English Vocabulary Teaching Strategies Employed in the Bilingual

Program at *Pondok Pesantren* Modern As – Salam Surakarta

In Academic Year 2022/ 2023

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Submitted as A Partial Requirements

for the degree of *Sarjana*

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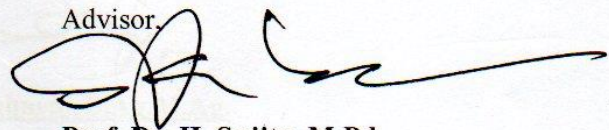
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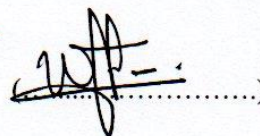
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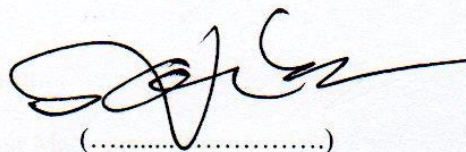Chairman : **Wildan Mahir Muttaqin, M.A. TESL.**

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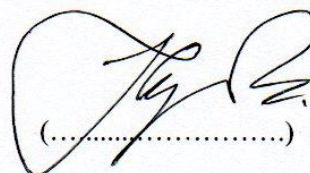
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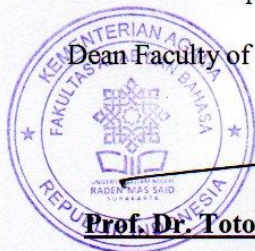NIP. 19840117 201503 1 002 (.........................)

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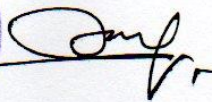
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DEDICATION

This thesis is dedicated to:

1. My beloved father (Murdiyono)

2. My advisor (Prof. Dr. H. Sujito, M.Pd.)

3. My coordinator of English education study program (Wildan Mahir Muttaqin, M.A. TESL.)

4. My beloved older brother (Kak Dimas Gadang Tulodho)

5. My best friend (Afta Ikhlasul Subari)

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8. My almamater UIN Raden Mas Said Surakarta

9. JQH Al −Wustho, Ukmi Nurul Ilmi, Kopma Mahyuning Buwono, LSO Relasi FAB, PMII Komisariat Raden Mas Said

MOTTO

"Hakekat hidup adalah pengendalian diri" **(Abah KH Ma'ruf Islamudin)**

"Setiap orang hanya bisa kritik tapi kita tak bisa mengontrol reaksi orang lain.

Kita hanya bisa mengontrol tindakan diri kita sendiri" **(Cinta Laura)**

"Jika Anda Tidak Bisa Bekerja Seperti yang lain maka Cita – Citamu Tidak

Akan Terwujud" **(Kak Dimas Gadang Tulodho)**

"Semua bakalan indah pada waktunya dan punya waktu masing-masing dalam

berproses asal mengikuti arus sekaligus berusaha dan perbaiki previllage :

karakter, pengetahuan, sosial, dan penampilan"

(Adhi Surya Alvaro Sanjaya)

"Nevér stop learning, because life never stop teaching" **(Anonym)**

"Engkau tak perlu memaaafkanku sekarang ini. Tak peduli apapun yang engkau

lakukan nantinya. Aku akan tetap selalu menyayangimu" **(Uchiha Itachi)**

"Semua anak mengagumi pahlawan mereka. Karena itulah aku bisa terus

melangkah maju tanpa ragu. Aku akan menjadi hokage terkuat melampui

hokage sebelumnya. Itulah impianku" **(Uzumaki Naruto)**

PRONOUNCEMENT

Name   : Djorghi Fauzan Adi Putra

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I hereby sincerely state that the thesis titled *English Vocabulary Teaching Strategies Employed in the Bilingual Program at Pondok Pesantren Modern As – Salam in Academic Year 2022/2023* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 19th 2023

Stated by,

Djorghi Fauzan Adi P

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The researcher wishes that Allah SWT will give them in return all the good things that have been given to him. He realizes that this thesis is still far from perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 14th 2023.

The researcher

Djorghi Fauzan Adi Putra

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ABSTRACT

Adi Putra, Djorghi Fauzan. 2023. *English Vocabulary Teaching Strategies Employed in the Bilingual Program at Pondok Pesantren Modern As – Salam Surakarta in Academic Year 2022/ 2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor   : Prof. Dr. H. Sujito, M.Pd.

Keyword   : Teaching Vocabulary, Teaching Strategy, Bilingual Program.

This research focused on English teachers' strategies in teaching vocabulary and problem faced by teacher's in English vocabulary teaching-responses by student's in punishment the bilingual program for new students of SMK As – Salam, Surakarta in academic year 2022/2023. The purposes of this research were to describe the strategies used by teachers in teaching vocabulary and to describe the problem faced by teachers in English vocabulary teaching – responses by student's in punishment bilingual program for new students of SMK As – Salam, Surakarta in academic year 2022/2023.

The research design was descriptive qualitative research. The subjects of this research were two English teachers at the tenth new students of SMK As – Salam, Surakarta in the academic year 2022/ 2023 in bilingual program. The data were collected by using observation, interview, and documentation. Then, the researcher used the theory from Sprenger (2014) and theory from Nation (1990) to answer the first problem statement to know the strategies of English vocabulary teaching. The researcher used the theory from Edriz (2009) - Best J (2020) to know the problem of English vocabulary teaching & Skinner (1989) to know the responses of function punishment to answer the second problem statement.

The first result of this research were teachers' strategies for teaching vocabulary. The strategies are applied by both of the teachers to determine the definition, guessing from content, ask students to make vocabulary notes & modelling the use of word and repetition drills. Meanwhile, the other strategies like compose the song, use games for reviewing, memorization, & practice strategy were applied by one of the teachers. Second, the results of this research were the problem faced by teacher's in English vocabulary teaching. The problem English vocabulary teaching faced two English teacher were motivating the students, classroom management, students cannot speak English well, students feel that vocabulary is difficult, and students forget vocabulary quickly. Besides, the responses by students in punishment the bilingual program. The responses students in punishment were (1) students feel more motivated and responsible, (2) students feel happy with punishment, (3) students feel sad, disappointed, embarrassed, and afraid after receiving punishment, and (4) students feel pain and tired because of physical punishment.

CHAPTER I

INTRODUCTION

A. Background of Study

The development of the education system is growing. According to Batu et al., (2017) states that language has very important role, in the function of English which where uses as an international language. Students can study English with various ways both formal or informal programs at school. In the current situation, bilingual programs are very appropriate to be implemented in Indonesia. English has taught from the basic to the highest levels. In the global era foreign languages placed in strategic position because encourages the nation's children to apdated in increase advanced order of life.

In Indonesia, bilingual education recently become a trend to find schools with bilingual programs, it means implemented the use of two languages in teaching. Because bilingual programs is very important in education good many institutions use bilingual programs. In this case to young generation high intellectuals. In basic definition, the term bilingual education program relates to use of two languages as teaching media in the classroom (Anderson and Boyer, 1995).

Based on their application and practice, bilingual programs need several conditions so bilingual programs can run more effectively. According to Tridinanti, (2016) explained the advantages of pursuing English or Bilingual are follows: 1) Understand the structure of two or more

languages which makes it easier for them to communicate. 2) Be warier of assigning interchangeable interpretations in two languages, and be more sensitive in some pragmatic aspects of the two languages. 3) Shows a better analytical orientation than monolingual children. 4) Using hermeneutics (prompt) in interpreting sentences that have multiple meanings (ambiguity) better than monolingual children.

According to Bloomfield (Bloomfield, 1956) in Rahardi, 2001:13) bilinguals are people who use two languages regularly with mastery of native speakers and bilinguals as the continuous use of two languages orally. In Indonesia, everyone can speak Indonesian and their local language. Based on Maftoon and Shakibafar, (2011) states that bilingualism has long regarded as an equal mastering of two languages, someone who masters two languages is bilingual. Recently, many schools have implemented bilingual programs, that are called bilingual education. According to Brisk (2006) as quoted in Santoso & Ginting (2015: 12) states that bilingual education is seen as quality education delivered in two languages. That is process of learning a foreign language must be in the form of two languages in conveying the material.

English is not only taught in formal education, but also non- formal education. For non-formal education English taught to students so they will have equivalent graduate. Based on Coombs in Abdulhak (2012:19) argues that non-formal education is an organized educational activity outside the established-schooling system, committed intentionally to serving learners to achieve specific learning goals. According to Khasnabis (2010) states

that non- formal education is often used interchangeably with terms such as community education or life-long education. Such as one of the non-formal education that is much liked and interest by most people, is *pesantren*.

Pesantren is an Islamic educational institution with a dormitory system and an educational institution that has a strategic position in traditional society. *Pesantren* as traditional Islamic educational institutions face major challenges due to the modernization of education in Indonesia which is irrelevant to the times. Islamic boarding schools must be immediately transformed into a modern education system, namely *Pondok Pesantren* Modern (Asrohah, 2011:76-77). Educational institutions that are taking this step are *pondok pesantren* modern by carrying out bilingual area activities. One of the *pondok pesantren* modern that carries out this activity is the namely *Pondok Pesantren* Modern As-Salam in Surakarta plan can develop quickly, as can be seen from the ability to verify models and types so that they will to adapt all advances in modern education. Thus, the application of modern teaching system and the development of learning methods can run with the original character of the *pesantren* culture (Asrohah, 2011:78).

Besides, English is the most important language in the world (Wierzbicka, 2006). English is a foreign language that must be learned as an international language that is growing because it is used for communication in many countries. In addition, Eisenstein (1980) stated that childhood bilingualism has a positive effect on adult aptitude for learning foreign languages. It can be concluded that by using the bilingual program,

students can study vocabulary intensively. Their vocabulary mastery will increase automatically when they practice it every day in their daily routine. So, it can be conclude that the bilingual education it aims to prepare the students to have global competitiveness ability.

Therefore, a foreign language is one of the important things for society because it can broaden horizons, develop emotional skills, and improve quality of life by providing employment. According to Hedge (2000:03) states that in learning a foreign language, vocabulary plays an important role. It can be explained that vocabulary is an important means of expressing our thoughts and feelings, both in spoken and written form. Vocabulary is the most important aspect of learning English, but every foreign language. How can we understand English or anything is written in English when we know nothing about vocabulary.

According to Caruana (2020), vocabulary is an important component in making meaning in written and spoken communication. Vocabulary is the main factor that must be mastered by a student or someone learning English. Students who have a lot of vocabulary will find it easier to master English. According to Mayer (2021), students with a high vocabulary will find it easier to express themselves better. Based on Hidayati (2017) said that the ability to understand English vocabulary will be a significant asset when entering the next level of learning. The wealth of a person's vocabulary is universally thought to be a reflection of his intelligence or level of education.

In the process of learning English, vocabulary will help students broaden their ideas and share topics for discussion. Therefore, vocabulary is a basic aspect of language to the teaching and learning process. The teacher is one of the keys to student success. The thing that supports student achievement is the strategy used by the teacher. The teacher's strategy relates to teaching activities. It's called a teaching strategy. According to Alfian (2018), teaching strategy is a way or plans to achieve something in the teaching and learning process. Teachers are free to use strategies in dealing with student problems in class. Teachers can use strategies in teaching the language component. One of them is teaching vocabulary.

Teaching vocabulary in class is needed for students. According to Clouston (2013), teaching vocabulary helps students understand and communicate with others using English. In teaching vocabulary, the teacher must think of a good strategy so that students' vocabulary can increase. Teaching vocabulary to students is neither simple nor easy. Teachers should give examples of how to pronounce English words correctly and repeat them occasionally so that students can remember them longer. Most English words are very different in letters and in the way they are pronounced. According to Ibrohim et al. (2018) some students think that memorizing English vocabulary is difficult because they are not interested and rarely use English vocabulary in everyday life. The quantity of a person's language skills can be seen from the number of vocabularies he has, and that are understood in the language. Therefore, the role in determining a vocabulary teaching strategy is very influential on the success or interest of students in

applying vocabulary in future bilingual programs.

Besides, the reason why the researcher chose *Pondok Pesantren* Modern As – Salam Surakarta has a myriad of achievements in both academic and non-academic fields. English teachers at As-Salam Boarding School have a lot of experience, and good English teachers. The students of As – Salam Boarding School have a good vocabulary. For these reasons, researchers are serious about researching on teaching vocabulary - especially teacher learning. In addition, As – Salam Islamic Boarding School has "A" accreditation (from the National Accreditation Board for Schools/*Madrasah*). This means that this school is a good school. According to Siahaan et al. (2019) a school that has good accreditation scores means that the school is of high quality.

Pondok Pesantren Modern As – Salam is different from public schools in general, this school uses a boarding school system that starts at the junior until senior high school levels where students have to live in *asrama* with a modern system. This school also has its own rules, such as the use a bilinguals program. The use of English and Arabic in daily activities at the *Pondok Pesantren* Modern As-Salam to improve students' language skills, especially English which is an international language and Arabic is the language of the holy book of the *Al- Qur'an* which must also be mastered by students when studying at boarding school. There are many programs such as *Tazwidul Mufrodat* (giving new vocabulary/ vocabulary addition), Language Club, *Muhadatsah* (conversations with certain themes), *Muhafadhoh* (memorization). These programs are made to strengthen their

mastery of English and Arabic vocabulary which can help them.

Based on the first pre- research (Thursday, January 26th 2023), When making observations, *Ustadz* Zulianto said that at the *Pondok Pesantren* Modern As- Salam there are many educational institutions, including: TKs, MTs, MA, SMA & SMK. Besides, Arabic and English are also designated as their daily language of communication. The vocabulary addition activity in general *(tazwidul mufrodat)* starts at 06.45 a.m– 07.00 a.m by *ustadz* (teacher). During activities students are also required to bring *kutaib* (vocabulary book notes) to teach vocabulary. There is an additional of vocabulary spesific (*tazwidzul mufrodat)* especially for new students in night time at 08.00 p.m – 08.30 p.m by *mudabbir* (teacher).

