

**STUDENTS' EXPERIENCES OF DAILY ENGLISH VOCABULARY
PROGRAM (A STUDY AT ISLAMIC JUNIOR HIGH SCHOOL)**

A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting *Sarjana Pendidikan* Degree of English Language Education Study Program



By

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2025

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STATEMENT OF WORK ORIGINALLY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of the people, except those cited in the quotation and references, as a scientific paper should.

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MOTTO

“And ‘remember’ when your Lord proclaimed, ‘If you are grateful, I will certainly give you more. But if you are ungrateful, surely My punishment is severe.’”

[Ibrahim 14 : 7]

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents, my father Mr. Zubaedi, my mother Mrs. Lam'ah and all my family, thanks for your advice, love, prayer, support, and encouragement while I finished my studies.
3. I have struggled, always tried, and never given up.
4. My supervisors, Mrs. Nurul Afyattena, M.Pd, and Mrs. Reni Apriani, M.Pd, gave support, input, advice, and helped me in finishing this thesis. Thank you very much, Ma'am.
5. My beloved friends, especially Sri Arum Nengsih, Nurmaeti, and Tati, for all your support and help.

ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Aalamiin, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has bestowed me a great blessing, strength, and willingness that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible without the support of many people. Sincerely I appreciate and address my gratitude especially, to my beloved father Mr. Zubaedi, my beloved mother Mrs. Lam’ah, my beloved sister Mahmudah Nubuwati, and My beloved brother Ai Takdim Bahrul Ulum. My special gratitude goes to my consultants, Mrs. Nurul Afyattena, M.Pd and Mrs. Reni Apriani, M.Pd who not only guided, gave advice, supports, as well as criticized me in a very qualified manner, but also motivated me thoroughly with their leadership I could learn much from them. A great appreciation and thanks will also go to all of my lecturers at the English Language Education Study Program of La Tansa Mashiro University who had given me beneficial knowledge and had taught me lovingly and patiently. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Rangkasbitung, 8 oktober 2025

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STUDENTS' EXPERIENCES OF DAILY ENGLISH VOCABULARY PROGRAM (A STUDY AT ISLAMIC JUNIOR HIGH SCHOOL)

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ABSTRACT

This study aimed to explore students' experiences of participating in a daily English vocabulary program at an Islamic junior high school in Indonesia. The background of this research based on the crucial role of vocabulary in supporting English language skills and the need for structured programs to help students acquire and retain new words effectively. This research employed a qualitative approach with a narrative inquiry design. The participants were five eighth-grade students, selected purposively, and the data were collected through interviews and reflective journals. The analysis followed Braun and Clarke's six-phase thematic framework. The findings revealed three key aspects of students' vocabulary learning experiences: types of vocabulary, learning activities, and stages of teaching. The result regarding types of vocabulary showed, nouns and verbs were dominant, while adjectives, pronouns, prepositions, conjunctions, adverbs, and determiners were also learned in smaller portions. In terms of learning activities, students engaged in translation, real objects, pictures, gestures, definitions, and situational practice, with interactive methods perceived as more effective than translation alone. Concerning the teaching stages, the process followed presentation, practice, production, and review, which helped students move gradually from recognition to active use of vocabulary. Overall, the study highlights that daily vocabulary programs in *pesantren* contexts are effective in enhancing students' confidence, retention, and communicative ability when delivered systematically and in a contextualized manner.

Keywords: vocabulary program, students' experiences, daily vocabulary, Islamic junior high school, narrative inquiry.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is an international and important language that enables people to communicate and interact with others from various countries by expressing their wishes, suggestions, and ideas. In learning English, vocabulary plays a fundamental role, even more crucial than grammar, in understanding both spoken and written language. Without sufficient vocabulary, it is difficult for learners to grasp the meaning of texts or conversations. This is especially important for students, as having a strong vocabulary helps them comprehend lessons, engage in classroom discussions, and express themselves more effectively. Therefore, mastering a wide range of vocabulary is essential for academic success, and real-life communication is essential for better communication and language proficiency.

Vocabulary is the entire word that makes up a language. Vocabulary is one of the linguistic components of learning English. Before students learn about English skills, they should learn about vocabulary as the first step. It is used to link the four language skills, that is: listening, reading, speaking, and writing. Vocabulary mastery is one of the components of mastering English as a foreign language. The students have the ability to understand and use the words and meanings. Students cannot write sentences or phrases in speaking even writing and reading due to a lack of vocabulary. Most students are too lazy to memorize and add to their vocabulary, which makes it difficult for them to speak and convey something in

English. According to Bai (2018), vocabulary is the basic competence of language, a fundamentally important aspect of language development. Lack of knowledge of vocabulary was the main problem in learning a language. This means it causes a big problem if someone does not have a rich vocabulary. The larger the vocabulary students master, the better perform their language. By having a lack of vocabulary, the students will find difficulties in mastering English skills. According to Miles & Kwon (2008), vocabulary programs are structured approaches designed to enhance word knowledge, which is crucial for reading proficiency and academic success. These programs typically encompass various instructional strategies and components aimed at improving students' understanding and use of vocabulary. In comparison to traditional vocabulary teaching and study, vocabulary programs are often more effective. For example, the vocabulary program used for this study was developed by members of the English language department. According to Nurjaman (2016) there are types of vocabulary programs at Islamic Junior High School such daily and weekly activities to enhance students' English language skills. Every morning, students must memorize and recite 15 English words, and then activity called Morning Vocabulary. Additionally, there is Morning Conversation every Wednesday, where students create and practice conversations based on a given theme, as well as Speech Practice every Saturday night, where students deliver speeches in three languages (Arabic, English, Indonesian) to improve their speaking abilities. This program aims to accustom students to communicate in English and other languages, while also strengthening their mental resilience and speaking skills.

There is a need for vocabulary programs that are relevant and tailored to their specific needs. The main challenges include low motivation and the misalignment of teaching materials with the student's religious background. English vocabulary programs describe efforts by the Indonesian government to prepare *Pondok Pesantren* (Islamic boarding school) students for *da'wah* (religious outreach) in English-speaking countries such as England and the United States in Karman study, 2024). The researcher highlights that the English materials used in *Pondok Pesantren* are the same as those provided to public school students, failing to meet the specific needs of the students, especially in developing vocabulary related to *da'wah*. The researchers recommend that curriculum developers create English materials tailored to the unique context of *pesantren* students. Furthermore, future research is encouraged to develop specialized materials that can enhance both learning motivation and overall English proficiency.

In addition, while teaching practice, the researcher found a similar problem at a junior high school. English is a second language for everyday communication because each student has to speak English or Arabic for everyday activities. The students are not allowed to use regional languages. The student's manager or teacher will punish whoever violates the language. Students must be directed to know the vocabulary and obey the rules because students are afraid to use the English language. Vocabulary learning presents several challenges that hinder students' language de

velopment. The first problem is limited vocabulary acquisition, where students struggle to acquire and retain new words due to insufficient exposure both

inside and outside the classroom. Without regular interaction with diverse vocabulary, students face difficulties in expanding their word knowledge. The second problem is ineffective learning strategies, as many students rely on rote memorization without understanding the context, making it difficult for them to apply vocabulary in real-life communication. This method does not encourage deep learning, leading to poor retention and usage. The third problem is traditional teaching methods, which still emphasize memorization and dictionary use rather than interactive and engaging techniques. As a result, students often lose interest, and their motivation to learn vocabulary declines. The fourth problem is the lack of reinforcement and practice, where students do not have sufficient opportunities to review and apply new vocabulary in various contexts. Without consistent exposure and usage, they tend to forget the words they have learned. The fifth problem is low motivation and engagement, as vocabulary learning is often not supported by interactive and meaningful activities. This lack of engaging learning experiences leads to reduced student interest and hinders their willingness to expand and use their vocabulary effectively. These factors collectively impact students' vocabulary mastery and overall language proficiency, highlighting the need for more effective teaching strategies and engaging learning environments.

The last finding from their previous differences and similarities with this researcher is the emphasis on the importance of vocabulary mastery to improve English language skills. These studies highlight that a lack of vocabulary is a major obstacle for students and agree on the importance of structured vocabulary programs to enhance understanding and word usage. Common challenges include

low motivation and the lack of relevance in learning materials. Although there are differences in the learning contexts and program objectives, each study highlights a different aspect. Karman (2024) addresses religious needs in Islamic boarding schools, particularly focusing on mastering English for da'wah purposes. Miles and Kwon (2008, p. 199) emphasize broader academic success, while Nurjaman (2016) focuses on daily activities in junior high schools to improve general communication skills. These studies reflect diverse approaches to English language learning, tailored to the specific goals and environments of each educational setting.

Based on the explanation above, the researcher concludes that the researcher wants to know the students' experiences of daily vocabulary program in Islamic junior high school under the title "Exploring the students' experiences of daily English vocabularies program (a study at Islamic junior high school)."

1.2. Identification of the Problem

Based on the background of the problem above, several problems can be identified, namely as follows:

1. The first problem is limited vocabulary acquisition. Many students struggle to acquire and retain new vocabulary. This is due to limited exposure to new words both inside and outside the classroom.
2. The second problem is Ineffective learning strategies. The learning strategies used by students, such as rote memorization without understanding context, are often ineffective. This makes it difficult for them to apply vocabulary in daily communication.

3. The third problem is that traditional teaching methods and teaching approaches that still focus on memorization and dictionary use are less engaging for students. This hinders their active participation in learning and reduces motivation.
4. The fourth problem is the lack of reinforcement and practice. Students often do not have enough opportunities to review and practice new vocabulary in various contexts, making it easy for them to forget the words they have learned.
5. The fifth problem is low motivation and engagement. The lack of interactive and meaningful activities leads to low student interest in vocabulary learning. As a result, they are less motivated to expand and use their vocabulary effectively.

1.3. Limitation of the Problem

After identifying the problem stated above, the research will interview and give a reflective journal to junior high school students, which will focus on students' Experiences in daily English Vocabularies Program Study at Islamic Junior High School.

1.4. Formulation of the Problem

Based on the background of the problem elaboration above, the formulation of this research is what students experience in participating in the daily English vocabulary program study at an Islamic junior high school.

1. What are the types of vocabulary that are learned at Islamic Boarding School?

2. How is English vocabulary taught at Islamic Boarding Schools?
3. How is the teaching of the vocabulary stage at Islamic Boarding School?

1.5. Objective of the Study

Based on the problem formulation above, the objectives of this study are:

1. To investigate the process of learning vocabulary at an Islamic boarding school.
2. To investigate the types of vocabulary that are learned.

1.6. Significance of the Study

The findings of this research are expected to contribute to the following:

1. A teacher may have more experience in dealing with problems related to the teaching and learning processes, and also in finding solutions to improve their teaching ability. This can also serve as one of the references and inputs for the teaching and learning processes.
2. For students to know their vocabulary ability, and they can express their ideas, to make them enjoy and be motivated to learn English and practice their vocabulary in front of the class.
3. For the researcher to understand the dominant experience of students in daily vocabulary programs, researchers can suggest educational games such as vocabulary quizzes, crossword puzzles, or interactive learning applications that can increase students' enthusiasm and help them remember new vocabulary more easily.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Vocabulary

Learning a language cannot be separated from learning vocabulary, vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component of language because it affects the four language skills: listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Generically, vocabulary is the knowledge of the meaning of words.

Vocabulary forms the foundation of effective communication, allowing individuals to express ideas and emotions clearly. Vocabulary is a collection of words needed to convey ideas and meanings clearly. Understanding word meanings facilitates a comprehensive understanding of sentences or paragraphs. Vocabulary also plays an important role in expressing ideas, emotions, thoughts, and information accurately. In addition, vocabulary development enhances learners' ability to engage in meaningful interactions and supports the overall process of language acquisition. Based on Alqahtani (2015), even though it is not only done by using words, but also by using body language or gestures. Students must begin learning vocabulary after it has been presented and often before it has been practiced, while practicing and applying vocabulary is an important part of the learning process. Although, students

often require time to process a vocabulary item. They also need repeated exposure to ensure retention. Consistent practice helps learners use new vocabulary more naturally in communication. According to Dilna (2022), Vocabulary knowledge has been regarded as a fundamental ability that must be mastered to develop other language skills. It plays an essential role in supporting learners' progress in listening, speaking, reading, and writing. In teaching English, vocabulary can be effectively introduced through vocabulary classification techniques. By organizing words into categories such as nouns, verbs, adjectives, and others, students can understand their meanings more easily. This classification technique also helps learners study more effectively by structuring and systematizing vocabulary learning. According to Dakhi (2019), grouping vocabulary based on its functions or meanings enables students to establish connections between words and understand their usage in context more effectively. This method not only facilitates vocabulary retention but also enhances students' ability to apply the words in speaking and writing. Vocabulary is a fundamental component of language because it conveys the meanings required for effective communication. Learning vocabulary through classification techniques allows learners to comprehend and organize word meanings more systematically. In addition, this approach helps students apply vocabulary more efficiently in real-life communication. According to Shavkidinova (2022), vocabulary is a component of language that maintains all of the information about the meaning of a word in the language. It means that vocabulary is basic to communication and also very important in the

acquisition process; without vocabulary, learners will face difficulties in expressing ideas, understanding messages, and participating in interactions. Vocabulary acts as the foundation for listening, speaking, reading, and writing skills, which are essential in mastering a second or foreign language. Therefore, the development of vocabulary knowledge is not only about learning the meaning of words, but also about understanding how those words are used in different contexts to achieve effective communication, according to Munasarah (2024). Based on the explanation above, it can be concluded that learning English vocabulary is important for students to start learning vocabulary as soon as it is introduced, even if it has not yet been practiced. The process of recording aspects of words, such as their meanings, requires time for students. It is important to keep these words somewhere accessible or to remember them. Vocabulary grouping techniques can facilitate the development of students' understanding and use of word meanings.

2.1.1. The Classification of Vocabulary

Vocabulary is a set of words that are used to communicate in language. The classification of words of a language depends on their function in communication. Classified words are based on their functional categories, which are known as parts of speech. According to Thornbury (2002, P.3) there are parts of word classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.

1. A noun is words that name things or objects. For example: bits, pieces, record, player

2. Pronouns are words that replace nouns. For example, the words I, you, he, she it, we, them etc.
3. Verbs are words that show actions or states. For example: like, looking, doing, to look
4. Adjectives are words that describe nouns. For example: old, second-hand, new
5. Adverbs are a word that describes how an action happens. For example: up, well, slowly ect.
6. Prepositions are words that show relationships between words. An example: for, like
7. A conjunction is a word that connects words or sentences. For example: and
8. A determiner is a word that introduces a noun (not used here).

Example: One word class not represented in the example is the determiner, which includes words such as “a, the, some, this, and last”

The word “like”, as with many other words in English, can belong to two or more word classes. Based on their meanings, word classes can be roughly divided into two groups. First, there are words such as “for, and, them, and that”, which primarily serve to form the grammatical structure of a sentence. These are called grammatical words or function words, and they are generally prepositions, conjunctions, determiners, and pronouns. Second, there are content words, which carry the main informational load. These are usually nouns, verbs, adjectives, and adverbs. The meaning of a

text can generally still be understood using content words alone. For example, the sentence:

“Like looking at bits and pieces of old second-hand record players”,

Based on the sentence, the key words are understandable and lead to the meaning of the new record player. Other example is the sentence “I for and like and they to like”, which is dominated by grammatical words, is much harder to understand.

2.1.2. The Importance of Vocabulary

Vocabulary is the first important aspect of learning English for learners. By daily vocabulary, they can communicate both orally and in writing well. Also, by having a lot of vocabulary, the learners hope to master four skills in English: reading, speaking, writing, and listening.

