

**STRATEGIES OF ISLAMIC BOARDING SCHOOL TO IMPROVE
STUDENTS' ENGLISH VOCABULARY AND PRONUNCIATION**

THESIS

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THESIS

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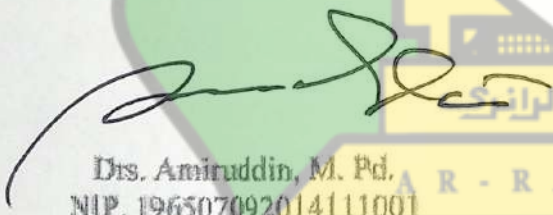
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**STRATEGIES OF ISLAMIC BOARDING SCHOOL TO
IMPROVE STUDENTS' ENGLISH VOCABULARY AND
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Adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumber nya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang buat pernyataan:


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ABSTRACT

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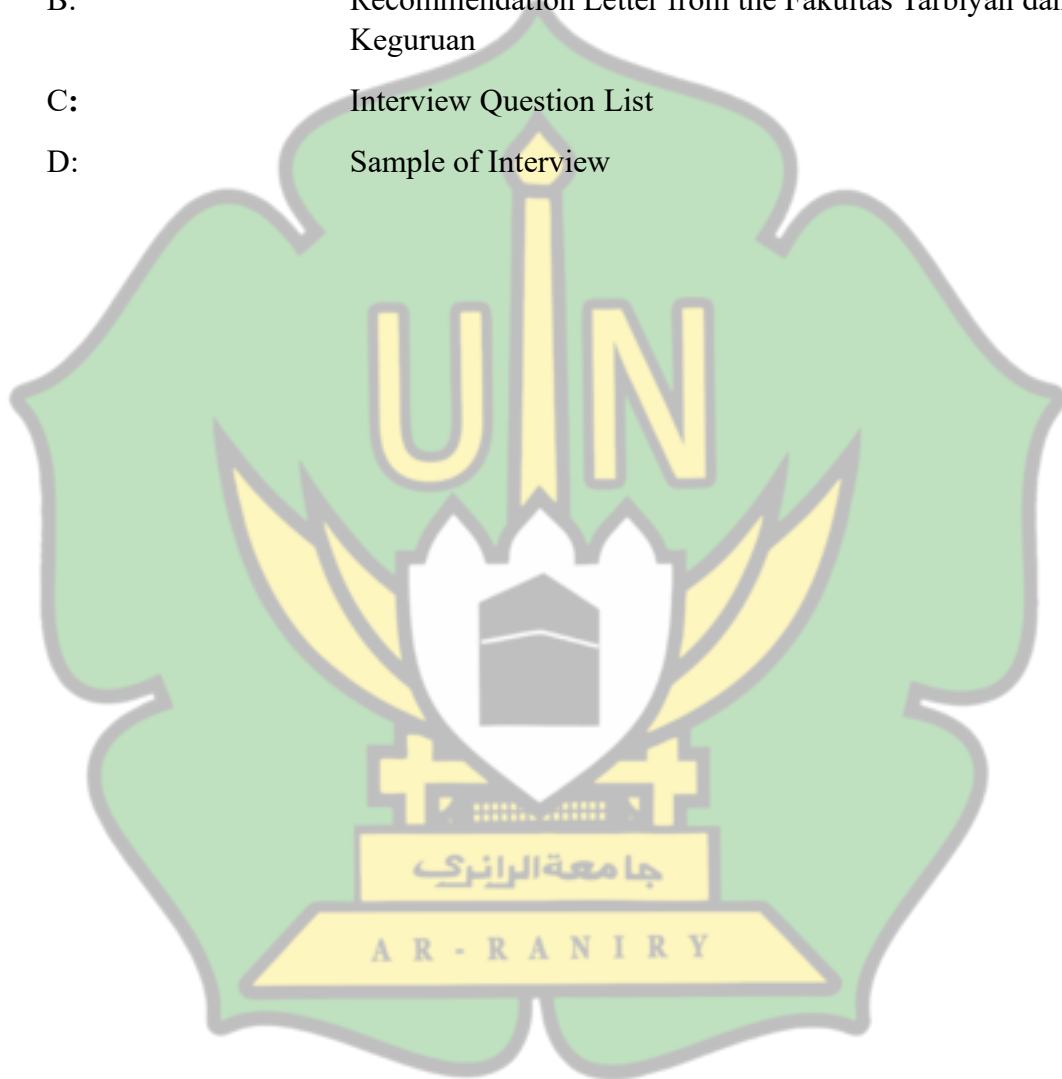
This study explores the strategies implemented at an Islamic boarding school to improve students' English vocabulary and pronunciation, their implementation, and their effectiveness based on students' perceptions. Using a qualitative descriptive design, data were collected through semi-structured interviews with the head of the language department, two language supervisors, and five students at Dayah Ruhul Islam Anak Bangsa (RIAB), Aceh Besar. The data were analyzed using thematic analysis. The findings identified six strategies: Daily Vocabulary Repetition, Conversation Practice (Muhādatsah), Corrective Feedback, Daily English Conversation, Audio Listening, and Educational Punishment. These strategies were integrated into daily language programs and supported by continuous practice, teacher guidance, and English use in everyday activities. Students generally perceived the strategies as effective in supporting their vocabulary and pronunciation development. Although some difficulties remained, regular practice and a supportive language environment helped students develop their English skills.

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CHAPTER I

INTRODUCTION

A. Background of Study

English has become a crucial global language shaping academic mobility, technology access, and professional development. For Indonesian students, English proficiency is no longer viewed as an optional skill, but as a strategic educational asset that impacts future opportunities. In Islamic boarding schools (pesantren), English proficiency is increasingly recognized as a crucial component of modern education, particularly to support literacy and communication. However, many Islamic boarding schools still face significant linguistic challenges. Students often struggle to acquire sufficient English vocabulary and accurate pronunciation due to limited exposure to native language input, reliance on memorization, and limited access to technology-based learning media. This creates a significant gap between learning expectations and linguistic outcomes.

One of the major challenges in English language learning in Indonesia is the limited opportunity for authentic language exposure. Unlike learners in English-speaking countries, Indonesian students rarely use English for daily communication outside the classroom. Consequently, students often rely heavily on textbooks, teacher explanations, and memorization activities, which may not provide sufficient opportunities to develop practical language competence. This condition affects both vocabulary acquisition and pronunciation because students have limited chances to encounter English in meaningful contexts or receive continuous speaking practice. Therefore, educational institutions need to implement effective learning strategies that provide students with regular exposure to English and encourage active language use in both formal and informal settings.

Vocabulary and pronunciation are two fundamental components of English language competence. Vocabulary knowledge enables learners to understand language input and express their ideas effectively in both spoken and written

communication. Schmitt (2019) emphasizes that vocabulary knowledge involves more than simply knowing the meaning of individual words, as learners need to develop different aspects of word knowledge to use vocabulary effectively. Similarly, Schmitt and Schmitt (2020) highlight the importance of sufficient vocabulary knowledge in supporting learners' comprehension and communication. Pronunciation is also essential for effective spoken communication because learners need to produce English sounds and speech patterns clearly enough to be understood by others. Recent research emphasizes that pronunciation instruction contributes to learners' intelligibility and communicative ability, particularly in EFL contexts where opportunities for natural English interaction may be limited (Almusharraf, 2024; Yağız et al., 2024). Therefore, developing both vocabulary and pronunciation is important for students in Islamic boarding schools, where English learning often depends on structured instruction, repeated practice, and opportunities to use English in daily communication.

From a theoretical perspective, language learning strategies are more effective when they combine cognitive practice with authentic communication. Activities such as repetition, drilling, habituation, corrective feedback, peer interaction, and language immersion have been widely recognized as effective approaches for strengthening vocabulary knowledge and improving pronunciation accuracy. Rather than functioning independently, these strategies complement one another by providing repeated exposure, reinforcing language forms, encouraging active production, and helping learners gradually develop confidence in using English. Therefore, investigating how these strategies are integrated within the Islamic boarding school environment is important to understand their contribution to students' language development.

Islamic boarding schools have unique characteristics that distinguish them from regular secondary schools. Students live in a structured dormitory environment where discipline, religious values, and social interaction shape daily life. This creates opportunities for English language learning outside of the classroom, such as language practice programs, conversation activities, vocabulary

memorization sessions, dormitory interactions, and peer collaboration. However, although many Islamic boarding schools have begun introducing English programs, students' vocabulary and pronunciation mastery still show variations in achievement, suggesting that the effectiveness of learning strategies varies from school to school.

In addition to providing opportunities for language exposure, teachers play a significant role in determining the success of English learning strategies. Teachers are responsible not only for delivering instructional materials but also for creating engaging learning experiences, monitoring students' progress, providing corrective feedback, and motivating students to use English in their daily activities consistently. Similarly, language supervisors and boarding school administrators contribute by establishing language policies, organizing language programs, and maintaining an environment that encourages students to practice English regularly. The collaboration among these stakeholders is essential because successful language learning in Islamic boarding schools extends beyond classroom instruction and becomes part of students' everyday experiences.

Previous research supports the importance of instructional strategies in enhancing English learning in Islamic boarding schools. Putri et al. (2024) demonstrated that the use of trilingual Quranic texts successfully improved students' vocabulary mastery through contextual exposure to English terms. Ilah (2025) confirmed that contemporary short stories significantly improved vocabulary acquisition and student engagement. Yuliani et al. (2024) found that the English Zone program strengthened students' communicative practices through immersive interactions. Tsania and Kirana (2025) noted that daily conversation activities developed vocabulary, fluency, and speaking confidence. Finally, Marilin and Ahmadi (2025) reported that weekly conversation programs improved oral competence, although challenges in consistent participation persisted. Taken together, these studies suggest that diverse approaches to religious learning, literature, immersion programs, and conversational practice can strengthen English learning in Islamic boarding schools.

Although these studies contribute meaningful insights, most focus primarily on vocabulary mastery or general speaking fluency, while very few examine specific pronunciation improvement. Additionally, previous research tends to highlight single strategies rather than exploring how multiple strategies work collectively within the authentic learning environment of Islamic boarding schools. This gap suggests the need for further investigation into how boarding schools utilize specific, integrated strategies to enhance both vocabulary and pronunciation simultaneously.