Based on the second pre- research (Monday, January 30th 2023), the researcher found in the language management system, there is a person responsible for the *kabag bahasa / azatidz bahasa* (bilingual chief executive) and *musyrif / ustadz* (*kesantrian bahasa)* who then prepares the vocabulary to be conveyed through OP 3MIA (student organization of *Ponpes* Modern As-Salam). OP 3MIA gives or teaches vocabulary to *santri* in each room. There the strategies for teaching vocabulary or adding English vocabulary *(tazwidul mufrodat)* are example compose song, guessing meaning from context, definition and give explanation of the word, making vocabulary notes, repetition drill, games and memorization. Based interview with *Ustadz* Zulianto as language chief executive said that the problems encountered during the process of teaching vocabulary in the bilingual program: 1) difficulties in pronunciation when students are

confused between English vocabulary and spoken language. 2) less active in the process of adding vocabulary/teaching vocabulary. 3) lack of interest in English. Therefore, to keep this activity going well, discipline is certainly needed, namely by giving punishment to students aims to improve students in the teaching & learning process (Firdaus, 2020). The punishment system carried out by the *Pondok Pesantren* Modern As- Salam uses the *jasus* system (spy).

To conduct this study, several related studies were performed to compare this study with other studies. Some related studies: The first research is from Zahra Berliana Kandi (2022) entitled *English Teachers' Strategies in Teaching Vocabulary at The Tenth Grade Students of MAN Wonogiri in The Academic Year 2022/2023*. In this study, the researcher used qualitative methods. The result of this study the first showed that were seven teaching strategies in teaching vocabulary used by an English teachers. Those strategies determined the definition, using a pictures, using a synonyms, composing a song, using the games for reviewing the vocabulary, making vocabulary notes and using a dictionary, and repetition drill. The result of this study the second was factor influencing the teachers to apply the strategies.

The second research is from Intan Apriliana Kusumaningrum (2021) entitled *An Analysis of English Teacher's Strategies in Teaching Vocabulary during Covid-19 in SMPN 1 Babat in Academic Year 2020/2021*. This research applied a qualitative approach with a descriptive qualitative design. The result of this study the first showed that were four

teaching strategies in teaching vocabulary during Covid-19 used by English teacher. Those strategies were dictionaries, videos, reading text, and pictures.

The researcher's study has several data that are different from the research studies (novelty) that have been mentioned above. There is one thing that has not been studied by the researchers above, namely researchers only focus on analyzing the strategies used by teachers in teaching vocabulary based on Sprenger (2014) & Nation (1990) theories at bilingual programs at *pondok pesantren* modern. Meanwhile reseachers to describing response by students in punishment based on Skinner (1989) theory.

Based on the description above, this study aims to find out the strategies of teaching vocabulary used by the teacher in the bilingual program for new students of SMK (vocational high school) in the *Pondok Pesantren* Modern As- Salam Surakarta. The researcher is interested in conducting a research entitled ***"English Vocabulary Teaching Strategies Employed in the Bilingual Program at Pondok Pesantren Modern As-Salam Surakarta in Academic Year 2022-2023"***

B. **Identification of the Problems**

Based on the background of the study, the researchers formulate five problems:

1. Students are less aware of the importance of bilingual programs.
2. Students have difficulty in mastering, remembering, and practicing vocabulary.

3. Students can easily get bored, if the condition of teaching English process is monotonous and not creative.

4. Teachers lack English vocabulary skills in teaching bilin gual program.

5. Teachers are lacking in monitoring student vocabulary memorization in daily activities the boarding environment.

C. Limitation of Study

Based on the background of the research, the researcher limits this research to the theory of English vocabulary teaching used Sprenger (2014) & Nation (1990) theories, because the kinds of English vocabulary strategies are commonly used in bilingual program at *Pondok Pesantren* Modern As – Salam, Surakarta. This study takes samples from 9 new male students and 2 English teachers randomly of SMK at *Pondok Pesantren* Modern As- Salam, Surakarta. The reason researcher chose new SMK students was because they not only learned skills related to the major at the same time they were required to master English vocabulary. Therefore, to find out how their strategies & problem faced with teaching vocabulary in bilingual program.

D. Formulation of the Problem

Based on the limitation of the study, the formulation of the problem of this research is as follows:

1. What are the strategies in English vocabulary teaching used by teacher for new students of SMK the bilingual program at *Pondok Pesantren* Modern As -Salam, Surakarta in Academic Year 2022-2023?

2. What are the problems faced by teacher's in English vocabulary teaching & responses by student's in punishment the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta in Academic Year 2022-2023?

E. Objective of Study

Based on the proble m statement, the objective of this study is :

1. To find out the English vocabulary teaching strategies used by teacher for new students of SMK at *Pondok Pesantren* Modern As – Salam, Surakarta in Academic Year 2022-2023.

2. To describe the problems faced by teachers in English vocabulary teaching & responses by student's in punishment bilingual program at *Pondok Pesantren* Modern As - Salam, Surakarta in Academic Year 2022-2023.

F. Benefit of Study

This research is expected to have two major benefits are theoretical benefits and practical benefits. It can be explained as below:

1) **Theoretically**

a) The finding of the research will give good information related to the teacher's strategies in teaching English vocabulary for bilingual program.

b) The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information for the next study.

2) **Practically**

a) For the researcher

The researcher will know about the process of English vocabulary teaching learning process, & this study could bring the researcher to be a better understanding of teaching English in bilingual program class.

b) For the teacher

The results of this study will help English teachers can give the contribution to the success of learning English in the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta is related to the students' ability to learn vocabulary. The teacher chooses the most appropriate teaching strategies to solve problems and students can understand them easily.

c) For the students

This research can motivate to improve students ability in learning English, & to keep spirit for studying English especially implement it in daily life in the bilingual program. This research is

hoped to students can enjoy and fun for studying.

d) For the Institution

It is expected that the result of the research can inscrease the quality of their students knowledge about the bilingual program at *Yayasan Pondok Pesantren* Modern of As - Salam Surakarta (PPMI) especially English teaching vocabulary.

G. Definition of Key Terms

To avoid misunderstanding, the writer explains some used in title of this thesis :

1. Vocabulary

According to Nordquist (2019), vocabulary is all of words understood by people or particular person. According statement researcher, vocabulary is a component which contains the words, & its usage that can be applied to communicate in the daily life.

2. Teaching Strategy

Teaching strategy is a strategy used by teachers by combining the process of how teachers manage the classroom by utilizing the facilities they have to improve student understanding. (Fajriah, 2017)

3. Teaching Vocabulary

Teaching vocabulary is teacher's activity in giving the understanding about the words that students use and using the words in multiple times (Ankucic, 2019). According statement researcher, the vocabulary teaching strategy is action doing by the teacher to teach with

various ways to the students learning about English vocabulary.

4. Bilingual Program

Bilingual program is a model of instruction applied in bilingual classroom in which the teacher instruct the students by using at least two languages (Ginting, 2015). According statement researcher, bilingual program a form of education in which information is presented to the student   in   two   languages   .

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Review on Vocabulary

a) The Definition of Vocabulary

Vocabulary is a word that is arranged into one so that a sentence is created. Based on Alqahtani (2015) vocabulary is one of the components of language to construct sentences to communicate knowledge and then realize skill. The importance of vocabulary has been neglected, when people began to realize that learning vocabulary is indeed not simple matter (Nation, 2008: 22). It is not easy to teach vocabulary, because it is more to known about the vocabulary. The student usually can remember the word quickly, but the student can't understand that new word quickly. That was the harder part for the teacher to understand that students to know that new word and their meanings.

According to Susanto (2017), vocabulary is something that crucial to be mastered by the learner to understand language. Someone who wants to be proficient in language must master a lot of vocabulary first. If we don't have a lot of vocabulary, we will find it difficult to master four skills that are usually found in language learning. Vocabulary is one of the language sub-skills of reading, listening, speaking, and writing.

Based on the experts opinion above, the researcher concludes the vocabulary is a component which contains the words, its form and its usage that can be applied to communicate in the daily life. Then, vocabulary is a word from a language which is a crucial aspect when understanding a language and realizing skills.

b) The Type of Vocabulary

The refers to vocabulary which students have been taught & learn they are expected to be able to use. Based on Harmer (In Henawati, 2015) distinguishes two types of vocabulary, namely active and passive.

1) Active vocabulary

Active/ productive vocabulary is words which students can understand, pronounce correctly, and use constructively in speaking and writing. Active vocabulary is all of the words that produced by students during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice, It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language. This type is often used in speaking and writing skills.

2) Passive vocabulary

Meanwhile, passive vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly by themselves. Passive vocabulary is all of the words that hears or reads by the students. It refers to as language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Besides, according to Stewart & Russo (2019), there are kinds of vocabulary :

1) Listening vocabulary

All the words that she or he recognize when they are listening. In this case, they may not catch a word spoken clearly. They will tend to more easily capture the vocabulary when accompanied by cues such as tone, discussion topic and social context of the conversation.

2) Speaking vocabulary

All of the words that he or she recognize when they are speaking. Speaking vocabulary is supported by other aspects such as facial expressions, voice intonation, and movements.

3) Reading vocabulary

All the words that she or he recognize when they are reading. This is the most common type of vocabulary because

readers will explore vocabulary more by reading than listening.

4) Writing vocabulary

All of the words that she or he recognize when they are writing. For example, when they write a letter, we use vocabulary to arrange it into a sentence or even a text.

Based on the statement above, it can be concluded according to Stewart & Russo (2019), the kinds of vocabulary are reading vocabulary, listening vocabulary, speaking vocabulary & writing vocabulary. Meanwhile, there are several kinds of vocabulary.

c) **The Importance of Vocabulary**

According to (Dakhi & Fitria, 2019) there are several importance of vocabulary, those are:

a. Vocabulary as a basic communication.

Communication will not occur without vocabulary. This is the basis of communication. In the opinion of Sullivan and Alba (2010) quoted from (Dakhi & Fitria, 2019) "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Apart from the various contributions in language that the number of vocabularies affects language skills. It can be concluded, the size and number of vocabularies in communicating are related to the

realization of good communication.

b. Vocabulary on the reflection of social reality.

In general, there are four reasons for suggesting language including: (1) language is a form to explain meaning. (2) the main function of language is to communication. (3) the structure of language includes two uses, namely functional and communicative. (4) the main unit of language in language is not only about its grammatical and structural aspects, but also its functional and communication.

c. Vocabulary as an emotion booster.

However, psychological constructionists believe that language is fundamental to the emotions that shape experience and perception. It means that the choice of words in communicating help people generate and feel emotions contextually according to when, where, and how they receive the communication. Language plays a role in emotion because it supports the understanding that is used to produce meaning according to a particular context.

d. Vocabulary as an academic ability predictor.

It can be concluded that vocabulary is closely related to scientific findings. Linguistically, the words in scientific findings are always academic and specific. The size and understanding of vocabulary knowledge make it possible to predict academic ability. This means, the use of vocabulary

with a lot of understanding and experience will produce academic and scientific words.

d) The Vocabulary Level

Based on how often (its frequency) and how widely (its range) vocabulary occurs in language, Nation (2008: 7-11) distinguishes vocabulary into four levels as follows :

a. High frequency words.

These words occur very frequently in all kinds of uses of the everyday language. They are needed formal and informal use of the language. According West in Nation (2000) stated that the classic list of high frequency words from the 2000 most frequent word families in General Service List.

b. Academic words

These words are frequent and widely used within specialized area. For the examples, the vocabulary of newspaper, children's books, or very informal conversation. Academic words do not occur so often in other kinds of language use. The words in the academics word list are very important for learners who will use English for academic study either in Senior High School / universities. According Coxhead in Nation (2008) stated that this group of word consist of 570 word families.

c. Technical words.

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. Technical words are clearly very important in anyone who specializes in a particular area.

d. Low frequency words.

They include (1) word that are not quite frequent, (2) technical words from other areas, and (3) words that just occur rarely. To read with minimal disturbance from unknown vocabulary, language users probably need a vocabulary of 15,000 to 20,0000 words.

In addition, according CEFR (Common European Framework of Reference), stated that mastery in Engslish divided in 6 level, namely :

1) Beginner (A1) : English skills were still very basic. Their pronounciation of vocabulary is still very carefully carried out. The speakers are still very slow. The vocabulary is also limited to simple words and is already very familiar. Level A1 is not all accepted on multiple tests. **(TK)**

2) Elementary (A2) : The language skill possessed at this level are like using vocabulary that is very simple regarding work, family, and personal data. Vocabulary is enough to speaking English clearly even though it is still slow. As with the A1, the level of the words is not completely graded in

international English tests. **(SD)**

3) Intermediate (B1) : The students already have ability to express themselves in ways that are still limited to familiar situations and can deal in general with non rountine information. **(SMP)**

4) Upper Intermediate (B2) : In the level, the capacity for English is wider and already capable of expressing himself on a wide range of topics**. (SMA/SMK)**

5) Advanced (C1) : In this level, the students are able to understand the various longer texts and recognize the implicit meanings contained in the text. The students are also able to express themselves spontaneously without any difficulty in finding the right expression. English use has also been made effectively for academic. **(S1)**

6) Proficient (C2) : In this level, the ability of the students has easily understood almost everything that is heard and read in English. It is equivalent to native speaker. The students have also been able to summarize information from a variety of oral and written sources, building arguments in the most obvious presentations. **(S2- S3)**

Based on the statement above, the reseacher can be concluded Nation (2008) theory used in the field at the vocabulary level is high frequency word. Meanwhile, in this study of SMA and SMK students were at the upper intermediate vocabulary level.

e)   The Source of Vocabulary

Vocabulary becomes important aspect in teaching learning process. To improve vocabulary, the students must know where the source of vocabulary comes from. According to Thornburry (2002) there are sources of vocabulary, as follow:

1) Word List : Many students quite like learning words from lists. One reason is that it is very economical, large numbers of words can be learned in a relatively short time.