The Importance of Vocabulary in Language Learning. mastery of vocabulary is crucial for effective language learning and teaching. According to Maienborn (2014) vocabulary can be concluded that all of those who are concerned somehow with language teaching or learning should develop methods of a full command of vocabulary on the part of learners. Vocabulary is essential for successful second language use because, an extensive vocabulary, the learned for comprehensible communication. It can be concluded from the statement that vocabulary is the first element in English. Young student must master it well to support their English skill. Vocabulary is often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can expand the student’s intellectual

development. In learning a foreign language, the student has to know what words mean. To get the meaning of words, the students should learn vocabulary. In conclusion, vocabulary has an important role in life. Its main function is to support the four major skills: listening, speaking, reading, and writing. Besides that, it will be difficult to understand listening, speaking, reading, and writing if the students don't have some vocabulary.

2.1.3. Teaching English vocabulary

There are four stages in teaching vocabulary, namely: presentation, practice, production, and review, according to Thornbury (2002, p. 100). This stage can be used in teaching, and usually, this activity is held by the teacher.

1. Presentation

Presentation is one of the most important stages in teaching vocabulary. It indicates that it is introducing new lexical items to learners. Learners need to learn both the meaning and the new word. When presenting new vocabulary items, visual techniques, verbal techniques, and translation are used.

2. Practice

Practice is an original investigation undertaken in order to gain new knowledge, partly by means of practice and the outcomes of practice. If the teacher just presents the meaning of the new word, the student may easily

forget it. The teacher should provide vocabulary exercises in order to give students an opportunity to practice the new words.

3. Production

The student should produce something as a product of their own. In this way, the student will turn words from receptive to productive and put them into long-term memory.

4. Review

Review is new work on old language, a challenge, requiring ingenuity and creativity. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback. Methodology agrees that communicative activities are the best way to help students review vocabulary. Besides, memorizing can make vocabulary more interesting and effective. Revision can be done in both individual and collaborative.

2.1.4. Types of Teaching Vocabulary

There are six types of teaching vocabulary, namely translation, real thing, pictures, action gestures, definition, situations. According to (Thornbury, 2002, P.77) in types of teaching vocabulary explain about six types of teaching vocabulary with the types the researcher know translation, real thing, pictures, action gestures, definition, situations has an important role to be used in teaching vocabulary learning.

1. Translation – Explaining the meaning of vocabulary by directly translating it into the students' language.

2. Real thing – Using actual objects (real items) to demonstrate the meaning of a word directly.
3. Pictures – Showing the meaning of a word through images, photos, or illustrations.
4. Action/gestures – Acting out or using body movements to convey the meaning of a word.
5. Definition – Providing a verbal or written explanation of the word's meaning in the target language.
6. Situations – Explaining a word by placing it in a context or situation that demonstrates its meaning.

2.2. The Portrait of Daily Vocabulary at Islamic Junior High School

There has been a growing interest in understanding how language programs, particularly Arabic and English, are implemented in Islamic Boarding Schools. These institutions often design specific language programs to equip students not only with religious knowledge but also with the ability to communicate effectively in international languages. This research reviews strategies and identifies challenges in English Language Teaching (ELT) within the *pesantren* context. According to Fitria (2023, p.67) There are Sixth Learning Programs and Activities at the boarding school. First, giving this vocabulary is a mandatory daily activity for students, usually done every morning in the dormitory. Students will be given a vocabulary in Arabic (*mufrodat*) and English, following the curriculum determined by the language section for each class. Second is the Vocabulary deposit. Apart from being

given vocabulary in these two languages, students are required to deposit *mufradat* or vocabulary that has been memorized to the *mudabbir* or hostel administrator every day. When they have memorized it, it will make it easier for them to practice it every day. The third Conversational Arabic/English *Muhadatsah* To enhance students' Arabic and English skills, PPMDI holds conversational practice sessions every Wednesday and Sunday morning. Students receive a changing discussion theme, work in pairs to converse based on it, and afterward receive feedback from the OPPM language section on pronunciation and vocabulary. The fourth Public Speaking *Muhadhoroh* In addition to *muhadatsah* (convercation), *muhadhoroh* or public speaking is held every Saturday night in Indonesian, Arabic, and English. This activity aims to improve language skills while also building students' confidence in speaking in public. The fifth The *Irtiqo'ul Lughah* program aims to improve students' English and Arabic skills by identifying and correcting their language mistakes. This activity is usually conducted as a seminar for all students on Tuesday nights. The sixth speech competition is an annual event designed to enhance students' English and Arabic skills through competitive speeches, fostering both language proficiency and a spirit of healthy competition.

Based on the study English and Arabic language programs in Islamic boarding schools are systematically integrated into students' daily routines to develop both religious and international communication skills. Six main activities are implemented: (1) Daily Vocabulary – students receive and memorize Arabic and English words every morning in the dormitory; (2)

Vocabulary Deposit – students report memorized vocabulary daily to hostel administrators for practice reinforcement; (3) Conversational Practice *Muhadatsah* – held twice a week with changing themes, peer conversations, and feedback on pronunciation and vocabulary; (4) *Public Speaking Muhadhoroh* – weekly sessions in three languages to improve speaking skills and confidence; (5) *Irtiqo'ul Lughah* – weekly seminars focusing on identifying and correcting language errors; and (6) Annual Speech Competition – fostering proficiency and healthy competition in Arabic and English. These structured programs demonstrate a consistent effort to enhance students' language competence alongside religious education.

2.3. The Concept of Student Experience

A student is a person studying at a school, college, university, or academy. A student reads in detail to learn and then applies the knowledge. He connects what he is studying to what he will be doing. Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it. Perrin (2019) states that a student's experience is a person's studying a particular person's experience. Theories of experience explain how people perceive and organize physical objects, events, and ideas. This paper views experience from phenomenology, pragmatics, and experiential learning theory, emphasizing that while often seen as static, experience becomes richer when understood dynamically. Paulsen (2020) describes experience as a four-layer cyclical process: sensing (attention), seeing (categorization), reflecting (meaning), and creating (transformation). From a pragmatic perspective,

experience connects individuals to the real world through interactions with their environment, bodies, feelings, and thoughts, and is linked across past, present, and future events. Experiences are continuous, unique to each person, and knowledge is seen as a subset of experience, offering insights into its role as a phenomenon, concept, and category in learning theory.

Based on the definitions above, a student's experience is the personal process of learning and applying knowledge in real life. It involves sensing, seeing, reflecting, and creating, and is shaped by interactions with the environment, feelings, and thoughts. Each student's experience is unique, connected to past, present, and future, and helps them grow, develop skills, and use what they learn in practical situations.

2.4. Types of Experience

Experience guides understanding of how people's conceptions of physical objects, events, and ideas are structured and organized according to Jarvis (2020), there are two types of experience that we can create for our learners and these are primary and secondary experiences. Primary experience. This is the form of experience we all have when we experience it firsthand – we are confronted with a situation and have to do something about it. Secondary experience. This is also sometimes called mediated experience. It is somebody else describing their experience to us, and we are experiencing it vicariously. Significantly, all theory, all didactic teaching, and all distance teaching are secondary experiences.

2.5. Review of Relevant Studies

Some writers have researched and explored students' daily vocabulary. There are several studies related to this content which are In this section, the researcher listed some results of the research that are related to the research. To maintain the authenticity of the research conducted by the researchers, they were:

The first research is from Razi (2021), whose research is entitled “*An Analysis of English Language Used in Daily Communication by Students of Dayah or Islamic Boarding School*”. This study used the qualitative method, and the data were analyzed using thematic analysis model researchers used document analysis and interviews to gain the data needed. The subjects of this study were 20 students in the third grade. The findings revealed that Dayah Modern Darul 'Ulum has established clear regulations and programs to promote English usage among students. These include daily vocabulary sessions, morning conversations, speech classes (held every Wednesday at 9 p.m. for both English and Arabic), and English club activities every Monday and Tuesday night. Through these programs, students are encouraged to practice grammar, pronunciation, and vocabulary, which contributes positively to their speaking skills development. Students also perceive using English daily as beneficial for improving their speaking abilities. The findings showed that the students' motivations, interests, and desire to use the English language are high. More than half of the students agree that they are interested in and like to use the English language.

The second research was conducted by Iksan et al. (2022) titled "*Implementation of Weekly English Program with Fun Learning Method for Pesantren Students*," aimed to examine the implementation and impact of the *Weekly English* program at Nurul Ummah Islamic Boarding School, Lambelu Village, Morowali Regency. The study focused on how the program, mentored by lecturers and students from IAIN Palopo, could enhance students' English proficiency through the *fun learning* method. This research employed a qualitative descriptive method, using observation and interviews as instruments, and the data were analyzed using Miles and Huberman's model. The findings revealed that the use of *fun learning* in the *Weekly English* program greatly assisted teachers in teaching and effectively motivated students to learn English. The program also fostered an engaging, enjoyable learning atmosphere and improved students' participation naturally.

The third study, conducted by Ye (2022), entitled "*An Analysis of Junior High School Students' English Vocabulary Learning Strategies*," aimed to investigate the English vocabulary learning strategies used by junior high school freshmen and explore the differences in strategies between high and low proficiency students. This study employs a mixed-method approach but focusing on the qualitative method, it uses in-depth interviews as the primary instrument. Interviews were conducted with ten students and three English teachers to understand the phenomena emerging from the questionnaire and vocabulary test data. The interview data were analyzed descriptively by connecting the findings from the questionnaire and vocabulary test. The

qualitative findings indicate that high-proficiency students tend to actively use various learning strategies independently, such as guessing word meanings from context and utilizing additional learning resources, while low-proficiency students rely more on repetition and mechanical memorization. The interviews also revealed that most students rarely use dictionaries effectively due to a lack of guidance from teachers. Additionally, low-proficiency students have weaker self-motivation and rarely engage in cooperation or group discussions.

The fourth research by Ramzan et al. (2023), titled “*Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary and Learning Motivation*”, aims to explore students' perceptions of collaborative strategies used by teachers to enhance English vocabulary learning and their impact on students' motivation and learning satisfaction. Using a qualitative approach with semi-structured interviews, this research involved 20 high school students in Karachi, selected through a convenience sampling technique. The data were analyzed using thematic analysis to identify recurring patterns and themes related to students' vocabulary learning through collaborative strategies. This method allowed the researcher to interpret students' responses in depth and draw conclusions based on common experiences and perspectives. Additionally, supplementary methods such as classroom observations, reflective journals, or simple questionnaires can complement the interviews. These adjustments make the method relevant for junior high school students, especially in collaborative vocabulary learning. The findings show that teachers use several effective collaborative strategies to

improve students' vocabulary, including shared learning, feedback and assessment, and collaborative writing tasks. These strategies help students expand vocabulary, correct mistakes, and improve writing and pronunciation. As a result, students feel more satisfied with their learning and engage more in collaborative activities. Support from school authorities is crucial to ensure these strategies work well in class.

The fifth research by Rahmawati & Harahap (2023). This is entitled "*Spelling Bee Games to Increase Students' Vocabulary Mastery at The Islamic-Affiliated Middle School: An Action Research*". This study discussed the Spelling Bee game, which is one method to teach vocabulary mastery for junior high school. The students not only memorize the words but also can spell and pronounce them correctly. There are problems faced by the students, particularly the seventh-grade students of this research location, such as difficulty in understanding the forms of English words and pronouncing them. The qualitative data collected through interviews and observations were analyzed using content analysis to systematically interpret and categorize the students' responses and behaviors related to vocabulary learning through spelling bee games. The findings from this researcher suggest that spelling bee games can increase the students' vocabulary and can help them to remember and keep their vocabulary stored in their memory.

Finally, after reviewing previous studies, this research has similarities and differences. The similarity lies in the focus on improving students' English vocabulary. However, this study is unique because it emphasizes students'

direct experiences in participating in a daily vocabulary program at an Islamic junior high school. Unlike previous research, which mainly examined strategies or specific methods, this study explores how students perceive and respond to the program. The research subjects are also more specific, focusing on Islamic junior high school students. This study provides new insights into how students experience and engage with daily vocabulary learning, which has not been thoroughly explored in prior research.

2.6. Theoretical framework

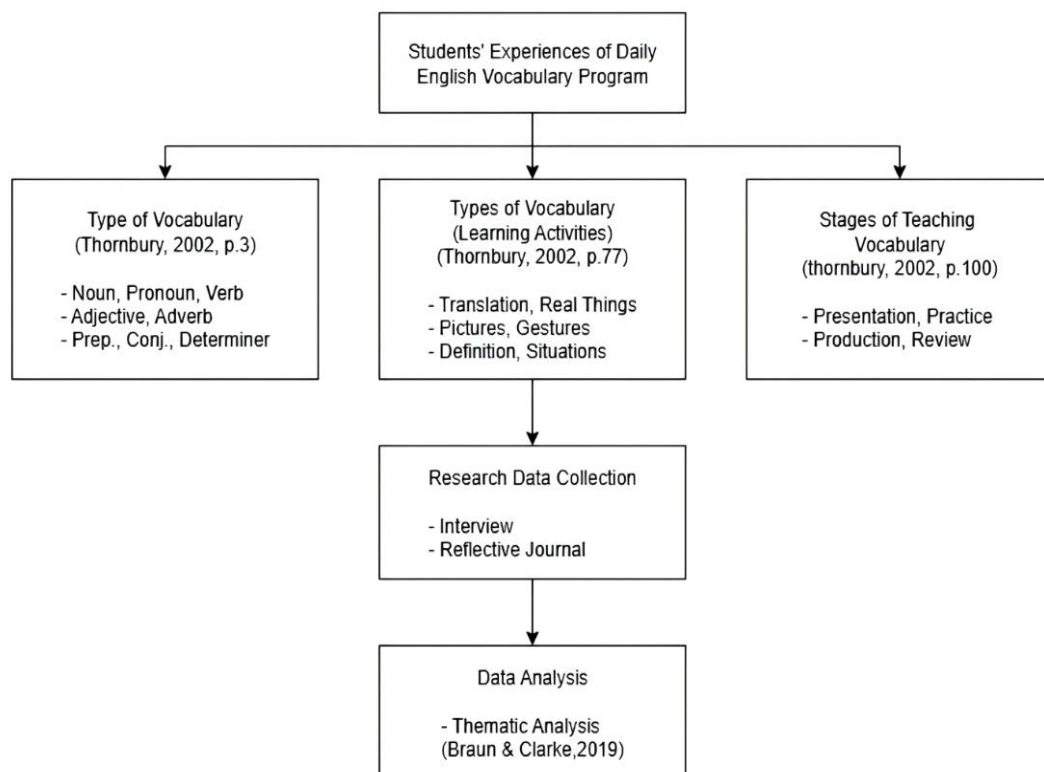


Figure 2.1. Theoretical Framework of the Study

Figure 2.1. This study focuses on a daily English vocabulary program by junior high school students at an Islamic boarding school. The

researcher uses Thornbury's (2002) theory to explain the process of vocabulary learning. The framework includes three main aspects: types of vocabulary (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner), types of vocabulary learning activities (translation, real objects, pictures, gestures, definitions, and situational contexts), and stages of teaching vocabulary (presentation, practice, production, and review). To explore students' experiences, the researcher collects data through interviews and reflective journals, which capture both their challenges and progress in vocabulary learning. The collected data is then analyzed using thematic analysis as proposed by Braun & Clarke (2019), allowing patterns and themes in students' learning experiences to be identified systematically.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher explains the elements related to the research methods applied. Discussion in this chapter includes research design, setting, and participants, data collection techniques, data analysis, and trustworthiness.

