

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data, the researcher writes down all the data that has been collected. In this chapter, the researcher explains the process of implementing the Daily Vocabulary Practices activity for *I'dadi* first grade towards their speaking ability and the benefits and obstacles of this activity towards the speaking ability of *I'dadi* first grade. The researcher presents the data descriptively based on data collection through observation, interviews and documentation.

A. Findings

This chapter the findings result about (1) the implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability, and (2) the benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

Before going into the main findings of this study, the researcher found some information that should be known first. Based on the results of observations and interviews from 6 September to 30 September 2023, it was found that the implementation of the Daily Vocabulary Practices activity on speaking ability to the first grade *I'dadi* class at Darul Hijrah was successfully implemented by the language section at Darul Hijrah Islamic Boarding School and this activity was directly empowered by the *Ustadzah* of the Language section which was declared highly capable chosen by the director of Darul Hijrah Islamic Boarding School.

In this chapter, observation made during data collection the implementation of Daily Vocabulary Practices are as follows:

The implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

- a. Daily vocabulary practices are carried out regularly.
- b. Student are given appropriate materials to increase their vocabulary.
- c. The teacher provides feedback regarding the progress of the students in speaking.
- d. The learning environment already has sound learning systems and methods.
- e. This program has an evaluation or measurement of the language skills of female students.
- f. A language mobilisation organisation's job is to assist and supervise the program's course.
- g. This program has rewards and punishments.
- h. The school facilitates and supports this program.
- i. The program has a clear target or goal in implementing this program.
- j. A manual or syllabus is made to help students and support the program's running.

The benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

Benefits:

- a. The results of daily vocabulary practice significantly affect the students' speaking ability.

- b. Daily vocabulary practices program adds to the vocabulary of students.
- c. The daily vocabulary practices program motivates students to be more active in speaking.
- d. The interest of students in English increases as the program progresses.
- e. Students can know and memorize a lot of vocabulary.
- f. Students became more confident in speaking English.
- g. The results of daily vocabulary practices significantly affect the speaking ability of students.
- h. The confidence of the students has increased.

Obstacles:

- a. Most average female students still have difficulty memorising vocabulary.
- b. Correction or correction of the mistakes of the students in English is maximal.
- c. Students still use languages other than those applied to the program when unsupervised.
- d. The student did not like the language used in the program because of the difficulty in pronunciation.
- e. The student is still afraid to pronounce it incorrectly and inappropriately.
- f. The sanctions given to the students did not deter the students.

In this chapter, the researcher interviewed the first-grade *I'dadi* as the primary informant and then the OSDA Language Section, English Teacher, Teacher of the Language Section and the Director as supporting informants to obtain the desired data regarding the implementation of Daily Vocabulary Practice activities, and what are the benefits and obstacles to their speaking ability. The data is presented in a descriptive form to validate the qualitative analysis. The findings will be given based on the two research questions posed as follows:

1. **The implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.**
 - a) **Language activities in Darul Hijrah Islamic Boarding School for Female**

Darul Hijrah Islamic Boarding School for Female is one of the boarding schools that requires all students to use the official language in their daily lives and the teaching learning process. There is a term that is always instilled in the soul of all students in language. Namely, **language is our crown** or *al lughotu taaju-l ma'had* which is a guideline for students. In Indonesian, this means that *Bahasa adalah mahkota pondok*. From the results of the interview with the director, he said that Darul Hijrah Islamic Boarding School for Female was founded by Trimurti: KH Ghazali Muchtar, KH Syahrudi Ramli, and KH Nasrul Mahmudi. They aspired to create generations of pious Muslim women for themselves, as managers in their households, as schools for their children, and also leaders for their people. So, from this goal, one of the programs was arranged, one of which