2) Course Book : Course book treatment of vocabulary varies considerably. Course books select vocabulary for active study on the group of usefulness, frequency, learner ability, and teacher ability.

3) Vocabulary Book : Supplementary vocabulary books are usually thematically organized, but covers a range of vocabulary.

4) The Teacher : Learners often pick up a lot of language from their teachers. Besides, the teacher's own stories can also serve as a vehicle for vocabulary input.

5) Other Student : Other students in the class are a particularly exactly right source of vocabulary input. Learners often pay more attention to what other learners say than they do to the course book or their teacher.

2. **Review on Teaching Strategy**

    a) **The Definition of Teaching Strategy**

    The use of a strategy can be implemented in various fields including education. In education, the implementation of strategy is found in teaching activities carried out by teachers. Teachers use teaching strategies to make effective teaching and learning. Tiwari, et al. (2007) stated that teaching strategy involves two aspects; first, a plan to create a learning and second, student behavior in accordance with the learning objectives.

    According to Scott et al. (2010), teaching strategy is the plan that is taken by the teacher to achieve the goal of the learning process. In the classroom, the teaching strategy makes the quality of teaching and learning becomes better. Teachers must be smart to create a good teaching strategy so that learning becomes more effective and interesting.

    So based on the opinions above, it can be concluded that teaching strategy is a plan made for teaching and learning in the classroom to achieve goal of learning.

    b) **The Component of Teaching Strategy**

    According to Miswar (2020), components of teaching strategy are learner, teacher and learning environment.

    a. Learner.

    Learner is an important component in teaching strategy. That is because they are an object of teaching

strategies used in the classroom. Teachers must provide teaching strategies by adjusting the characteristics and needs of their students.

b. Teacher.

In implementing the teaching strategy, the teacher must try to carry out his/her job properly. Teachers are required to be professional not only related to the implementation of teaching strategies but from the beginning of the learning process to completion.

c. Learning Enviroment.

Learning environment is a place where the teaching and learning process takes place in the most effective and productive manner. The learning environment includes classrooms and all instructional features that support teaching strategy activities.

c) **The Goal of Teaching Strategy**

Teaching strategy are applied in the learning process. By implementation of teaching strategy, teachers can create effective and efficient teaching and learning. According to Suryani (2021), teaching strategy are something that must be done by teachers so that learning can be achieved effectively and efficiently. In addition, Disha (2020) states that teaching strategies are used by teachers to organize teaching activities to make student behavior as desired, thus students can achieve learning goals.

So, it can be concluded that the goal of teaching strategy is to create teaching and learning more effective and efficient so the learning goals can be achieved.

3. **Review on Teaching Vocabulary**

   a) **The Definition of Teaching Vocabulary**

   Teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life (Hamer and Rohimajaya, 2018). The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teacher had better teach English vocabulary. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

   Teaching vocabulary is something new and different from student's native language (Alqahtani: 2015). Thornbuny as cited by Alqahtani states that teaching vocabulary for teachers to their students is one of the essential items in learning a language (Alqahtani, 2015). It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language.

   From those statements about the researcher conclude that teaching vocabulary are many ways which can be used by the teacher in

presenting the material.

b) The Principle & Steps in Teaching Vocabulary

Principles of teaching vocabulary based on to Nunan in Aim (2005: 15) are:

1) Make the teaching and learning are clear.

   Teaching vocabulary in class requires an effective way so that the information conveyed can be understood by students easily. Don't make complicated explanations because not all students are interested in learning foreign languages. Students who do not like learning foreign languages, have low interest in learning foreign languages will feel bored, and find it difficult to understand explanations. Students tend to be "reluctant" and "confused" when the teacher gives too complicated explanations.

2) Relate between present teaching and past knowledge by giving analogies.

   Connecting the material in present teaching with the past knowledge possessed by students is very important. In addition to making students recall the knowledge that they have learned before. Teachers use analogies to connect present teaching with students' past knowledge. These activities will make students think critically, explore their past knowledge and try to find the appropriate vocabulary.

3) Write in black board and explain it.

In teaching vocabulary, it would be better if the teacher wrote the vocabulary in certain media such as blackboard or anything and explained it. Both of these things will make learning effective if implemented in teaching and learning vocabulary. Students who have the ability to remember only by writing can understand the material easily.

4) Give more attention to the words that already known.

In teaching vocabulary, the teacher should give full attention to the vocabulary that the students have learned before. Repetition of vocabulary is very important in language learning because something that is repeated will make a habit for the student. Even through, teaching new vocabulary is also necessary, but don't just focus on it. If the teacher adds too much new vocabulary, then students may be confused to absorb it. So, it would be better if the vocabulary learning process was carried out regularly.

5) Says to the learner, if that is a high frequency word, learner have to make attention it for the future.

In the class, teachers need to provide understanding to students, if vocabulary that is high-frequency words needs to be given attention in the future. High-frequency words are a group of words that are often used in daily life. This word must be learned if you want to master the English language.

Based on Mardika (2008) argues that the richer a person's vocabulary, the greater the possibility of language skills. Mardika (2008) states that there are several steps that can be applied in learning vocabulary.

Table 2.1 Activities and Steps for Teaching Vocabulary

Activities	Steps
Introduction learning	Listen and say the vocabulary given by teacher
Mainly learning	Understand the meaning, create illustrations in the form of sentences,& do exercises express meaning,
Closing learning	Say the word with aloud, & wrote these words.

c) **The Problem of Teaching Vocabulary**

Teaching vocabulary to have a problem to apply in teaching- learning progress, because teacher not sure which one best practice to apply to their students. The part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer, 1996: 154). Meanwile, According to Best J (2020) some difficulties connected with maintaining students' motivation, classroom management and accessing digital technologies.

Teach vocabulary not easy at all. The teacher should know the meaning of vocabulary and chose correctly what vocabulary match to the students is. In addition Edriz (2009) also pointed out some problem is mastering vocabulary such as: 1) students have problem in understand the structure of vocabulary. In this case students do not know how to use the structure of vocabulary learn words. 2) students feel that vocabulary is difficult. They cannot learn word and learn English well. On the other hand, they have a little time a read other English book. 3) little speaking and writing make students forget words quickly, because they get unusual to speak with the word that is given it make them forget the word fast. 4) in a word, students cannot learn words well, because they have some bad habits to study vocabulary. They only know one meaning of word. When they see the some word in different context, they do not know its meaning.

So, there are some difficulties in learning vocabulary, especially in vocabulary mastery itself.

d) Teaching Vocabulary Strategies

English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not only to assist the students to grasp meaning of the new words easily, but also make the variation of teaching in

order to avoid the passive class.

According to Flannigan & Greenwood in Aim (2013:15) teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purposes in teaching each of those words, and (4) the strategies they employ to teach the words.

According to Sprenger (2014), there are five kinds of strategies used by teacher in teaching vocabulary the field. There are several vocabulary teaching strategies from Sprenger theory :

1) Compose the song

The song is one of the fun strategies in teaching vocabulary. The use of songs can stimulate the performance of the brain in learning. According to Adnyani & Dewi (2020), songs can convince and stimulate the work of the human brain during the learning process. After that, when students understand the lyrics and continued singing together. This activity was done repeatedly. Based on Adnyani & Dewi (2020), the words in the song are usually repeated and this keeps it in mind.

According to Adnyani & Dewi (2020), the advantages of teaching vocabulary using song are vocabulary teaching through songs is very fun because songs can make students relax, rest & free from pressure. By using songs, it will be

easier for students to remember their vocabulary. Adnyani & Dewi (2020) found that songs can be useful to stimulate brain work during the teaching and learning process.

Before using songs to teach, it's good for us to pay attention. Some of the following are related to the use of songs for teaching language suggested by Brewster et al. (2002) :

a. Make a context, in this case the teacher needs to explain the purpose and background back information.

b. Teach in vocabulary that is considered important by using tools.

c. Sing songs so students can listen, demonstrate their understanding and become familiar with rhythm and pitch.

d. Do listening activities.

e. Pay attention to pronunciation, for example identifying intonation patterns, and words under pressure (stress word).

f. Invite students to listen, repeat, and practice singing and learn the song. Encourage them to use the motions body.

g. Teachers can arrange it into interesting and learning-oriented activities.

h. Display both collectively, individually and in groups.

2) Determine the definition and give explanation of the word

According to Sprenger (2014), students may find it easier to remember the definition of a word if the meaning of

the word is described using their own language. The explanation given should use short language and be easy to understand by students. After that, giving explanation & especially in the student's first language makes the student understand easily (advantages). First, a teacher should provide students with information about the new term. There are a there are stages of an explanation strategy that the teacher must do based on the Marzano et al. (2004) theory :

a. Tell a story using the term.

b. Use current events to connect the term to something familiar.

c. Describe their own mental pictures of the term.

d. Find or create pictures that exemplify the term.

3) Modeling the use of word and repetition drill

According to Aini et al. (2020) states that repetition drill is listening to the model (speech) given by the teacher and repeating what they hear. The teacher can give an example of the pronunciation of a word or sentence every day repeatedly, even until the students memorize the word or sentence. According to Lewis (2020), the advantages of repetition drills is allowing students to build mastery skills. Repetition and the teacher as a model in pronouncing vocabulary will shape the students' skills. Practice that is done continuously will become a good habit. Adapted from Richards and Rodgers, the

procedure in using drilling strategy as follows (Richards and Rodgers, 1986) :

a. The teacher mentions a word in front of the class.

b. The teacher asks the students to repeat the word in chorus.

c. Randomly, the teacher selects the students to repeat the word individually.

d. Pronunciation, intonation, and fluency are all noticed by the teacher.

e. The teacher gives feedback and corrects students pronunciation if there is an error when the student mispronounces a word.

f. The teacher asks the students to repeat the word again in chorus.

4) Ask students to make vocabulary note

Based on Sprenger (2014), when students find a different word, students can return to the page and write down the meaning or new information about it. By making vocabulary notes, it helps students to remember vocabulary casily because, they will open notes over and over again when they forget about the word. According to Sprenger (2014) found that this strategy can help students learn vocabulary.

According to Ellman (2019), the advantages of making vocabulary note then use the dictionary are makes it easy for students to prioritize which vocabulary they should learn.

Next, make it easier for students to remember words that need to be remembered according to the material given.

5) Use game for reviewing the vocabulary

Here, teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning. In the classroom, teachers should try to implement game creatively. Besides, according to Rizki & Wirhayati (2013), there are several important roles or advantages of game in teaching English vocabulary:

a. Games can motivate students and make students more organized in terms of structure and rules.

b. Students are motivated to become winners and perform optimally.

c. Students can receive lessons easily.

d. Students become happier and able to display their abilities maximally.

In determining the games in developing students' vocabulary, the teachers should have the clearly purpose in their mind. If the purpose is to make learning English vocabulary effectively and successfully, the teachers need to prepare and think the games selection carefully ahead of time before working out the lesson plan, and on the other hand the teachers have to consider the principles of using games. According to Wright (1982), there are five essential criteria of

language games. They are:

1. Easy of preparation: the time and energy required to make the game is realistic

2. Easy of organization: using the game is easy and worth the effort

3. Intrinsic language: language must be used to play the games successfully and that same language must be useful in other situation

4. Density of language.

5. Likelihood of interest for the learner.

Nation (1990:66-67) there are three kinds of vocabulary teaching strategy :

a) Presentations strategies

In this strategy, the students are introduced. These will involve either presentation of the meaning or the form. In the presentation the teacher can use: visual strategy (using a picture, body actions, real object), verbal presentation strategy (definition, translation and exemplification), & audio presentation strategy (using song and audio listening).

b) Practice strategies

This strategy involves classroom review of the previously introduced vocabulary as well as homework. Example: example sentence, & testing vocabulary.

1) Example sentences

This is type of exercise in which student are meant to internalize the target structure. An alternative to the situational approach is to provide students with example sentences, each one being a typical instance of the target word & context. Finally, they get information on the words form and grammar. One advantage of this approach is that the learners hear the word several times, increasing the likehood of retention in memory. Another advantage is that they hear the word in a variety of typical contexts. So , they can start to get a feel for its range of uses as well as its typical collocations.

2) Testing vocabulary

Testing vocabulary also occurs in placement tests / diagnostic tests to find out students level of knowledge or in achievement tests at the end. In most cases, teachers should test vocabulary that they expect their students to know / to use. Teachers need to decide between testing high frequency words/ more specialized technical vocabulary. In a vocabulary test, as in most other tests, there are two kinds : recognition items & production items.

Testing vocabulary depends on aspects of selected words that teacher want to test (Nation, 2001). The aspects involves form, meaning and use.

a. The first aspect is form. To know the form of a word

means to know the pronunciation and spelling of a word.

b. The next aspect is meaning which can be divided into several categories. The most used are synonyms and antonyms.

c. Another important thing is teaching word use (collocations), so that learners know in what context they can use the word.

c) Strategies for training strategy

The purpose of strategy training is to teach learners strategies for independent vocabulary learning. Strategies in srategy training like guessing from context, and memorization.

1) Guessing meaning from context

Vocabulary can be managed though inferring word meaning from contexts, since guessing word meaning from its context is quite possible. Making the transition to independent learning can be easier and more efficient if teacher help students learn to recognize clues to guessing word meaning from context.

