

CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the variety / richness of words a language owns (Soedjito, 2011: 3). Learning a language will not be separated from learning vocabulary because vocabulary is vital in determining communication fluency. Communication can be through various languages, including English. The existence of vocabulary in English is one of the requirements to master English. Vocabulary is central to English language teaching because, without sufficient jargon, students cannot understand others or express their ideas.

According to Thornbury (2002:13) “How important is vocabulary? Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Having a good vocabulary is crucial for mastering a language like English. The more words someone knows, the more likely they are to be skilled in using the language effectively (Tarigan, 1993:2). Human language skills are dependent on the quantity and quality of their vocabulary. Mastery of English can be improved by mastering vocabulary well because a good speech will affect a person's skills in the language. Therefore, improving one's vocabulary is critical to developing strong speaking ability.

Mastery of vocabulary in English plays a vital role in improving students' ability in English. Because to speak English well, students must have good listening, speaking, reading, and writing abilities. In listening, speaking, reading,

and writing. The vocabulary component is very influential in mastering English. Very effective in mastering English.

In the Quran, Surah Al-Baqarah verse 31, Allah says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ

In Surah Al-Baqarah, it can be concluded that language learning can begin with vocabulary learning. It means, can start with vocabulary learning. Vocabulary learning will be able to develop students' vocabulary, especially in English.

Learning vocabulary can be a challenging aspect of language acquisition. To help students expand their word bank, it's essential to provide them with effective strategies. Graves said as students often learn new words independently, it's beneficial to motivate them to take the initiative in increasing their vocabulary over time Purwanti (2015) it's beneficial to motivate them to take the initiative in increasing their vocabulary over time.

According to Dóczy (2011) learning vocabulary is a continuous process that can assist language learners in tackling seemingly insurmountable obstacles. Students can employ vocabulary as part of their learning strategies to enhance their English language proficiency. Therefore, thoroughly understanding vocabulary learning strategies and how students can effectively utilize them is of utmost importance.

In many discussions about vocabulary practice above, of course, it is not inseparable from how it is applied in everyday life, and we also find many ways to implement it, one of which is by giving exercises creatively, continuously, and

repeatedly, this method is commonly called "drilling." According to Lamsal (2011) drilling is a method applied in language teaching to teach students to speak using target language structures. It is certainly used to improve students' speaking ability.

Talking about students' speaking ability, we know that Speaking is one of the essential skills to develop and improve as a means of effective communication, and it is also one of the most common skills that people struggle with. It is generally accepted that one of the most challenging components of mastering a foreign language is honing one's ability to converse orally with native speakers of that language correctly. When it comes to expressing themselves vocally in the language they are learning, many individuals learning a second language have difficulty doing so. They struggle to communicate their ideas and thoughts using a foreign language effectively. They are unable to continue talking because they are unable to overcome psychological barriers or because they are unable to locate the appropriate words and expressions.

Speaking ability can only be improved by first identifying the ability or characteristics students need to work on. In this regard, several researchers have outlined several objectives or dimensions speakers must attain. As an illustration, consider Goodwin: defined several objectives for a correct pronunciation. She referred to them as "functional intelligibility" and "functional comprehension." self-confidence and the ability to evaluate one's own words Goodwin et al., (2001).

There is a communication process between the speaker and the listener when speaking. People put their thoughts into words, discussing impressions and feelings they want others to understand.

The researcher concludes that speaking is a collaborative effort involving active participation from both listeners and speakers. Effective communication can only be achieved through mutual interaction and understanding. This principle is in line with the teachings of Allah as stated in Surah Ibrahim verse 4 of the Qur'an:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ

Speaking is also an interactive process of meaning construction involving the production, receipt, and processing of information. This definition describes all three stages of this process Burns & Joyce (1997). Student speakers who excel in public speaking have a strong command of the English language's vocabulary.

The focus of this research is at Darul Hijrah Islamic Boarding School for Female, a private school located in Cindai Alus, South Kalimantan that offers English and Arabic language classes. The school currently has a language program that is integrated with Islamic boarding practices. The researcher aim is to observe how the English language program is executed and implemented. Specifically, the researcher is interested in examining the daily vocabulary practice that takes place and how it affects students' speaking ability. Through this practice, students are encouraged to use the new vocabulary that they have learned to enhance their speaking ability. The researcher also seeks to explore how this practice can be implemented for *I'dadi* students to improve their speaking ability at the boarding school.