Based on this gap, the present study aims to explore the strategies implemented in Islamic boarding schools to improve students' English vocabulary and pronunciation, as well as how these strategies are applied in teaching and learning activities. This research focuses on identifying the types of strategies used and examining their implementation in classroom and boarding school contexts. Data will be obtained from relevant participants, including teachers and students, to gain a comprehensive understanding of the practices. The findings are expected to contribute to the improvement of English instruction, support curriculum development, and provide practical recommendations for language educators in Islamic boarding schools and similar educational settings.

B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. What strategies are implemented in Islamic boarding schools to improve students' English vocabulary and pronunciation?
2. How are these strategies implemented in student activities in Islamic boarding schools?
3. Are these strategies effective for students?

C. The Aims of Study

Based on the research aims, this study has the following aims:

1. To identify the strategies implemented in Islamic boarding schools to improve students' English vocabulary and pronunciation.
2. To examine how these strategies are implemented in students' activities within the Islamic boarding school.
3. To determine the effectiveness of the strategies in improving students' English vocabulary and pronunciation.

D. Significance of the Study

The findings of this research are expected to enrich existing knowledge about English language teaching strategies in Islamic boarding school contexts, particularly those aimed at improving students' vocabulary and pronunciation. The study may also contribute to the discussion of language exposure, interaction, and second language acquisition by providing empirical insights into English learning within residential educational environments, where opportunities to access media and technological resources may be limited. In this regard, the findings may provide a better understanding of how continuous language exposure and interaction can support students' English language development.

For English teachers, this study may provide practical insights into the implementation of effective strategies for improving students' vocabulary and pronunciation. The findings may serve as a reference for teachers in selecting and adapting appropriate activities, such as repetition, drilling, habituation, corrective feedback, and language practice programs. Furthermore, the study may encourage teachers to integrate English more naturally into classroom instruction and students' daily communication. For students, the findings may increase awareness of the language-learning opportunities available within their boarding-school environment and encourage them to participate more actively in English-related activities.

For Islamic boarding schools, this research may provide valuable input for improving the quality and effectiveness of existing English language programs. The findings may assist school administrators and language supervisors in evaluating current language practices, strengthening language policies, and maximizing the boarding-school environment as a source of continuous English exposure. The study may also provide considerations for developing programs that encourage students to use English consistently in both classroom and dormitory settings.

In addition, this study may provide useful insights for curriculum developers and language coordinators in designing English programs that are appropriate for the characteristics and needs of Islamic boarding school students. The findings may support the development of structured language activities that connect formal classroom instruction with informal learning opportunities in dormitories and other areas of the school environment. Such integration may help create a more consistent language-learning environment and provide students with greater opportunities to practice vocabulary and pronunciation through meaningful communication.

More broadly, this research is expected to contribute to the field of English as a Foreign Language (EFL) education by providing empirical evidence concerning language learning in residential educational settings. Islamic boarding schools have distinctive educational, social, and cultural characteristics that influence how students learn and use English. Therefore, the findings may offer valuable perspectives for educators and researchers interested in the relationship between learning environments, language exposure, interaction, and language development. The findings may also provide insights that can be adapted to other educational settings with similar challenges in providing continuous English exposure.

Finally, this research may serve as a reference for future researchers interested in English language teaching in Islamic boarding schools, particularly in the areas of vocabulary and pronunciation development. Future studies may build upon these findings by examining the effectiveness of specific strategies through quantitative or mixed-methods approaches, comparing language programs across

different boarding schools, or investigating the long-term effects of continuous English exposure. Further research may also explore the role of culture, learner characteristics, teacher development, and technology in supporting English language learning within Islamic boarding school environments.

E. Terminology

This section explains the keywords of this study and aims to avoid misunderstandings. The following terms are described as follows:

1. Islamic Boarding School

Islamic boarding schools (pesantren) are educational institutions that combine formal education, religious instruction, and dormitory activities into students' daily lives. Students live in dormitories and participate in academic and non-academic programs under the supervision of teachers and dormitory supervisors. In addition to religious education, Islamic boarding schools also provide English language learning activities, both inside and outside the classroom, to support students' language development, communication skills, and daily English practice.

2. Strategies

Strategies refer to the methods, techniques, and approaches used in the teaching and learning process to achieve specific learning objectives. In English learning, strategies are used to help students improve their language skills through various activities such as repetition, drilling, memorization, daily conversation, teacher modeling, and interactive learning practices. In this study, strategies refer to the approaches used to improve students' English vocabulary and pronunciation.

3. Exposure to English

Exposure to English in this study means students' opportunities to hear, speak, practice, or interact using English inside or outside classroom settings. It includes structured activities (like English zone, weekly conversation, or classroom discussions) and unstructured interactions (peer communication, announcements, or daily routines conducted in English).

4. Vocabulary

Vocabulary is the collection of words used in a language for communication and is crucial for language learning. Vocabulary enables learners to understand information and express ideas in spoken and written forms. In English language learning, a strong vocabulary is essential for effective communication and comprehension. Vocabulary learning involves activities such as reading, speaking practice, and everyday communication, focusing on memorization and contextual application. In this study, vocabulary refers to the English words students learn through instruction and activities that enhance their language skills.

5. Pronunciation Skills

Pronunciation skills refer to students' ability to produce English sounds, stress patterns, rhythm, and intonation correctly and clearly enough to be understood by others. The term includes both segmental (vowel and consonant sounds) and suprasegmental (intonation and stress) aspects, influenced by instruction and interaction in daily communication.

CHAPTER II

LITERATURE REVIEW

This chapter presents theories and previous research related to the topic of this study. It provides the theoretical foundation necessary to understand the strategies used to improve students' English vocabulary and pronunciation.

A. Islamic Boarding Schools

1. Definition of Islamic Boarding Schools

An Islamic boarding school, commonly known as *pesantren*, is one of the oldest Islamic educational institutions in Indonesia. It serves as a center for religious education while also providing formal academic instruction and character development. Unlike conventional schools, Islamic boarding schools require students (*santri*) to live in dormitories under the supervision of teachers, religious leaders, and dormitory supervisors. This residential system enables students to participate in structured educational, religious, and social activities throughout the day.

According to recent studies, *pesantren* today are no longer limited to traditional religious instruction but have developed into more dynamic educational institutions that integrate national curriculum subjects, character education, and language learning programs (Raihani, 2018; Nilan, 2020). This transformation reflects the adaptation of Islamic boarding schools to the demands of globalization and the increasing importance of foreign language competence, particularly English, in academic and professional contexts. As a result, many *pesantren* have introduced structured English programs, language environments, and daily communication rules to enhance students' communicative competence.

In recent years, Islamic boarding schools have expanded their educational programs by integrating general education subjects, foreign language instruction, and life skills into their curriculum. Consequently, English has become one of the important subjects taught to prepare students for higher education, international

communication, and future employment opportunities. Studies by Fauzi and Prastyo (2019) and Sari (2021) indicate that English learning in pesantren is often supported by both formal classroom instruction and informal language exposure in dormitory life, such as English-speaking zones, vocabulary programs, and daily conversation activities. These practices aim to create a language-rich environment that encourages students to use English consistently in their daily interactions.

In this study, an Islamic boarding school refers to a residential educational institution that integrates formal education, Islamic values, and language development through classroom instruction and boarding-school activities. This unique educational environment provides continuous opportunities for students to practice English both inside and outside the classroom. The integration of academic learning and daily life activities allows students to experience language learning in a more natural and contextualized way, which is considered beneficial for improving vocabulary acquisition and pronunciation skills (Hidayat, 2020; Wekke, 2019).

2. Characteristics of Islamic Boarding Schools

Islamic boarding schools possess distinctive characteristics that differentiate them from ordinary schools. Since students live on campus, learning is not limited to classroom instruction but continues through various religious, academic, and extracurricular activities. Daily routines are carefully organized to encourage discipline, responsibility, cooperation, and moral development.

Another distinctive characteristic is the implementation of language programs that encourage students to use English and Arabic as part of their daily communication. Many Islamic boarding schools establish language regulations, vocabulary memorization sessions, speech activities, conversation practice, debate clubs, and language competitions to improve students' language proficiency. These activities provide students with regular opportunities to use English in authentic situations rather than relying solely on textbook learning.

The close interaction between teachers, language supervisors, and students also creates an environment where language learning can occur continuously. Students receive immediate guidance and correction during both academic and non-academic activities, allowing language learning to become an integral part of their daily lives.

3. English Learning in Islamic Boarding Schools

English learning in Islamic boarding schools differs from that in many regular schools because it combines formal classroom instruction with continuous language practice in the boarding environment. During classroom lessons, students learn English through textbooks, discussions, vocabulary exercises, pronunciation practice, and communicative activities guided by teachers. Outside the classroom, students are encouraged to apply their knowledge through daily conversations, speeches, language clubs, vocabulary memorization, and other English-related programs.

This combination of formal and informal learning reflects the concept that language acquisition is more effective when learners receive continuous exposure and meaningful opportunities to communicate. Rather than viewing English merely as a school subject, Islamic boarding schools attempt to develop students' communicative competence by integrating English into their daily routines. As a result, students are expected to become more familiar with English vocabulary, improve their pronunciation, and develop greater confidence in speaking English.

4. Language Policies in Islamic Boarding Schools

Many Islamic boarding schools implement language policies to encourage students to communicate using English and Arabic in their daily activities. These policies are intended to increase language exposure and create an environment that supports second language acquisition. Language policies may include designated English-speaking days or zones, compulsory vocabulary memorization, conversation practice, morning language activities, public speaking sessions, and regular language evaluations.

To ensure the effectiveness of these policies, language supervisors and teachers monitor students' language use and provide guidance whenever necessary. Some Islamic boarding schools also apply educational sanctions or corrective activities when students fail to follow language regulations. These sanctions are generally intended to promote discipline and motivate students to practice English consistently rather than to punish them. Through these structured policies, students receive continuous encouragement to use English as part of their everyday communication.