Guessing technique provides many advantages for students in learning English vocabulary. According to Ying (2000: 18) mentions that in addition to enlarging students' vocabulary, it helps them not only to derive word meaning but also know how to use these words in other contexts. Guessing makes students aware of the fact that context

determines the meaning of words. To decide the use of an appropriate word to be learnt by students, the teacher has to study words in content. According to Schmitt (2000, p.42), there are four steps of implementing guessing strategy. They are :

a. Learners have to look at the unknown word and decide its part of speech. Knowing the part of speech will lead the learners to what the meaning of the unfamiliar word or context means.

b. Learners have to look at the clue or sentence containing the unfamiliar word.

c. Learners have to look for the relationship between the clause or sentence containing the unknown word and the other sentences or paragraphs.

d. In this step, they must try to guess the meaning of the word. It cannot be denied that the learners' vocabulary mastery significantly affects their ability in guessing the meaning of the word from the context.

2) Memorization

Memory is also very important in the development a second language, and it is vocabulary which requires more emphasized for memorization. This strategy were teaching strategy that involves four sets of memory strategy, namely: creating mental, applying images & sounds, reviewing well,

and employing action. Besides, according to Joanna (2015), there are several important roles or advantages of memorization in teaching English vocabulary:

a. Positive thinking correlation between the number of strategies used in the learning process and increase in listening comprehension.

b. Memorization strategy is not just about memorizing the materials given to learners.

c. To prevent students from getting bored with those repetition drills and to help the internalize and preserve the information permanently.

According to Mila (2018:65) defines punishment as pain that is provided or deliberately inflicted by others after a violation, & error. Meanwhile, *Pondok Pesantren* Modern As – Salam has a unique method same with Gontor in applying learning foreign language for enforce the language of the *santri* known as *Jasus* system (Puji Anto et al, 2018). This method too adopted from Gontor, because has proven that its graduates always have a strong mental and able to speak foreign languages so they are ready to compete when plunging into society good both national and international (Adiwidjaya, 2010)

According Skinner (1989:53). There are four important functions of punishment that play a major role in the formation of expected behavior.

i. Restrict behavior, punishment prevents repetition of unexpected behavior.

ii. Educational, to educated the students to be a good behavior.

iii. Strengthen motivation, to avoid unexpected behavior and positive impulse.

iv. Controlling, prevent the students to undesirable behavior.

Based on the statement above, it can be concluded according to Sprenger (2014) & Nation (1990) theories. Includes strategies: compose song, guessing meaning from context, definition- give explanation of the word, repetition drill, making vocabulary notes, reviewing for game & memorization. The punishment system used in this study namely the *jasus* system.

4. Review on Bilingual Education Program

a) The Definition of Bilingual Education Program

According to Brisk (2006) stated that bilingual education is viewed as qualified education delivered in two languages. It means that the process of learning a foreign language should be in the form of two languages in delivering the materials.

According to Howard et al. (2007: 1) the dual education program refers to any program that provides literacy and content instruction through two languages and promotes bilingualism and biliteracy. Indirectly, any education systems that optimizing more than one language is biligual program. It means that many

schools, though not most, in at least literal sense in word school programs are bilingual.

From these explanation from some experts, it can be concluded that bilingual education is a form of education in which information is presented to the student in two languages. Technically, educational system that utilizes more than one languages is bilingual.

b) **The Advantages of Bilingual Education Program**

According to Baker in (Nguyen et al., 2017: 11) explains eight advantages of bilingual education program, as follows:

1) The level of proficiency in both languages allows communication to be more effective and broader.

2) Multicultural understanding.

3) Knowing two languages increases a person's chances about literature, giving them a deeper understanding of history, traditions and perspectives.

4) Increase achievement in the classroom.

5) Develop better awareness.

6) Increased self-esteem.

7) Increased self-confidence at local, regional and national levels.

8) Economic advantage due to increased employment opportunities.

5. Review on Islamic Boarding School

According to Daulay (2001:7), states that the word "*Pesantren*" comes from the word "*santri*" with the prefix pe- and ending with -an, which means the place where the students live. Based on Sogarda Poerbakawatja in Daulay (2001:7), describes "*Pesantren*" derived from the word "*santri*" which is a place for someone to learn the role of Islam so that "*Pesantren*" has the meaning of a place where people gather to learn Islam. Nata (2001:89) argues that *Pesantren* in its basic sense is a place for students to study, while *pondok* means a house or *asrama*.

From the description above, it can be concluded that definitions of *Pesantren*. The word *"santri"* has two meanings from two points of view. First, as a social phenomenon, *santri* means a group of people who obey the teachings of Islam. Second, category of education, *santri* means students who study Islam, to their teachers or *ustadz* and they live in boarding school. In subsequent developments, the name Islamic education developed into boarding schools.

B. Previous Related Study

There are several previous study related studies performed to compare this study with others. Some related studies: The first thesis by Zahra Berliana Kandi (2022) the student of cultures and languages faculty at UIN Raden Mas Said by Surakarta with title **"*English Teachers' Strategies in Teaching Vocabulary at The Tenth Grade Students of***

MAN Wonogiri in The Academic Year 2022/2023". This research was carried out to investigate teachers' strategies in teaching English vocabulary to tenth grade students of MAN Wonogiri and to figure out the factor influencing the teachers' to apply the strategy in teaching vocabulary. The writer used qualitative method to answer the research questions. The collecting data of this research were observation, interview. and documentation. The participants of this research were English teachers who have been teaching English to tenth grade students of MAN. From the finding of the research the objective are the first results of this research were teachers strategies for teaching vocabulary. The strategies are applied by both of the teachers to determine the definition and give an explanation of the word, ask students to make vocabulary notes and use the dictionary, modeling the use of word and repetition drills. Meanwhile, the other's strategies like using pictures or real objects that represent the word, using synonyms of the word, compose the song, use games for reviewing the vocabulary were applied by one of the teachers and in certain material. Second, the results of this research were the factors influencing the teachers to apply the strategies. The factors were teaching duration, the preference of the teacher, behavioral control, and students' abilities.

The second research was conducted by Krisna Yuda (2021) from The State Islamic University of Raden Mas Said, Surakarta by titled *" A Descriptive Study In Teaching Vocabulary Strategies In The Pandemic Era Of The Ninth Grade Students Of SMP N 3 Nguter In Academic Year 2020 2021".* The objective of this research were to find out: 1) how

is the teaching strategy used by the teacher in teaching vocabulary in the pandemic era; and 2) how is the students' enthusiasm in participating the online class at the pandemic era. The method used in this research was a descriptive qualitative research. The subject of the research was the English teacher of ninth grade and students of 9e class. The instrument to collect the data were questionnaire, observation, interview and document. The researcher analyzed the data by using descriptive qualitative research. The trustworthiness of the research was investigator triangulation and sources triangulation.The findings of the researcher found that the teacher used a planned vocabulary teaching strategy, find the word, explanation. From the questionnaire students enthusiastic are still low 44.8% was very disagree.

The last research was conducted by Sri Wahyuni (2020) from *Development of a Bilingual Learning Model Preview-Guided STAD Cooperative Strategy in Learning Science in High School.* UNDIKSHA Journal of Education, No. 2 TH XXXXI April 2008 by titled **"Reinforcerment of the English Vocabulary Mastery in the Bilingual Program"** their study aims to reinforce the English vocabulary mastery, to explain the type of reinforcement in the bilingual program related with the English vocabularies mastery, and to describe the students' response in joining the bilingual programs related with the English vocabulary mastery. This research was a descriptive qualitative research. The subjects of this research were the tutors and the students of the bilingual programs in 1A and 5A class at Ta'mirul Islam Islamic Boarding School. The data

was collected by observation, interview, documentation and questionnaire. The research findings show that, first the programs created to reinforce the English vocabulary mastery were giving new vocabularies *(mufrodat)*, language correction (*islahul lughoh*) & word memorization. The tutor delivered the vocab in 1A class used realia, contrast, explanation, and gesture strategies. Second, the types of the reinforcement used in the bilingual programs were positive and punishment. Third, the result of the questionnaire on the students' response in joining the bilingual programs to reinforce the English vocabulary mastery shows who were very agree (SS) was 42%, agree (S) 48%, disagree (TS) 10%, and very disagree (STS) 0%.

The first journal was conducted by Moh Farhan et al., (2021) from ***Analyzing Teachers' Strategies in Teaching Vocabulary of Junior High Schools at Kecamatan Kasimbari***. Tadaluko University Journal of Education, No. 2, May – Agustus 2021 pp.31-40. The purpose of this research was to investigate the teachers' strategies in teaching vocabulary to the second grade students of SMP Negeri 1, SMP Negeri 2, and SMP Satap Negeri 1 Kasimbar. The design used was descriptive qualitative. The research subjects were three English teachers teaching vocabulary in three different schools. In collecting the data, the researcher interviewed the three teachers and analyzed the the interviewed results. The results of this research indicate that the strategies used by the three English teachers were different teacher one used a dialogue strategy, teacher two used showing picture strategy, and teacher three used a question and answer strategy. In addition, the problems faced by the three English teachers in teaching

vocabulary to the students in the second grade of junior high schools at Kecamatan Kasimbar also have many factors such as unstable internet network, lack of student interest in learning English vocabulary, likes to annoy friends in lass, most students do not bring a dictionary to school and pronunciation errors. to solve the problems the three teachers. Always evaluate the learning given, avoid giving very long assignments, invite students to actively participate, teach note-taking, personal approach, and form groups of students in learning.

The second journal was conducted by Hellaisna Nur Aini and Henny Priyanti (2019) from *An Analysis Teachers' Strategies in Teaching English Vocabulary at the Seventh Grade of Mts N 7 Kebumen in the Academic Year 2019/2020.* Ma'arif Nadlatul Ulama University Journal of Education, No. 2, ISSN : 2775-0493. The subjects of this study were the English teachers in seventh grade. The purpose of this research is to find the strategies used by English teachers in teaching vocabulary. This research find out students' responses toward the application of teachers' strategies in teaching vocabulary to seventh grade students of MTs N 7 Kebumen. This research method used descriptive qualitative to describe the strategy of English teachers in teaching vocabulary. The researcher used interview, docummentation, and questionnaire for data collection techniques. Based on the analysis, the results of the research are three findings that can be taken. First, there are some strategies used by teachers to teach vocabulary, namely presentation, translation, memorization, playing games, reading, pantomime, action, and

body movements. Second, this research found out the media used to convey the material, the media used are real things, videos, pictures, English books of students. Third, the researcher found out students' responses with strategies used by the teacher. The researcher concluded that students can enjoy teaching and learning that the teacher gives. By using presentations, translations, memorization, playing games, words, mime, actions, and movements. Students also can remember new words more easily.

The researcher has several data that are similar from the research studies includes this study describes the teacher's strategy in teaching vocabulary and uses a qualitative descriptive method design. Meanwhile, the researcher's research has several data that are different from the research studies that have been mentioned above. First, the researcher conducted this research at the *Pondok Pesantren* Modern As- Salam Surakarta. Second, the research subject of this research was the English teachers for teaching strategies and SMK of male students for responses punishment *at Pondok Pesantren* Modern As- Salam Surakarta. Third, the researcher only focused on English teaching vocabulary employed bilingual program used by the teachers based on Sprenger (2014) & Nation (1990) theory and the responses punishment forms based on Skinner theory.

Table 2.2

The Similarity and The Difference between Previous Study

No	Title	Similarities	Differences
1	English Teachers' Strategies in Teaching Vocabulary at The Tenth Grade Students of MAN Wonogiri in The Academic Year 2022/2023	• The use of descriptive qualitative design. • The collecting data of research were observation, interview and documentation. • The data sources of this research were the two English teacher of tenth grade. • The use Sprenger (2014) theory.	• This research focus in the school. • The subject research was English teacher of Senior High School not Vocational High School.
2	A Descriptive Study In Teaching Vocabulary Strategies In The Pandemic Era Of The Ninth Grade Students Of SMP N 3 Nguter In Academic	• The research method of this study used descriptive design with qualitative as research design.	• In collecting data were questionnaire, observation, interview, and document. This study without questionnaire • This research was

	Year 2020 2021		• conducted online learning. • The subject research was English ninth grade teacher & students of SMP • The result presented that the teacher by planned vocabulary teaching strategy, find the word, explanation. From the questionnaire students enthusiastic are still low 44.8% was very disagree.
4	Reinforcerment of the English Vocabulary Mastery in the Bilingual Program.	• This reseacrh about English vocabulary in the bilingual program. • This place research was boarding school. • This research was descriptive qualitative	• This research focuses reinforcerment of the English vocabulary. • The subject research was English teacher and students of Junior High School. • The result of research about students response joining

		research.	bilingual but punishment. Then, the tutor delivered the vocab used realia, contrast, explanation, and gesture strategies.
		• The research was strategy to deliver vocabulary and to describe students responses.	
5	Analyzing Teachers' Strategies in Teaching Vocabulary of Junior High Schools at Kecamatan Kasimbari. Tadaluko University Journal of Education.	• This research was descriptive qualitative research. • The research was to know the teachers' strategies and to obtastacle faced by teachers in teaching vocabulary.	• The subject research was English teachers of Junior High School. • The results of this research indicate that the strategies used by the three English teachers were different.
6	An Analysis Teachers' Strategies in Teaching English Vocabulary at the Seventh Grade of Mts N 7 Kebumen in the Academic Year 2019/2020.	• This research was descriptive qualitative research. • The research was to know the teachers' strategies.	• The subject research was English seventh grade teacher of Mts N. • In collecting data were questionnaire, interview, and document. • The result of research

	Ma'arif Nadlatul Ulama University Journal of Education.		about students response the application of teacher in teaching vocabulary but punishment. There are some strategies used by teachers : presentation,translation, memorization, playing games, reading, pantomime, action, and body movements.