3.1. Research Design

In this study, the researcher used qualitative methods because this study explores students' experience with daily vocabulary, and the students write a reflection in the notebook, especially to find out the extent of their vocabulary learning program. This study applied the qualitative narrative inquiry method by Creswell (2020, p.15) to examine English language teachers' experience with students of vocabulary programs. The interpretive research paradigm provides a deeper understanding of their perspectives, while critical reflection theory supports teachers in reflecting on their teaching beliefs and methods. According to Clandini & Conelly (2023, p.50) narrative inquiry is a research method. This research used the narrative inquiry qualitative method, interpretive research paradigm, and critical reflection theory. Cortical reflection theory facilitates English language teacher to examine their beliefs in teaching. According to Creswell (2020, p.3), qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes,

interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world.

3.2. Setting and Participants

The researcher has conducted the research at an eighth-grade Junior High School at an Islamic Boarding school in Indonesia. The study has taken place in a setting that is relevant and conducive to the research objectives, which provides an appropriate environment for gathering in-depth insights related to the student experience in the English vocabulary program. This setting was chosen because it offers access to participants who are directly involved with or affected by the experienced students. Participants were selected by using a purposive sampling technique to ensure that they met specific inclusion criteria relevant to the research focus. The selection would target individuals who have first-hand experience or knowledge about student experience vocabulary programs. A class of students in the 8th grade. The study would involved 5 students, consisting of 2 males and 3 females, which is considered adequate to obtain varied perspectives while still allowing for in-depth analysis. Before their involvement, all participants were provided with detailed information about the study, and informed consent was obtained. The researcher ensured that participants were aware of their rights, including the right to withdraw at any time and the confidentiality of their data. This approach ensured that the setting and participants align with the research objectives, allowing for the collection of rich and meaningful data.

3.3. Data Collection Technique

3.3.1. Interview

This study used a structured interview with a set of pre-prepared questions. The purpose of the interview was to explore students' personal experiences and perspectives related to the research topic. Although the questions are structured, the interview remains flexible to follow the natural flow of conversation, allowing new and relevant information to emerge. In a qualitative study, the researcher served as the key instrument in the data collection process. Before the interview begins, the researcher clearly explains the purpose of the interview to the participants. This helps ensure that students understand there are no right or wrong answers. They are encouraged to speak freely and share their personal experiences or opinions without fear of judgment. Creating this open and supportive environment was essential for gathering honest and meaningful responses. This has a structured interview using pre-prepared questions, yet it remains flexible to follow the natural flow of the conversation. The interviewer has outlined key topics to explore, but is also open to uncovering new, significant insights shared by the respondents. According to Siradjuddin (2023), the interview is a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. The researcher interviews the teacher and students one by one and takes notes during the interview sessions. Researchers can use this strategy to collect information about students' acquisition of English vocabulary. The interview contained several questions related to the problems faced by students experiencing vocabulary programs in

eighth-grade students of private high schools, and finding out what types of student vocabulary programs. The researcher conducted interviews with 7 eighth-grade students, and the interview was recorded using a handheld device and written directly into the researcher's notes. After the interview has been completed, the researcher will transcribe the interview and conduct a thematic analysis to identify the main themes from the students' responses. The interview technique used were a structured interview. Researcher conducted interviews with students to gain a deeper understanding of the exciting experiences of students in English vocabulary programs, as well as other research-related topics. In this study. Researchers conducted face-to-face interviews with students to find out their experience in vocabulary programs as a data collection approach for this study.

3.3.2. Reflective Journal

The second instrument used in this study has a reflective journal. Reflective practice is a self-improvement and deep learning approach that involves looking back on experiences to gain insights and move forward. It encourages individuals to connect theory with practice, as well as relate past and present knowledge. Reflective journals can be utilized to guide students in developing higher-order thinking skills such as reflection, critical thinking, and problem-solving. In addition, journal writing may serve as a form of self-expression, a record of events, or even a therapeutic tool, according to Yadav (2022), it could be a combination of these and other capabilities. One technique that requires students to assess their involvement with academic topic knowledge and learning processes is journaling. Journaling one's ideas becomes a journey of discovery during an academic course,

as stated by Sudirman et al. (2021), reflection is a method for enhancing oneself and gaining a deeper understanding by reviewing past experiences to extract lessons and make progress. When students are creating a reflective journal activity, the first step the researcher taken to determine the purpose of the activity, such as what participants are expected to achieve through their reflections. Next, the researcher will designed questions or reflective prompts that guide participants to reflect on their experiences or learning in the vocabulary program. This study showed that the use of non-graded reflective journals can positively improve students' attitudes. Students feel more comfortable giving and receiving feedback from instructors. Empirical data indicate reduced anxiety, fewer negative perceptions of research, and greater appreciation for its value. Additionally, reflective journaling plays a crucial role in building students' confidence by enabling them to express their thoughts and gain a deeper understanding of their learning process. According to Apgar (2024), the researcher would make sure that the questions are relevant and easy to understand, and then each student would share their experience. Overall, reflective journals are an effective tool for enhancing students' understanding, confidence, and engagement in the learning process. Although there are challenges in their implementation, with proper planning, this method can have a positive impact on students' academic and personal development.

3.4. Data Analysis Technique

The data from seven interviews were analyzed using thematic analysis. This process involves six stages: understanding the data, creating initial codes, identifying themes, reviewing themes, defining and labeling them,

and finally, The result of the interview was analyzed in six steps they are; amiliarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and Producing the report Braun & Clark (2019) Searching for In the process of analyzing data, researchers used thematic analysis.

1. Familiarize yourself with your data

When the data has been obtained from watching movies and movie scripts, the researcher must take the first step, namely, familiarizing himself with the data, by copying the data that has been obtained, reading and reviewing the data carefully so that nothing is missed, and making notes on points. Points to mark coding ideas that will be used. After doing all this, the researcher was ready to begin the formal coding process.

2. Generating initial codes

In this step, the researcher creates initial code-making codes adapted to the types of language styles to show the differences in codes for each type of language style, to make it easier to identify data and organize each code into the columns provided.

3. Searching for themes

In this step, when the researcher is looking for conversations that match some of the codes that have been created, the researcher will review the codes.

4. Reviewing themes

After entering the conversation according to the code. In this step, Researchers are asked to review again by reading the codes that have been determined so that they can classify the codes that match the conversation. Then re-verify the conversation that matches these codes.

a. Defining and naming themes

At this step, the researcher finds a conversation that matches the code that has been created. the researcher will define how the language style is used in a conversation, and this becomes a factor that causes the conversation to be included in the codes that have been created.

b. Producing the report

In the final step, the researcher will create a report that will describe the process of data collection and the results in detail.

3.5. Trustworthiness

In this study, the researcher interviewed the informants in depth. Then to check the trustworthiness of the data, the researcher compared each result of the interviews between teachers' and students' information. In analyzing the data, the researcher used triangulation of the data to find the real information. The researcher interviews the students and the English teacher after class. The interviews were recorded by using a hand phone and taking notes in write notebook. Triangulation is a technique for checking data trustworthiness that utilizes something outside the data in this research. This triangulation means the researcher uses the same technique to get the data from different sources or informants. Based on Lemon &

Hayes (2020). It came to mean that many sources of data were better in a study than a single one because multiple sources lead to a fuller understanding of the phenomenon you were studying. In this research, the researcher collected the data related to the proposed research questions from some informants. The researcher asked the same thing about a study on teacher strategies in teaching vocabulary at a Junior High School. Finally, the researcher got valid information about the teachers and strategies in teaching vocabulary programs in this school.

3.5.1. Credibility

Credibility analysis is an evaluation of whether or not the researcher's findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data. According to Korstjens & Moser (2018), this research will use methodological triangulation because there will be multiple techniques to collect the data, such as in-depth interviews, reflective journal, and documentation. It is to get crooks to validate data and to get the answers to the research questions in this study. The researcher has recorded and taken notes on the interview results. First, the researcher conducted interviews about different types of vocabulary programs. The purpose of this process is to validate the data in this study and obtain answers to the research questions.

3.5.2. Transferability

Transferability is the ability to extend the research finding that applies to participants or other contexts. It depends on how clearly the researcher describes the context, participants, and procedures of the study. With sufficient detail, readers can decide whether the findings are relevant to their own situations. This makes

transferability an important aspect of ensuring the usefulness of qualitative research. According to Thomas & Magilvy (2011). In the study, one of the strategies will reveal the various experiences students face in learning Vocabulary programs. In addition, it also unveils students' strategies for overcoming those experiences. The next step is to write down each item related to the teachers' strategies for increasing students' vocabulary. The researcher then set out to experience each student's strategies for improving their vocabulary programs. Then, the result of the research can be applied to similar situations and phenomena.

3.5.3. Confirmability

Confirmability in qualitative objectivity is conceptually similar to that of quantitative. In qualitative research, maintaining a sense of openness and awareness is needed for unfolding results by Thomas and Maglev (2011, p. 2). To ensure confirmability in this research, the researcher has began by asking students to reflect on their experiences with the vocabulary program. Data were collected through videos, photos, and interviews to document students' perceptions and experiences related to the phenomenon under study. The researcher has conducted a thorough reanalysis by reviewing the reflective journal and interview transcripts to ensure that initial findings remain accurate and relevant. To maintain objectivity, the researcher involved experts, such as lecturers or relevant specialists, to provide feedback on the findings and discussions. Throughout the research process, the researcher reflectively maintained openness to emerging results and consider various interpretations. The entire confirmation process, including reanalysis and

expert input, were documented in detail to strengthen confirmability and ensure transparency in the research report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research, the researcher presents the results obtained from the data that have been analyzed based on the research objectives. This chapter explains the findings in relation to the research questions and discusses how the results contribute to the understanding of the studied topic. Furthermore, the researcher provides recommendations that are drawn from the findings. The recommendations are aimed at helping teachers, students, and future researchers to improve practices, enhance learning outcomes, and develop further studies in the same field

4.1. Research Finding

This section presents the research findings obtained from interviews and reflective journals with five students of the Islamic junior high school boarding program. The analysis was conducted by referring to Thornbury's (2024) framework, which emphasizes three important aspects of vocabulary learning: types of vocabulary, vocabulary learning activities, and stages of vocabulary teaching. These three aspects were used as the guidelines to organize the data systematically. By doing so, the findings directly address the research questions formulated in Chapter I.

The purpose of these findings is to describe in detail how students learned and practiced vocabulary through the daily vocabulary program in the boarding school. Each sub-section includes direct excerpts from interviews and reflective

journals to ensure the credibility of the data. The findings are also connected to theories and relevant studies that have been discussed in Chapter II, making the interpretation more meaningful. In this way, the presentation of findings not only reflects the students' experiences but also situates them within the broader field of vocabulary learning research.

4.1.1. Types of Vocabulary Word Class

Based on the results of interviews and reflective journals, students learned a variety of vocabulary that can be categorized into several word classes. These included nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. Each word class had its own role in supporting students' communication in the boarding school environment. The following are detailed explanations of each category supported by excerpts from the students' statements.

1. Vocabulary taught at Islamic Boarding School

The findings revealed that the vocabulary taught at the Islamic boarding school consisted of several categories of word classes. Teachers often introduced nouns such as book, boarding school, teacher, student, and mosque, since these words represented people, places, and objects found in boarding school life. Along with nouns, verbs like pray, recite, memorize, and *read* were frequently taught because they described students' daily activities in worship and study. Some adjectives, such as "good," "obedient," and "pure," were also introduced, helping students describe qualities related to character building in a

boarding school. In addition, in lessons, though not as dominant as nouns and verbs.

From the interview, Student 1 explained:

“At the boarding school, I was taught many vocabulary, especially nouns and verbs. For example, nouns like “book” and “boarding school” are often used, as well as verbs like read and pray. Adjectives are also taught, but less frequently (I-S1-WC1-WC3).

In her reflective journal, Student 1 wrote:

“At the boarding school, I have learned a lot of vocabulary, especially those related to worship and daily life. Vocabulary such as prayer, recite, book, and student are words I often use.” (R/S2).

These accounts demonstrate that nouns and verbs dominated the vocabulary taught in boarding school.

Student 2 also confirmed this, saying:

“At the boarding school, we were taught many nouns and adjectives. Nouns such as ablution, book, and teacher were often used. Meanwhile, adjectives such as pure, good, and obedient were also frequently used.” (I-S2-WC1-WC4).

Reflecting on this, Student 2 wrote:

“At the boarding school, I learned many nouns and verbs, especially those related to worship activities and religious studies. For example, mosque, book, prayer (nouns), and bow, prostrate, memorize (verbs). For daily communication, I need more verbs and practical nouns that I can use when interacting with friends and teachers, such as for activities, places, and study materials.” (R/S2).

These examples prove that besides nouns and verbs, adjectives also have a role in teaching vocabulary.

Student 3 emphasized the dominance of nouns and verbs, stating:

“At the boarding school, we were taught many nouns and verbs, especially those related to worship activities and daily life at the school. For example, prayer room, book, pray, and memorize were very common.” (I-S3-WC).

In his reflective journal, Student 3 wrote:

“At the boarding school, I mostly learned nouns and verbs, especially related to worship and daily activities.(e.g., student, book, pray (memorie). Some dofficylt nouns were religious technical terms like fiqh and ijti had” (RJ-S3).

These findings indicate that nouns and verbs were the foundation of vocabulary instruction.

Finally, Student 5 explained:

“At the boarding school, many vocabulary taught were nouns related to places of worship and worship tools. Verbs for activities such as reciting and praying were also often taught.” (I-S5-WC1&WC3).

In her reflective journal, she added:

“At the boarding school, I learned many nouns related to worship and tools (e.g., book, mat, mukena) and verbs for activities such as reciting, memorizing, and praying.” (RJ-S5).

This shows that verbs were not only taught but also directly applied in students’ journals and conversations.

Overall, the data clearly shows that the vocabulary taught at boarding school included multiple word classes, with nouns and verbs being the most dominant, followed by some adjectives and pronouns. This finding supports Thornbury (2002), who emphasized that vocabulary acquisition is easier when words are connected to learners’ real-life experiences, and Razi (2021), who argued that contextual vocabulary use strengthens learning outcomes.

1. Type of vocabulary that most difficult and easier to understand

The findings revealed that not all word classes were equally easy for students to learn. Nouns and verbs were considered the easiest because they were directly connected to students' daily routines at the boarding school. Words like book, teacher, mosque, pray, and recite were concrete and frequently used, making them easier to understand and remember. On the other hand, students found some adverbs, conjunctions, and specific religious nouns more difficult because they were either abstract or unfamiliar, such as quickly, slowly, but, or, fiqh, and ijtiḥad. This finding supports Thornbury's (2002) statement that concreteness and frequency make vocabulary easier to acquire, while abstract or technical words present greater challenges.

Student 3 said in the interview:

“The difficult vocabulary was usually nouns of religious technical terms, such as fiqh and ijtiḥad. These were complicated because they required contextual understanding. Meanwhile, verbs like pray and recite were easier to understand since they were often used..” (I-S3-WC1).

In his reflective journal, he wrote:

“At the boarding school, I mostly learned nouns and verbs, especially related to worship and daily activities (e.g., santri, book, pray, memorize). Some difficult nouns were religious technical terms like fiqh and ijtiḥad.” (R/S3).

These statements confirm that concrete nouns and verbs were easy, while conjunctions and religious technical nouns were more difficult.