5. Advantages and Challenges of English Learning in Islamic Boarding Schools

The boarding-school environment offers several advantages for English language learning. First, students have greater opportunities to practice English because they live together and participate in organized language activities throughout the day. Second, continuous interaction with teachers and peers provides immediate feedback that supports vocabulary acquisition and pronunciation improvement. Third, the integration of classroom learning with extracurricular activities allows students to apply English in meaningful and authentic contexts.

Despite these advantages, Islamic boarding schools also face several challenges. Students often enter with different levels of English proficiency, making it difficult for teachers to provide instruction that meets everyone's needs. Limited access to native speakers and authentic English media may also reduce students' opportunities to hear natural pronunciation. Furthermore, maintaining students' motivation to communicate consistently in English can be challenging, particularly when students feel more comfortable using their first language. These challenges indicate that effective instructional strategies are essential to maximize the potential of the boarding-school environment and support students' vocabulary and pronunciation development.

Based on these characteristics, Islamic boarding schools provide a unique educational setting in which English learning extends beyond classroom instruction. The combination of structured language programs, continuous interaction, and supportive language policies makes the boarding-school environment an important context for investigating strategies to improve students' English vocabulary and pronunciation.

B. English Vocabulary

1. Definition of Vocabulary

Vocabulary refers to the collection of words that learners know and use to understand and communicate meaning in a language. Vocabulary knowledge is an essential component of language proficiency because learners need sufficient knowledge of words to understand spoken and written messages and to express their own ideas. Schmitt and Schmitt (2020) explain that vocabulary knowledge involves knowing the form, meaning, and use of words. Therefore, vocabulary learning is not limited to memorizing word meanings but also involves understanding how words are pronounced, spelled, used grammatically, and applied appropriately in different contexts.

Vocabulary plays an important role in developing learners' overall communicative competence. Learners with insufficient vocabulary may experience difficulties in understanding texts, following conversations, expressing ideas, and participating in classroom activities. In contrast, adequate vocabulary knowledge provides learners with greater opportunities to comprehend language input and communicate their intended meanings. For EFL learners, vocabulary is particularly important because limited exposure to English outside the classroom may restrict the number of words that learners encounter and use in their daily communication.

In the context of Islamic boarding schools, vocabulary development becomes an important part of English language learning because students are often expected to use English in both formal and informal activities. Vocabulary may be

introduced through classroom instruction, memorization activities, daily conversations, English-speaking programs, speeches, and interactions with teachers and peers. Therefore, vocabulary learning in a boarding-school environment can occur through both planned instruction and repeated exposure during students' daily routines.

2. The Importance of Vocabulary in English Language Learning

Vocabulary is one of the fundamental components of language learning because communication depends heavily on learners' ability to understand and use words. Schmitt and Schmitt (2020) emphasize that vocabulary knowledge contributes significantly to learners' ability to comprehend and produce language. Without sufficient vocabulary, learners may know grammatical rules but still be unable to express their intended meanings effectively.

Vocabulary is also closely related to reading comprehension. Learners need to recognize a sufficient number of words to understand the main ideas and supporting information in a text. Limited vocabulary knowledge can make reading difficult because learners may spend excessive effort trying to understand individual words instead of focusing on the overall meaning of the text. Vocabulary development therefore supports students' ability to access information from English textbooks, articles, instructions, and other learning materials.

In speaking, vocabulary enables learners to express ideas, respond to questions, and maintain conversations. Students who possess a wider range of usable vocabulary have more linguistic resources for communicating their thoughts. In contrast, students with limited vocabulary may hesitate, rely heavily on their first language, or avoid communication because they cannot find appropriate English words. This issue is particularly relevant in Islamic boarding schools where students may be encouraged to communicate in English as part of daily language programs.

Vocabulary is also closely connected with pronunciation. Learning a new word requires learners not only to understand its meaning but also to recognize and produce its spoken form. Students who memorize words without learning their

pronunciation may have difficulty using them in oral communication. Consequently, vocabulary teaching should ideally include opportunities for students to hear, repeat, and use new words in meaningful contexts.

3. Strategies for Teaching English Vocabulary

Vocabulary teaching strategies refer to systematic approaches used by teachers to help learners acquire, understand, retain, and use new words. Effective vocabulary instruction may involve a combination of explicit teaching, repetition, contextual learning, retrieval practice, interaction, and meaningful communication. No single strategy is necessarily sufficient for all learners; therefore, teachers may combine different strategies according to students' needs and the learning environment.

Repetition is one strategy that can support vocabulary retention. Students repeatedly encounter and produce new words through oral practice, vocabulary review, and classroom activities. Repetition can strengthen students' memory and increase familiarity with word forms and meanings.

Drilling can also be used to reinforce vocabulary and pronunciation. Through controlled and repeated practice, students can become familiar with the pronunciation and use of target vocabulary. Drilling may involve individual repetition, group repetition, question-and-answer practice, or sentence-level practice. When combined with meaningful activities, drilling can help students move from controlled practice toward more spontaneous language use.

Memorization is another strategy frequently used in language-learning contexts. Students may be required to memorize a particular number of English words within a certain period. Although memorization alone does not guarantee communicative competence, it can provide students with an initial vocabulary base that can later be strengthened through contextual practice and communication.

Contextual learning helps students understand vocabulary through meaningful situations. Instead of learning words as isolated items, students encounter them in sentences, dialogues, texts, or everyday situations. Context

allows learners to understand not only what a word means but also how and when it should be used.

Corrective feedback can further support vocabulary development by helping students recognize errors in word choice, pronunciation, or usage. Feedback provided during communication can help learners notice gaps between their current language production and the target form. In a boarding-school setting, feedback can occur during classroom activities as well as during daily conversations.

4. Vocabulary Learning in the Islamic Boarding School Context

of formal instruction and informal language practice. In the classroom, teachers may introduce vocabulary through textbooks, exercises, dialogues, reading materials, and speaking activities. Outside the classroom, students may encounter vocabulary through daily conversations, English-speaking zones, vocabulary memorization programs, speeches, announcements, and peer interactions.

The residential nature of Islamic boarding schools provides an opportunity for repeated exposure to vocabulary throughout the day. Students live and interact with the same community, allowing newly learned words to be practiced repeatedly in different situations. For example, vocabulary introduced during a classroom lesson may later be used during dormitory conversations or language activities. Such opportunities may strengthen students' ability to recall and apply vocabulary in communication.

However, the effectiveness of vocabulary learning depends on the consistency and quality of language programs. If students memorize vocabulary but rarely use the words in communication, their knowledge may remain passive. Therefore, vocabulary programs need to be supported by opportunities for active production, interaction, repetition, and feedback. The integration of vocabulary learning with daily English use may help students develop vocabulary knowledge that is more functional and communicatively useful.

Based on the discussion above, vocabulary development involves more than memorizing individual English words. It includes understanding word meanings, recognizing word forms, knowing how words are pronounced and used, retaining vocabulary over time, and applying it appropriately in communication. Effective vocabulary development therefore requires continuous exposure, repeated practice, meaningful interaction, and appropriate instructional support. These principles provide an important theoretical foundation for examining the strategies implemented by Islamic boarding schools to improve students' English vocabulary in the present study.

C. English Pronunciation

1. Definition of Pronunciation

Pronunciation refers to the way learners produce and organize the sounds of a language when speaking. It involves the production of individual speech sounds as well as broader features of spoken language, including stress, rhythm, and intonation. In English language learning, pronunciation is an important component of oral communication because the way words and utterances are pronounced can influence how easily a speaker is understood by listeners (Almusharraf, 2024).

Pronunciation should not be understood simply as producing every English sound exactly like a native speaker. In contemporary English language teaching, greater attention is given to intelligibility, comprehensibility, and effective communication. Learners need to develop pronunciation that allows their intended meaning to be understood clearly by others. Recent research on pronunciation instruction emphasizes that pronunciation teaching should focus on communicative effectiveness rather than native-like accuracy alone (Yağız et al., 2024).

For EFL learners, pronunciation can be challenging because English contains sounds, sound combinations, stress patterns, and intonation patterns that may differ from those of their first language. Learners may therefore transfer pronunciation patterns from their first language when producing English. Regular

exposure, guided practice, and appropriate feedback can help learners become more aware of differences between their existing pronunciation patterns and English pronunciation (Metruk, 2024).

2. The Importance of Pronunciation in English Language Learning

Pronunciation is important because effective communication requires listeners to understand the spoken language produced by learners. Even when learners have adequate vocabulary and grammar, unclear pronunciation may make communication difficult. Pronunciation therefore contributes to the intelligibility of learners' speech and supports successful interaction, as explained by Levis (2018) and Derwing and Munro (2015).

Pronunciation also has an important relationship with speaking confidence. Students who feel that their pronunciation is understandable may be more willing to participate in conversations, presentations, and other speaking activities. In contrast, students who are uncertain about how to pronounce English words may hesitate to speak or avoid using English in front of others. Providing regular opportunities for pronunciation practice may therefore support both linguistic development and students' confidence in oral communication, as stated by Saito (2021) and Thomson and Derwing (2015).

Pronunciation is particularly important when students learn new vocabulary. Knowing the meaning of a word is not sufficient if learners cannot recognize or produce its spoken form. Students need to know how words sound and how they are pronounced when used in communication. Therefore, vocabulary learning and pronunciation development can support one another when new words are introduced together with their spoken forms and practiced in meaningful contexts.

3. Pronunciation Learning in the Islamic Boarding School Context

Pronunciation learning in Islamic boarding schools can occur through both formal classroom instruction and informal language activities. During classroom lessons, teachers may introduce pronunciation through vocabulary practice, reading aloud, dialogues, presentations, and speaking exercises. Outside the classroom,

students may practice pronunciation through daily conversations, speeches, language clubs, English-speaking zones, and interactions with peers.

The residential nature of Islamic boarding schools provides opportunities for students to practice pronunciation more frequently than in settings where students return home after school. Students live in the same environment and interact with their peers throughout the day. This creates opportunities for repeated production and informal correction. For example, students may learn a new English word during a classroom lesson and later use the word during a conversation with their friends.

Language regulations may also encourage students to practice pronunciation consistently. When students are expected to communicate in English during specific activities or within designated areas, they receive additional opportunities to produce English outside formal lessons. Language supervisors can monitor students' communication and provide corrections when necessary.