All above researchers have different focus and subject of the research but they are discussed the same topic that is about the teachers' strategies in teaching vocabulary. So, from these researches, the researcher can compare the theory used in all those researches.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is very important to the researcher to conduct the study in appropriate way. The researcher used qualitative approach in this research to answer and question of the study. In qualitative research, the study occurred naturally, without manipulating the data. The researcher draws conclusions after collecting, classifying, and analyzing data.

Furthermore, according to Cresswell in Sugiono (2016:16) qualitative research is a means for exploring and understanding the meaning of individuals or groups assigned to a social or human problem. This qualitative research is a descriptive research. According to Williams (2007) descriptive research is a research method that can determine the situation in the current phenomenon. The results of this study are also presented in the form of a descriptive, which consists of two main points: the teaching strategies of the vocabulary - problem faced by the teacher & response punishment used by the student in bilingual program at *Pondok Pesantren* Modern As – Salam, Surakarta.

Based on these theories, researchers in this study used a qualitative descriptive method in the form of naturalistic inquiry. The naturalistic method was chosen because this research is based on real and real settings. Natural setting means that the condition of the research subject is directed to natural conditions or original conditions in the field.

B. Setting of The Research

The setting of the research consists of the location and time in which the researcher conducts the research. The research setting will be explained broadly as follow:

1) **Place of the Research**

In this research , the research chose the setting at the *Pondok Pesantren* Modern As – Salam because it includes modern based Islamic Boarding School in Surakarta and school has excellent accreditation. In particular, it has excellent programs, one of which is a bilingual program where students are required to use two languages in their daily activities (Arabic and English language). *Pondok Pesantren* Modern As- Salam is located on Street Garuda Mas, Mendungan, Pabelan, Kartasura, Sukoharjo Regency, Central Java 57102.

2) **Time of the Research**

In terms of time, this research will be carried out for about two weeks. The researcher started observing the research in January 2023 by conducting pre-research and continued the research in March 2023 for the main observation. In detail, the activities can be seen in the following schedule:

Table 3.1 Schedule of the Research

Activities/Year/ Month	2022			2023			
	October	November	December	January	February	March -June	July
Research topic	■						
Case study	■						
Literature review	■						
Make research plan	■						
Preminary observation		■					
Writing the research proposal			■	■			
Proposal					■		
Developing research instrument						■	
Collecting data						■	
Writing the research report						■	
Munaqosah						■	
Graduation							■

C. **Subject & Object of The Research**

1) **The Subject of the Research**

The subject of the study in this research is the teacher/ *ustadz* who has taught English vocabulary for bilingual program *at Pondok Pesantren* Modern As- Salam, Surakarta. Researcher has took 2 teachers (*ustadz* & *mudabbir*) as the subject of this study. The teachers who teach vocabulary in boarding of new students SMK in the *Pondok Pesantren* Modern As – Salam, Surakarta. The researcher also has took tenth class as the sample of this study in *Pondok Pesantren* Modern As – Salam. Every room there are two have taken 9 male students from 25 male students of SMK As- Salam, Surakarta.

2) **The Object of the Research.**

The object of the study in this is English vocabulary teaching strategies employed in the   bilingual program at *Pondok Pesantren* Modern As – Salam, Surakarta. The researcher focuses on efforts to analyze the strategy of teaching English vocabulary for bilingual program which is carried out in the boarding school environment. Includes scopes of research: problem vocabulary, punishments, & teaching strategies.

D. **Data and Source of the Data**

Data can be identified as material for research and cannot be identified as a subject of research. The research data was collected in the form of information about the Bilingual Program at *Pondok Pesantren*

Modern As- Salam, Surakarta. This data can be seen from the use of English vocabulary as the introduction strategies used by teachers in teaching.

A data source is a source from obtained data, like humans, events, behavior, document, files, and other things (Maryadi et al, 2011: p.13). The data source is all of the information like events and real things. In research, data sources are used to describe the origin of the obtained data (Arikunto, 2002). According to Sutopo (2002) states that the data sources in descriptive research can be informants, events (activities), and documents.

1) Events

According to Sutopo (2002:53) stated that observation in the event or activity, the researcher would know about the process how something happens because of direct observations. In this research, the event of the referred to the bilingual program used by the teacher teaching vocabulary *Pondok Pesantren* Modern As- Salam. From the events, the data were obtained in the from video and audio recording.

2) Informant

According to Sutopo (2002:50), stated that informant is an individual that has important role in giving information which is the researcher should choose the subject that will be an informant. The researcher chose some informants to get valid data. They are the chief executive of bilingual program, selected 2 teacher *(mudabbir/ustadz)* & selected 9 male random as samples students *(santri)*. They were the

informant researcher about their understanding strategies- difficulty in teaching vocabulary & responses punishment in bilingual program.

3) Document

According to Sutopo (2002:54) document is written material which related with certain event or activities. In this research, the documents as the source of the data are students' list, punishment books, pictures of vocabulary teaching activities, and vocabulary file. This document can also be used as secondary data in this research.

E. Techniques of Collecting the Data

The research used purposive sampling technique, Bungin (2011) states that purposively are a strategy that is most common in qualitative research. which was to determine the group of participants who become informants selected according to criteria that are relevant to specific research problems.

According to Cresswell (2016), "The data collection steps involve (a) setting the boundaries for the study, (b) collecting the information through observations, interviews, documents, and visual materials, and (c) establishing the protocol for recording information". It can be concluded that in data collection, there are three steps to collect the data. From the theory above, the techniques that researcher used in this study as follow :

1) Observation

According to Alison et al. (2013:41) stated that observation is the observation and recording of events or circumstances in which the

writer is present. Which are particularly relevant to the issues or topics being investigated. According to Hennick et al. (2011), observation is method that enables researchers to observe systematically and record the people's behavior, interaction & action.

It involves collecting impression of the word using all of one's sense, especially looking and listening in systematic and purposeful way to learn about a phenomenon of interest (Moleong, 2008). Thus, in observation, the researcher observed the way bilingual program was running, looking for any problems and try to make an interesting theme which can be researched. In this study, the researcher used naturalistic observation.

The researcher be an active observer because the reseacher joined the bilingual program with being the students. The ways in doing observation were:

a. The researcher prepared the concept of observation form.

b. The researcher joined in the bilingual program,

c. The researcher observed all of the bilingual programs which related in the teaching of the English vocabulary.

2) Interview

Interview is a data collection technique by giving some questions to participants directly & they are free to give the answers. According to Busetto et al. (2020), interview is a way that researchers use to get the views based on person's subjective experience. To get some information about this research the researcher made interview

with the English teacher and new students 10th grade at *Pondok Pesantren* Modern As – Salam, Surakarta by used audio recorder.

Besides, Sutopo (2002: 59) states that interview in the descriptive qualitative research is generally done by giving the open-ended quests which purposed to gain the deep informations and it is done by using structured formally in order to get the view of subject observed about many things that brings advantages for gaining the detailed information. For collecting the data from interview, the researcher used procedure as follows:

a) The researcher also prepared a recorder to record the informants answers and concepts of question.

b) The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.

c) The researcher recorded interviewer's answers.

d) The researcher wrote interview transcript based on the results of recording.

3) Documentation

Document refers to materials such as photographs, videos, memos, and memorabilia of all short that can be used as supplemental information as part of study whose main data source is participant observation or interviewing (Bogdan & Biklen, 1998:57). Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. As for the documentation used in

this study, like vocabulary files, students vocabulary books (*kutaib*), students list, punishment books, & photos of several vocabulary teaching activities.

4) Data Coding

According to Charmaz (2006) in Yukhymenko et al (2014), coding is a process carried out when conducting research where the data that has been collected is then categorized by grouping or by abbreviating names. The next step is the researcher makes a theoretical concept or idea related to the code and the themes. The researcher provided the code for categorizing data analysis in each data set such as **str** (strategy), **PROB** (problem), **pnhm**t (punishment), **Intview** (interview), and **O** (observasi). The description of data coding as follows:

"01/str/Expln/T1/M1 & 01/PROB/T1 & S.1/pnhmt/ngtf or pstf"

Table 3.2 Coding of Subject

No	Source	Code
1	Student 1	S.1
2	Student 2	S.2
3	Student 3	S.3
4.	Student 4	S.4
5.	Student 5	S.5
6.	Student 6	S.6
7.	Student 7	S.7
8.	Student 8	S.8

9.	Student 9	S.9
10.	Teacher 1	T.1
11.	Teacher 2	T.2

Table 3.3 Coding of Strategies Used

No	Source	Code
1	Compose song	Sng
2	Determine definition & giving explaination	Expln
3	Use game for reviewing vocabulary	Gm
4.	Repitition drill	Rpt
5.	Making vocabulary note	Nt
6.	Guessing meaning from content	Guess
7.	Memorization	Memo
8.	Practice strategy	STNC/ TEST

Table 3.4 Coding of Meeting

No	Source	Code
1	Meeting 1	M.1
2	Meeting 2	M.2
3	Meeting 3	M.3
4.	Meeting 4	M.4

5.	Weekend	W

F. Research Instrument

In this qualitative research, the primary instrument is the researcher himself because the qualitative study cannot be separated from the role of the researcher who determines the scenario of the research. Based on Ravitch & Carl (2019), research instrument is related tool that researcher uses to collect the data in research. So, research instrument has a close relationship with data collecting technique.

In this research, researcher used observation guideline, interview guideline and documentation to collect the data. The instruments were :

1) Observation guideline/ Observation checklist

According to Mariampolski (2001), observation guideline is the map of anticipated behaviors that will be observed by researcher to respondent during research project. Researcher created an observation guideline based on theory kinds of strategies used by the teacher in teaching vocabulary.

2) Interview guide

Basen on Cassell & Symon (2004), an interview guide is lists topics used by interviewers during interviews to get greater details from participants. The researcher made an interview guide based on the theory kinds of strategies used by the teachers in teaching vocabulary, & theory punishment used by the students. This is a list of teachers & students questions in the interview guide as follows :

1. Questions for English teachers/ *ustadz*

   a) What strategies do you use and how do you convey or teach new vocabulary to students in the bilingual program?

   b) What are the obstacle in learning for them and solution problem of teaching vocabulary?

2. Questions for students/ *santri*

   a) How do you respond to your teacher's way of teaching or conveying vocabulary?

   b) What is your response regarding the bilingual program punishment for those who violate the rules?

3) Documentation guide

   Document analysis is a form of qualitative research that is used to analyze documentary evidence so that it can answer questions from certain research topics, if used to check the validity of data or in training, documents as reinforcement, clarify or expand the findings from other sources. In this research, documentation analysis is for strengthening another data. As for the documentation used in this study, namely vocabulary files, students vocabulary books (*kutaib*), students list & punishment books.

G. Technique of Analyzing The Data

After the data is collected the next step is processing the data and analyzing the data. Data analysis technique is how the researcher analyzes the data that has been found. The data obtained is then analyzed in a

qualitative descriptive way by accumulating facts and describing them. The researcher used techniques suggested by Miles, Huberman, & Saldana (2014: 10) through four stages, which are: data collection, data reduction, data display, and conclusion drawing.

1) Data Collection

Collecting data from the methods used are observation, interviews and documentation. All these types of data have one key aspect in common, especially in the analysis that relies on the integrative and interpretive skills of the researcher. Interpretation is needed because the data collected is rarely in the form of numbers, the data is rich in details and long. In these steps, researchers obtain and collect data from interviews with resource persons, which then the researcher make a transcript and summary of the interviews.

2) Data Reduction/ Data Consideration.

Data reduction is an activity that summarizes the data, selects the subjects, focuses on the essentials, seeks the theme. Data obtained during the research process will be selected first so that it will describe what the researchers will reveal. so it would get a clear and more picture of the initial goal of research. The researcher summarizes the things that are important in English vocabulary teaching strategies for the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta.

3) Data Display.

Data display is activity to present data after all data through the input process of data reduction. In this research, the data displayed on observation, descriptive text in interview, and pictures in documentation. Most forms of qualitative data display are in the form of descriptive text. In this step researcher displayed the summarized data from data reduction related to English teachers' strategy in teaching vocabulary at the tenth grade students of SMK *Pondok Pesantren* Modern As – Salam, Surakarta in the academic year 2022/2023.

4) Conclusion Drawing / Verifying

Conclusion drawing is an activity of formulating research that answer the focus of research based on data analysis result. On the conclusion, the research process from the beginning of data collection and perform a data reduction. Then after the data has been presented, researchers can give meaning, interpretation, argument, compare data and look for connections between the other components thus, write to a conclusion. This is last step to analyze data which the researcher formulating the data result with verifying to conclude the research about English vocabulary teaching strategies in the bilingual program at *Pondok Pesantren* Modern As – Salam Surakarta.

Diagram 3.1 Data Analysis Model from Milles, Huberman, &

Saldana (2014: 10)
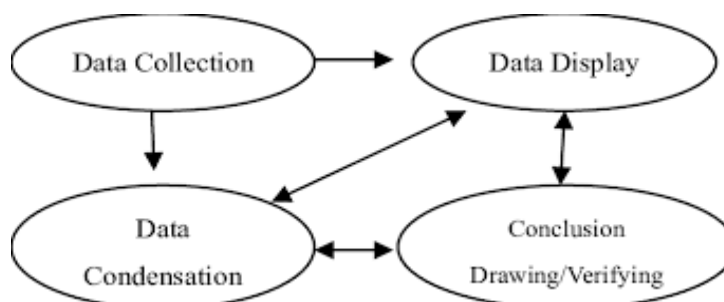
H. The Trustworthiness of Data

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research because we can know whether the data is same with the fact or not and whether the data obtained can be trusted or not. The validation of the data determines the quality of the result of research. To check trustworthiness of data, the researcher used triangulation.