was the language program. The language curriculum is taken from the KMI PMDG curriculum. KMI PMDG defines Arabic and English as the languages of association and education, except for a few classes that must be delivered in Indonesian. Arabic is meant to provide students with a solid basis for studying religion, given that the fundamentals of Islamic law are written in Arabic. English is a tool for studying science and general information. KMI PMDG aims to produce students who are Muslim believers, obedient to practising and upholding Islamic shari'a, virtuous, able-bodied, knowledgeable, free-thinking, and serving the nation and state. Darul Hijrah Islamic Boarding School for Female has two curricula, namely KMI PMDG and the Ministry of Education and Culture (KEMENDIKBUD) curriculum, and these two curricula are taught side by side. Because it takes the curriculum from KMI PMDG, this language obligation will always remain because language is a pillar of the learning support curriculum. If language is applied, it will help learning every day. So, there are several language activities at Darul Hijrah Islamic boarding school with different learning methods, among others:

- 1) Daily vocabulary practices

Daily Vocabulary Practice is one of the disciplinary activities to improve students' vocabulary. OSDA Language Section gives two or three vocabularies to be memorized by the students in the morning. They are required to learn the vocabulary. Then, they have

to repeat them together in the evening and make sentences from the vocabulary that has been given.



Figure 4.1. The implementation of Daily Vocabulary Practices

2) Daily conversation

OSDA Language Section assigns students English or Arabic conversation texts on Wednesdays and Sundays. They have to memorize the text. Then, they must practice it with their friends and have a dialogue. This activity is carried out to train their speaking ability.



Figure 4.2. The implementation daily conversation

3) Listening to music

In this activity, students will be given English or Arabic songs to listen to; according to an interview with the OSDA Language Section, this activity aims to hone their listening skills and is entertaining for students so that they are not bored in carrying out language activities.



Figure 4.3. Listening to music activity

4) *Muhadharah*/ Public Speaking

Muhadharah is a mandatory activity for all Darul Hijrah boarding school for female students this activity held every saturday. This linguistic activity is an event for performing Arabic, English, and Indonesian speeches. In this activity, students will convey their ideas through speeches composed by themselves. In addition, *Muhadharah* can also improve students' ability to think critically about the ideas they have given and can have a good impact on their speaking ability.



Figure 4.4. The public speaking activity

5) LPTB

LPTB or *Lomba Pidato Tiga Bahasa* is a major annual event. It is an activity of the OSDA Language Section that showcases students who can give speeches. This activity is also the culmination of *Muhadharah* activities. This three-language speech competition consists of Indonesian, Arabic and English. In the first selection, the action was attended by all Darul Hijrah Islamic Boarding School for female students who had been netted from *Muhadharah* activities. This activity aims to train students' confidence and improve their speaking skills.



Figure 4.5. LPTB program activity

- 6) and other supporting events: drama contest, language training (language camp), appreciation for the class that is the 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, miss of language (monthly), queen of language (each OSDA Language Section period).

b) The delivery of Daily Vocabulary Practices

Darul Hijrah Islamic Boarding School for Female has produced many students who are competitive in science, especially their knowledge of English. This shows that the English learning process, especially for students at Darul Hijrah Islamic Boarding School for females, is effective in achieving the targeted learning objectives. More importantly, they understand English through daily vocabulary activities, the application of conversation, and understanding learning in English.

As revealed by one of the informants, *Ustadzah* language advisors, the following are the results of the interview:

She said 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.

In addition, there are other interview results from the OSDA Language Section, said this activity was delivered 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 repeat the vocabulary. If the vocabulary is in the form of verbs, then verb 1, 2, and verb 3 will be given. Meanwhile OSDA Language Section other said 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.