Student 2 also highlighted this difference, saying:

“The vocabulary that was difficult for me was nouns related to kitab (classical Islamic texts), because sometimes they used unfamiliar terms. Adjectives were easier to understand

since they were more often used in daily conversations.” (I-S2-WC-CW4).

In her reflective journal, she wrote:

“For daily communication, I need more verbs and practical nouns that I can use when interacting with friends and teachers, such as for activities, places, and study materials.” (R/S2).

This demonstrates that adjectives were relatively easier, while classical Islamic nouns presented challenges.

Student 5 added her perspective in the interview:

“The easiest words for me were verbs like pray and recite because I always did those activities, but the hardest were adverbs like quickly and slowly.” (I-S5-WC3).

Reflecting on this, she wrote:

“At the boarding school, I learned many nouns related to worship and tools (e.g., kitab, sajadah, mukena) and verbs for activities such as reciting, memorizing, praying.” (RJ-S3).

This shows that verbs were easier to learn because they were connected to daily practice, while abstract adverbs were more difficult.

Overall, the results show that the easiest vocabulary for students to understand was nouns, verbs, and some adjectives, while the most difficult were abstract adverbs, conjunctions, and unfamiliar religious nouns. This finding is consistent with Razi (2021), who emphasizes that contextual vocabulary is easier to master, while vocabulary disconnected from students’ real-life experiences is harder to acquire.

2. Types of Vocabulary often Used at Islamic Boarding School

The findings showed that students most often used vocabulary that directly supported their daily activities in boarding school. Nouns such as *book*, *mosque*, boarding school, and *student* were repeatedly used because they represented objects, people, and places that students encountered every day. Verbs like *pray*, *recite*, *read*, and *memorize* were also frequently used since they were tied to worship and study practices. A few adjectives such as *good* and *obedient* appeared in interactions related to character building. This pattern suggests that the vocabulary most often used was not only taught in class but also consistently applied in real-life boarding school contexts.

In the interview, Student 1 explained:

“At the boarding school, nouns are very often used, such as student (santri), boarding school, book, and teacher (ustadz). Verbs are also used frequently, such as memorize, study, and pray.” (I3 S1-WC1&2).

In her reflective journal, she wrote:

“At the boarding school, I have learned a lot of vocabulary, especially those related to worship and daily life. Vocabulary such as prayer, recite (mengaji), book (kitab), and student are words I often use.” (R/S1/WC1&2).

These accounts confirm that the vocabulary most often used were nouns and verbs tied to daily boarding school activities.

Student 2 also emphasized this point in the interview:

“At the boarding school, we were taught many nouns and adjectives. Nouns such as ablution (wudhu), book (kitab), and teacher were often used. Meanwhile, adjectives such as pure, good, and obedient were also frequently used.” (I1-S2-WC1-WC4).

In her reflective journal, she added:

“At the boarding school, I learned many nouns and verbs, especially those related to worship activities and religious studies. For example, mosque, book, prayer (nouns), and bow, prostrate, memorize (verbs).” (R/S2).

These consistent answers show that nouns, verbs, and some adjectives were the vocabulary most frequently used by students.

Student 5 confirmed this pattern by saying:

“The vocabulary that was difficult for me was nouns related to religious terms, since their meanings were often very specific. Meanwhile, verbs were easier because they were directly related to our daily activities.” (I2 S5 WC1&WC3).

In her reflective journal, she wrote:

“At the boarding school, I learned many nouns related to worship and tools (e.g., kitab, sajadah, mukena) and verbs for activities such as reciting, memorizing, praying.” (R/S5).

These responses show that verbs were not only easy to learn but also among the most frequently used word classes in daily practice.

Overall, the findings indicate that the vocabulary most often used in boarding school consisted of nouns and verbs as the dominant categories, with some adjectives included. This finding supports Thornbury (2002), who stated that high-frequency vocabulary is acquired more quickly, and Iksan et al. (2022), who found that pesantren students benefit from vocabulary that is repeatedly practiced in real contexts.

3. Types of Vocabulary most needed by students

The findings revealed that students felt the most needed vocabulary were those schools that could directly help them in daily pesantren life and academic activities. Verbs such as *pray, recite, read, and memorize* were considered highly

important since they represented the core of religious routines. Nouns like *kitab*, *mosque*, *ustadz*, *student*, and *pondok* were also needed for classroom interaction and daily communication. In addition, a few adjectives like *good* and *obedient* were mentioned as useful for describing character and behavior. These choices reflect that students prioritized vocabulary with practical and functional value in both religious and academic contexts.

Student 3 explained in the interview:

“Nouns and verbs were dominant at the boarding school. Student (santri), prayer room, memorization, book, and teacher were often mentioned. Verbs like read, memorize, and pray were also very common.” (I3 S3 WC1&WC3).

In his reflective journal, he added:

“At the boarding school, I mostly learned nouns and verbs, especially related to worship and daily activities (e.g., santri, kitab, pray, memorize). Some difficult nouns were religious technical terms like fiqh and ijihad.” (R3/S3/WC1/WC3).

These statements show that nouns and verbs were not only learned but also considered the most essential vocabulary by students.

Student 2 supported this by saying:

“The vocabulary that was difficult for me was nouns related to kitab kuning (classical Islamic texts), because sometimes they used unfamiliar terms. Adjectives were easier to understand since they were more often used in daily conversations.” (I2-S2-WC1-WC4).

In her reflective journal, she wrote:

“At the boarding school, I learned many nouns and verbs, especially those related to worship activities and religious studies. For example, mosque, book, prayer (nouns), and bow, prostrate, memorize (verbs).” (R/S2/WC1/WC4).

These answers reveal that students needed practical nouns and verbs to function effectively in both study and communication.

Student 1 emphasized the usefulness of vocabulary by stating:

“Learning vocabulary at the boarding school was very useful. I felt it was easier to understand classical texts and religious activities because I mastered the right vocabulary. The teacher used various method that made it easier for us to understand and remember” (I5-S1-LA-VU).

In her reflective journal, she wrote:

“At the boarding school, I have learned a lot of vocabulary, especially those related to worship and daily life. Vocabulary such as prayer, recite, book, and student are words I often use. Religious terms like repentance and sunnah are also frequently taught by the teachers.” (R15/S1/LA/VU).

This shows that most needed vocabulary were those linked to both worship and classroom study.

Finally, Student 5 explained in the interview:

“At the boarding school, many vocabularies taught were nouns related to places of worship and worship tools. Verbs for activities such as reciting (mengaji) and praying were also often taught.” (I1 S5 WC1&WC3).

In her reflective journal, she confirmed:

“At the boarding school, I learned many nouns related to worship and tools (e.g., kitab, sajadah, mukena) and verbs for activities such as reciting, memorizing, praying.” (R/S5/WC1/WC3).

These examples prove that verbs were among the most needed vocabulary for students, as they directly reflected their daily routines.

Overall, the findings show that the vocabulary most needed by students consisted mainly of nouns and verbs, with adjectives as supportive categories.

This is consistent with Razi (2021), who noted that students retain and value

words that are meaningful to their daily lives, and Thornbury (2024), who emphasized the importance of high-frequency and functional vocabulary in language acquisition.

4.1.2. Vocabulary Learning Activities

The data revealed that students were involved in various activities to learn vocabulary in the boarding school. These activities were designed to make new words easier to understand and to ensure that students could apply them in real contexts. The learning activities included translation, real things, pictures, action or gestures, definition, and situations. Each of these methods contributed differently to students' understanding and retention of vocabulary.

1. Translation

The findings showed that one of the most common vocabulary learning activities in the pesantren was translation. Teachers often explained the meaning of English words by giving their Indonesian equivalent. This method helped students quickly understand new vocabulary because they could directly connect the foreign word to its meaning in their native language. Thornbury (2024) emphasizes that translation can be an effective strategy in the early stages of vocabulary learning, especially when learners are still developing their lexical knowledge.

From the interview, Student 1 stated:

*“Yes, sometimes we learned vocabulary through the translation method. Usually, the teacher gave us vocabulary in Arabic and then provided the translation in Indonesian.”
(I5 S1-LA1).*

In her reflective journal, Student 1 wrote:

“At the boarding school, I often joined activities involving direct practice, such as memorizing and discussing new vocabulary with friends. The teachers also used pictures and real objects to help us understand new words, especially when learning about worship.” (R5/S1/LA1).

These accounts show that translation was consistently used both in class and in students’ personal learning notes.

Student 2 also confirmed the usefulness of translation. In the interview, she said:

“Yes, vocabulary was often taught through the translation method. We were given Arabic vocabulary and translated it into Indonesian, so we could directly understand the meaning.” (I5-S2 LA1).

Supporting this, in her reflective journal she wrote:

“The most common activities were pictures for explaining nouns, body movements for verbs, direct definitions for difficult religious terms, and learning based on situations like prayer or fasting. Sometimes, the teacher also used the translation method and real objects such as prayer mat or prayer beads.” (R5/S2/LA1).

This shows that translation was not only a teacher’s method but also became a personal learning strategy for students.

Another example came from Student 3, who mentioned in the interview:

“The teacher often used the translation method (Indonesian to English), real objects like prayer mat or tasbih, and pictures for places or activities. We also learned verbs through body movements (bow, prostrate), and difficult words were taught with direct definitions. Vocabulary was also introduced based on R/S3 93 situations, like during prayer or religious studies.” (I5-S3-LA1).

In his reflective journal, he noted:

“The teacher often used the translation method (Indonesian to English), real objects like prayer mat or prayer beads, and pictures for places or activities. We also learned verbs

through body movements (rukuk, sujud), and difficult words were taught with direct definitions. Vocabulary was also introduced based on situations, like during prayer or religious studies.” (R1/S3/LA1).

These responses indicate that translation was particularly helpful when dealing with technical or religious vocabulary.

Finally, Student 5 highlighted the practicality of translation. She explained in the interview:

“Yes, the translation method was used. The teacher gave us words in Arabic, and we translated them into Indonesian, then provided examples of their usage in sentences.” (I5-S5-LA1).

In her reflective journal, she wrote:

“The activities often used were translation from Arabic to Indonesian, using real objects like prayer mats and prayer beads, and pictures for mosques and worship activities. We also learned through gestures (bowing, prostration), definitions for difficult terms, and situational learning such as during Ramadan or prayers.” (R5/S5-LA1).

This proves that translation was one of the most effective and preferred vocabulary learning activities in boarding school.

Overall, the findings suggest that translation played a significant role in vocabulary learning. By providing direct equivalents in Indonesian, students were able to understand and retain vocabulary more easily. This finding is consistent with Razi (2021), who argued that contextual and familiar learning strategies support better vocabulary retention.

2. Real Things

The findings revealed that another vocabulary learning activity used in the boarding school was the use of real things (realia). Teachers often introduced

vocabulary by showing real objects around the classroom or boarding school environment. This method helped students connect the word to something concrete, making it easier to understand and remember. According to Thornbury (2002), visualizing or experiencing real objects provides a stronger mental link to vocabulary, especially for beginners.

In the interview, Student 1 said:

“Yes, there were some activities that used real objects, such as when learning about prayer tools or objects around the school. The teacher showed the object and explained its function.” (I6 S1-LA2).

In her reflective journal, Student 1 noted:

“The teachers also used pictures and real objects to help us understand new words.” (R6/S1/LA2).

These accounts demonstrate that realia gave students a tangible reference for the new vocabulary.

Student 2 also mentioned this activity:

“Yes, it happened before. The teacher once brought prayer tools, such as prayer robe , prayer mat, and prayer beads to teach vocabulary. This helped us remember the words more easily.” (I6 S-2 LA1 PT).

Supporting this, she wrote in her reflective journal:

“Sometimes, the teacher also used the translation method and real objects such as prayer mat or prayer beads.” (R/S2).

This proves that students actively connected classroom objects with English vocabulary.

Similarly, Student 3 explained:

“Yes, often. For example, when learning words like prayer mat, prayer), or prayer beads (tasbih), the teacher showed

the real objects so we could understand and remember better.” (I6 S3-LA2).

In his reflective journal, he wrote:

“The teacher often used the translation method (Arabic Indonesian), real objects like prayer mat or prayer beads, and pictures for places or activities.” (R/S3).

This shows that real things helped bridge classroom learning with the boarding school environment.

Student 5 gave another example in her interview:

“Yes, I have. The teacher brought real objects such as prayer mats, mukena, and prayer beads when teaching vocabulary. This made it easier for me to remember because I could directly see and touch the objects.” (I6 S5-LA2).

In her reflective journal, she confirmed:

“The activities often used were translation from Arabic to Indonesian, using real objects like prayer mats and prayer beads, and pictures for mosques and worship activities.” (R6/S5/LA2).

This indicates that seeing real objects reinforced her vocabulary learning process.

Overall, the use of real things was a highly effective vocabulary learning activity in the boarding school. Students found it easier to understand words when they could see or touch the actual object. This method aligns with Razi (2021), who emphasized that contextualized and concrete experiences strengthen vocabulary acquisition.

3. Pictures

The findings revealed that teachers also used pictures as one of the vocabulary learning activities. By showing visual representations of objects or actions, teachers helped students connect English words with their meanings.

This method was particularly useful for words that could not always be demonstrated with real things, such as activities, animals, or places outside the boarding school. Thornbury (2002) argues that pictures are powerful tools for vocabulary learning because they provide clear visual associations that make words easier to remember.

From the interview, Student 1 explained:

“Yes, often the teacher used pictures to explain vocabulary, such as a picture of a mosque or prayer activity. This was very helpful because we could understand the meaning directly without translating.” (I7 S1-LA3).

In her reflective journal, Student 1 added:

“At the boarding school, I often joined activities involving direct practice, such as memorizing and discussing new vocabulary with friends. The teachers also used pictures and real objects to help us understand new words, especially when learning about worship.” (R7/S1-LA3).

These examples show that pictures were an effective aid in connecting words with familiar images.

Student 2 also shared her experience:

“Yes, often. The teacher used pictures to explain nouns such as mosques, books, or worship activities. These helped us visualize the vocabulary in our minds.” (I7 S-2-LA3).

Supporting this, in her reflective journal, she wrote:

“The most common activities were pictures for explaining nouns, body movements for verbs (bow, prostrate), direct definitions for difficult religious terms, and learning based on situations like prayer or fasting.” (R7-S2/LA3).

This indicates that pictures supported her learning by linking visuals with words.

Similarly, Student 3 mentioned:

“Yes, pictures were often used to illustrate concepts or objects like mosques, books, and worship activities. These pictures helped us better understand and remember the words taught.” (I7 S3-LA3).

In his reflective journal, he reflected:

“The teacher often used the translation method (Indonesian to English), real objects like prayer mat or prayer beads, and pictures for places or activities.” (R7/S3/LA3).

These accounts demonstrate how pictures strengthened students’ memory of abstract actions.

Student 5 also highlighted this activity:

“Yes, the teacher used pictures to explain vocabulary, for example pictures of a mosque, a book, or prayer activities. With pictures, I could understand the meaning of the words more quickly.” (I7-S5-LA3).

In her reflective journal, she wrote:

“The activities often used were translation from Arabic to Indonesian, using real objects like prayer mats and prayer beads, and pictures for mosques and worship activities.” (R7/S5/LA3).

This shows that pictures were not only used in class but also became part of students’ independent learning strategies.

Overall, the findings confirm that pictures were an important activity in vocabulary teaching at boarding school. They helped bridge the gap between abstract words and students’ understanding, making learning more effective. This aligns with Razi (2021), who emphasizes that using visual aids makes vocabulary learning more meaningful and memorable.