According to Cresswell (2016), triangulation is the process of strengthening the data from different source, the type of data or the data collection method used in qualitative research descriptions or themes. Moleong (2008) states that triangulation is a technique that utilizes data validity, checking something else beyond the data for the purposes of checking, or as a comparison of the data. The purpose of triangulation is to increase the credibility and validity of the findings. Denzim in Moleong (2008) divides triangulation into four kinds which are:

1) Source Triangulation

In source triangulation, the researcher used many sources or participants to get the accuracy of data. Triangulation by using the sources means that the researcher will compare and check the validity of information found in the observation with the data of interview and compare it with the related documents.

2) Investigator Triangulation

Triangulation by investigator is that the researcher will recheck the validity of this data by his own research or other researcher. Investigator triangulation means technique that used more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of can be increased.

3) Methodological Triangulation

Methodological triangulation refers to researcher used more than one method in the research. Cohen (2007) explained that methodological triangulation is using the same method on different occasions or different methods on the same object of the study. Thus, methodological triangulation is making different method to get validity of data.

4) Theoretical Triangulation

Theoretical triangulation means the researcher compared the data finding with perspective theory that is relevant. Here, the

researcher is demanded to have expert judgement to compare the finding of research with the certain theory.

Based in the explanation above, the researcher decided to use methodological triangulation. The researcher observes in English vocabulary teaching strategies employed in the bilingual program at *Pondok Pesantren* Modern As – Salam Surakarta in academic year 2022/2023. To get the data, the researcher interviews the subject. After the interview data collected, checking the trustworthiness of data done by comparing data taken from observation and interview.

Diagram 3.2 Trustworthiness Data of Methodological Triangulation

WHAT WAS SAID ?

(interview)

WHAT WAS OBSERVED ?

(naturalistic/ ethnography)

Triangulation

WHAT WAS DONE ?

(analyze)
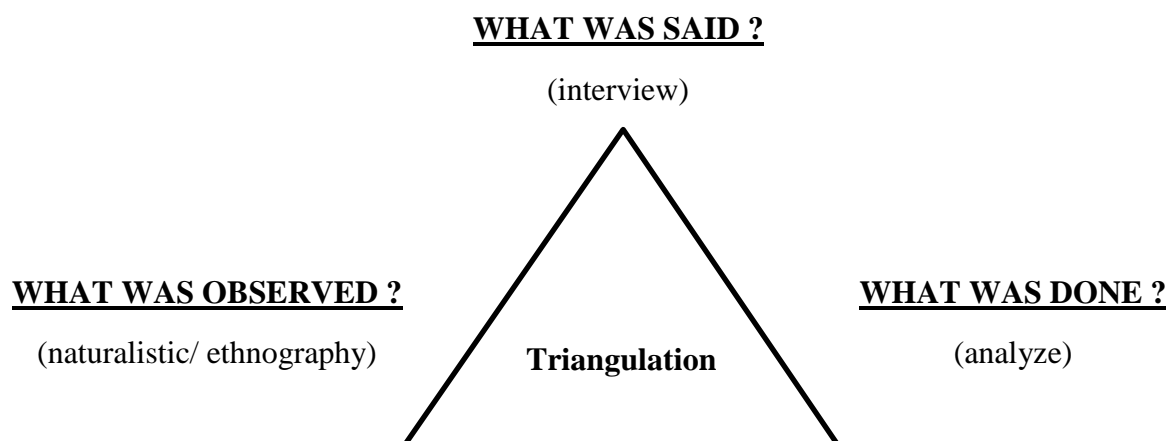
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. **Research Findings**

In this subchapter, the researcher presented the research finding based on the formulation of the problems, the aims of this study are divided into two parts. The first part is the researcher would like to describe English vocabulary teaching strategies used by teacher for new students 10th grade of SMK at *Pondok Pesantren* Modern As – Salam, Surakarta in academic year 2022-2023. The second part is the problem faced by English teachers in English vocabulary teaching & responses by new student's SMK in punishment bilingual program at *Pondok Pesantren* Modern As - Salam, Surakarta in academic year 2022-2023.

In conducting the study, the researcher used various techniques to get data, they were observations and interviews. The following is the finding of the researcher's result :

1. **Teaching Strategies Used by English Teacher in Teaching Vocabulary at New Students of SMK As- Salam Surakarta in Academic Year 2022 – 2023.**

The researcher did the observation in the four times consisted of 2 room and 2 teachers (*ustadz & mudabbir).* The classes were X SMK of bilingual program class. The strategies that the teachers used such compose song, definition and give explanation of the word, repetition drill, written repetition, making vocabulary notes, and strategy

training (guessing meaning from context, memorization). With a total number of grade X SMK in students are 25 male students. Meanwhile a total number of grade X SMK in new students are 19 students. In the morning additional vocabulary general (*Tadwidzul Mufrodat*) at 06.45 a.m - 07.00 a.m by *Ustadz* in Thursday & Friday days once a week. Meanwhile, in the night after *isya* pray additional vocabulary specific (*Tadwidzul Mufrodat*) at 08.00 p.m – 08.30 p.m by *Mudabbir* in Monday & Tuesday days once a week. From the data presentation, the researcher presents data findings as follows :

a. The teacher 1 strategies used in English vocabulary teaching of new students in 10 class at SMK employed bilingual program the *Pondok Pesantren* As- Salam Surakarta in Academic Year 2022 -2023.

The researcher had classified the findings of strategies collected from the result of having observation in *tadwidzul mufrodat tambahan* (adding vocabulary spesific) used bilingual program with English teacher 1 (*mudabbir*) who taught in 10 grade at *Pondok Pesantren* Modern As- Salam Surakarta in academic year 2022 – 2023 at 08.00 p.m until 08.30 p.m at room. There were 19 new students and two new student rooms for grade 10 SMK As-Salam Surakarta, namely the Ustman bin Affan and Umar bin Khatab rooms. In Ustman bin Affan there were 10 students. Then, Umar bin Khatab room there were 9 students. The result of the observation & interview will be presented in the

followings section:

1. First Observation at Pondok Pesantren Modern As- Salam Surakarta (Monday, 06th March 2023)

The result of observation for the <u>Usman bin Affan room</u> (10 grade) that hold by Al- Akh Rizal Fahrul on Monday, March 06th 2023, at <u>08.00 p.m – 09.00 p.m</u> can be explained as below. At the time, Al Akh Rizal Fahrul delivered three vocabularies. They were <u>slippers, nail clippers and bedstead</u>.

The process of delivering the new vocabulary was in the yard. There were <u>10 students</u> when the giving new vocabularies process. Each of students brought their tools or equipment to learn such as vocabularies book (*kutaib*), pen and dictionary. The students still looked happy and fresh atmosphere because after participating in the competition each room in the evening. The process of giving the new vocabularies as below :

1) Introduction Learning

Preparatory students enter the room and sit neatly before the teacher comes. Then, the teacher and the students read asmaul husna. The first is opening. The teacher / *mudabbir* opened the meeting by saying *Assalamu'alaikum Warahmatullahi Wabarakatuh* and then by saying Basmallah together.

Next the teacher/ *mudabbir* checked the students' attendance list, the teacher checked the name of the students one by one. Before class started, the teacher always provide motivation to students before the entrance to the next material. In the introduction learning, there is strategies used by the teacher such as **compose song, determine the definition – giving explanation, modeling the use of word and repetition drill.**

a) Compose the song

Based on the observation data, the researcher observed the process of conveying vocabulary by *mudabbir* and students. The researcher found that this strategy was used in the first teacher's (T1) two meetings. The first thing that was done was *mudabir* asked 1 student to come forward in front of his friend and lead to sing about colour loudly. Then, all the students sang together happily.

Coding : 01/str/Sng/T1/M1/O

T1 : *"Come on, Please one of you come forward to lead song with his friends about colour. " (ditunjuk oleh mudabbirnya)*

S : *"Ok. Come on, my friend led sing- song."*

According to the data, T1 said that teacher used songs to teach English. Before starting the

delivery of new vocabulary T1 first sings a song as a warm-up and creates a conducive atmosphere. With this strategy can make students' mood better and happy. With that the T1 appoints one of the students to lead his friends to sing together. They have memorized the song and its meaning without using text. Usually songs about direction, fruits, and transportation.

Coding: 02/ str/ Sng/ T1/ M3/ Intrview

T1: *"Dengan menggunakan lagu membuat santri lebih semangat di awal kegiatan pengajaran.lagu juga membuat mancing santri aktif dan menciptakan suasana yang menyenangkan. Biasanya saya Mas menunjuk satu orang untuk maju didepan untuk memimpin temannya. Lalu biasanya lagu yang dipakai tergantung saya minta seperti direction, transportation, colour, etc. "*

According to the interview data above, T1 said that teacher used song as teaching vocabulary strategy. T1 also uses this strategy at the beginning of teaching to make students active and not bored. T1 can teach new songs if students get bored singing songs they usually do.

b) Determine the definition and giving explanation

Based on the results of observations, the researcher observed the next steps taken by the *mudabbir* after composing the song. After that, the strategy used by *mudabbir* conveys new vocabulary by explaining vocabulary. Students only pay attention to the explanation & meaning of the vocabulary given by the *mudabbir*. Researcher found some data about strategy conducted by:

Coding: 01/str/Expln/T1/M1/ O

T1: *"Now l will give you the new vocabularies". (mudabbir sambil memegang papan tulis kecil)*

T1 : *"The first is ….......(something kita gunakan dan selalu dipakai everwhere). That is slippers. Slippers adalah sandal. "*

T1 : *"The second is….....(biasanya berada dibawah kasur made from wood). Namely is bedstead. Bedstead adalah ranjang. "*

Based on the observation results, T1 provided a definition and explanation of a word to students using the mixed language, then the teacher translated it into the mother language (Indonesian language) so that students understand better. In that data, T1 explained

the definition of the word "slippers" using the English language first then translated it into the Indonesian language with explanation vocabulary it.

c) Modelling the use of word and repetition drill

After the *mudabbir* explains the vocabulary and gives the meaning. The researcher found that this strategy was used in the first teacher's (T1) & the second teacher (T2) four meetings. Then, students repeat what the teacher utters as quickly as possible and the teachers are not allowed to do mistakes because the teacher is a model or example for the students. Here, students follow the pronunciation of the vocabulary as well as the meaning of the vocabulary. Researcher found some data about strategy conducted by:

Coding: 01/str/Rpt/T1/M1/ O

T1 : *"... Repeat afterme, the first vocab slippers?. Slippers sandal"*

S: *"Slippers sandal."*

Based on the observation data, T1 asked students to repeat the teacher's pronunciation and meaning. T1 also gave some models of how to pronounce words correctly. Then, the students imitate

the pronunciation of T1 as well as the meaning out loud. This is the reason why T1 uses this strategy because this strategy students repeat vocabulary many times so that without realizing it students can remember the vocabulary properly.

Coding: 02/str/Rpt/S.1, S.3, & S.6/M3/ Intrview

S.1, S.3 & S.6: *" Teriak bareng- bareng al akh bersama- sama pasti gampang diingat dan terus diulang- ulang oleh mudabbir."*

Based on the interview data above, the researcher asked questions to students. They argues that easy-to-understand *mudabbir* strategy is by repeating vocabulary. By repeating how many times the vocabulary by the *mudabbir* can easily remember the vocabulary conveyed.

2) Mainly Learning

The teacher writes the vocabulary on the small whiteboard which will be delivered. Then, the teacher tells the students to write in the vocabulary book (*kutaib*). Besides, students understand the meaning used in the vocabulary. The teacher explains what the vocabulary means with games. In the mainly learning, there is strategies used by the teacher such as **making vocabulary**

notes and reviewing for game.

a) Making vocabulary note

      The researcher found that this strategy was used in the first teacher's & the second teacher (T2) four meetings. Making notes on vocabulary & using a dictionary is necessary when learning English. Students can easily remember these notes. After the researcher was observed T1's room, the researcher found the data below;

      Coding: 01/str/Nt/T1/M1/ O

T1: *"Now write vocab in note book. Kalo ada yang tidak tau artinya silahkan cari dan dicatat"*

      Based on the results of observations, it is proven that T1 strongly encourages students to take notes in books and looked for unknown meanings in offline dictionaries. The teacher asked it so that students don't forget about it. Besides, students can open vocabulary notes (*kutaib*) and easily carry them everywhere if they forget the vocabulary provided.

b) Reviewing for game

      Games are one of the interesting ways to be implemented in the classroom. Games make the classroom atmosphere more exciting. Based on the

results of observations in the T1 room, it is proven that T1 apply game strategies in teaching vocabulary. T1 makes a group or chooses one of the students if they lose they get a punishment. The observation data was strengthened by the results this below:

Coding: 01/str/Gm/T1/M1/ O

T1: "I would like to you count one (sambil menunjuk dua siswa). Let's say one...."

T1: "So, kita buat dua kelompok yang kelompok kiri dipimpin oleh Dika kemudian kelompok kanan dipimpin oleh Hanif "

T1: "..... So, when I say vocab kalian harus cepat-cepatan angkat tangan perwakilan kelompok untuk membuat kalimat. Kalau kalah kelompoknya akan dihukum sit up 20 kali"

For T1, he applied games to teach vocabulary. The use of this game is intended for students to review what they have learned before. This data T1 makes two groups led by their leader. Leaders must be able to make their group not lose. Before playing it, the teacher explained the rule of the game. If the students lost the game, they got the punishment.

Coding: 01/str/Gm/S.2, S.4, S.5, S.9/Intrview

S.2, S.4, S.5, S.9 : *" Ya al akh . Metode yang lebih paham dan menyenangkan yaitu game. Ketika mudabbir main game biasanya tebak menebak, ular tangga lalu memberi soal, & sambung kata. "*

The results of interviews with students show that many students think that games are a fun strategy. So, this strategy students are not bored in the teaching process. It also depends on the *mudabbir* in giving games to them.

