

CHAPTER V

CLOSURE

A. Conclusion

Based on the result of this research about the implementation of Daily Vocabulary Practices for *I'dadi* students toward their speaking ability, it can be concluded that:

1. The Daily Vocabulary Practice activity is implemented in the morning after morning prayer, with each class having different levels. *I'dadi* students are given three vocabulary words: verbs, nouns, and correction words. Students are directed to a designated area for vocabulary practice. A program is conducted in the evening before bedtime, with the room mother and the OSDA Language Section. The implementation process involves ringing the bell for Daily Vocabulary Practice after morning prayer, directing students to their designated areas, providing vocabulary through the drilling method, writing the vocabulary on a board, and having some students recite what they have learned. The daily vocabulary practice activity uses the drilling method, which aims to teach students how to speak using new language structures. This method helps students develop their ability to speak English well, understand English texts, and understand English conversations with native speakers.
2. The Daily Vocabulary Practice activity at Darul Hijrah Boarding School for Female *I'dadi* students has been found to have numerous benefits, including motivating participation in language competitions, increasing vocabulary, improving speaking ability, increasing confidence, increasing interest in

learning English and making learning more accessible. The activity also encourages student participation in decision-making and raises awareness of the importance of English. Overall, it is an effective tool for increasing engagement and awareness in the learning process and their speaking ability in boarding school. There are also some obstacles that some students still do not feel and get the benefits of this Daily Vocabulary Practice activity. In this context, some students find adjusting to their emotional state when participating in Daily Vocabulary Practice activities difficult. This is caused by external factors, such as the influence of friends, seniors, or the OSDA Language Section.

B. Suggestion

Based on the discussion and conclusion, the researcher gives some suggestions as bellow:

1. For students it is hoped that they reapply the results of the daily vocabulary in practice while in the boarding school and during learning. It is hoped that it can be an evaluation material for students whose origins are not from Islamic boarding schools but public schools.
2. There is no obstecle without a solution. Based on the results of interviews with participants in the field. Seeing that, the OSDA Language Section should further enforce discipline on those who provide the vocabulary itself first and then afterward to students (especially for *I'dadi* grade students). Then, provide motivation or socialization about the importance of daily vocabulary practice for life in islamic boarding school, for their speaking

ability and the importance of using English as the official language. Furthermore, the existing rules should be tightened to give effect to students who commit violations.

3. For readers and future researchers, it is hoped that they can develop the results of this study by choosing different research focuses and problems from the same object of study or as evaluation material for further research activities related to implementing daily vocabulary practice, knowing benefits and obstacles on their speaking ability.