From the interview above, implementing the daily vocabulary practices program is planned in the morning after dawn prayer. The students are directed to the place determined by the OSDA Language Section (specifically for the *I'dadi* class, they are required to make a line in front of the room as a place to give vocabulary). The implementation of daily vocabulary practices is given to students of class *I'dadi*, one (VII), two (VIII), three (IX) and four (X). In contrast, the students who give it are class

five (XI) or OSDA Language Section, who provides the vocabulary and class six (XII) focuses on the final exam.

c) Class placement

Based on the results of the researcher's interviews with informants in the field, it is stated that for the division of classes regarding daily vocabulary practice, different class divisions and vocabulary divisions adjust to the existing syllabus. Then for each Force has its own level for vocabulary distribution. In addition, especially for class *I'dadi*, a vocabulary of 6 vocabularies is given a day.

2. The benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

Every activity certainly has benefits but cannot be separated from many obstacles and obstacles because everything done to achieve a goal will face many things in the future. Some people say it is not easy to achieve the ability to speak English well and correctly because all activities will be separate from the benefits and obstacles. his includes the Daily Vocabulary Practice activity for *I'dadi* Students at Darul Hijrah Boarding School for Female on their speaking ability. The benefits and obstacles that have been found in this activity:

a) The benefits of daily vocabulary practices toward students speaking ability

According to *Ustadzah* Language Advisors, there are many benefits that are obtained, among others, this activity will increase self-confidence, especially for the assistant because the steps given will train their listening,

writing, sensitivity, and confidence to speak in front of a crowd in English, increase vocabulary and make it easier for students to follow learning in class. Meanwhile, English teacher stated that Daily Vocabulary Practices activities also help students follow class learning, 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).

b) The obstacles of daily vocabulary practices toward students speaking ability

From some students, it can be concluded that there are students who have difficulty in learning English and also implementing it. It was found that some students still did not feel and get the benefits of this Daily Vocabulary Practice activity. In this context, some students also have difficulty adjusting to their emotional state when participating in Daily Vocabulary Practice activities. This is caused by external factors, such as the influence of friends, seniors, or the OSDA Language Section. The influence of these external factors can affect students' motivation and comfort in participating in English learning activities at the boarding school, including daily vocabulary practice. Some of them felt uncomfortable when the OSDA Language Section gave a count to discipline them to join the Daily Vocabulary Practices activity in the morning. It was also found that those who have started to dare to implement the results of daily vocabulary practices in daily activities get ridiculed by the class if they use them in a structured and appropriate manner. This is said to be bullying, which causes

students not to be free to implement their Daily Vocabulary Practices towards their speaking ability properly. Bullying can have a serious impact on students' ability to learn and implement English learning well. An unsafe environment and being distracted by bullies can hinder students' ability to focus and learn well. This after-effect is adjusted to the obstacles experienced by *I'dadi* student.

Based on the after-effects experienced by students, it can be concluded that some students experience bullying because they are still not too fluent in their pronunciation. Some feel uncomfortable when the OSDA Language Section gives a count, so they are disciplined to follow the Daily Vocabulary practice activities in the morning. This made their view of English unfavourable because they felt difficult and pressured every time this activity occurred. Meanwhile, the OSDA Language Section found some obstacles in *I'dadi* students who are lazy to use Arabic or English because they are not aware of the importance of using the language itself and they still use vocabulary that is wrong in pronunciation, which results in their lack of fluency in using their speaking ability. This is also reinforced by the results of the interview with English teacher stated that there were obstacles that she thought were experienced by *I'dadi* students. When this activity was running she did not really find an improvement in the *I'dadi* students speaking ability conditions. This is because they are still in the early semesters and they are still not used to using English, the development is still not very clear. For speaking ability, students are more inclined to Arabic

than English, because the correct English pronunciation is considered funny and strange for them. She also said, the speaking ability of *I'dadi* students has not improved much after the 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 depends on individuals who like English itself). And in the end ultimately affect the quality of *I'dadi* speaking ability.

B. Discussion

This part presents the discussion of research findings. The purpose of this research is what is the implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability, and what are the benefits and obstacles of daily vocabulary practices toward their speaking ability.