4. Action / Gestures

The findings revealed that one of the most engaging vocabulary learning activities at the pesantren was the use of action and gestures. Teachers frequently demonstrated the meaning of new words through physical movement, allowing students to see and mimic the action. This method was particularly helpful for verbs such as *pray*, *recite*, *bow*, *stand*, and *memorize*, because students could directly connect the movement with the word. Thornbury (2024) highlights that physical demonstration is a strong aid for memory because learners process meaning both visually and kinesthetically.

In the interview, Student 4 explained:

“Yes, the teacher often used movements when teaching verbs related to worship, such as bowing and prostration. These movements made it easier to understand and remember the words.” (I8 S4-LA4).

In her reflective journal, Student 4 confirmed this learning process:

“The activities that I often experienced were translation and repetition. Sometimes the teacher used real things like kitab or mosque, and gestures when explaining verbs such as pray. These activities helped me to understand and remember the words.” (R8/S4/LA4).

These responses show a consistent pattern between interview and reflective journal, proving that gestures made learning more effective.

Student 2 also acknowledged the role of gestures. She said:

“Yes, the teacher often used body movements when teaching verbs like bowing (rukuk) and prostration (sujud). We could immediately imitate these movements, making it easier to understand.” (I8-S2 LA4).

In her reflective journal, she wrote:

“The most common activities were pictures for explaining nouns, body movements for verbs (rukuk, sujud), direct definitions for difficult religious terms, and learning based on situations like prayer or fasting.” (R/S2).

This demonstrates that students remembered words better when linked to physical actions.

Similarly, Student 5 emphasized this approach:

“Yes, the teacher often used body movements when teaching worship-related vocabulary, such as bowing (rukuk) and prostration (sujud). We could directly see and imitate the movements, making it easier to remember.” (I8 S3-LA4).

In her reflective journal, she added:

“We also learned through gestures (bowing, prostration), definitions for difficult terms, and situational learning such as during Ramadan or prayers.” (R8/S3/LA4).

These accounts confirm that gestures were a practical strategy for teaching action-related vocabulary.

Overall, the findings suggest that gestures were highly effective for learning verbs and other action-based vocabulary. Students consistently reported that when teachers combined words with physical movements, it strengthened their memory and understanding. This supports Razi (2021), who emphasized that vocabulary taught with contextual and embodied strategies becomes more meaningful for learners.

5. Definition

Another activity used in teaching vocabulary at the pesantren was through definitions. Teachers explained the meaning of a word by giving a short description in English or sometimes in Indonesian. This method was especially

useful for abstract words or when real objects and gestures could not fully represent the meaning. Thornbury (2024) notes that providing definitions helps learners form a deeper understanding of word meaning, though it requires careful explanation to suit students' level.

In the interview, Student 3 stated:

“The teacher often gave direct definitions of words taught, especially religious terms. This helped us understand the meanings accurately in the religious context.” (I9 S3-LA5).

In his reflective journal, he wrote:

“The teacher often used the translation method (Arabic Indonesian), real objects like sajadah or tasbeih, and pictures for places or activities. We also learned verbs through body movements (rukuk, sujud), and difficult words were taught with direct definitions.” (R9/S3/LA5).

These responses show that definitions clarified abstract adjectives and concepts for students.

Student 2 also shared her experience:

“The teacher usually provided direct definitions when teaching religious terms. This helped us better understand the meaning in the religious context.” (I9-S2 LA5).

In her reflective journal, she confirmed:

“The most common activities were pictures for explaining nouns, body movements for verbs (bow, prostrate), direct definitions for difficult religious terms, and learning based on situations like prayer or fasting.” (R9/S2/LA5).

This demonstrates that definitions were actively integrated into students' personal learning strategies.

Similarly, Student 4 mentioned:

“The teacher usually gave direct definitions, especially for difficult religious terms. This helped us understand the meaning more precisely.” (I9 S4-LA5).

In her reflective journal, she wrote:

“The activities that I often experienced were translation and repetition. Sometimes the teacher used real things like book or mosque, and gestures when explaining verbs such as pray. These activities helped me to understand and remember the words.” (R9/S4/LA5).

These accounts confirm that students relied on definitions for vocabulary that could not be easily represented by gestures or real things.

Overall, the findings indicate that definition was a valuable vocabulary learning activity in the pesantren. It was mainly applied to nouns and adjectives, as well as verbs that required more abstract understanding. This supports Thornbury (2002) and Razi (2021), who both highlight the importance of clear explanations in helping learners grasp the full meaning of words.

6. Situations

The findings also revealed that teachers used situations as a vocabulary learning activity. Instead of only giving translations or definitions, teachers sometimes explained new vocabulary by placing it in a familiar context. This method allowed students to learn words in meaningful ways, connected to real-life use in the pesantren. Thornbury (2024) states that situational context helps learners not only recognize the meaning of words but also understand how to use them in communication.

From the interview, Student 1 explained:

“Yes, vocabulary learning was often adjusted to certain situations, such as during prayer, fasting, or studying books.”

The teacher taught vocabulary according to what we were experiencing.” (I10 S1-LA3).

In her reflective journal, she wrote:

“At the boarding school, I often joined activities involving direct practice, such as memorizing and discussing new vocabulary with friends. The teachers also used pictures and real objects to help us understand new words, especially when learning about worship.” (R10/S1/LA3).

These examples show that situations helped students relate vocabulary to daily pesantren activities.

Student 3 also highlighted this method. She said:

“Yes, the teacher taught vocabulary based on specific situations. For example, while studying worship, we were taught vocabulary relevant to worship. This made it easier to understand and remember.” (I10 S3-LA6).

In her reflective journal, she noted:

“Vocabulary was also introduced based on situations, like during prayer or religious studies.” (R/S4/LA6).

This demonstrates how situational context reinforced her learning.

These consistent accounts prove that situations were a common and effective way of learning.

Overall, the findings suggest that situations were effective in teaching both verbs and adjectives, especially when words were abstract or needed context to be meaningful. This is consistent with Razi (2021), who stated that vocabulary becomes more memorable when taught in contexts that learners can directly relate to.

Based on the findings, it can be concluded that students at the Islamic boarding school were exposed to a variety of vocabulary learning activities,

including translation, real things, pictures, action/gestures, definitions, and situations. Each activity contributed differently to students' learning experiences. Translation provided direct equivalence and was often used by both teachers and students in their reflective journals. Real things and pictures gave visual and tangible support for concrete words, while action/gestures played a significant role in teaching verbs and daily activities. Definitions helped clarify abstract words, and situations provided meaningful context for the use of vocabulary.

Among these activities, the most frequently used and considered the most effective were translation and action/gestures. Students reported that translation made it easier to understand words quickly, while gestures allowed them to connect verbs with physical actions, making vocabulary more memorable. This suggests that the combination of translation for clarity and gestures for reinforcement became the dominant strategies in vocabulary learning at the pesantren. These findings align with Thornbury (2024) and Razi (2021), who emphasize that effective vocabulary learning relies on contextual, clear, and meaningful strategies.

4.1.3. Stages of Teaching Vocabulary

The findings revealed that vocabulary teaching in the pesantren followed clear and systematic stages. These stages ensured that students were introduced to new words in a structured way before being guided to practice and apply them. The stages consisted of presentation, practice, production, and review, which

were consistently applied in classroom activities. This structure made the learning process more effective and easier to follow for students.

1. Presentation

The first stage in teaching and learning vocabulary at the pesantren was presentation. At this stage, teachers introduced new vocabulary to students through several methods such as translation, real things, gestures, and sometimes short definitions. The purpose of this stage was to make students familiar with the form and meaning of the new word. Thornbury (2002) emphasizes that effective presentation ensures that students can link the sound, form, and meaning of words clearly from the beginning.

In the interview, Student 1 said:

“The teacher usually introduced new vocabulary through stories or daily events. For example, when we were gathering, the teacher would teach vocabulary about life at the boarding school.” (I11 S1-LA I S).

In her reflective journal, she wrote:

“At the beginning, vocabulary learning started with the introduction of basic terms often used in daily activities. Then, we learned how to use them in sentences. Lessons were often followed by practice so that we could remember and apply the words in daily activities.” (R/S1/LA I S).

These responses show that translation and realia were central in the presentation stage.

Student 4 also confirmed this process, explaining:

“The teacher taught vocabulary by giving example sentences and explaining the meaning in the context of daily life.” (I11 S4-LA GE, EX).

In her reflective journal, she noted:

“Vocabulary was presented with short explanations and examples in sentences.” (R/S4/LA GE EX).

These examples highlight the importance of non-verbal support during vocabulary presentation.

2. Practice

The second stage was practice, where students were asked to repeat, pronounce, and use the new vocabulary in controlled activities. This stage reinforced the words that had been introduced earlier. According to Thornbury (2002), repetition and active use in practice are essential for moving words from short-term to long-term memory.

From the interview, Student 2 said:

“We usually repeat vocabulary with friends through daily conversations or during lessons.” (I12 S2-LA R).

In her reflective journal, she wrote:

“then asked us to repeat and practice with friends.” (R/S2/LA R).

These accounts confirm that repetition was a core element of the practice stage.

Student 5 also mentioned:

“I practiced vocabulary by repeating and memorizing it, also by discussing with friends or using it in daily conversations. Sometimes, the teacher also asked us to practice speaking using the new words.” (I12 S5-LA R).

In her reflective journal, she added:

“I practiced through repeating, memorizing, and discussing with friends.” (R/S5/LA R).

These responses indicate that controlled practice supported vocabulary retention.

3. Production

The third stage was production, where students applied vocabulary in freer activities, such as making sentences, short dialogues, or writing in reflective journals. This stage gave students the opportunity to use vocabulary actively and meaningfully. Thornbury (2002) explains that production helps students consolidate knowledge by integrating new words into their communicative competence.

Student 3 said in the interview:

“The teacher explained briefly and then gave examples in sentences. We were also given practice to immediately use the words.” (I11 S3-LA EX).

In his reflective journal, he wrote:

“We used the words in daily conversations and religious lessons (production). Finally, the teacher reviewed vocabulary through tests or Q&A sessions (review).” (R/S3/LA EX).

This shows that production encouraged active use of new words.

Student 1 also confirmed this:

“I usually used the vocabulary I had learned in daily conversations, such as when asking about lessons or talking with teachers.” (I13 S1-LA DC).

In her reflective journal, she noted:

“The English vocabulary program at the boarding school really helped me enrich my vocabulary, especially in situations where I had to communicate with students from abroad. Even though Arabic is our main language, my English knowledge improved and also helped me understand

English texts that we sometimes encountered in books or materials.” (R/S1/LA DC).

These accounts prove that production activities allowed students to personalize their vocabulary learning.

4. Review

The last stage was review, where previously learned vocabulary was repeated and reinforced. Teachers checked students’ memory by revisiting earlier words, often at the beginning or end of lessons. This stage ensured that vocabulary was not forgotten over time. Thornbury (2002) stresses that reviewing at spaced intervals is vital for long-term retention.

In the interview, Student 2 explained:

“Usually, the teacher reviewed the vocabulary taught through quizzes or weekly memorization exercises.” (I14 S2-LA QZ WM).

In her reflective journal, she wrote:

“Finally, it was often reviewed through quizzes and memorization.” (R/S2/LA/QZ WM).

These examples confirm that review was a regular part of the learning process.

Student 5 also said:

“We usually reviewed vocabulary through small quizzes, oral tests, or by repeating the words during study sessions. The teacher sometimes also checked our memorization in class.” (I14 S5-LA SQ).

In her reflective journal, she added:

“We had reviews through quizzes, oral tests, and repetition.”(R/S5/LA SQ).

These responses show that review strengthened vocabulary mastery among students.

Based on the findings, it can be concluded that the teaching and learning of vocabulary at the pesantren followed four main stages: presentation, practice, production, and review. Each stage had a specific function in supporting vocabulary mastery. Presentation made students familiar with new words, practice allowed them to repeat and pronounce the words correctly, production gave them the chance to apply the vocabulary in sentences or journals, and review ensured that previously learned words were not forgotten.

Among these stages, the most frequently applied was the practice stage. Students consistently reported that after receiving new words, they spent considerable time repeating and pronouncing the vocabulary together, either individually, in pairs, or as a group. This stage often took place in the middle part of the lesson, right after the teacher presented the new vocabulary. For example, students explained in their interviews and reflective journals that they were regularly asked to repeat words like *pray*, *recite*, *mosque*, and *kitab* until the pronunciation was correct.

The review stage was also an important part of the learning process and was commonly done at the beginning of the next lesson or at the end of the current one. Students mentioned that teachers often asked them to recall the previous vocabulary, which helped reinforce retention. In contrast, presentation and production were done less frequently and usually served as supporting stages—

presentation at the start of lessons to introduce new vocabulary, and production later part to apply the words in writing or conversation.

The conclusion findings of this study show that students mainly learned nouns and verbs related to their daily and religious activities, supported by other word classes in smaller portions. Vocabulary learning was carried out through a variety of activities, with interactive and contextual strategies proving more effective than translation alone. The teaching process followed systematic stages of presentation, practice, production, and review, in which repetition and contextual use played a central role. Altogether, these aspects demonstrate that the daily vocabulary program effectively enhanced students' vocabulary mastery, confidence, and ability to use English in meaningful communication.

4.2. Discussion

The findings of this research indicate that the types of vocabulary learned by students were strongly influenced by the *pesantren* environment. Most students reported that nouns and verbs were the dominant word classes, with examples such as *kitab*, mosque, pray, and memorize. These categories are natural because they directly represent objects and actions that are central to daily life in the boarding school. At the same time, students also acquired adjectives, pronouns, prepositions, and other functional words, although less frequently by Regandi (2024) argues that effective vocabulary learning should involve both content and function words, and the results of this study show that boarding school teachers successfully integrated both categories into instruction.

The dominance of nouns and verbs also reflects the cultural and religious orientation of the boarding school students consistently highlighted religious vocabulary such as prayer, recitation, repentance, and sunnah, which are crucial in their daily routines. This supports the study by Agustina (2024), who found that boarding school students' vocabulary is primarily composed of religious and daily activity terms. Such findings suggest that the vocabulary program is context-sensitive, as it provides words that are directly applicable to students' environment. This contextualization makes vocabulary learning more meaningful, since students can apply new words immediately in real-life communication.

The second major aspect concerns the learning activities that students experienced. Teachers used translation, real objects, pictures, gestures, definitions, and situational practice as methods to introduce and reinforce new vocabulary. Students reported that translation was helpful for understanding meanings quickly, while pictures and real objects provided concrete associations, this stated by Andra (2020, p.816). Gestures were particularly effective for verbs, as students remembered actions more easily when accompanied by movement. Multimodal strategies such as these create stronger mental connections, which help learners retain vocabulary longer.

The findings on learning activities align with the research of Iksan et al. (2022), who reported that multimodal strategies in pesantren improved student engagement and retention of new words. Students in this study also stated that pictures, objects, and gestures made learning more enjoyable compared to

translation alone. This suggests that while translation is useful for initial exposure, interactive activities are more powerful in promoting long-term learning. Moreover, situational practice gave students the chance to use vocabulary in communicative contexts, which is crucial for moving from recognition to production. Therefore, it can be concluded that the combination of traditional and interactive activities enriched the effectiveness of the daily vocabulary program.

The third aspect relates to the stages of teaching vocabulary, which follow a structured process of presentation, practice, production, and review. Students explained that new words were first introduced through explanation and examples before being practiced in controlled activities. They were then asked to produce sentences or dialogues using the words, followed by review sessions to reinforce memory. This sequence closely mirrors Thornbury's (2024) framework of vocabulary teaching, which emphasizes gradual exposure, controlled practice, free use, and consolidation. The presence of these stages indicates that the pesantren teachers followed a systematic approach that supported sustainable vocabulary development.

