari

APPENDIX 10: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B- 1157 /Un.14/III.1/PP.00.9/08/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : NUR AULIA
NIM : 190101030331
Semester : IX (Sembilan)

Alamat : Jl. Manunggal II No. 20, RT. 27/ RW. 2, Kel. Kebun Bunga, Kec. Banjarmasin Timur, Kota Banjarmasin

Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

THE IMPLEMENTATION OF DAILY VOCABULARY PRACTICES FOR MATRICULATION STUDENT AT DARUL HIJRAH ISLAMIC BOARDING SCHOOL TOWARD THEIR SPEAKING ABILITY

Tempat Penelitian : Pondok Pesantren Darul Hijrah Putri
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 01 September 2023
Sampai Tanggal : 31 Oktober 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 29 Agustus 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,



(Handwritten Signature)
Prof. Dr. Ahmad Muradi, M. Ag.
NIP 197808082005011006

Mahasiswa yang bersangkutan,

NUR AULIA
190101030331



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 1157 /Un.14/III.1/PP.00.9/08/2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

29 Agustus 2023

Yth. Kepala Pondok Pesantren Darul Hijrah Putri
Kabupaten Banjar

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : NUR AULIA
NIM : 190101030331
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Manunggal II No. 20, RT. 27/ RW. 2, Kel. Kebun Bunga, Kec. Banjarmasin Timur, Kota Banjarmasin
No HP : 081257909106

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

APPENDIX 11: Research Completion Letter



YAYASAN PENDIDIKAN PONDOK DARUL HIJRAH PUTRI PONDOK PESANTREN DARUL HIJRAH PUTRI

KEMENKUMHAM: AHU-4321.AH.01.04/2013. NSPP: 510063030106/038/2014

NSS : 510063030106

Alamat: Batung, Cindai Alus RT.002 RW.001, Kec. Martapura, Kab.Banjara, Prov. Kalimantan Selatan,
Kode Pos. 70612, www.darulhijrahputri.ponpes.id, Email: Ponpes_dhputri@yahoo.com

SURAT KETERANGAN

Nomor: 284/PPDHP(i)/DIR/XII/2023

Yang bertanda tangan di bawah ini

Nama : Drs. KH. Syahrudi Ramli, M.Fil.I
NIP : 530002
Jabatan : Direktur Pondok Pesantren

dengan ini menerangkan bahwa,

Nama : Nur Aulia
NIM : 190101030331
Perguruan Tinggi : UIN Antasari Banjarmasin
Fakultas/Program Studi : Tarbiyah dan Keguruan
Judul Penelitian : The Implementation Of Daily Vocabulary Practices For *I'dadi* Students At Darul Hijrah Islamic Boarding School Toward Their Speaking Ability

Telah selesai melaksanakan penelitian pada instansi terkait dengan objek penelitian di Pondok Pesantren Darul Hijrah Putri Martapura.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.



Martapura, 21 Desember 2023
Direktur,





[Handwritten Signature]
Drs. KH. Syahrudi Ramli, M.Fil.I


APPENDIX 12: Thesis Consultation Notes



CONSULTATION NOTES

NAME OF ADVISOR: Drs. SAADILLAH, M.Pd

DATES	NOTES	SIGNATURE
August 18 th , 2023	<ul style="list-style-type: none"> • Pay attention to the writing font (too small). • Be clear about the research question 1 and 2 • Change the research question number 2 (what are advantages and disadvantages) • Be clear about the definition of key term • Fix the references (how to write the title of books, publication year) • Correct writing: "Speaking Abilities" to "Speaking Ability" 	
August 22 th , 2023	<ul style="list-style-type: none"> • Prepare the research instruments • Make question refers to the research question • The interview questions translated to English • Make sure the number of informants 	
August 28 th , 2023	<ul style="list-style-type: none"> • Searching for the theory underlying the way informants are selected • Fix the questions to be asked to informants. • Adding questions for informants related to their psychological state • making observation checklist 	
January 8 th , 2024	<ul style="list-style-type: none"> • Fix the closure, shortened based on the research question • Correct the conclusion according to the existing description. • Create an acknowledgement • Create abstracts in english and Indonesian 	

	<ul style="list-style-type: none">• Pay attention to the writing about references (Dkk change to et al.)	
January 18 th 2024	<ul style="list-style-type: none">• Pay attention to the writing about references (the year put behind the name)• Remove motto and dedication• Add the consultation notes in the appendices• Change "ALM" in curriculum vitae to "The Late"	

CURRICULUM VITAE

I. Personal Details

Full Name : Nur Aulia
Place, Date of Birth : Banjarmasin, January 27th 2002
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Ifta Sapriadi, S.Ag (The Late) and Syaudah, S.Pd.I
Siblings : Dhea Zahra
Address : Jl. Trans Kalimantan. KM. 14. Rt. 002, Kec.
Kapuas Timur, Kab. Kapuas

II. Formal Educational Background

2006 – 2012 : State Elementary School of Anjir Serapat
Timur 1
2012 – 2015 : Islamic Junior High School of Nahdlatussalam
2015 – 2019 : Senior High School of Darul Hijrah Islamic
Boarding School for Female
2019 – 2024 : English Education Department of Antasari State
Islamic University Banjarmasin

III. Organization Experience

2019 – 2020 : English Student Association of Antasari
Banjarmasin
2019 – 2021 : Family Association of Darul Hijrah Islamic
Boarding School of Antasari State Islamic
University
2020 – 2021 : Student Executive Council of Tarbiyah and
Teacher Training
2022 – 2023 : Student Executive Council of Antasari State
Islamic University