1. The implementation of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.

a) *I'dadi* first-class speaking conditions

I'dadi's speaking conditions are based on the results of interviews with informants in the field, they are teachers and *I'dadi* students. The teacher revealed that the speaking conditions of *I'dadi* first graders at the beginning of admission varied because they were from different backgrounds. The majority of *I'dadi* students need to be more fluent in English so it is easier to speak Arabic, which makes speaking English correctly they think it sounds funny. Continuing with the daily vocabulary

practice, *I'dadi's* students' speaking condition can be said to have improved; this is based on the results of interviews with several *I'dadi* students, revealing that with the distribution of vocabulary every morning carried out by the OSDA Language Section and at night with a total of 6 vocabulary words in one day, the vocabulary is increasing so that it helps in speaking. This is in accordance with the theory put forward by Putra (2017) that speaking ability is the ability to engage in useful activities in which one person needs to use and communicate with another. It is important for various aspects of life, including personal and professional interactions. Just as they have done at Darul Hijrah Islamic Boarding School for Female, besides that, there are doubts about daring to speak in front of many people because the pronunciation of the language is pretty tricky, so there are doubts, fear of being wrong and more often speaking Arabic than using English. In addition, some have developed English because those attending schools outside of Darul Hijrah Islamic Boarding School for Female at their junior high school provide maximum English lessons.

b) Manual of this program

According to Hutchinson & Torres in Ramadhana (2019), every textbook has a very important and positive role in teaching and learning English. Based on interviews conducted by the researcher with informants in the field against manuals of daily vocabulary practice activities. The Language section teacher makes the manuals or textbooks for this activity and then submits them to the expert. In this case, manuals play an important

role in the running of Daily Vocabulary practice activities in boarding schools, and this theory is proven by the results of the researcher's research. Furthermore, the OSDA Language Section is gathered every Saturday night to teach pronunciation to minimize errors in reading and pronouncing vocabulary. The vocabulary given to the students has several themes, which are as follows:

- 1) Student equipment in the Bedroom
- 2) Student clothing
- 3) Student toiletries
- 4) Student dining hall
- 5) Surrounding Environment
- 6) Basic Verbs
- 7) Verbs.

The vocabulary given by the OSDA Language Section to students in the morning is as much as 2-3 vocabulary, especially *I'dadi* students, given an additional three vocabulary in the evening so that the total vocabulary given to them is six vocabulary every day. In another opinion, according to Luukka et al. in Qodriani & Kardiansyah (2018), textbooks play an important role in the school world today because most teachers use them as the most important teaching tool. However, regarding the content of the manual or textbook owned by Darul Hijrah Islamic Boarding School for Female, the field researchers feel that it is still lacking in content because it is not complete. The manual or textbook is only filled with a list of

vocabulary words, which the researcher feels should be added with other materials about language, assessment plans, and so on to be more focused.

c) Reward and Punishment

Based on interviews conducted with the OSDA Language Section revealed that the rewards given were in the form of individuals with the following distribution:

1. Princess Of Language

Princess Of Language is a form of monthly compensation given to female students

2. Queen of Language

Queen of Language is a form of annual compensation (per one OSDA period) given to female students.

Qualifications in determining this reward are assessed from activeness in vocabulary activities, ability to answer quizzes, having the highest test scores, and having a complete book.

The punishment given to students by the findings in the field is stated in Decree No: 02/OSDA/BARAKPENSA/VIII/2023 as follows:

Table 4.1: Classification of Student Offenses

A1 (First Entry to Court)

1st grade of junior high school, and <i>I'dadi</i>	:	Getting punishment on the spot by mentioning 5 vocabularies
2nd grade of junior high school	:	Write down 15 vocabulary words, then make them into <i>Jumlah Mufidah</i> and memorize them.

Grade 3 Junior High School	:	Write down 20 vocabulary words, then make them into <i>Jumlah Mufidah</i> and memorize them.
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A2 (Second time entering the court)

1st grade of junior high school, and <i>I'dadi</i>	:	Getting punished on the spot by mentioning 7 vocabularies
2nd grade of junior high school	:	Memorize <i>Mahfudzat</i> then interpret it and explain it
Grade 3 Junior High School	:	Memorize <i>Mahfudzat</i> then interpret it and explain it.