Students' reflections also confirmed the effectiveness of this step-by-step process. They reported that review sessions helped them retain vocabulary for longer periods and increased their confidence in using the words. This is consistent with Sujarwati (2025) findings, which highlighted the importance of repetition and reinforcement in pesantren vocabulary programs. Furthermore, production activities such as role-play and dialogue practice gave students

opportunities to use vocabulary in meaningful contexts. This transition from passive to active use of vocabulary reflects the development of communicative competence, which is the ultimate goal of language learning.

Although the findings mainly focused on word classes, activities, and stages, students also expressed their vocabulary needs during interviews and reflective journals. They stated that besides religious vocabulary, they required academic and social vocabulary to support classroom interactions and peer communication. Terms such as discussion, study, teaching, and group work were frequently mentioned as necessary for the learning process. This suggests that students' vocabulary needs are broader than what is typically emphasized in pesantren. Addressing these needs is important for preparing students not only for religious activities but also for academic and social contexts.

The role of the daily vocabulary program is therefore central in bridging students' vocabulary needs with their learning environment. Students consistently reported that the program increased their confidence, fluency, and consistency in practicing English. The routine nature of the program also encouraged discipline and made vocabulary learning part of their daily habits. These findings align with Izzah (2024), who concluded that regular and structured vocabulary exposure enhances both motivation and retention. Thus, the daily vocabulary program can be seen as a pedagogical model that integrates cultural context with linguistic development.

In conclusion, the discussion of these findings demonstrates that the daily vocabulary program at the boarding school was effective because it combined

relevant vocabulary content, interactive learning activities, and systematic teaching stages. The use of word classes ensured that students were exposed to both content and functional vocabulary. The application of multimodal activities increased engagement and retention, while the structured stages provided a clear learning pathway. Most importantly, the program addressed students' needs by supporting both religious and general vocabulary, while also improving their confidence in communication. This shows that boarding school-based vocabulary programs, when implemented systematically, can significantly contribute to students' language development.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

This study investigated the vocabulary learning process of students in an Islamic junior high school boarding program by focusing on three aspects: word classes, vocabulary learning activities, and stages of vocabulary teaching. The findings showed that nouns and verbs dominated students' vocabulary, as they were directly related to religious practices and daily routines in the boarding school. Other word classes, such as adjectives, pronouns, prepositions, conjunctions, adverbs, and determiners, were also learned, though less frequently. This distribution reflects the cultural and educational environment of the boarding school, where practical communication plays a central role. The results confirm Thornbury's (2024) theory that vocabulary teaching should involve both content and functional words.

The second conclusion relates to the vocabulary learning activities applied in the daily vocabulary program. Teachers used translation, real objects, pictures, gestures, definitions, and situational practice to introduce and reinforce new words. Students reported that translation helped them understand meanings quickly, but interactive methods such as pictures, objects, and gestures were more effective for retention. Situational practice provided opportunities for students to apply vocabulary in real communication, which increased their confidence. These activities show that multimodal approaches are essential in boarding school contexts because they make vocabulary learning meaningful and engaging.

The third conclusion concerns the stages of vocabulary teaching, which followed a structured process of presentation, practice, production, and review. Students confirmed that these stages helped them gradually move from recognizing new words to using them actively in communication. Repetition and review were considered particularly important, as they strengthened memory and supported long-term retention. Production activities, such as dialogue practice, encouraged students to use vocabulary more independently. Overall, the systematic stages observed in this study ensured that vocabulary learning was both effective and sustainable.

5.2. Recommendations

Based on the conclusions above, the researcher would to give the following recommendations:

1. For English Teachers, it is recommended that teachers continue to develop creative and interactive strategies in teaching vocabulary through the Daily English Vocabulary Program. Teachers can combine translation, real objects, and picture-based learning with engaging activities such as short conversations or role-play to enhance students' interest and participation. By doing so, teachers can make vocabulary learning more meaningful and help students use new words in real communication.

2. For Students, this study provides insight into how vocabulary learning can become more enjoyable and effective through daily practice. Students are encouraged to take an active role in the program by reviewing, using, and applying new vocabulary in daily conversations both in and outside the classroom.

Consistent practice and peer collaboration can help them increase their confidence and improve their English communication skills.

3. For Future Researchers, the results of this study can serve as a reference for further investigations related to vocabulary learning programs. Future studies may explore other language aspects, such as speaking or writing, or compare students' experiences across different schools or levels. Moreover, researchers could investigate how digital tools or games can be integrated into daily vocabulary programs to increase students' engagement and long-term vocabulary retention.

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APPENDICES

Appendix 1 Code Interview

Theory	Aspect	Indicator	CODE	TOTAL
Vocabulary learning Thornbury, S. (2002)	Types Of Vocabulary/ Word Classes	Word classes: <ol style="list-style-type: none"> 1. Nouns 2. Pronouns 3. Verbs 4. Adjectives 5. Adverb 6. Prepositions 7. Conjunction 8. Determiner 	<ul style="list-style-type: none"> - I1/S1-WC1 (nouns) - I2/S1-WC3 (verbs) - I3/S1-WC1&WC3 	
	Vocabulary Type Indicator (VTI)	<ol style="list-style-type: none"> 1. Religion Vocabulary 2. Islamic Texts 3. Daily Activities 4. School Rules 	<ul style="list-style-type: none"> - I4/S1-WC RV VTI 	

	Types of Vocabulary Learning Activities	<ol style="list-style-type: none"> 1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations <ul style="list-style-type: none"> + Introduced Stories (I S) + Repeating (R) + Discussions (D) + Memorizing (M) + Q&A + Daily Conversations (DC) + Small Test (ST) + Regular Memorization (RM) + Very Useful (VU) 	<ul style="list-style-type: none"> - I5/S1-LA1 (translation) - I6/S1-LA2 (real things) - I7/S1-LA3 (pictures) - I8/S1-LA4 (gestures) - I9/S1-LA5 (definition) - I10/S1-LA6 (situations) - I11/S1-LA I S (introduced stories) - I12/S1-LA R D M Q&A - I13/S1-LA DC - I14/S1-LA ST RM - I15/S1-LA VU 	
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	Stages of Teaching/Learnig Vocabulary	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	<ul style="list-style-type: none"> - Presentation → I11/S1-LA I S - Practice → I12/S1-LA R D M Q&A - Production → I13/S1-LA DC - Review → I14/S1-LA ST RM 	
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Appendix 2

Interview Guideline adapted by Thornbury (2024)

Theory	Aspect	Indicator	Question
Vocabulary learning Thornbury, S. (2002)	Types of Vocabulary/ Word classes	Word classes: 1. Nouns 2. Pronouns 3. Verbs 4. Adjectives 5. Adverb 6. Prepositions 7. Conjunction 8. Determiner	1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives) 2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why? 3. What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why? 4. What vocabulary do students at Islamic boarding school need? Why
	Types of Vocabulary Learning Activities	1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations	5. Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work? 6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes, How did it work, describe it please? 7. Have the vocabulary taught were visualized using picture? Yes/No, Tell

			<p>your experience how did it work?</p> <p>8. Did the teacher teach the vocabulary using Action/gesture while delivering vocabulary? How did it work, describe please?</p> <p>9. Did the teacher directly define the vocabulary that they taught how did it work?</p> <p>10. Have the teacher/ teach vocabulary based on contexts/situation? How did it work, tell your experience?</p>
	<p>Stages of Teaching/ Learnig Vocabulary</p>	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	<ol style="list-style-type: none"> 11. Tell your experience how did the teacher present the vocabulary? 12. Can you describe how did you practice your vocabulary? 13. How did you production your vocabulary that you have already learned usually use ? 14. How did you and teacher review vocabulary? 15. Can you tell your experience in general about learning vocabulary at Islamis boarding school

Appendix 3 Interview Transcript

INTERVIEW TRANSCRIPT

Pre-Setting

The previous researchers asked students for permission to collect data, asked about students' willingness to be participants, and interviewed them about their experiences with the vocabulary program in learning English. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/ Date : Monday/ 1 September 2025

Place : Islamic Boarding School

Time : 07:00 WIB

Interviewer : Researcher

Interviewee : Student 1

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final code
R	1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)		
S- 1	<i>At the boarding school, I was taught many vocabulary, especially nouns and verbs. For example, nouns like “book” and pondok “boarding school” are often used, as well as verbs like read and pray. Adjectives are also taught, but less frequently.</i>	nouns and verbs	I1-S1-WC1&WC3
R	2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why?		
S- 1	<i>In my opinion, verbs are the easiest to understand because they are directly related to daily activities, such as praying or eating. However,</i>	Verbs nouns	I2-S1-E-3 D-1

	<i>nouns</i> related to religious terms are more difficult because their meanings are very specific and sometimes have no equivalent in daily Indonesian.		
R	3. What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?		
S- 1	<i>At the boarding school, nouns are very often used, such as student (santri), boarding school, book, and teacher (ustadz). Verbs are also used frequently, such as memorize, study, and pray.</i>	Nouns Verbs	I3 S1- WC1&2
R	4. What vocabulary do students at Islamic boarding school need? Why		
S-1	<i>Students at the boarding school need to master vocabulary related to religion and daily activities. For example, vocabulary about worship, school rules, and classical Islamic texts (kitab kuning).</i>	Religion Islamic texts	I4 S1-WC RV VIT
R	5. Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work?		
S-1	<i>Yes, sometimes we learned vocabulary through the translation method. Usually, the teacher gave us vocabulary in Arabic and then provided the translation in Indonesian.</i>	Translation	I5 S1-LA1
R	6. Have you ever gotten the vocabulary learning activity using real objects?		

	No/Yes,How did it work, describe it please?		
S-1	<i>Yes, there were some activities that used real objects, such as when learning about prayer tools or objects around the school. The teacher showed the object and explained its function.</i>	Real	I6 S1-LA2
R	7.Have the vocabulary taught were visualized using picture? Yes/No, Tell your experience how did it work?		
S-1	<i>Yes, often the teacher used pictures to explain vocabulary, such as a picture of a mosque or prayer activity. This was very helpful because we could understand the meaning directly without translating.</i>	pictures	I7 S1-LA3
R	8.Did the teacher teach the vocabulary using Action/gesture while delivering vocabulary? How did it work, describe please?		
S-1	<i>Yes, when learning vocabulary related to movements or worship, the teacher often used gestures. For example, when teaching bowing (rukuk) or prostration (sujud), the teacher directly demonstrated the movement so we could understand more clearly.</i>	Gestures	I8 S1-LA4
R-1	9.Did the teacher directly define the vocabulary that they taught how did it work?		
S-1	<i>Sometimes the teacher directly defined the words being taught, especially religious terms. For example, when</i>	defined	I8 S1-LA5

	<i>teaching repentance (taubat), the teacher gave a direct explanation so we could understand it better.</i>		
R	10. Have the teacher/ teach vocabulary based on contexts/situation? How did it work, tell your experience?		
S-1	<i>Yes, vocabulary learning was often adjusted to certain situations, such as during prayer, fasting, or studying books. The teacher taught vocabulary according to what we were experiencing.</i>	Situations	I10 S1-LA3
R	11. Tell your experience how did the teacher present the vocabulary?		
S-1	<i>The teacher usually introduced new vocabulary through stories or daily events. For example, when we were gathering, the teacher would teach vocabulary about life at the boarding school.</i>	Introduced stories	I11 S1-LA I S
R	12. Can you describe how did you practice your vocabulary?		
S-1	<i>I usually practiced vocabulary by repeating it, either during prayer, discussions, or while memorizing. We also often did Q&A with classmates.</i>	repeating discussions memorizing Q&A	I12 S1-LA R D M Q&A
R	13. How did you production your vocabulary that you have already learned usually use ?		
S-1	<i>I usually used the vocabulary I had learned in daily conversations, such as when</i>	daily conversations	I13 S1-LA DC

	<i>asking about lessons or talking with teachers.</i>		
R	14.How did you and teacher review vocabulary?		
S-1	<i>We usually reviewed vocabulary through small tests or regular memorization, where the teacher asked us to repeat the vocabulary learned before.</i>	small tests regular memorization	I S1-LA ST RM
R	15.Can you tell your experience in general about learning vocabulary at Islamic boarding school		
S-1	<i>Learning vocabulary at the boarding school was very useful. I felt it was easier to understand classical texts and religious activities because I mastered the right vocabulary. The teacher used various method that made it easier for us to understand and remember</i>	very useful	I S1-LA VU

INTERVIEW TRANSCRIPT

Pre-Setting

The previous researchers asked students for permission to collect data, asked about students' willingness to be participants, and interviewed them about their experiences with the vocabulary program in learning English. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/ Date : Monday/ 1 September 2025

Place : Islamic Boarding School

Time : 07:00 WIB

Interviewer : Researcher

Interviewee : Student 2

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final code
R	1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)		
S-2	<i>At the boarding school, we were taught many nouns and adjectives. Nouns such as ablution (wudhu), book (kitab), and teacher (ustadz) were often used. Meanwhile, adjectives such as pure, good, and obedient were also frequently used.</i>	Nouns Adjective	I1-S2- WC1- WC4
R	2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why?		
S-2	<i>The vocabulary that was difficult for me was nouns related to kitab kuning (classical Islamic texts), because sometimes they used unfamiliar terms. Adjectives were easier to understand since they were more often used in daily conversations.</i>	Nouns Adjectives	I2-S2- WC1- WC4

R	3.What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?		
S-2	<i>At the boarding school, nouns and verbs were more frequently used. Words like memorize, read, pray, student (santri), and teacher (ustadz) were very common.</i>	Nouns Verb	I3-S2- WC1- WC3
R	4.What vocabulary do students at Islamic boarding school need? Why?		
S-2	<i>The vocabulary we needed to master was related to religion, such as nouns for places of worship and verbs used in worship activities.</i>	Nouns Verb	I4-S2- WC1- WC3
R	5.Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work?		
S-2	<i>Yes, vocabulary was often taught through the translation method. We were given Arabic vocabulary and translated it into Indonesian, so we could directly understand the meaning.</i>	Translation	I5-S2- LA1
R	6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes, How did it work? Describe it please?		
S-2	<i>Yes, it happened before. The teacher once brought prayer tools, such as a prayer robe (mukena), prayer mat (sajadah), and prayer beads (tasbih) to teach vocabulary. This helped us remember the words more easily.</i>	prayer tools	I6 S-2 LA1 PT

R	7. Were the vocabulary taught visualized using pictures? Yes/No, Tell your experience, how did it work?		
S-2	<i>Yes, often. The teacher used pictures to explain nouns such as mosques, books, or worship activities. These helped us visualize the vocabulary in our minds.</i>	Pictures	I7 S-2 LA3
R	8. Did the teacher teach the vocabulary using Action/gesture while delivering the vocabulary? How did it work? describe please.		
S-2	<i>Yes, the teacher often used body movements when teaching verbs like bowing and prostration . We could immediately imitate these movements, making it easier to understand.</i>	body movements	I8-S2- LA4
R	9. Did the teacher directly define the vocabulary that they taught? How did it work?		
S-2	<i>The teacher usually provided direct definitions when teaching religious terms. This helped us better understand the meaning in the religious context.</i>	Definitions	I9-S2- LA5
R	10. Have the teacher/ teach vocabulary based on contexts/situations? How did it work? Tell your experience.		
S-2	<i>Yes, the teacher often taught vocabulary according to the context of the activities we were</i>	context	I10-S2- LA6