However, pronunciation development may still present challenges. Students may have difficulty producing sounds that do not exist in their first language, distinguishing similar English sounds, applying correct word stress, or maintaining appropriate pronunciation during spontaneous communication. Limited access to authentic English input may also restrict students' exposure to different pronunciation models. These challenges demonstrate the importance of consistent pronunciation practice, teacher guidance, and supportive language programs within the boarding-school environment.

4. The Relationship Between Vocabulary and Pronunciation

Vocabulary and pronunciation are closely related components of English language learning. When students learn a new word, they need to understand its meaning and become familiar with its written and spoken forms. Knowledge of vocabulary without knowledge of pronunciation may limit students' ability to use words effectively in oral communication. Similarly, practicing pronunciation

without understanding the meaning and use of words may not provide sufficient opportunities for meaningful language use.

The integration of vocabulary and pronunciation instruction can therefore provide a more comprehensive approach to language development. When teachers introduce new vocabulary, they can simultaneously provide pronunciation models, ask students to repeat the words, and encourage them to use the words in sentences or conversations. This approach allows students to develop knowledge of word meaning and pronunciation together.

In Islamic boarding schools, the relationship between vocabulary and pronunciation can be strengthened through daily language programs. Vocabulary memorization can be followed by pronunciation practice, while conversation activities can provide opportunities for students to use newly learned words orally. Repetition, drilling, teacher modeling, and corrective feedback can consequently support both vocabulary development and pronunciation improvement at the same time.

Based on the discussion above, pronunciation is an essential component of English language development that involves segmental and suprasegmental features as well as the ability to produce speech clearly and intelligibly. Pronunciation development is influenced by exposure, practice, teacher modeling, feedback, interaction, and the learning environment. In Islamic boarding schools, these factors can be integrated through classroom instruction and daily language programs. Therefore, examining pronunciation strategies alongside vocabulary strategies is important for understanding how Islamic boarding schools support students' overall English language development.

D. Strategies for Improving Vocabulary and Pronunciation

Effective teaching strategies play a crucial role in supporting students' vocabulary and pronunciation acquisition, especially in EFL contexts where natural exposure to the language is limited. In instructional practice, strategies that

emphasize meaningful repetition, structured drilling, contextual engagement, and learner interaction have been shown to contribute significantly to students' language development.

1. Daily Vocabulary Repetition

Daily vocabulary repetition is a learning strategy that involves repeatedly reviewing, recalling, and using vocabulary on a regular basis. Repetition is important in vocabulary learning because learners generally need multiple encounters with a word before they can recognize, understand, remember, and use it effectively. Nation (2013) explains that repeated encounters with vocabulary contribute to the gradual development of vocabulary knowledge. Similarly, Schmitt (2010) emphasizes that vocabulary learning is a gradual process in which repeated exposure and practice help learners strengthen their knowledge of words. Therefore, regular repetition can help learners retain vocabulary and improve their ability to retrieve previously learned words.

Daily vocabulary repetition can be implemented through various activities, including daily memorization, reviewing previously learned words, oral repetition, vocabulary quizzes, sentence construction, and using new vocabulary in communication. In an Islamic boarding school environment, these activities can become part of students' daily routines, allowing them to encounter English vocabulary both in formal learning and everyday interactions. Repetition that requires students to actively recall and use vocabulary is particularly useful because it encourages learners not only to recognize words but also to produce them. Webb and Nation (2017) note that repeated encounters and opportunities to use vocabulary contribute to the development of stronger and more accessible word knowledge.

Furthermore, daily vocabulary repetition can support pronunciation development when students are required to pronounce vocabulary during the learning process. Repeatedly producing words gives learners opportunities to become familiar with their spoken forms and practice accurate pronunciation.

Thornbury (2002) states that knowing a word involves knowledge of its spoken form as well as its meaning and use. Thus, vocabulary repetition that combines memorization, recall, and oral practice can support both vocabulary retention and pronunciation practice. In the context of Islamic boarding schools, the consistent implementation of daily vocabulary repetition can provide continuous exposure to English and create regular opportunities for students to strengthen their vocabulary and pronunciation.

2. Conversation Practice

Conversation practice is a learning strategy that provides learners with opportunities to use English through direct interaction with others. Through conversation, students can practice expressing ideas, asking and answering questions, and responding to others using English in meaningful contexts. Harmer (2015) explains that speaking activities provide learners with opportunities to practice language in communication and develop their ability to express themselves effectively. Conversation practice is therefore important because it allows students to move beyond memorizing vocabulary and apply the words they have learned in actual communication.

In an Islamic boarding school environment, conversation practice can be implemented through daily interactions between students, teachers, and other members of the school community. Students may be encouraged or required to use English when communicating with their peers, during language activities, or in other situations where English is used as part of the boarding school's language program. These activities can include paired conversations, question-and-answer activities, dialogues, role plays, and informal daily communication. By providing frequent opportunities to speak, students can repeatedly encounter and use English vocabulary while developing greater confidence in communicating.

Conversation practice also contributes to vocabulary and pronunciation development because students are required to retrieve vocabulary and produce English words in real-time communication. Repeated use of vocabulary in

meaningful conversations can help students remember words and understand how they are used in different contexts. At the same time, speaking regularly provides opportunities for students to practice the pronunciation of words and receive corrections from teachers or peers. Thus, conversation practice can serve as a practical strategy for developing both vocabulary and pronunciation by integrating language knowledge with continuous oral communication.

3. Corrective Feedback

Corrective feedback is a teaching strategy in which learners receive information about errors in their language use and are guided toward more accurate forms. In English learning, corrective feedback can be provided when students make errors in vocabulary use, pronunciation, grammar, or other aspects of language. Lightbown and Spada (2013) explain that feedback can help learners notice differences between their own language production and the target language. Therefore, corrective feedback provides learners with opportunities to recognize and improve their language errors during the learning process.

In an Islamic boarding school environment, corrective feedback can be provided by teachers, language supervisors, or peers during classroom activities and daily English communication. When students mispronounce a word or use vocabulary incorrectly, the teacher or supervisor can provide the correct form and encourage the student to repeat or use it again. Feedback may be given directly through correction or indirectly by providing prompts that encourage students to notice and correct their own errors. Through regular interaction and correction, students can become more aware of their vocabulary choices and pronunciation.

Corrective feedback can support vocabulary and pronunciation development by helping students identify and correct inaccurate language use. When students receive immediate and appropriate correction, they have an opportunity to modify their language production and avoid repeating the same errors. Lyster and Saito (2010) indicate that corrective feedback can facilitate second-language development by drawing learners' attention to problematic forms

and encouraging modified output. Thus, consistent corrective feedback in an Islamic boarding school can reinforce vocabulary learning and improve pronunciation accuracy while encouraging students to become more aware of their English use.

4. Daily English Conversation

Daily English conversation refers to the regular use of English in students' everyday interactions and communication. Unlike classroom activities that may focus on specific language materials, daily conversation provides learners with opportunities to use English in natural and meaningful situations. Through regular interaction, students can practice expressing ideas, asking questions, responding to others, and using vocabulary in context. Harmer (2015) explains that speaking practice allows learners to develop their ability to communicate by using language for meaningful purposes. Therefore, daily English conversation can provide continuous opportunities for students to practice and reinforce their English skills.

In an Islamic boarding school environment, daily English conversation can be implemented by encouraging students to communicate with their peers, teachers, and language supervisors in English during routine activities. Students may use English when greeting others, asking for information, discussing activities, or communicating about their daily needs. The consistent use of English in these situations creates an environment in which students are exposed to and encouraged to produce English beyond formal classroom instruction. Such regular interaction also allows students to repeatedly encounter vocabulary and practice pronunciation while communicating with others.

Daily English conversation can support vocabulary and pronunciation development because students need to recall and produce English words during real-time communication. Frequent use of vocabulary in meaningful contexts can strengthen students' ability to remember and apply new words, while repeated oral production provides opportunities to practice their pronunciation. Moreover, interaction with teachers, supervisors, and peers can provide students with opportunities to receive corrections and improve their language use. Thus, daily

English conversation can function as a practical strategy for developing vocabulary and pronunciation through continuous exposure, practice, and communication in the boarding school environment.

5. Audio Listening

Audio listening is a learning activity that provides learners with opportunities to hear and understand spoken English through recorded or spoken materials. Listening allows students to receive language input and become familiar with the sounds, pronunciation, vocabulary, and patterns of English. According to Nation and Newton (2009), listening activities provide learners with opportunities to develop their ability to understand spoken language while also exposing them to vocabulary in meaningful contexts. Therefore, regular listening practice can help learners become more familiar with English words and their spoken forms.

In an Islamic boarding school environment, audio listening can be implemented through various materials, such as recorded conversations, English dialogues, short speeches, educational videos, or other spoken English resources. Students can listen to the materials regularly and complete activities such as identifying unfamiliar words, repeating sentences, answering comprehension questions, or imitating the pronunciation of words they hear. These activities provide students with repeated exposure to English and allow them to connect the pronunciation of words with their meanings. The use of audio materials can also provide learners with exposure to different voices, speaking speeds, and patterns of natural English.

Audio listening can support both vocabulary and pronunciation development by helping students recognize words and become familiar with their correct spoken forms. Repeatedly hearing vocabulary in context can strengthen students' understanding and recall of words, while listening to accurate pronunciation provides a model that students can imitate during speaking practice. Gilakjani and Ahmadi (2011) state that listening plays an important role in language learning because it provides learners with the language input necessary for

developing other language skills. Thus, regular audio listening can complement vocabulary learning and pronunciation practice by providing continuous and meaningful exposure to spoken English.

6. Punishment

Punishment in language learning refers to a disciplinary measure given when students violate established learning or language-use rules. In an educational context, punishment is generally intended to discourage undesirable behavior and encourage students to follow established regulations. According to Skinner's theory of operant conditioning, behavior can be influenced by its consequences, meaning that consequences following a particular behavior can affect the likelihood of that behavior occurring again (Skinner, 1953). In language learning, disciplinary measures may therefore be used to reinforce students' compliance with rules related to English use and participation in language activities.