3) Closing Learning

The last activity was closing. The teacher also reminded the students to deposit the vocabulary today thirty minutes after the class ended up tomorrow. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb*

2. Second Observation at Pondok Pesantren Modern As –Salam Surakarta (Tuesday, 14ᵗʰ March 2023)

The result of observation for the <u>Umar bin Khatab room</u> (10 grade) hold that by *Al – Akh* Rizal Fahrul on Tuesday, March 14ᵗʰ 2023, at 05.00 p.m – 05.30 p.m can be explained as below. At the time, *Al – Akh* Rizal Fahrul delivered three vocabularies. They were <u>apron, stove and tray.</u>

The process of delivering the new vocabulary was in the room. There were <u>8 students</u> when the giving new vocabularies process in the yard. Each of students brought their tools or equipment to learn such as vocabularies book (*kutaib*) and dictionary. The students still looked borried because they have been tired activity. The process of giving the new vocabularies as below:

1. Introduction Learning

Preparatory students enter the room & sit before the teacher comes. The first is opening, the teacher opened the meeting by saying *Assalamu'alaikum Warahmatullahi Wabarakatuh.* Then by saying Basmallah together.

Next the teacher checked the students' attendance list, the teacher checked the name of the students one by one. Before class started, the teacher always provide motivation to students before the entrance to the next material. In the introduction learning, There are strategies used by the teacher such as **compose song, guessing from content, modeling the use of word and repetition drill.**

a) Guessing from content

Based on the observation data, the researcher observed the process of conveying the vocabulary carried out by *mudabbir*. Here, *mudabbir* gives

stimulation to students so they can know the vocabulary from the description given by the him. *Mudabbir* gives 10 minutes for students to think and guess the meaning of the vocabulary. The observation data was strengthened by the results this below :

Coding: 02/str/Guess/T1/M3/ O

T1: *"Okay, we go on our new vocabularies. " (Siswa memperhatikan)*

T1: *"The first …. Biasanya alat yang sering dipakai when we eat the kitchen atau makan bareng lima orang" (Diberi waktu 10 menit)*

S : *"Nampan al akh…"*

T1 : *"Al right tray is meaning nampan. Yang kita gunakan saat makan"*

Based on the observation results, T1 gives an description of vocabulary to students so they can find out the vocabulary. T1 uses the mother language / Indonesian language to provide an description of vocabulary is <u>tray</u>. Then, T1 gave 10 minutes to answer. Students can answer from the vocabulary description given by the teacher, namely *nampan*. With this strategy can make students enthusiastic & active when looking for answers to the meaning of the vocabulary.

Coding: 02/str/Guess/T1/M3/ Intrview

T1 : *"Ya mas. Saya juga buat memancing siswa supaya tau artinya. Pertama saya belum menunjukkan kosakata yang saya tulis dipapan tulis kecil. Dengan cara kasih gambaran atau ciri- ciri kosakata itu. Kemudian mereka menebak selama 10 menit. Jika mereka berhasil menebak atau tidak arti kosakata yang akan diberikan. Saya langsung menunjukkan kosakata yang diberikan."*

According to the interview data above, T1 said that teacher used this strategy. T1 gives an description of the vocabulary presented. So that, students think the meaning of the vocabulary with the correct answer. If there are no students who cannot answer correctly, the teacher will re-explain the vocabulary & give the meaning of the vocabulary.

2. Mainly Learning

The teacher writes the vocabulary on the small blackboard which will be delivered. Then, the teacher tells the students to write in the vocabulary book (*kutaib*). Besides, students understand the meaning used in the vocabulary by making sentences. The teacher explains what the vocabulary means. In the mainly learning, there is strategies used by the teacher such as **making**

vocabulary notes and practice strategy.

a. Practice strategy

In this strategy, the *mudabbir* chooses one of the students to come the foward. Then, the students were asked to make sentences according to the vocabulary that had been delivered. Then the *mudabbir* corrects the wrong sentences that the students have made correctly. After the researcher was observed T1's room, the researcher found the data below :

Coding: 02/str/STNC/T1/M3/ O

T1: *"Ok. Let's Farros forward. Please make sentences about tray."* (*Sambil menunjuk salah satu siswa*)

S : *"Masih bingung al akh nyusun kalimat. The waiter put glass the tray."*

T1 : *"Sudah bagus tapi masih ada yang kurang kalimat nya. Ok al akh benerin yang tepat itu the waiter carried the glasses on a tray."*

In the observation data above, this practice strategy is in the form of making sentences. T1 chooses one advanced student to make a sentence according to the given vocabulary. Students here make sentences even though the grammar is wrong. T1 task is only to check the sentence and then correct it. This

strategy is useful for measuring students' ability to provide examples of vocabulary in daily activities.

3. Closing Learning

The last activity was closing. The teacher made conclusion about the material of this day. The teacher review yesterday's vocabulary and those that have been given. Then provide motivation, advice, and jokes. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.* There is strategies used by the teacher such as memorization.

a) Memorization

In the observation of researchers in grade 10. Before the teaching was finished, the *mudabbir* repeated the vocabulary given. *Mudabbir* usually asks students to recall yesterday's vocabulary as well as its meaning. Researcher found data about strategy conducted by:

Coding: 02/str/Memo/T1/M3/ O

T1: *"Ok. Kita akan mereview vocab kemarin. Ada yang masih ingat sama artinya."*

S : *"Masih al akh. Slippers (sandal), nail clippers (gunting kuku) and bedstead (ranjang)."*

T1 : *"Alright this today vocab is* apron (celemek), stove (kompor) and tray (nampan) *.Repeat after me apron-celemek" (dua kali)*

S : *"Apron- ceremek" (dua kali)*

From the results of the observation data above, it can be concluded that this strategy in memorization uses a repetition drill. Here, the teacher also reviews yesterday's vocabulary as well as its meaning. Meanwhile, the new vocabulary is conveyed by repeating the vocabulary and its meaning. This strategy has a very positive impact in training thinking and measuring the limits of students' ability to remember vocabulary.

b. **The teacher 2 strategies used in English vocabulary teaching of students in 10 class at SMK employed bilingual program the Pondok Pesantren As- Salam Surakarta in Academic Year 2022 -2023.**

The researcher had classified the findings of strategies collected from the result of having observation in *tadwidzul mufrodat* general used bilingual program with English teacher 2 (*ustadz*) who taught in 10 grade at Pondok Pesaantren Modern As-Salam Surakarta in academic year 2022 – 2023 at 06.45 a.m until 07.00 a.m around mosque/ class yard. The result of the

observation & interview will be presented in the followings section.

1. Third Observation at Pondok Pesantren Modern As- Salam Surakarta (Thursday, 09th March 2023)

The result of observation for students of 10 grade hold that by Ustadz Muh Noval on Thursday, 09th March 2023, at 06.45 a.m – 07.00 a.m can be explained as below. At the time, Ustadz Muh Noval delivered two vocabularies. They were wall magazine and martial art.

The process of delivering the new vocabulary was in the yard class. There were 25 students when the giving new vocabularies process. Each of students brought their tools or equipment to learn such as vocabularies book *(kutaib)*. The process of giving the new vocabularies as below:

1) Introduction Learning

The first is opening, the teacher opened the meeting by saying *Assalamu'alaikum Warahmatullahi Wabarakatuh.* Then by saying Basmallah together. The teacher checked the students' attendance list, the teacher checked the name of the students one by one. In the introduction learning, There are strategies used by the teacher such as **guessing from content, & modeling the use of word and repetition drill.**

a) Guessing from content

Based on observation data, the activity of adding vocabulary (*tadzwidul mufrodat*) in the morning. The researcher observed the teacher's vocabulary teaching activities for the first time using this strategy without using songs due to the short time of 15 minutes. *Ustadz* directly provides context or connection related to the vocabulary conveyed. Then the students directly guessed the true meaning of the vocabulary.

Coding : 03/str/Guess/T2/M2/O

T2 : *"Disini ustadz akan memberikan 2 kosakata. Ustadz gives description / characteristic vocabulary. Kalian langsung menebak artinya dengan benar. "*

T2 : *"The first vocab is wall magazine . Characteristic this vocab boards filled with information, stories and jokes. Biasanya dibuat menarik dan sangat kreatif. Yang dijumpai didepan asrama. What is the meaning"*

S : *"Papan pengumuman atau madding ust"*

T2 : *"Yes, correctly. Wall magazine itu bukan papan pengumuman tapi madding."*

Based on the observation results, T2 gives an description of vocabulary to students so they can find out the vocabulary. T2 uses the second language and mother language to provide an description of vocabulary is wall megazine. Then, students can answer

from the vocabulary description given by the teacher, namely *mading*.

Coding: 03/str/Guess/S.9/Intrview

S.9 : *"Metode yang guru gunakan bikin kita paham yang pasti suruh nebak-nebak. Guru kasih kosakata tadi kosakata ini kita tidak tau dikasih kosakata bahasa inggris. Kita disuruh menebak itu caranya ituloh yang biasanya kalian pakai."*

Based on the results of the interviews above, with students in the afternoon about the teacher's method which is easy to understand during English vocabulary delivery activities. There are some students who think guessing the word is a strategy that makes them understand. Because the teacher encourages students to think critically and look for answers with descriptive facts.

2. Mainly Learning

The teacher conveys English vocabulary directly without writing it on the whiteboard. Then, the teacher tells the students to write in the vocabulary book (*kutaib*). Besides, students understand the meaning used in the vocabulary. The teacher explains what the vocabulary means. In the mainly learning, there is strategies used by

the teacher such as **making vocabulary notes.**

3. Closing Learning

The last activity was closing. Then provide motivation, advice, and jokes. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.*

2. Fourth Observtion at Pondok Pesantren Modern As- Salam Surakarta (Friday, 17th March 2023)

The result of observation for students of 10 grade hold that by Ustadz Muh Noval on Friday, 17th March 2023, at <u>06.45 a.m – 07.00 a.m at the mosque</u> can be explained as below. At the time, Ustadz Muh Noval delivered two vocabularies. They were <u>scoop and shelf.</u>

The process of delivering the new vocabulary was in the mosque. There were <u>21 students</u> when the giving new vocabularies process. Each of students brought their tools or equipment to learn such as vocabularies book *(kutaib)*. The process of giving the new vocabularies as below:

1) Introduction Learning

The first is opening, the teacher opened the meeting by saying *Assalamu'alaikum Warahmatullahi Wabarakatuh.* Then by saying Basmallah together. Next

the teacher checked the students' attendance list, the teacher checked the name of the students one by one. In the introduction learning, There are strategies used by the teacher **like determine the definition - giving explanation, & repetition drill.**

a) Determine the definition and giving explanation

Based on the results of observations, the teaching activities carried out today used the strategy of giving examples and explanations to students. *Ustadz* uses new vocabulary by using sentences or daily conversations according to the vocabulary to be conveyed. Then the *ustadz* gave the meaning of the vocabulary and its uses.

Coding : 04/str/Expln/T2/M4/O

T2 : *"The first is shelf. He arranged the books on the shelf."*

T2 : *"Dari contoh ustadz yang berikan tadi shelf itu tempat dimana menaruh barang yang sering kita gunakan. So shelf meaning is rak"*

Based on the observation results, T2 explains to students with example sentences in English. Then, T2 also explains in general so that students understand the vocabulary in the mother language. Here students only pay attention to the explanation of

T2. The purpose of the teacher using this strategy is so that students understand the use of vocabulary in applying daily activities.

Coding: 04/str/Expln/T2/Intrview

T2 : *"Jadi kosakata baru saya kaitkan dengan kehidupan sehari-hari santri. Misalnya, jika kosakata tersebut terkait makanan, saya juga langsung membawa makanan sebagai alat peragaan atau gambar untuk memperjelas arti vocab itu. Selain itu, mengaitkan kosakata baru dengan pengalaman atau pengetahuan santri . "*

Based on the results of interviews with T2 giving examples of explanations of new vocabulary with real objects. Students can understand directly the use of the vocabulary. T2 also gives direct examples so that they can be accepted and long remembered in the brain.

2) Mainly Learning

The teacher conveys English vocabulary directly without writing it on the whiteboard. Then, the teacher tells the students to write in the vocabulary book. Besides, students understand the meaning used in the vocabulary. The teacher explains what the vocabulary means.   In the

mainly learning, there are strategies used by the teacher such as **making vocabulary notes and practice strategy.**

a. Practice strategy

Based on the results of observations, researchers saw the process of teaching teachers to students in this strategy. *Ustadz* provides direct practice to students in the form of exercises and tests. If the *ustadz* does the exercises, usually the *ustadz* gives the students time to memorize vocabulary and then memorizes it. While the test is carried out at the end of every two weeks with students given a piece of paper containing the vocabulary they have studied.

Coding: 04/str/TEST/T2/M4/ O

T2: *"Sekarang kita akan melakukan test. Jadi kerjain semampu kalian. We will have a test today."* (Sambil membagikan selembar kertas)

T2 : *"Nanti jika dapat nilai tertinggi dapat reward. Kalau nilai paling rendah nanti ustadz kasih hukuman"*

Based on the results of observations above, T2 asks students to do the exam that has been studied. T2 only monitors during the exam. T2 carries out this activity so that students compete to win and measure students' vocabulary abilities. In this exam T2 gives

rewards for the highest scores and the teacher gives punishments to students for the low scores.