A3 (Third time entering the court)

1st grade of junior high school, and <i>I'dadi</i>	:	Get punishment on the spot by mentioning 10 vocabulary words
2nd grade of junior high school (English Week)	:	Write formulas from certain tenses and make them into positive, negative, and interrogative sentences and attend language classes for 3 times in a row
2nd grade of junior high school (Arabic Language Week)	:	Write 5 <i>Fi'il</i> and <i>tashrif</i> them to <i>tashrif lughawi</i> and <i>ishtilahi</i> and attend Language Class for 3 consecutive times
Grade 3 Junior High School (English Week)	:	Write formulas from certain tenses and make them into positive, negative, and interrogative sentences and attend Language Classes for 3 consecutive times.
Grade 3 Junior High School (Arabic Language Week)	:	Write 7 <i>Fi'il</i> and <i>tashrif</i> them to <i>tashrif lughawi</i> and <i>ishtilahi</i> and make them into sentences and attend Language Class for 3 consecutive times

B1 (The fourth time entered the court)

1st grade of junior high school and <i>I'dadi</i>	:	Get punishment on the spot by mentioning 5 vocabulary words and making the amount already learned.
2nd grade of junior high school (English Week)	:	Translate English texts and find 10 new vocabulary words from them and take Language Classes for 5 consecutive times.
2nd grade of junior high school (Arabic Language Week)	:	Translate Arabic text and find 10 new vocabulary words from it and take Language Class for 5 consecutive times.
Grade 3 Junior High School (English Week)	:	Explain certain <i>Hadiths</i> in English and attend Language Classes 5 consecutive times.
Grade 3 Junior High School (Arabic Language Week)	:	Explain certain <i>Hadiths</i> into Arabic and attend Language Classes 5 consecutive times.

B2 (Fifth time entered the court)

1st grade of junior high school, and <i>I'dadi</i>	:	Get punished on the spot by mentioning 7 vocabulary and making the amount already learned.
2nd grade of junior high school (English Week)	:	Translating <i>Hadith</i> and explaining it in the designated place and attending Language Class 7 consecutive times
Grade 3 Junior High School (English Week)	:	Translate text according to language cycle and take Language Class 7 consecutive times.

B3 (The sixth time to enter the court)

1st grade of junior high school, and <i>I'dadi</i>	:	Get punishment on the spot by mentioning 10 vocabulary words and making up the amount already learned
2nd grade of junior high school	:	Make an appointment with the signatures of the Language Supervisor and Homeroom teacher, write a text of at least 1 folio page then explain it and attend the Language Class for 10 consecutive times
Grade 3 Junior High School	:	Make an appointment with the signatures of the Language Supervisor and Homeroom teacher, write a text of at least 1 folio page,

	then explain it and attend the Language Class for 10 consecutive times.
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C1 (Seventh time entering the court)

2nd grade of junior high school	:	Translating Indonesian songs and writing them in Malay Arabic script, reading the agreement in front of students and asking for signatures from the Head of Care, Principal, and Homeroom teacher, and attending Language Class for 15 consecutive times
Grade 3 Junior High School	:	Memorize 10 vocabulary words and their meanings listed in the Oxford Dictionary, read the agreement in front of students and ask for signatures of the Head of Care, Principal, and Homeroom teacher, and attend Language Classes for 15 consecutive times.