In an Islamic boarding school environment, punishment may be applied when students fail to follow language regulations, such as using languages that are prohibited during designated English-speaking periods. The disciplinary system can involve recording violations, giving warnings, assigning additional language-related tasks, or requiring students to participate in activities that encourage them to review and practice English. The implementation of such rules is generally intended to maintain consistency in the language program and encourage students to use English regularly. However, punishment needs to be applied appropriately and educationally so that it supports discipline without creating excessive fear or reducing students' willingness to communicate.

Punishment can indirectly support vocabulary and pronunciation development when the consequences are connected to language learning activities. For example, students who violate language rules may be required to memorize vocabulary, practice pronunciation, or repeat correct English expressions. These activities can provide additional opportunities for students to review and produce English. However, the effectiveness of punishment depends on how it is

implemented and combined with positive learning strategies. Therefore, in an Islamic boarding school, punishment can function as a supporting disciplinary strategy that encourages students to comply with English-use regulations and participate consistently in activities designed to improve their vocabulary and pronunciation.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative descriptive research design to explore the strategies used by an Islamic boarding school to improve students' English vocabulary and pronunciation and to examine how these strategies were implemented in teaching and learning activities. A qualitative approach was chosen because this study aimed to gain an in-depth understanding of teaching strategies and contextual factors within the Islamic boarding school environment, rather than measuring variables numerically. According to Creswell (2014), qualitative research is most appropriate when the goal is to understand learning processes, strategies, and contexts in depth, rather than statistically testing relationships between variables.

In this study, the researcher sought to explore how the school designed and implemented strategies to improve students' English vocabulary and pronunciation in an Islamic boarding school. Therefore, data collection was conducted not through numerical measurements, but through verbal data obtained from in-depth interviews with school administrators such as the curriculum director, teachers, and students, along with documentation.

In this study, the researcher acted as the primary instrument, planning the research, collecting data, analyzing findings, and drawing conclusions. Data were collected through interviews and documentation to gain a comprehensive understanding of students' learning experiences. The results of the study will be presented in the form of narrative descriptions supported by themes derived from the analysis of participant data.

B. Research Location

This research will be conducted at the Dayah Ruhul Islam Anak Bangsa (Riab) Boarding School in Aceh Besar. This school was chosen as the research location because it is one of the schools that already offers English language instruction. Students are required to speak in English, providing the researcher with an opportunity to directly explore the strategies teachers use to improve students' vocabulary and pronunciation.

C. Participant

The population of this study consisted of all parties directly involved in the English language learning process at the Islamic Education Office of Dayah Ruhul Anak Bangsa (Riab) in Aceh Besar, including head of the language department, English teachers, and students. Because this study is qualitative, participants were selected through purposive sampling, which involves selecting participants based on certain criteria. This technique was chosen because qualitative research focuses not on the number of participants but on the depth of information obtained from individuals who have direct experience with the phenomenon being studied.

The vice principal of curriculum is selected to provide information related to language programs and institutional policies that support the improvement of students' English vocabulary and pronunciation. English teachers are involved as they are responsible for implementing the strategies in teaching and learning activities. Meanwhile, students are selected to share their experiences regarding how the strategies are applied in their learning process.

The number of participants is determined based on data needs, involving a limited number of participants who are actively engaged in English learning programs. This selection aims to obtain in-depth and comprehensive data regarding the strategies and their implementation.

D. Data Collection Method

Data collection in this study was conducted qualitatively with the aim of gaining an in-depth understanding of the strategies used by Dayah Ruhul Anak Bangsa (Riab) Aceh Besar to improve students' English vocabulary and pronunciation. Data were collected through semi-structured interviews, as this technique allowed the researcher to prepare core questions while giving participants the freedom to describe teaching and learning practices, challenges, and their experiences in using various strategies naturally. According to Creswell (2012), semi-structured interviews are effective in exploring participants' perspectives in detail and flexibly according to the research context.

In addition, observation was conducted to directly examine the implementation of English learning strategies in the boarding school. Through observation, the researcher observed students' daily English activities, vocabulary and pronunciation practices, communication activities, and the ways teachers or language supervisors applied the strategies. Observation was useful for obtaining direct evidence of what actually occurred in the learning environment and for comparing it with the information obtained from interviews. The use of interviews, observation, and documentation also supported data triangulation, which, according to Sugiyono (2019), can enhance the credibility of qualitative research findings. By combining these three data collection techniques, this study aimed to provide a more comprehensive description of the strategies used to improve students' English vocabulary and pronunciation.

E. Data Analysis

The data obtained from the interviews were analyzed using the interactive data analysis model proposed by Miles, Huberman, and Saldaña (2014). This model consists of three interrelated stages: data reduction, data presentation, and conclusion drawing and verification. Each stage was implemented to ensure that the research findings were based on the participants' actual responses and accurately reflected their lived experiences.

1. Data Reduction

The first stage, data reduction, involved selecting, focusing, and simplifying the raw interview data to make it more manageable for analysis. As explained by Hardani et al. (2020), qualitative data can be filtered and classified into relevant categories using brief summaries or explanations.

In this study, the researchers first transcribed all interview recordings verbatim. Then, statements not directly related to the research questions, such as off-topic conversations, excessive repetition, or filler words like "mmm" and "eeee," were removed, leaving only the most relevant and meaningful quotes. For example, when a participant stated, "We use several strategies, such as daily vocabulary repetition to help students remember and familiarize them with using English in their daily lives," the reduced section retained the essential part: "strategies of daily vocabulary repetition and habituation of English use." This process ensured that only data that directly addressed the research questions was used in the analysis.

2. Data Presentation

After data reduction, the second stage of data analysis was data presentation. According to Hardani et al. (2020), data presentation is the process of organizing reduced data systematically to make patterns, relationships, and important information easier to identify. In this study, the reduced interview data were organized thematically based on the research questions and the strategies identified from participants' responses.

The data related to the strategies used to improve students' English vocabulary and pronunciation were grouped into several themes, namely daily vocabulary repetition, daily English conversation, audio listening, corrective feedback, and educational punishment. Data concerning how these strategies were implemented in the boarding school environment were presented according to the activities, language rules, and routines described by the participants. The data were

also organized according to the roles of the language department, teachers or language supervisors, and students in implementing the strategies.

Furthermore, data related to the effectiveness of the strategies and the challenges encountered during their implementation were presented in separate thematic categories. The presentation also compared responses from the language department, teachers or supervisors, and students to identify similarities and differences in their experiences. This thematic organization enabled the researcher to present the findings systematically and clearly in accordance with the research questions concerning the strategies, their implementation, and their effectiveness in improving students' English vocabulary and pronunciation.

3. Conclusion Drawing and Verification

The final stage involves drawing conclusions and verifying the findings. After the data is presented thematically, recurring patterns and themes are identified, and preliminary conclusions are formulated. As emphasized by Miles, Huberman, and Saldaña (2014), verification is crucial to ensure that the conclusions drawn are consistent with the data and the reality on the ground.

In this study, two verification strategies were used. First, triangulation was conducted by comparing interview data across participants to ensure that the identified themes were not isolated to one individual but represented broader patterns in the data. For example, the recurring theme of daily vocabulary was confirmed by multiple participants (MM, AN, WJ, HR, SA, SR, JM and AS), each providing different but mutually reinforcing examples. Second, member checking was conducted by sharing the interpreted findings with the participants themselves to confirm that their perspectives were understood and accurately represented. This process strengthened the credibility and reliability of the conclusions.

In addition, during the analysis process, researchers also ensure data validity through:

a. Data Source Triangulation

Data were triangulated by comparing information from multiple sources (interviews with different participants and documentation) to confirm findings and reduce bias. For example, strategies described by teachers were verified through student reports and documented program schedules.

b. Member Checking

The researcher shared the interpreted findings with participants to confirm that their perspectives were understood and accurately represented. This was done by presenting a summary of the findings to participants and soliciting their feedback.

c. Rich and Detailed Descriptions

Detailed descriptions of the research context, participants, and findings were provided to enable readers to assess the transferability of the findings to other settings. This verification strategy aligns with Creswell's (2014) recommendations for ensuring credibility and accuracy in qualitative research. By implementing this approach, this study is expected to yield an in-depth understanding of the strategies implemented in Islamic boarding schools to improve students' vocabulary and pronunciation, as well as the effectiveness and challenges of these strategies in daily learning activities.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the study findings and discussion the strategies used by Islamic boarding schools to improve students' vocabulary and pronunciation, as well as the implementation of these strategies in the students' English learning process. These findings were collected using semi-structured interviews with the head of the language program, two language program supervisors, and five boarding school students.

1. Strategies Implemented at Islamic Boarding School to Improve English Vocabulary and Pronunciation Students

Based on interviews with the Head of the Language Department, language coordinators, and students, several strategies were identified at Dayah Ruhul Islam Anak Bangsa (RIAB) to improve students' English vocabulary and pronunciation. These strategies include daily vocabulary repetition, repeated pronunciation practice (drilling), the use of English in daily communication, corrective feedback, and educational punishment. The strategies are implemented through various structured language programs that are integrated into students' daily activities at the Islamic boarding school.

a. Daily Vocabulary Repetition

The repetition strategy is one of the main approaches used at RIAB to help students remember and master new vocabulary. Every day, students receive new vocabulary that must be memorized and used in everyday conversation. Repetition is carried out consistently through a vocabulary distribution program every morning and a review program at the weekend. This was expressed by the the head of language coordinator (MM), who explained:

“We use several strategies, such as daily vocabulary repetition to help students remember and get them used to using English in everyday.”

MM revealed that repetition strategies are the main foundation of the language program at Islamic boarding schools. This strategy was chosen because consistent repetition makes it easier for students to remember and master new vocabulary.

b. Conversation Practice (Muhādatsah)

Conversation practice or Muhādatsah, is one of the strategies implemented in the Islamic boarding school to support students' English vocabulary and pronunciation development. This strategy is designed to provide students with regular opportunities to practice spoken English through structured interaction. WJ explained:

“Every Sunday morning, there are also conversations. These conversations involve speaking practice in both Arabic and English. For example, this week we'll use English, next week we'll use Arabic. The conversations also alternate.”