At Darul Hijrah Islamic Boarding School for female, students are trained to use English and Arabic in their daily activities, regardless of the situation. Even though English and Arabic are not their first language.

"*I'dadi* students" are the first class of Senior High School in Darul Hijrah Islamic Boarding School for Female. This is the particular class whose Junior High School is from other schools, and the students will finish their senior high school in four years. They must speak English; although they could not speak English before, they must try.

However, at Darul Hijrah Islamic Boarding School for Female, students are required to use English and receive daily vocabulary practices every morning. Implementing this daily vocabulary practices is related to the boarding rules that require them to use it at every moment of their daily lives. The students must have speaking abilities to support their daily lives in boarding school to communicate with each other, administrators, and teachers.

Speaking English is an obligation. Therefore, in Darul Hijrah Islamic Boarding School for Female, they apply daily vocabulary practices to support students' lives. In this case, students must comply with all the rules stated in the boarding school. OSDA Language Section will provide daily vocabulary practices every day, they will be the enforcement police of language rules in this boarding school. If students do not comply with the existing rules, they will be punished according to the mistakes they done.

Students at Darul Hijrah Islamic Boarding School for Female have a lot of chances to use their English because they stay in an English-speaking environment.

The rules at this school said that the students had to talk to each other in English every day so that they would get used to speaking English. Every day after the dawn prayer, this daily vocabulary practice is run. After students learn many words, they can do other things to improve their speaking ability.

Daily vocabulary practices are students' activities in boarding school to help them learn to speak. The implementation of daily vocabulary practices at Darul Hijrah Boarding School for Female has several activities that will support students' speaking ability, such as mandatory English speaking, public speech activities, and conversation ceremonies.

From the description above, as far as the researcher knows, no research has been conducted on implementing daily vocabulary practice toward students' speaking ability at Darul Hijrah Islamic Boarding School for Female. Therefore, the researcher is very interested to find out how the implementation of daily vocabulary practice on students' speaking ability at this boarding school and the benefits and disbenefits of daily vocabulary practice for speaking ability at Darul Hijrah Islamic Boarding School for Female.

Based on the description above, the researcher decided to do the research. Therefore, the title of this research is **THE IMPLEMENTATION OF DAILY VOCABULARY PRACTICES FOR *I'DADI* STUDENTS AT DARUL HIJRAH ISLAMIC BOARDING SCHOOL TOWARD THEIR SPEAKING ABILITY.**

B. Research Questions

Based on the statement of the problem above, the objectives of the research aim:

1. How is the implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability?
2. What are the benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability?

C. Objective of Study

Based on the statement of the problem above, the objectives of the research aim:

1. To find out the implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.
2. To know the benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

D. Significance of Study

The result of this research is expected to contribute to the field as follows:

1. As a way for English teachers, especially those at the Darul Hijrah Islamic Boarding School for Female, to give feedback and get more information.

2. Another researcher could use the information to study the same topic from a different point of view.
3. The researcher's knowledge and experience, especially in terms of vocabulary practices and speaking ability, will be enhanced.

E. Definition of Key Terms

1. Daily Vocabulary Practices:

Daily Vocabulary Practice is learning to use and understand spoken and written words in a language. Daily vocabulary practice is an activity or routine to improve students' vocabulary skills. Daily vocabulary practice aims to expand students' vocabulary with specific techniques or exercises to reinforce their learning by memorising and reading them every day.

2. Speaking Ability:

Students' speaking ability is the ability of students to express what they want to say to others using their own words by implementing the vocabulary that they have acquired during the Daily Vocabulary Practice activity, as well as to support them in carrying out all activities (which use *bahasa*) which are made as mandatory rules of this Islamic Boarding School.

3. *I'dadi* Students:

They are students who enter boarding school after completing their studies at junior high school. They are included as students from Senior high school but not from the first grade. *I'dadi* Students is a special class with students from other schools who will complete their senior high school in four years

and a special class that has not graduated from the Junior High School of Darul Hijrah Islamic Boarding School for Female.