	<i>doing. For example, while learning prayer, the teacher taught vocabulary related to prayer.</i>		
R	11. Tell your experience, how did the teacher present the vocabulary?		
S-2	The teacher taught vocabulary in a very systematic way, usually starting with a short explanation and then followed by examples of usage in sentences.	Short explanation	I11 S2-LA SE
R	12. Can you describe how you practiced your vocabulary?		
S-2	<i>We usually repeat vocabulary with friends through daily conversations or during lessons.</i>	Repeat	I12 S2-LA R
R	13. How did you produce the vocabulary that you have already learned and usually use?		
S-2	<i>The vocabulary we had learned was used in daily activities such as discussions, asking about lessons, or during worship activities.</i>	daily activities	I13 S2-LA DA
R	14. How did you and the teacher review vocabulary?		
S-2	<i>Usually, the teacher reviewed the vocabulary taught through quizzes or weekly memorization exercises.</i>	Quizzes, weekly memorization	I14 S2-LA QZ WM
R	15. Can you tell your experience in general about learning vocabulary at Islamic boarding school		

S-2	<i>Vocabulary learning at the boarding school was very structured and useful. The vocabulary taught provided strong support for our understanding of the religious texts we studied.</i>	structured and useful	I15 S2-LA SU
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INTERVIEW TRANSCRIPT

Pre-Setting

The previous researchers asked students for permission to collect data, asked about students' willingness to be participants, and interviewed them about their experiences with the vocabulary program in learning English. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/ Date : Monday/ 1 September 2025

Place : Islamic Boarding School

Time : 07:00 WIB

Interviewer : Researcher

Interviewee : Student 3

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final code
R	1. Based on your experience, what vocabulary was taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)		
S-3	<i>At the boarding school, we were taught many nouns and verbs, especially those related to worship activities and daily life at the school. For example, prayer room, book, pray, and memorize were very common.</i>	nouns and verbs	I1 S3-WC1&WC3
R	2. In your opinion, which type of vocabulary is the most difficult and easier to understand? Why?		
S-3	<i>The difficult vocabulary was usually nouns of religious technical terms, such as <i>fiqh</i> and <i>ijtihad</i>. These were complicated because they required contextual understanding. Meanwhile, verbs like <i>pray</i> and <i>recite</i></i>	nouns	I2 S3-WC1

	<i>(mengaji) were easier to understand since they were often used.</i>		
R	3. What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?		
S-3	<i>Nouns and verbs were dominant at the boarding school. Student (santri), prayer room, memorization (hafalan), book (kitab), and teacher (ustadz) were often mentioned. Verbs like read, memorize, and pray were also very common.</i>	Nouns and verbs	I3 S3-WC1&WC3
R	4. What vocabulary do students at Islamic boarding school need? Why		
S-3	<i>The vocabulary we needed to master was related to worship and religious studies, such as nouns for worship places and tools, as well as verbs for activities like praying and reciting.</i>	Nouns Verbs	I4 S3-WC1&WC3
R	5. Based on your experience, have the vocabulary taught using translation method? No/Yes, how did it work?		
S-3	<i>Yes, the teacher often used the translation method. We were given words in Arabic and translated them into Indonesian, then practiced using them in examples.</i>	Translation	I5 S3-LA1
R	6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes, How did it work? Describe it, please?		

S-3	<i>Yes, often. For example, when learning words like prayer mat (sajadah), prayer robe (mukena), or prayer beads (tasbih), the teacher showed the real objects so we could understand and remember better.</i>	Real	I6 S3-LA2
R	<i>7. Have the vocabulary taught were visualized using picture? Yes/No, Tell your experience how did it work?</i>		
S-3	<i>Yes, pictures were often used to illustrate concepts or objects like mosques, books, and worship activities. These pictures helped us better understand and remember the words taught.</i>	pictures illustrate	I7 S3-LA3
R	<i>8. Did the teacher teach the vocabulary using Action/gesture while delivering vocabulary? How did it work, describe please?</i>		
S-3	<i>Yes, the teacher often used body movements when teaching worship-related vocabulary, such as bowing (rukuk) and prostration (sujud). We could directly see and imitate the movements, making it easier to remember.</i>	body movements	I8 S3-LA4
R	<i>9. Did the teacher directly define the vocabulary that they taught how did it work?</i>		
S-3	<i>The teacher often gave direct definitions of words taught, especially religious terms. This helped us understand the</i>	definitions	I9 S3-LA5

	<i>meanings accurately in the religious context.</i>		
R	10. Have the teacher/ teach vocabulary based on contexts/situation? How did it work, tell your experience?		
S-3	<i>Yes, the teacher taught vocabulary based on specific situations. For example, while studying worship, we were taught vocabulary relevant to worship. This made it easier to understand and remember.</i>	Situations	I10 S3-LA6
R	11. Tell your experience how did the teacher present the vocabulary?		
S-3	<i>The teacher explained briefly and then gave examples in sentences. We were also given practice to immediately use the words.</i>	explained	I11 S3-LA EX
R	12. Can you describe how did you practice your vocabulary?		
S-3	<i>I practiced vocabulary by reading, memorizing, or discussing with friends. We were often encouraged to speak in Arabic, which helped us recall and use the vocabulary.</i>	reading memorizing discussing	I12 S3-LA R, M, D
R	13. How did you production your vocabulary that you have already learned usually use ?		
S-3	<i>The vocabulary I learned was used in daily conversations, such as asking teachers or</i>	Daily conversations	I13 S3-LA DC

	<i>classmates, or while memorizing texts.</i>		
R	14. How did you and teacher review vocabulary?		
S-3	<i>The vocabulary we learned was often reviewed through tests or Q&A sessions. We also practiced together with classmates.</i>	Tests Q&A	I14 S3-LA T, QA
R	15. Can you tell your experience in general about learning vocabulary at Islamic boarding school		
S-3	<i>Vocabulary learning at the boarding school was very helpful for understanding religious teachings. With the various methods used, I felt it was easier to understand difficult vocabulary.</i>	very helpful	I15 S3-LA VU

INTERVIEW TRANSCRIPT

Pre-Setting

The previous researchers asked students for permission to collect data, asked about students' willingness to be participants, and interviewed them about their experiences with the vocabulary program in learning English. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/ Date : Monday/ 1 September 2025

Place : Islamic Boarding School

Time : 07:00 WIB

Interviewer : Researcher

Interviewee : Student 4

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final code
R	1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)		
S-4	<i>At the boarding school, the main focus was on nouns and verbs. For example, nouns like book (kitab), chapter (juz), student (santri), and verbs like memorize, study, and pray were often taught.</i>	nouns and verbs	I1 S4-WC1&WC3
R	2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why?		
S-4	<i>The vocabulary that was difficult for me was nouns related to religious texts or terms. They were harder to understand because sometimes there was no direct Indonesian equivalent. Verbs were easier,</i>	Nouns Verbs	I2 S4-WC1&WC3

	<i>especially those related to worship activities.</i>		
R	3.What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?		
S-4	<i>The vocabulary often used were nouns like student, teacher (ustadz), and boarding school, as well as verbs like memorize, read, and pray.</i>	Nouns	I3 S4-WC1
R	4.What vocabulary do students at Islamic boarding school need? Why		
S-4	<i>Students at the boarding school needed vocabulary related to daily activities, such as nouns for worship tools and verbs for activities like memorizing and studying.</i>	Related Nouns Verbs	I4 S4-WC1&WC3
R	5.Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work?		
S-4	<i>Yes, the translation method was used. Usually, the teacher gave words in Arabic, and then we translated them into Indonesian to understand.</i>	Translation	I5 S4-LA1
R	6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes,How did it work, describe it please?		
S-4	<i>Yes, once. For example, when learning the word prayer room</i>	brought objects	I6 S4-LA2

	<i>(mushola), the teacher brought objects like carpets and prayer mats to clarify.</i>		
R	7. Were the vocabulary taught visualized using pictures? Yes/No, Tell your experience, how did it work?		
S-4	<i>Yes, pictures were used to illustrate words such as mosque, book, and prayer. These helped us visualize the words.</i>	Pictures	I7 S4-LA3
R	8. Did the teacher teach the vocabulary using Action/gesture while delivering vocabulary? How did it work, describe please?		
S-4	<i>Yes, the teacher often used movements when teaching verbs related to worship, such as bowing and prostration. These movements made it easier to understand and remember the words.</i>	Movements	I8 S4-LA4
R	9. Did the teacher directly define the vocabulary that they taught? How did it work?		
S-4	<i>The teacher usually gave direct definitions, especially for difficult religious terms. This helped us understand the meaning more precisely.</i>	Definitions	I9 S4-LA5
R	10. Have the teacher/ teach vocabulary based on contexts/situations? How did it work? Tell your experience.		

S-4	<i>Yes, the teacher taught vocabulary according to the context. For example, while learning about fasting, we were taught related vocabulary.</i>	Context	I10 S4-LA6
R	11. Tell your experience how did the teacher present the vocabulary?		
S-4	<i>The teacher taught vocabulary by giving example sentences and explaining the meaning in the context of daily life.</i>	giving example explaining	I11 S4-LAGE, EX
R	12. Can you describe how did you practiced your vocabulary?		
S-4	<i>I often practiced vocabulary with friends, either in group discussions or through memorization activities.</i>	with friends discussions memorization activities	I12 S4-LAWF, D, M
R	13. How did you production your vocabulary that you have already learned usually use ?		
S-4	<i>I used the vocabulary in daily conversations with friends, especially while discussing religious lessons or asking teachers.</i>	Daily conversations	I13 S4-LADC
R	14. How did you and teacher review vocabulary?		
S-4	<i>The vocabulary we had learned was often reviewed by repeating it in prayers or during discussions with friends.</i>	Repeating	I14 S4-LAR

R	15. Can you tell your experience in general about learning vocabulary at an Islamic boarding school		
S-4	<i>Vocabulary learning at the boarding school was quite interesting. The teacher used various methods that made it easier to understand and remember the words taught.</i>	various methods	I15 S4-LA VM

INTERVIEW SCRIPT

Pre-Setting

The previous researchers asked students for permission to collect data, asked about students' willingness to be participants, and interviewed them about their experiences with the vocabulary program in learning English. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/ Date : Monday/ 1 September 2025

Place : Islamic Boarding School

Time : 07:00 WIB

Interviewer : Researcher

Interviewee : Student 5

Student & Researcher Code	Statements (Raw Data)	Preliminary Code	Final code
R	1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)		
S-5	<i>At the boarding school, many vocabulary taught were nouns related to places of worship and worship tools. Verbs for activities such as reciting (mengaji) and praying were also often taught.</i>	Nouns Verbs	I1 S5- WC1&WC3
R	2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why?		
S-5	<i>The vocabulary that was difficult for me was nouns related to religious terms, since their meanings were often very specific. Meanwhile, verbs were easier because they were directly related to our daily activities.</i>	Nouns Verbs	I2 S5- WC1&WC3

R	3. What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?		
S-5	<i>Nouns like book (kitab), mosque, and boarding school, as well as verbs like memorize, pray, and study, were often used in daily life at the boarding school.</i>	Nouns Verbs	I3 S5- WC1&WC3
R	4. What vocabulary do students at Islamic boarding school need? Why?		
S-5	<i>The vocabulary needed was related to worship, boarding school life, and learning activities, such as memorization, recitation (mengaji), and book (kitab).</i>	Related	I4 S5-WC RL
R	5. Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work?		
S-5	<i>Yes, the translation method was used. The teacher gave us words in Arabic, and we translated them into Indonesian, then provided examples of their usage in sentences.</i>	Translation	I5 S5-LA1
R	6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes, How did it work, describe it please?		

S-5	<i>Yes, I have. The teacher brought real objects such as prayer mats, mukena, and prayer beads when teaching vocabulary. This made it easier for me to remember because I could directly see and touch the objects.</i>	real objects	I6 S5-LA2
R	7. Have the vocabulary taught were visualized using picture? Yes/No, Tell your experience how did it work?		
S-5	<i>Yes, the teacher used pictures to explain vocabulary, for example pictures of a mosque, a book, or prayer activities. With pictures, I could understand the meaning of the words more quickly.</i>	Pictures	I7 S5-LA3
R	8. Did the teacher teach the vocabulary using Action/gesture while delivering the vocabulary? How did it work? describe please.		
S-5	<i>Yes, the teacher often used body movements when teaching vocabulary, especially verbs such as "bowing" (rukuk), "prostrating" (sujud), or "standing". With those movements, I could directly connect the words with the activities.</i>	Verbs	I8 S5-LA4
R	9. Did the teacher directly define the vocabulary that they taught? How did it work?		
S-5	<i>The teacher also often gave direct definitions, especially for difficult religious terms. For</i>	Definitions	I9 S5-LA5

	<i>example, when the teacher explained the word "khusyu" (deep concentration in prayer), the teacher directly gave the meaning so that we could understand.</i>		
R	10. Have the teacher/ teach vocabulary based on contexts/situations? How did it work? Tell your experience?		
S-5	<i>Yes, the teacher taught vocabulary according to the activities we were doing. For example, during the month of Ramadan, we learned vocabulary related to fasting and night prayers.</i>	Activities	I10 S5-LA ACT
R	11. Tell your experience, how did the teacher present the vocabulary?		
S-5	<i>The teacher usually introduced new vocabulary through short explanations and then gave examples in sentences. Sometimes, the teacher also related the words to our daily life in the boarding school.</i>	Explanations	I11 S5-LA EX
R	12. Can you describe how did you practice your vocabulary?		
S-5	<i>I practiced vocabulary by repeating and memorizing it, also by discussing with friends or using it in daily conversations. Sometimes, the teacher also asked us to practice speaking using the new words.</i>	Repeating	I12 S5-LA R

R	13. How did you produce your vocabulary that you have already learned usually use ?		
S-5	<i>The vocabulary I had learned was usually used in small quizzes, such as during prayers, discussions, or when asking questions to the teacher.</i>	small quizzes	I13 S5-LA SQ
R	14.How did you and teacher review vocabulary?		
S-5	<i>We usually reviewed vocabulary through small quizzes, oral tests, or by repeating the words during study sessions. The teacher sometimes also checked our memorization in class.</i>	small quizzes	I14 S5-LA SQ
R	15.Can you tell your experience in general about learning vocabulary at Islamic boarding school		
S-5	<i>Vocabulary learning in the Islamic boarding school was very useful. It helped me to understand religious books and daily activities in the boarding school. The teacher used various methods so that we could easily understand and remember the vocabulary.</i>	very useful	I15 S5-LA VU

Appendix 4

Thematizing and coding of students' interview results

NO of Question	Students	Aspects	Key Point	Code	Total
1. Based on your experience what vocabulary were taught at Islamic boarding school? (e.g., nouns, verbs, adjectives)	Student (1)	Types of vocabulary/ word classes	Nouns and Verbs	I1-S1-WC1&wc3	5
	Student (5)		Nouns and verbs	I1-S5-WC1&WC4	
	Student (3)		Nouns and Verbs	I-S3-WC1&WC3	4
	Student (4)		Nouns and Verbs	I1-S4-WC1&WC3	
	Student (3)		Nouns and Adjectives	I1-S3-WC1&WC3	1
2. In your opinion, which type of vocabulary is the most difficult and easier to understand, Why?	Student (3)	(Vocabulary taught at Boarding school)	Nouns	I-S3-WC1	4
	Student (4)		Nouns and Verbs	I4-S4-WC1-WC3	
	Student (1)		Verbs and Nouns	I4-S1-WC1	3
	Student (5)		Nouns and Verbs	I4-S5-WC1-WC3	
	Student (2)		Nouns and Adjectives	I4-S1-WC1-WC3	1
3. What vocabulary is often used in this boarding school: Noun, verb, adjective, adverb, pronoun, conjunction, and preposition? Why?	Student (3)	(Vocabulary taught at Boarding school)	Nouns	I3-S3-WC1-WC3	5
	Student (2)		Nouns and Verbs	I3-S2-WC1-WC3	
	Student (1)		Nouns and Verbs	I3-S1-WC1-WC3	4
	Student (4)		Nouns and verbs	I3-S4-WC1	
	Student (5)		Nouns and Verbs	I3-S5-WC1-W-RL	