This statement shows that conversation practice is formally scheduled as part of the school's language activities, where students are required to participate in speaking sessions in English on a regular basis. SA added:

“... In the Muhādatsah activities, we practice conversation, while in the vocabulary activities, we learn new vocabulary to learn and use.”

This indicates that Muhādatsah is recognized as an organized activity where students engage in English conversation practice as part of the school's language learning system. Based on these findings, Conversation Practice (Muhādatsah) can be identified as a structured strategy implemented in the school to facilitate students' spoken English practice, particularly in vocabulary usage and pronunciation training.

c. Corrective Feedback

Corrective feedback is implemented to help students improve their English pronunciation by providing repeated pronunciation practice and direct correction. In this activity, students are encouraged to practice pronouncing English words

repeatedly, while teachers and language administrators provide guidance and correction when students make pronunciation errors. Thus, corrective feedback is provided during pronunciation practice to help students recognize and correct their mistakes. MM explained:

“We implement repeated pronunciation drills and provide direct correction when students mispronounce words. This strategy is implemented through language programs in schools.”

MM explained that pronunciation practice is carried out through the school's language programs and is accompanied by direct correction when students make pronunciation errors. The repeated practice gives students opportunities to practice pronunciation, while the correction helps them recognize and improve their errors. This combination allows pronunciation problems to be addressed during the learning process rather than being left uncorrected. WJ emphasized:

“In my role as a tutor, we directly supervise several programs, such as daily conversation, speeches, dramas, and others. Furthermore, if a student mispronounces a word, we will provide further guidance on how to pronounce it correctly.”

WJ's statement indicates that teachers and language mentors do not only supervise students during language activities but also provide direct guidance when pronunciation errors occur. WJ also added:

“Even in everyday life, if it sounds wrong, we correct it. Even in Arabic, we correct it. Because students are learning, and when they practice, it's okay to make mistakes.”

WJ pointed out that correction is carried out continuously and in various contexts, not just in formal learning activities. This approach creates a learning culture where mistakes are seen as a natural part of the learning process, not something to be ashamed of. Therefore, corrective feedback is integrated into students' regular language practice, particularly during conversations, speeches, and drama activities. Through this process, students receive immediate guidance to

improve their pronunciation while continuing to use English in various language activities.

d. Daily English Conversation

Daily English Conversation is one of the strategies identified from the interview data to improve students' English vocabulary and pronunciation. This strategy focuses on encouraging students to use English in their everyday communication. Through regular use of English in daily interactions, students are provided with continuous opportunities to practice vocabulary and spoken English. MM explained:

“Getting them used to using English in everyday life... This strategy was chosen because it is considered the most effective for implementation in Islamic boarding schools. Getting students used to using English in everyday activities gives them the opportunity to continuously practice the language, allowing their language skills to develop naturally.”

MM's statement indicates that the school uses daily English communication as a strategy to provide students with continuous exposure to English. The use of English in everyday activities makes regular communication an important part of the school's language learning strategy. The strategy is also reflected in the students' language use during English Week. HR explained:

“I use English in my daily life, especially during English week. I try to apply it when communicating with my friends to further develop my speaking skills.”

This statement supports the identification of Daily English Conversation as a strategy because English is incorporated into students' regular communication within the boarding school environment. Based on these findings, Daily English Conversation can be identified as one of the strategies implemented in the Islamic boarding school to support students' English vocabulary and pronunciation development. The strategy emphasizes the regular use of English in everyday communication as part of the students' language learning experience.

e. Audio Listening

Audio listening is one of the strategies identified from the interview data to support students' English vocabulary and pronunciation development. This strategy involves exposing students to spoken English through audio materials. By listening to English words and spoken language, students are introduced to the pronunciation and use of English vocabulary as part of the school's language learning strategies. MM explained:

“There is daily conversation, seminar with native speakers, and also listening. Listening is listening to the audio. Later, the students will be given a piece of paper. The listening content is also presented in dotted lines”

MM's statement indicates that audio listening is included as one of the language strategies provided by the school. The strategy specifically uses audio materials as a source of spoken English input for students. The use of listening as a strategy was also mentioned by SR:

“Programs that support learning English vocabulary and pronunciation at our school include vocabulary sharing, muhadasah, language drama, movie linguistics, and listening. These programs help us expand our vocabulary and practice English pronunciation.”

This statement further identifies listening as one of the language programs supporting vocabulary and pronunciation learning. Based on these findings, Audio Listening can be identified as one of the strategies implemented in the Islamic boarding school to support students' English vocabulary and pronunciation development. The strategy focuses on providing students with spoken English input through audio materials.

f. Punishment

Educational punishment is one of the strategies identified from the interview data to encourage students to follow the school's language rules and continue using English. Rather than functioning only as a disciplinary measure, the punishment is combined with language-learning tasks, particularly vocabulary memorization and

sentence practice. In this way, students who violate the language rules are given learning related consequences. AN explained:

“We also implement educational punishments. For example, if a student doesn't follow the program or doesn't use the required language, they will be asked to memorize vocabulary or idioms.”

This statement shows that punishment is not implemented independently from language learning but is combined with vocabulary-related activities. MM described:

“If caught, it's usually recorded as a violation and will be processed in the language court. After that, there's a hearing in the evening, and students will be punished according to the points of the violation. Some are made to stand and say ‘language is our crown,’ while others have to memorize 20 vocabulary words and their sentences.”

This indicates that the school uses a structured disciplinary system in response to violations of its language rules, with some consequences directly involving vocabulary learning. Based on these findings, Educational Punishment can be identified as one of the strategies implemented in the Islamic boarding school. The strategy combines language discipline with learning-oriented consequences, particularly vocabulary and sentence memorization.

2. Effectiveness of the Strategies for Students

The interview findings indicate that the strategies implemented in the Islamic boarding school were generally perceived as effective by the students. Most students reported that the language programs helped them develop their English vocabulary and pronunciation. The students' responses particularly showed improvements in vocabulary retention, pronunciation accuracy, confidence in using English, and familiarity with English communication. HR explained:

“I think these programs are effective because they are implemented consistently every day. With daily repetition, I can learn little by little and remember the vocabulary more easily.”

This response indicates that the regular implementation of the language programs contributed to students' ability to remember vocabulary. HR also added:

“Yes, this method is very helpful. After learning new vocabulary, we are immediately asked to use it in conversation. This makes it easier for me to remember the vocabulary and get used to pronouncing it correctly.”

These responses suggest that daily repetition and the use of vocabulary in conversation were perceived as beneficial for both vocabulary retention and pronunciation practice. AS stated:

“I think these programs are very helpful in improving my English skills. With the daily vocabulary sharing and speaking practice, I've become more accustomed to learning new vocabulary and pronouncing it correctly.”

She further explained that the vocabulary-sharing activity required her to study the words and their pronunciation before sharing them with her peers. According to AS, this process helped her understand the correct pronunciation more clearly. SA explained:

“Yes, it's very helpful. By sharing vocabulary words every morning, I'm constantly learning new words. Furthermore, this activity makes me more enthusiastic about learning because it's after the morning prayer, so I can memorize and use them in everyday conversation.”

SA also reported a change in her pronunciation, stating that although English pronunciation had previously been difficult for her, “after participating in the programs at the Islamic boarding school, my pronunciation has begun to improve.”

SR provided another positive evaluation of the programs:

“Yes, it's very helpful. With the division of vocabulary, muhadasah (reflection), language drama, movie linguistics, and listening, it's easier for me to expand my vocabulary and learn how to pronounce correctly. Listening to native speakers through films and listening also helps me better understand English pronunciation.”

This response indicates that SR perceived several language activities as contributing to her vocabulary development and pronunciation learning. JM also reported:

“Yes, it's very helpful. Being a language member requires me to be more disciplined in using English every day. The programs encourage me to speak English more frequently, which increases my vocabulary and improves my language skills.”

This suggests that regular English use was perceived as contributing to vocabulary development and broader language improvement. The teachers' responses also support the students' perceptions. MM stated:

“We use pre-tests and post-tests, so that's how we can determine whether their scores have improved or not, and thankfully, there has been an improvement. For vocabulary, we also require students to resubmit their memorization every day, not just in the form of vocabulary but also sentences.”

MM further explained that the school assessed students' progress through pre-tests and post-tests and reported that students' scores had improved. Pronunciation development was also monitored through direct observation during vocabulary memorization, conversations, speeches, and everyday English communication. Therefore, the findings suggest that the strategies implemented in the Islamic boarding school were generally effective from the students' perspectives, particularly in supporting vocabulary development and pronunciation practice, although some pronunciation difficulties remained.

B. Discussion

This section discusses the research findings in relation to the research questions, relevant theories, and previous studies. The findings show that the Islamic boarding school implemented several language strategies to support students' English vocabulary and pronunciation development. These strategies included daily vocabulary repetition, daily English conversation, corrective feedback in pronunciation practice, audio listening, and educational punishment. The findings also indicate that these strategies were implemented through the school's structured language programs and daily activities. From the students' perspectives, the strategies were generally perceived as helpful in developing vocabulary, pronunciation, and familiarity with using English.

One of the main strategies identified in the findings was daily vocabulary repetition. Students were exposed to new vocabulary regularly and were required to memorize, repeat, review, and use the words. This finding is consistent with Nation (2013) and Schmitt (2010), who explain that vocabulary knowledge develops gradually through repeated exposure and practice. Repeated encounters with vocabulary allow learners to strengthen their knowledge of words and improve their ability to recall them. Webb and Nation (2017) also emphasize that repeated encounters with words and opportunities to use them contribute to vocabulary development. In the present study, repetition was incorporated into students' daily routines through vocabulary memorization, daily submission, and regular review. Therefore, the finding demonstrates how the theoretical principle of repeated exposure was applied within the boarding school environment. Students' responses further supported this finding, as some students reported that repeated vocabulary practice made it easier for them to remember words.

Daily English conversation was another strategy identified in the study. The strategy encouraged students to use English when communicating with their peers and during scheduled language activities. This finding corresponds with Harmer (2015), who emphasizes the importance of speaking activities that provide learners with opportunities to use language for meaningful communication. In the boarding

school context, English conversation was not restricted to formal classroom instruction. Students were encouraged to communicate in English during English Week and other language activities. This provided students with opportunities to apply vocabulary in actual communication and practice pronunciation while speaking. HR, for example, reported that using newly learned vocabulary in conversation made it easier for him to remember the words and practice pronunciation. This finding suggests that conversation functioned as a bridge between vocabulary learning and actual language use.