C2 (Eighth time entering the court)

2nd grade of junior high school	:	Make a poem in the language and then recite it in a particular place, read the agreement in front of the students and ask for the signatures of the Head of Care, Headmaster, and Homeroom teacher, and attend the Language Class for 30 consecutive times.
Grade 3 Junior High School	:	Make a poem in the language and then recite it in a particular place, read the agreement in front of the students and ask for the signatures of the Head of Care, Headmaster, and Homeroom teacher, and attend the Language Class for 30 consecutive times

- For grades 2 and 3 of junior high school that are still violating, they will be submitted to the Language Section Supervisor
- The Bleaching of the Movers and Language Enforcers Section is held once a month
- N/B: The sentence is supplemented by the classification of the court according to the level of classification

Interviews conducted by the researcher showed that Darul Hijrah Islamic Boarding School for Females provides rewards and punishments to students to strengthen or reduce certain behaviours. According to Purwanto (2016), reward-giving is a tool to educate students to feel happy because their actions or work are rewarded. In the interviews conducted, it was found that the OSDA Language Section, which acts as a language enforcer, provides rewards in the form of Princess and Queen of Language titles for those who are active in vocabulary activities, able and correct when answering quizzes, have the highest test scores, and have complete books. Rewards are given so students become excited and motivated to improve in language activities.

Meanwhile, besides the rewards, of course, there are also punishments. In the researcher's interview with the OSDA Language Section that has been conducted, the results show that every student who does not obey the rules set by the Language section will get a punishment according to the classification of the offence. This punishment aims to improve the behaviour of students who have violated it and become a motivational tool so that they study harder. This is by Ernata's (2017, p. 786) opinion, "Punishment is an unpleasant educational tool that can make motivation, a driving force to encourage students to learn. In the world of education, applying punishment is nothing but improving the behaviour of students to be better. Punishment here as an educational tool to correct offences committed by students is not for revenge.

So, Reward is a form of positive reinforcement given as a reward for desired behavior. Meanwhile, punishment is a form of negative reinforcement given as a consequence of undesirable behavior.

d) Steps were taken when giving the vocabulary

Based on an interview with the OSDA Language Section stated that the vocabulary distribution carried out to students at Darul Hijrah Islamic Boarding School for Female was carried out by the OSDA Language Section by providing 2-3 vocabulary in the morning (the vocabulary has selected by *ustadzah* language section with a variety of popular and important vocabulary) by reading first so that students could listen, then students repeated. If the vocabulary is in the form of verbs, it will be given the form of verb 1, verb 2, and verb 3. In addition to the *I'dadi* class at night, they will be given additional vocabulary because they are accelerated classes so that they can adjust later in the 10th grade of high school.

For more details, Daily Vocabulary Practice at Darul Hijrah Islamic Boarding for Female uses repetition, which is called the drilling method. According to the theory by Lamsal (2011), the drilling method is a method that can be used in the classroom to teach students how to speak using new language structures. This method is done by paying attention to what the instructor says. In addition, students can repeat words collectively or individually after listening to them on the radio or tapes they hear. Then, Noviyanto (2016) defines the drilling method as a teaching approach that provides opportunities for students to repeat what the instructor says

repeatedly to obtain a certain level of competence. This method aims to train students' skills through repeated practice to master a skill or knowledge well. Also, in the opinion of researchers, the daily vocabulary practice activity is an effective effort to teach vocabulary to students with the drilling method. Through repeated practice, the drilling method allows students to master vocabulary and achieve the desired competencies in all aspects of language support at the boarding school. With this method, students can develop the ability to speak English well, understand English texts, and understand English conversations with native speakers. Daily vocabulary practices will help students strengthen their understanding and mastery of English vocabulary, an essential foundation for learning and mastering foreign languages. At Darul Hijrah Islamic Boarding School, students will learn new things about learning English, for example, through daily vocabulary practices; this activity is carried out by teaching vocabulary and then repeating it. The researcher will describe the implementation process of the Daily Vocabulary Practices program:

1. After the morning prayer, the bell for Daily Vocabulary Practice is rung. The OSDA Language Section will direct students to their respective places of division
2. Students must bring notebooks and pens to write the vocabulary given.
3. The OSDA Language Section will provide vocabularies using the drilling method. This method is also called the repetition method.