4. What vocabulary do students at Islamic boarding school need? Why	Student (1)		Nouns and Verbs	I4-S4-RC-VIT	3
	Student (2)		Nouns and Verbs	I4-S2-WC1-WC3	
	Student (3)		Nouns and Verbs	I4-S3-WC1-WC3	3
	Student (4)		Religion and Islamic Text	I4-S1-WC1-WC3	1
	Student (5)		Related	I4-S5-RL	1

NO of Question	Students	Aspects	Key Point	Code	Total
5. Based on your experience have the vocabulary taught using translation method? No/Yes, how did it work	Student (1)	Types of Vocabulary Learning	Translation	I5-S1-LA1	1
	Student (2)		Translation	I5-S2-LA1	2
	Student (3)		Translation	I5-S3-LA1	3
	Student (4)		Translation	I5-S4-LA1	4
	Student (5)		Small Quizzes	I5-S5-LA-SQ	1
6. Have you ever gotten the vocabulary learning activity using real objects? No/Yes, How did it work? Describe it please?	Student (1)			I6-S1-L2	1
	Students (2)		Prayer Tools	I6-S2-PT	1
	Students (3)		Real	I6-S3-LA2	2
	Students (4)		Translation	I6-S4-LA1	1
	Students (5)		Real	I6-S5-LA2	3
7. Have the vocabulary taught were visualized using picture? Yes/No,	Student (1)		Picture	I7-S1-LA3	1
	Student (2)		Pictures	I7-S2-LA3	2

<i>Tell your experience how did it work?</i>	Student (3)		Pictures	I7-S3-LA3	3
	Student (4)		Pictures	I7-S4-LA3	4
	Student (5)		Pictures	I7-S5-LA3	5
<i>8. Did the teacher teach the vocabulary using Action/gesture while delivering the vocabulary? How did it work? describe please.</i>	Student (1)		Gesture	I7-S1-LA4	1
	Student (2)		Body Movements	I8-S2-LA-BM	1
	Student (3)		Gestures	I8-S3-LA4	2
	Student (4)		Gestures	I8-S4-LA4	3
	Student (5)		Gestures	I8-S5-LA4	4
<i>9. Did the teacher directly define the vocabulary that they taught? How did it work?</i>	Student (1)		Defined	I9-S1-LA5	5
	Student (2)		Definitions	I9-S2-LA5	
	Students (3)		Definitions	I9-S3-LA5	
	Students (4)		Definitions	I9-S4-LA5	
	Students (5)		Definitions	I9-S5-LA5	
<i>10. Have the teacher/ teach vocabulary based on contexts/situations? How did it work? Tell your experience?</i>	Student (1)		Situations	I-S2-LA3	2
	Student (4)		Situations	I10-S4-LA-C	
	Student (3)		context	I10 S3-LA6	

					2
	Student (2)		Context	I10 S2-LA-C	
	Student (5)		Activities	I10 S5-LA ACT	1

NO of Question	Students	Aspects	Key Point	Code	Total
11. Tell your experience how did the teacher present the vocabulary?	Student (2)	Tages of Teaching Learning Vocabulary	Explanation	I-S2-NLA-I-S	4
	Student (3)		Explanation	I11-S3-LA-EX	
	Student (4)		Explanation	I11-S4-LA-EX	
	Student (5)		Explaining	I11-S4-LA EX	
	Student (1)		Introduced Stories	I-S1-LA-EX	1
12. Can you describe how did you practice your vocabulary	Students (1)		Repeating Discussion Memorizing SQ &A	I-S1-LA-R-D-M-K&A	1/1/1/1
	Student (2)		Repeat	I-S2-LA- R	1
	Student (3)		Reading Memorizing	I12-S3- LA-R- D	1/2/2

			Discussing		
	Student (4)		With friends Discussions Memorization	I12-S4-LA- WF- D- M	1/2/2
	Student (5)		Repeating	I11-S5-LA- R	3
13. How did you production your vocabulary that you have already learned usually use	Student (1)		Daily Conversation	I-S1-NLA- DC	4
	Student (2)		Daily Activities	I-S2- LA- DA	
	Student (3)		Daily Conversations	I13-S3- LA- DC	
	Student (4)		Daily Conversations	I13-S4- LA- DC	
	Student (5)		Small quizzes	I13-S5-LA- SQ	1
14. How did you and teacher review vocabulary	Student (1)		Small Test Regular Memorization	I14-S1-LA- AT-RM	1
	Student (2)		Quizzes Weekly Memorization	I14-S2- LA- QZ WM	1
	Student (3)		Tests Q and A	I14-S3-LA- T-Q&A	1
	Student (4)		Repeating	I-S4-LA- R	1
	Student (5)		Various Methods	I14-S5-LA- VM	1
15. Can you tell your experience	Student (1)		Very useful	I15-S1-LA- VU	1

<i>in general about learning vocabulary at Islamic boarding school</i>	Student (2)		Structured and Useful	I15-S2-LA-S&U	1
	Student (3)		Very Helpful	I15-S3-LA-VH	1
	Student (4)		Various Methods	I15-S4- LA-VM	1
	Student (5)		Very Useful	I15-S5- LA-VU	1

Appendix 5. Reflective Journal Guideline

Theory	Aspect	Indicator	Question
<p>Vocabulary learning Thornbury, S. (2002)</p>	<p>Types Of Vocabulary / Word Classes</p>	<p>Word classes: 9. Nouns 10. Pronouns 11. Verbs 12. Adjectives 13. Adverb 14. Prepositions 15. Conjunction 16. Determiner</p>	<p>1. Reflect types of vocabulary that you have already learned at Islamic boarding school! 2. Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!</p>
	<p>Types of Vocabulary Learning Activities</p>	<p>7. Translation 8. Real things 9. Pictures 10. Action/gestures 11. Definition 12. Situations</p>	<p>3. Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!</p>
	<p>Stages of Teaching/Learning Vocabulary</p>	<p>1. Presentation 2. Practice 3. Production 4. Review</p>	<p>4. Reflect on your experience stage of teaching vocabulary at Islamic boarding school! 5. Reflect on your experience how did the daily English vocabulary program! support your vocabulary learning!</p>

Appendix 6

Reflective Journal Sheet by Thornbury (2024)

REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences with vocabulary programs for learning English. There are Types of vocabulary, Classification of vocabulary, teaching English vocabulary, and Types of Vocabulary Activities. Tell us about your experience in the column below.

Participant: S1		Date: Tuesday/ 2 September 2025	Reflective Notes	Code
No	Aspects of experience	Instruction		
1	word classes 1. nouns 2. pronouns 3. verbs 4. adjectives 5. adverb 6. prepositions 7. conjunction 8. determiner	Reflect types of vocabulary that you have already learned at Islamic boarding school!	At the boarding school, I have learned a lot of vocabulary, especially those related to worship and daily life. Vocabulary such as <i>prayer (sholat)</i> , <i>recite (mengaji)</i> , <i>book (kitab)</i> , and <i>student (santri)</i> are words I often use. Religious terms like <i>repentance (taubat)</i> and <i>sunnah</i> are also frequently taught by the teachers.	R1/S1
		Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	The vocabulary I need for daily communication at the boarding school is mostly related to worship and learning activities, such as <i>memorization (hafalan)</i> , <i>prayer (doa)</i> , <i>prayer room (mushola)</i> , and <i>teacher (ustadz)</i> . Vocabulary related to social activities, such as <i>group study</i> and <i>discussion</i> , is also very important.	R2/S1

2	<ol style="list-style-type: none"> 1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations 	<p>Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!</p>	<p>At the boarding school, I often joined activities involving direct practice, such as memorizing and discussing new vocabulary with friends. The teachers also used pictures and real objects to help us understand new words, especially when learning about worship.</p>	R3/S1
3	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	<p>Reflect on your experience stage of teaching vocabulary at Islamic boarding school</p>	<p>At the beginning, vocabulary learning started with the introduction of basic terms often used in daily activities. Then, we learned how to use them in sentences. Lessons were often followed by practice so that we could remember and apply the words in daily activities.</p>	R4/S1
		<p>Reflect on your experience. How did the daily English vocabulary program support your vocabulary learning!</p>	<p>The English vocabulary program at the boarding school really helped me enrich my vocabulary, especially in situations where I had to communicate with students from abroad. Even though Arabic is our main language, my English knowledge improved and also helped me understand English texts that we sometimes encountered in books or materials.</p>	R5/S1

Participant: S2		Date: Tuesday/ 2 September 2025	Reflective Notes	Code
No	Aspects of experience	Instruction		
1	word classes 1. nouns 2. pronouns 3. verbs 4. adjectives 5. adverb 6. prepositions 7. conjunction 8. determiner	Reflect types of vocabulary that you have already learned at Islamic boarding school!	At the boarding school, I learned many nouns and verbs, especially those related to worship activities and religious studies. For example, <i>mosque</i> , <i>book</i> , <i>prayer</i> (nouns), and <i>bow</i> , <i>prostrate</i> , <i>memorize</i> (verbs).	R1/S2
		Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	For daily communication, I need more verbs and practical nouns that I can use when interacting with friends and teachers, such as for activities, places, and study materials.	R2/S2
2	1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations	Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!	The most common activities were pictures for explaining nouns, body movements for verbs (<i>rukuk</i> , <i>sujud</i>), direct definitions for difficult religious terms, and learning based on situations like prayer or fasting. Sometimes, the teacher also used the translation method and real objects such as <i>sajadah</i> or <i>tasbih</i> .	R3/S2
3	1. Presentation 2. Practice 3. Production 4. Review	Reflect on your experience stage of teaching vocabulary at Islamic boarding school	The teacher usually started with a short explanation and examples (presentation), then asked us to repeat and practice with friends (practice). We later used the vocabulary in daily conversations (production). Finally, it was often reviewed through quizzes and memorization (review).	R4/S2

		Reflect on your experience. How did the daily English vocabulary program support your vocabulary learning!	The daily program supported my learning because we often had to repeat vocabulary in prayers, discussions, and memorization sessions, which helped me remember and use the words more naturally.	R5/S2
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Participant: S3		Date: Tuesday/ 2 September 2025	Reflective Notes	Code
No	Aspects of experience	Instruction		
1	word classes 1. nouns 2. pronouns 3. verbs 4. adjectives 5. adverb 6. prepositions 7. conjunction 8. determiner	Reflect types of vocabulary that you have already learned at Islamic boarding school!	At the boarding school, I mostly learned nouns and verbs, especially related to worship and daily activities (e.g., <i>santri</i> , <i>kitab</i> , <i>pray</i> , <i>memorize</i>). Some difficult nouns were religious technical terms like <i>fiqh</i> and <i>ijtihad</i> .	R1/S3
		Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	For daily communication, I need more practical verbs and nouns that I can use in conversations with friends and teachers, such as words for activities, study routines, and school objects.	R2/S3
2	1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations	Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!	The teacher often used the translation method (Arabic–Indonesian), real objects like <i>sajadah</i> or <i>tasbih</i> , and pictures for places or activities. We also learned verbs through body movements (<i>rukuk</i> , <i>sujud</i>), and difficult words were taught with direct definitions. Vocabulary was also introduced based on situations, like during prayer or religious studies.	R3/S3

3	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	Reflect on your experience stage of teaching vocabulary at Islamic boarding school	Vocabulary was presented with short explanations and examples in sentences (presentation). Then, we practiced by reading, memorizing, or discussing with friends. We used the words in daily conversations and religious lessons (production). Finally, the teacher reviewed vocabulary through tests or Q&A sessions (review).	R4/S3
		Reflect on your experience. How did the daily English vocabulary program support your vocabulary learning!	The daily program was very helpful because we were encouraged to speak Arabic regularly, memorize words, and use them in discussions. This made it easier for me to remember and apply vocabulary in real communication.	R5/S3

Participant: S4		Date: Tuesday/ 2 September 2025	Reflective Notes	Code
No	Aspects of experience	Instruction		
1	word classes <ol style="list-style-type: none"> 1. nouns 2. pronouns 3. verbs 4. adjectives 5. adverb 6. prepositions 7. conjunction 8. determiner 	Reflect types of vocabulary that you have already learned at Islamic boarding school!	Reflect types of vocabulary that you have already learned at Islamic boarding school!	R1/S4
		Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	R2/S4
2	<ol style="list-style-type: none"> 1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations 	Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!	Reflect on your experience which types of vocabulary learning activity often used at Islamic boarding school!	R3/S4

3	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	Reflect on your experience stage of teaching vocabulary at Islamic boarding school	Reflect on your experience stage of teaching vocabulary at Islamic boarding school	R4/S4
		Reflect on your experience. How did the daily English vocabulary program support your vocabulary learning!	The English vocabulary program at the boarding school was very beneficial in expanding my vocabulary, particularly when interacting with international students. Although Arabic is our primary language, my English skills developed and enabled me to better comprehend English texts we occasionally encountered.	R5/S5

Participant: S5		Date: Tuesday/ 2 September 2025	Reflective Notes	Code
No	Aspects of experience	Instruction		
1	word classes <ol style="list-style-type: none"> 1. nouns 2. pronouns 3. verbs 4. adjectives 5. adverb 6. prepositions 7. conjunction 8. determiner 	Reflect types of vocabulary that you have already learned at Islamic boarding school!	At the boarding school, I learned many nouns related to worship and tools (e.g. <i>book, mat, mukena</i>) and verbs for activities such as <i>reciting, memorizing, and praying</i> .	R1/S5
		Reflect types of vocabulary that you need to support your daily communication at Islamic boarding school!	For daily communication, I need more verbs and nouns that are useful in classroom interactions and conversations with teachers and friends.	R2/S5
2	<ol style="list-style-type: none"> 1. Translation 2. Real things 3. Pictures 4. Action/gestures 5. Definition 6. Situations 	Reflect your experience which types of vocabulary learning activity often used at Islamic boarding school!	The activities often used were translation from Arabic to Indonesian, using real objects like prayer mats and prayer beads, and pictures for mosques and worship activities. We also learned through gestures (bowing, prostration), definitions for difficult terms, and situational learning such as during Ramadan or prayers.	R3/S5

3	<ol style="list-style-type: none"> 1. Presentation 2. Practice 3. Production 4. Review 	<p>Reflect on your experience stage of teaching vocabulary at Islamic boarding school</p>	<p>The teacher introduced vocabulary with short explanations and examples (presentation). I practiced through repeating, memorizing, and discussing with friends (practice). Then, I used the vocabulary in daily conversations and small quizzes (production). Finally, we had reviews through quizzes, oral tests, and repetition (review).</p>	R4/S4
		<p>Reflect on your experience. How did the daily English vocabulary program support your vocabulary learning!</p>	<p>The English vocabulary program at the boarding school helped me a lot in learning new words, especially when talking with students from abroad. Even though we mostly use Arabic, my English improved and made it easier for me to understand English texts we came across.</p>	R5/S5

Appendix 7

The Documentation of Interview and Reflective Journal

DOCUMENTATION OF INTERVIEW



DOCUMENTATION OF REFLECTIVE JOURNAL