Corrective feedback was also identified as an important strategy for pronunciation development. The findings showed that students received direct correction when they produced pronunciation errors during language activities. This finding is consistent with Lightbown and Spada (2013), who explain that corrective feedback can help learners notice differences between their own production and the target language. Lyster and Saito (2010) similarly explain that corrective feedback can facilitate second-language development by drawing learners' attention to problematic forms and encouraging them to modify their output. In this study, corrective feedback was integrated into students' speaking activities, allowing teachers and language administrators to provide guidance when students experienced pronunciation difficulties. Some students also reported seeking assistance from teachers when they were unsure about the pronunciation of particular words. Thus, the findings suggest that pronunciation development was supported not only through repeated practice but also through immediate guidance and correction.

Audio listening was another strategy found in the study. Through listening activities, students were exposed to spoken English and pronunciation models. This finding is consistent with Nation and Newton (2009), who explain that listening provides learners with opportunities to understand spoken language and encounter vocabulary in meaningful contexts. Gilakjani and Ahmadi (2011) also emphasize the importance of listening as language input that supports the development of other language skills. In the present study, listening activities provided students with

opportunities to hear English pronunciation through audio materials and other forms of spoken input. SR reported that listening to native speakers through films and listening activities helped her better understand English pronunciation. This finding indicates that listening served as an important source of spoken English input for students' pronunciation learning.

The study also identified educational punishment as part of the school's language strategy. Unlike punishment that functions solely as a disciplinary measure, the punishment found in this study was connected to language-learning activities, particularly vocabulary memorization. This finding can be related to Skinner's theory of operant conditioning, which explains that behavior can be influenced by its consequences. In the boarding school context, consequences for violating language rules were connected to language-related learning activities. Therefore, educational punishment functioned not only to maintain compliance with language rules but also to reinforce students' engagement with vocabulary learning. Nevertheless, this strategy should be understood as a supporting strategy rather than the main instructional approach.

The implementation of these strategies demonstrates the important role of the Islamic boarding school environment in supporting English learning. The strategies were incorporated into students' daily routines through scheduled language activities, English Week, vocabulary memorization, conversation practice, listening activities, teacher supervision, and language rules. This finding reflects the theoretical discussion in Chapter II that Islamic boarding schools can provide an environment where students receive continuous exposure to English and opportunities to use the language in everyday interaction. The boarding school environment therefore provided more than formal instructional activities; it created a setting in which English learning could continue through students' daily social interactions.

The findings further indicate that the strategies were generally perceived as effective by the students. Their responses showed that the strategies helped them remember vocabulary, learn new words, practice pronunciation, and become more

accustomed to using English. These perceptions are consistent with the theoretical principles discussed in Chapter II. The students' positive responses toward vocabulary repetition, for example, support the view that repeated exposure contributes to vocabulary retention. HR reported that using newly learned vocabulary in conversation helped him remember the words and practice pronunciation, while SR stated that continuous vocabulary repetition made vocabulary easier to remember.

The students also perceived benefits in pronunciation development. SA reported that her pronunciation had begun to improve after participating in the language programs, while AS explained that pronunciation guidance helped her understand how words should be pronounced. These experiences are consistent with the theoretical explanation of corrective feedback, which suggests that feedback can help learners recognize inaccurate forms and improve their language production. Listening activities were also perceived positively, particularly because they exposed students to spoken English. SR reported that listening to native speakers through films and listening activities helped her better understand English pronunciation.

The students' experiences also indicate that frequent English use contributed to their familiarity with spoken English. HR reported that regular conversation helped him practice pronunciation and remember vocabulary, while other students described becoming more accustomed to using English through the school's language programs. This finding supports Harmer's (2015) view that speaking practice provides learners with opportunities to use language in meaningful communication. The findings therefore suggest that the effectiveness of the strategies was related not only to individual activities but also to their continuous integration into the students' daily language environment.

However, the findings also demonstrate that the strategies did not completely eliminate students' difficulties. Some students continued to experience problems with English pronunciation and still required repeated listening, additional practice, and teacher guidance. SR, for example, reported that some

English words remained difficult to pronounce and that she needed to listen repeatedly, practice, and ask the teacher for guidance. This indicates that the strategies were helpful but that language development remained a gradual process. Therefore, effectiveness in this study should not be interpreted as complete mastery of vocabulary and pronunciation. Rather, it refers to the students' perceptions that the strategies supported their learning and contributed to their progress.

Overall, the findings demonstrate that the Islamic boarding school employed a combination of complementary strategies to support students' English vocabulary and pronunciation development. Daily vocabulary repetition provided repeated exposure and opportunities for recall, daily English conversation encouraged meaningful language use, corrective feedback supported pronunciation development, audio listening provided spoken English input, and educational punishment reinforced compliance with the school's language rules. These strategies were strengthened by the boarding school's continuous language environment, where English learning was incorporated into students' daily activities. The students' responses generally indicated that the strategies were helpful, particularly for vocabulary retention, vocabulary development, pronunciation practice, and regular English use. However, some pronunciation difficulties remained, showing that language development requires continuous practice and support. Since this study employed a qualitative descriptive design, the effectiveness identified in this study represents the participants' reported experiences and perceptions rather than statistical evidence of causal effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study investigated the strategies implemented at Dayah Ruhul Islam Anak Bangsa (RIAB) to improve students' English vocabulary and pronunciation, how these strategies were implemented in students' activities, and how students perceived their effectiveness. The study employed a qualitative descriptive design, with data collected through semi-structured interviews involving the head of the language program, language supervisors, teachers, and students. The data were analyzed thematically to identify patterns related to the strategies, their implementation, and students' experiences.

The findings show that RIAB implemented several strategies to support students' English vocabulary and pronunciation development, namely Daily Vocabulary Repetition, Conversation Practice (Muhādatsah), Corrective Feedback, Daily English Conversation, Audio Listening, and Educational Punishment. These strategies reflect the boarding school's effort to provide continuous English exposure, repeated practice, opportunities for communication, pronunciation guidance, and language discipline. The findings also indicate that English learning at RIAB was not limited to formal classroom instruction but was integrated into the students' daily life through the boarding school's language programs and environment.

The implementation of these strategies was carried out through various structured and routine activities. Students participated in daily vocabulary memorization and review, scheduled conversation practice, daily English communication, listening activities, and pronunciation correction. Teachers and language supervisors played an important role in supervising these activities and providing guidance when students experienced difficulties. The boarding school environment also supported students' English learning by creating regular opportunities to use English with peers and by applying language rules as part of

the school's language program. Thus, the implementation of the strategies involved both structured programs and continuous language practice in students' daily activities.

Regarding their effectiveness, the students generally perceived the strategies as effective and helpful in supporting their English vocabulary and pronunciation development. Their responses indicated that the strategies provided regular opportunities to remember and use vocabulary, practice pronunciation, communicate in English, and become more familiar with spoken English. Students also reported that continuous practice and teacher guidance helped them deal with difficulties in using English. Although some students still experienced difficulties in pronunciation, vocabulary use, and maintaining consistent English communication, these difficulties did not indicate that the strategies were ineffective. Rather, they show that language development requires continuous practice, guidance, and exposure.

Overall, this study concludes that the combination of structured language programs, continuous English exposure, repeated practice, communication opportunities, corrective guidance, listening activities, and language discipline was perceived by students as effective in supporting their English vocabulary and pronunciation development at RIAB. The findings suggest that the strength of the boarding school's approach lies not in one particular strategy, but in the continuous integration of several strategies into students' academic and daily life.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are offered to Islamic boarding schools, teachers, students, and future researchers.

1. For Islamic Boarding Schools

Islamic boarding schools should continue to develop and maintain language programs that have proven effective, such as daily vocabulary sharing, conversation activities, and trilingual speech programs. Schools need to strengthen supervision

and guidance of students in daily English use and reinforce the educational punishment system that has been implemented. The use of technology and learning media should also be enhanced to support vocabulary and pronunciation development. Additionally, schools should consider providing more opportunities for students to interact with native speakers or proficient English speakers, as this can significantly improve pronunciation accuracy and communicative confidence. Schools may also benefit from developing standardized assessment tools to measure students' vocabulary and pronunciation progress more accurately over time.

Furthermore, Islamic boarding schools should consider establishing a more structured curriculum for English language learning that progressively increases in difficulty and complexity. This would ensure that students are continuously challenged and do not plateau in their language development. Schools could also explore partnerships with other institutions or organizations to provide additional resources, training, and exposure for both students and teachers. The Conversation Practice (Muhādatsah) program should be further expanded to include more varied topics and interaction patterns, such as group discussions, debates, and role-plays, to enhance students' communicative competence.

2. For Teachers and Language Supervisors

Teachers and language supervisors should continue to provide consistent guidance and correction to students, both in formal and informal activities. A supportive and non-judgmental approach should be maintained so that students are not afraid to make mistakes and are more courageous to practice speaking English. Teachers need to continuously develop creativity in designing interesting and varied language programs that can maintain students' motivation and engagement. Teachers should also consider incorporating more authentic materials, such as English songs, movies, and news, to expose students to natural language use. Additionally, teachers should pursue professional development opportunities, such as workshops and training on innovative language teaching strategies, to enhance instructional quality.

Teachers should also pay attention to individual student differences in learning styles and language proficiency levels. Differentiated instruction can help ensure that all students, regardless of their starting point, can benefit from language programs. Teachers might also consider implementing peer tutoring systems where more proficient students can assist their peers, creating a collaborative learning environment that benefits all students. In conversation practice activities, teachers should provide more structured prompts and scaffolding to help students gradually develop their speaking skills.

3. For Students

Students should be more disciplined and consistent in using English in their daily lives, both within and outside the predetermined programs. Students need to be proactive in seeking guidance and correction from teachers and language supervisors, and should be brave to practice speaking English without fear of making mistakes. Students should also take advantage of the learning opportunities available in their environment, such as engaging in English conversations with peers, reading English materials, and listening to English audio. Developing self-study habits, such as keeping vocabulary notebooks and practicing pronunciation independently, can significantly enhance language learning outside of formal programs.