OSDA Language Section will read the vocabulary so that students can listen to it by showing the pronunciation, and then students repeat it.

4. The vocabulary provided has been written on the board by the OSDA Language Section.
5. After that students are required to write down what they get on the board.
6. Some students will be appointed to recite what they got at the activity.

After the evening, the students would do repetition before going to bed after the evening study activity. The OSDA Language Department instructs them to make sentences from the vocabulary given in the morning, as stated by Setyaki et al. (2023) about the stages that must be done when implementing Daily Vocabulary Practices, starting from mentioning, then repeating, then making sentences, and finally memorising. It can be seen that the implementation of Daily Vocabulary Practices at Darul Hijrah Islamic Boarding School also carries out these stages in the hope that students can improve their language skills.

Based on the above findings, it is also found that the vocabulary provided is vocabulary related to daily activities selected by the *Ustadzah* Language Section and will be shared by the OSDA Language Section for *I'dadi* students. Setyaki et al. (2023) also state that teachers need to incorporate daily vocabulary practices into their teaching to help students

develop their language skills and improve their communication abilities. By choosing a variety of popular and important vocabulary words, teachers can help students expand their vocabulary and learn how to use these words in daily communication. This is also done at Darul Hijrah Islamic boarding school; the OSDA Language Section will provide vocabulary that the *Ustadzah* Language section has selected in accordance with the schedule on that day. This is also conveyed by Setyaki et al. (2023) about the stages that must be done when implementing Daily Vocabulary Practices, starting from mentioning, then repeatation, making sentences, and finally memorising.

2. **The benefits and obstacles of daily vocabulary practices for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female toward their speaking ability.**
 - a) **The benefits of daily vocabulary practices for *I'dadi* student to increase their speaking ability**

As previously described, the researcher has stated about implementing Daily Vocabulary Practice activities for *I'dadi* Students at Darul Hijrah Boarding School for Female on their speaking ability. From this activity, the researcher found benefits in the Daily Vocabulary Practice activity. Based on interviews with several informants, the benefits of daily vocabulary practice obtained by female students are as follows:

1. Motivate students to take part in language competitions.
2. Increase students' vocabulary.
3. Improve students' speaking ability with correct pronunciation.
4. Increase students' confidence to speak in front of people in English.

5. Increased student interest in learning English.
6. Make it easier for students to follow the learning in class.

Indriani (2018) highlights the benefits of the implementation: it can maximise student motivation to engage deeply through interesting reading contexts, activate student participation in decision-making about words chosen with their groups, and increase student awareness. This shows that the benefits of implementation stated by the theory are appropriate because of the Daily Vocabulary Practice at Darul Hijrah Islamic boarding school. This activity aims to introduce new vocabulary, train students to pronounce it well, make them aware of the importance of English, motivate students, create a good learning environment for learning English and improve speaking skills faster than other methods. It can be an effective tool in increasing students' engagement and awareness in the learning process.

b) The obstacles and after effect of daily vocabulary practices for *I'dadi* students to increase speaking ability

According to Sucandra et al. (2022), these shortcomings are caused by students needing to be more familiar with English, not mastering vocabulary in English, and not being accustomed to using English in everyday life. Based on the results of interviews with several informants regarding the obstacles of daily vocabulary practice, it was revealed that the obstacles and weaknesses of the implementation of this activity were the lack of maximum utilisation of time in the morning and some OSDA Language Sections were late or tight on time in carrying out daily vocabulary activities. Therefore, they had to do it in the evening. In addition,

the students themselves need to be more aware that most students are too lazy to use English. If there are activities and vocabulary mistakes, they continue. In addition, correct English pronunciation is often the subject of ridicule from other students, so students use Arabic more often than English. In addition, the lack of a room mother's role in providing repetition in the room and the language regulations needing to be laxer cause most students to refrain from using English by the applicable boarding school rules. Moreover, if there is no OSDA or *Ustadzah* in the language section, they do not use the formal language.