Students who are more proficient in English should take the initiative to help their peers who are still struggling, as teaching others can reinforce their own learning. Additionally, students should view mistakes as a natural part of the learning process and not be discouraged by them. The "language is our crown" philosophy embraced at RIAB should be internalized as a personal commitment to language development. Students should actively participate in conversation practice sessions and seek opportunities to use English in their daily interactions, as this will accelerate their vocabulary acquisition and pronunciation improvement.

4. For Future Researchers

Future researchers are encouraged to conduct studies in different Islamic boarding schools to compare English language teaching strategies across various educational and cultural contexts. Further research could also involve a larger number of participants and use quantitative or mixed-methods approaches to examine students' vocabulary and pronunciation development more comprehensively.

Future studies may also focus more specifically on pronunciation development, including students' difficulties with sounds, stress, rhythm, and intonation. In addition, researchers could investigate the role of technology, learner motivation, teacher training, and the boarding-school language environment in supporting English learning. These areas may provide further insights into how Islamic boarding schools can develop more effective and sustainable strategies for improving students' English vocabulary and pronunciation.

Moreover, future researchers could examine the effectiveness of specific strategies, such as Conversation Practice (Muhādatsah), through experimental or quasi-experimental designs to provide more robust evidence of their impact. Research could also explore the relationship between students' participation in language programs and their overall English proficiency development. Comparative studies between different types of Islamic boarding schools (traditional vs. modern, urban vs. rural) could also yield valuable insights into the contextual factors that influence the effectiveness of language strategies.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 848 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 84 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 027 TAHUN 2026

KEDUA : Menunjuk Saudara:
Fithriyah, S.Ag., M.Pd.

Untuk membimbing Skripsi

Nama : Fathin Maghfirah
 NIM : 220203079
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Strategies of Islamic Boarding Schools to Improve Students' English Vocabulary and Pronunciation

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
 Pada tanggal : 08 Juli 2026
 Dekan,



Samud Muluk



pusaka

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Diren Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Personalia Negeri (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry di Banda Aceh;
- Kapala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
- Yang bersangkutan;
- Asip.

Appendix B: Recommendation Letter from the Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3165/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Dayah Ruhul Islam Anak Bangsa (RIAB) Kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203079

Nama : FATHIN MAGHFIRAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. Jend sudirman II no.2 Geuceu Iniem Geuceu Iniem

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **ISLAMIC BOARDING SCHOOL STRATEGIES TO IMPROVING ENGLISH VOCABULARY AND PRONUNCIATION**

Banda Aceh, 08 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 19 Juni 2026

Appendix C: Interview Questions List

Instrument

Title of the Study:

Islamic Boarding School Strategies to Improving English Vocabulary and Pronunciation

Type of Instrument:

Semi-structured Interview

Purpose:

The purpose of this interview is to find out more about how English learning strategies are implemented in Islamic boarding schools, especially in improving vocabulary and pronunciation.

Interview Questions:

Head of the Language Department

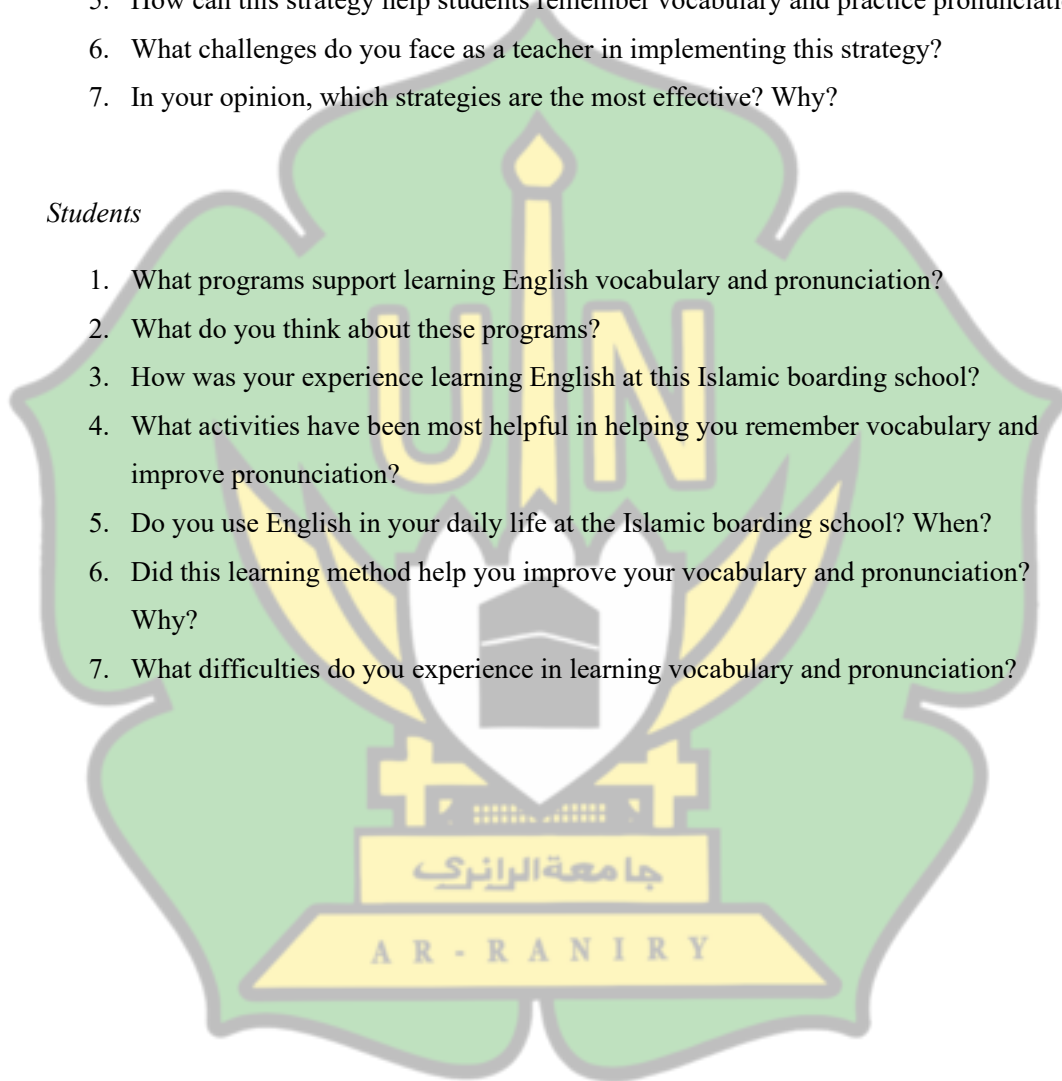
1. What strategies do Islamic boarding schools use to improve students' vocabulary and pronunciation skills?
2. why was this strategy chosen over other approaches?
3. How are these strategies applied in students' daily activities?
4. What programs are designed to improve students' vocabulary and pronunciation?
5. How are teachers and dormitory administrators involved in running the program?
6. How do you assess the success of this strategy?
7. Are there specific indicators for measuring student vocabulary and pronunciation improvement?
8. Is this strategy effective for all students? Why?
9. What are the challenges in implementing this strategy in an Islamic boarding school?
If so, how were they overcome?
10. Are there any plans to develop or refine this strategy in the future?

Ustadzah

1. What strategies do you use to improve students' English vocabulary and pronunciation?
2. How do you implement these strategies in your teaching activities?
3. What is your role in implementing these strategies in learning?
4. Do you use any specific techniques such as drilling, repetition, or games?
5. How can this strategy help students remember vocabulary and practice pronunciation?
6. What challenges do you face as a teacher in implementing this strategy?
7. In your opinion, which strategies are the most effective? Why?

Students

1. What programs support learning English vocabulary and pronunciation?
2. What do you think about these programs?
3. How was your experience learning English at this Islamic boarding school?
4. What activities have been most helpful in helping you remember vocabulary and improve pronunciation?
5. Do you use English in your daily life at the Islamic boarding school? When?
6. Did this learning method help you improve your vocabulary and pronunciation? Why?
7. What difficulties do you experience in learning vocabulary and pronunciation?



Appendix D: Sample of Interview

Interview : FM

Participant : AN

FM	What strategies do you use to improve students' English vocabulary and pronunciation? Are the strategies determined by the school or the teacher?
AN	We use several language programs, such as vocabulary memorization, English drama, activities with native speakers, and listening. The strategies used are all determined by the language department or language coordinator at the school. So, we follow the established program and implement it with the students.
FM	How do you implement these strategies in your teaching activities?
AN	I implement these strategies by guiding students through the language programs that have been designed. For example, through vocabulary memorization activities, practicing everyday English usage, and accompanying them in language activities such as drama or other programs.
FM	What is your role in implementing this strategy in learning?
AN	My role as coordinator is to help run the language program and guide students throughout the activity. I not only supervise but also ensure that students follow the established program so that the language learning objectives are achieved.
FM	Do you use any special techniques such as repeated practice, repetition, or other methods?
AN	Yes, we use a vocabulary memorization technique that is repeated. We also implement educational punishments. For example, if a student doesn't follow the program or doesn't use the required language, they will be asked to memorize vocabulary or idioms.
FM	How does this strategy help students remember vocabulary and practice pronunciation?
AN	I think this strategy helps students because they continually repeat and use the vocabulary they have learned. By frequently memorizing and practicing language in their daily activities, they will find it easier to remember vocabulary and become more accustomed to pronouncing it.
FM	What challenges do you face as a teacher in implementing this strategy?
AN	The challenge I face is that some students still lack discipline, for example, they don't attend language activities or aren't consistent in using English. Even though the program is available, many students still find it difficult, resulting in their language use sometimes being hesitant and less fluent.
FM	In your opinion, which strategy is the most effective? Why?
AN	In my opinion, the most effective strategy is vocabulary memorization combined with the application of educational punishment. This strategy

	makes students more motivated to learn because even when they receive punishment, they still gain the benefit of additional vocabulary or idioms that can improve their language skills. So, in addition to having a deterrent effect, this strategy also helps their learning process.
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