Coding: 04/str/TEST/T2/Intrview

T2 : *"Memberikan punishment and reward, anak yang berhasil menjawab pertanyaan atau test dengan benar / tertinggi di kelas biasanya diberikan voucher jajan di koperasi. Untuk hukuman apabila tidak mengerjakan tugas atau tidak bisa menjawab quiz ."*

Based on the results of the interviews above, when students are given rewards and punishments it makes the class active. Besides, using this strategy T2 can saw the enthusiasm and spirit of students in class. Usually this strategy is carried out when looking at the atmosphere of students during the teaching process.

3) Closing Learning

The last activity was closing. the teacher collects back the worksheets that students work. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.*

2. The problems faced by teacher's in English vocabulary teaching & responses by student's in punishment the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta in Academic Year

2022-2023.

Based on interview conducted by researcher with 2 English teachers and some problems are seen in the application of vocabulary teaching process for tenth grade students of SMK As – Salam Surakarta to answer second research question.

The diffilcuties make the teacher 1 and teacher 2 can't teach their students effectively. The detail of the problems described as follow:

a) Motivating the Students

Motivation is very important for students, but sometimes it is difficult for teachers to motivate students. Based on observations, researchers found that teachers always try to motivate students but sometimes teachers find it difficult to motivate students so that some students become lazy in learning English, especially in learning vocabulary. On the other hand, based on interviews the teacher said that "motivating students to learn English is very difficult and environmental factors also influence it. Usually students always ask permission to go to the bathroom until they don't come during activities, so the teacher must provide a lot of motivation for students to learn English.

<div align="center">Coding : 01/PROB/T1&T2/W2/ Intrview</div>

T1 : *"Pada kegiatan TM malam banyak anggota belum datang, dan banyak yang mengantuk."* (Interview with English teacher 1 of new student tenth grade in bilingual program on Thursday, 09th March 2023 at 12.00 a.m).

T2 : *"Kendala karena waktu yang singkatn sehingga pemahaman anak- anak kurang meresap sehingga siswa masih banyak yang malas membawa kutaib."* (Interview with English teacher 2 of students tenth grade in bilingual program on Thursday, 09th March 2023 at 08.00 a.m).

The solution implemented by the teacher when facing this problem is that students are sleepy which is done by T1 with games, many members who have not arrived are done by T1 & T2 by taking attendance, students do not bring *kutaib* by doing T2 by reminding & checking.

b) Classroom Management

The teacher also had a problem in manage the classroom. The teacher got difficult to manage the class because every student has different characteristic. Based on the observation, the researcher found that some of the students not pay attention to the teaching and learning during the lesson. The teacher was difficult to control the class. So, the teaching learning process did not run well. On the other hand, based on the interview with the teacher said that

Coding : 02/PROB/T1 &T2/W2/ Intrview

T1 *: "Sebagian anggota ada yang kurang memperhatikan sehingga anggota ramai sendiri tidak memperhatikan mudabbir pada proses pengajaran."* (Interview with English teacher 1 of new students tenth grade in bilingual program on Thursday, 09th March 2023 at 01.00 p.m).

T2 : *"Sulitnya ketika proses pengajaran yaitu mengkoordinasi suasana kelas dan mengelola siswa supaya tertib"*. (Interview with English teacher 2 of tenth grade in bilingual program on Thursday, 09th March 2023 at 08.00 a.m).

The solution implemented by the teacher when facing this problem is that students do not pay attention when teaching & noisy T1 by doing one person's guard (*mudabbir amn*) behind, give punishment, and improving teaching strategies. Meanwhile, T2 by taking firm action and reprimanding.

c) Students cannot speak English well.

Based on interviews that have been done by researcher with students, researcher found that some students find it very difficult to learn vocabulary. They fear that if there is a mistake in their pronunciation, they are also afraid of misinterpreting the meaning of the word itself.

Coding : 03/PROB/T1/W2/ Intrview

T1 : *"Banyak anggota ketika mau ngomong menggunakan bahasa inggris. Mereka ragu- ragu dikarenakan kurang mengerti pronunciation vocab. Jika salah dalam pronunciation takut beda arti."* (Interview with English teacher 1 of new students tenth grade in bilingual program on Thursday, 09th March 2023 at 01.00 p.m).

The solution implemented by the teacher when facing this problem is that when students feel less confident / lack pronunciation in speaking English, T1 does it by asking students to ask other

mudabbir who understand better.

d) Students feel that vocabulary is difficult (lack of vocabulary)

Based on interviews with teachers, tenth grade new students find it difficult to practice speaking English. The reason is that they find unfamiliar vocabulary that has not been conveyed by the teacher. The amount of English vocabulary given by the teacher is not much vocabulary.

Coding : 04/PROB/T1&T2/W2/ Intrview

T1 & T2: *"Memang banyak anggota kesulitan dalam pengaplikasian sehari- hari dalam berbicara bahasa inggris. Ketika menemukan kosakata bahasa inggris yang asing jadi mereka menggunakan bahasa Indonesia. "* (Interview with English teacher 1 on Thursday, 09th March 2023 at 01.00 p.m & English teacher 2 on Thursday, 09th March 2023 at 08.00 a.m)

The solution implemented by the teacher when facing this problem is that students find foreign/unfamiliar vocabulary done by T1 & T2 were students wrote foreign vocabulary in *kutaib* and then asked the teacher or opened a dictionary.

e) Students forget vocabulary quickly

Based on interview data, researcher was found that students often easily forgot to remember English vocabulary. The main cause is less practiced in everyday conversation. Lack of teachers in supervising the application of students' daily vocabulary.

Coding : 05/PROB/T1&T2/W2/ Intrview

T1 & T2 : *"Banyak nya santri lupa kosakata yang telah diberikan dan tidak bisa menjawab ketika setoran hafalan dan kurangnya penarapan dalam speaking atau writing"* (Interview with English teacher 1 on Thursday, 09th March 2023 at 01.00 p.m & English teacher 2 on Thursday, 09th March 2023 at 08.00 a.m).

The solution implemented by the teacher when facing this problem is that if the student does not remember the vocabulary given, how do T1 make a deposit of English vocabulary memorization. Meanwhile, T2 elicited students' vocabulary with description.

Then, to answer the second problem regarding responses students in the punishment in the process of teaching English, researcher used interview to obtain data and found :

a) Students feel more motivated and responsible.

Based on interviews with 9 students class X students at the SMK As- Salam Surakarta, in the implementation of punishment there are some who argue that students will increase their achievements because students feel challenged to improve and improve their abilities, and are embarrassed if they repeat mistakes.

Coding : S.1, S.2, S.4, S.5,S.6, S.7, S.8 & S.9/pnhmt/pstf

S.1, S.2, S.4, S.6, S.7, & S.9 : *"Iya kak. Hukuman memberi dampak positif kepada kita bikin orang berubah sadar dan tidak mengulangi kesalahan lagi & melatih tanggung jawab kepada barang sendiri"*

S. 5 : *"Sebagai bahan buat mengingat dan sebagai ancuan lebih baik*

kedepannya "

S.8 : *"Biar melatih bertanggung jawab ya tinggi"* (Interview with the students on Saturday, 11st March 2023 at 11.00 a.m)

b) Students feel happy with punishment

Based on interview data from nine students. There is one student who argues that punishment even though tired has very important benefits. After the researcher was interview with S.3 & S.4 , the researcher found the data below :

Coding : S.3 & S.4/pnhmt/pstf

S.3 : *"Malah saya lebih senang kak adanya hukuman dapat menambah kesehatan. "*

S.4 : *"Bersyukur adanya hukuman. Bisa membuat kita belajar disiplin dan tertib. "* (Interview with the students on Saturday, 11st March 2023 at 11.00 a.m)

c) Students feel sad, disappointed, embarrassed, and afraid after receiving punishment.

Based on interviews with most of the tenth grade students at SMK As-Salam Surakarta, the majority of students felt sad and ashamed towards their friends, were afraid of being punished but did nothing wrong and were disappointed in themselves for being punished. After the researcher was interview with S.3, S.4, S.6, S. 7, S.8, & S. 9 the researcher found the data below :

Coding : S.3, S.4, S. 6, S. 7, S.8, & S.9/ pnhmt/ngtf

S.3, S.4, S.6, & S.7: *"Takut mudabbir gak jelas kadang- kadang ada*

masalah tidak dihukum. Tapi takut hukuman banyak dan tidak salah malah dihukum. "

S.8 : *"Jasus (kertas kecil buat hukuman) sebagai fitnah. "*

S.9 : *"Kebanyakan santri itu banyak yang mengangap negative dengan itu kita merasa terbebani dengan hukuman bahasa apalagi hukuman berat seperti menggunakan bahasa daerah. Lah kita malu juga kak harus lari kelilingin lapangan sambil teriak dengan keras kosakata yang disampaikan tadi pagi"* (Interview with the students on Saturday, 11st March 2023)

d) Students feel pain and tired because of physical punishment

Based on interviews with most of the tenth grade students at SMK As-Salam Surakarta, some students feel that punishment is carried out using physical means such as sit up, push up, run up, etc. Students feel sick and tired of all their bodies after finishing doing the punishment at night. Then, students become afraid of being punished.

Coding : S.1, S.5, & S.6/pnhmt/ngtf

S.1 : *"Pengurus asal – asalan fisik main mukul saja bikin emosional." (dengan nada mangkel)*

S.5, & S.6 : *"Terlalu monoton hukumannya dan capek harus push up 50 kali sama kaki pegal harus lari naruto mutari halaman depan pondok. "* (Interview with the students on Saturday, 11st March 2023 at 11.00 a.m)

B. Discussion

This section presents the discussion about the findings, there are three problem statements proposed in this study. Firstly, the researcher found about the teacher's strategies in teaching English vocabulary on bilingual program for students of tenth grade at SMK As- Salam Surakarta. Secondly, the researcher found about problems faced by teacher's in English vocabulary teaching & responses by student's in punishment the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta in Academic Year 2022/2023.

1. Teaching Strategies Used by English Teacher in Teaching Vocabulary at New Students of SMK As- Salam Surakarta in Academic Year 2022 – 2023.

To answer the first formulation of problems, the researcher used the theory from Sprenger (2014) which consists of seven strategies determining the definition and giving an explanation of the word, using a picture or a real object that represents the word, using a synonym of the word, composing the song, use game for reviewing the vocabulary, ask students to make vocabulary note and use the dictionary, modeling the use of word and repetition drill.

From the data finding, the researcher found that the five strategies used by two teachers 10 grade at the SMK Pondok Pesantren Modern As- Salam determine the definition and give an explanation of the word, ask students to make vocabulary notes, compose song, use game for reviewing the vocabulary, and modeling of the word and

repetition drill.

1) Compose the Song

The song is one of the fun strategies in teaching vocabulary. The use of songs can stimulate the performance of the brain in learning. According to Adnyani & Dewi (2020), songs can convince and stimulate the work of the human brain during the learning process.

Based on the observation and interview findings, one of the teachers applied this strategy in certain materials, for example in song material. While other teachers used this strategy more flexibly in any material. By using songs, teaching and learning activities became more fun and not boring.

2) Determine the definition and give explanation of the word

According to Sprenger (2014), students may find it easier to remember the definition of a word if the meaning of the word is described using their own language. The explanation given should use short language and be easy to understand by students. After that, giving explanation & especially in the student's first language makes the student understand easily (advantages).

3) Modeling the use of word and repetition drill

According to Aini et al. (2020) states that repetition drill is listening to the model (speech) given by the teacher and repeating what they hear. The teacher can give an example of the pronunciation of a word or sentence every day repeatedly, even

until the students memorize the word or sentence.

4) Ask students to make vocabulary note

Based on Sprenger (2014), when students find a different word, students can return to the page and write down the meaning or new information about it. By making vocabulary notes, it helps students to remember vocabulary easily because, they will open notes over and over again when they forget about the word. According to Sprenger (2014) found that this strategy can help students learn vocabulary.

5) Use game for reviewing the vocabulary

Here, teacher uses game for reviewing the vocabulary that they have to learned. Games make students become more active in learning. In the classroom, teachers should try to implement game creatively.

Meanwhile, the researcher used the second strategy theory from Nation (1990) which consists of three strategies such as (1) presentations strategies: visual strategy (using a picture, body actions, real object), verbal presentation strategy (definition, translation and exemplification), & audio presentation strategy (using song and audio listening). (2) practice strategies : classroom test, games, & written repetition. (3) strategies for training strategies : guessing from context, and memorization.

From the data finding, the researcher found that the two strategies used of the two teachers such as strategies for training

strategy (guessing from context and memorization) and practice strategies (sentence and test).

a) Guessing meaning from context

Vocabulary can be managed though inferring word meaning from contexts, since guessing word meaning from its context is quite possible. Making the transition to independent learning can be easier and more efficient if teacher help students learn to recognize clues to guessing word meaning from context. Guessing makes students aware of the fact that context determines the meaning of words. To decide the use of an appropriate word to be learnt by students, the teacher has to study words in contex.

b) Memorization

Memory is also very important in the development a second language, and it is vocabulary which requires more emphasized for memorization. This strategy were teaching strategy that involves four sets of memory strategy, namely: creating mental, applying images & sounds, reviewing well, and employing action.

c) Example sentences

This is type of exercise in which student are meant to internalize the target structure. An alternative to the situational approach is to provide students with example sentences, each one being a typical instance of the target word & context. Finally, they get information on the words form and grammar. One advantage

of this approach is that the learners hear the word several times, increasing the likehood of retention in memory.

d) Testing vocabulary

Testing vocabulary also occurs in placement tests / diagnostic tests to find out students level of knowledge or in achievement tests at the end. In most cases, teachers should test vocabulary that they expect their students to know. Teachers need to decide between testing high frequency words / more specialized technical vocabulary. In a vocabulary test, as in most other tests, there are two kinds : recognition items & production items.

Based on Mardika (2008) theory of activity and the steps of teaching vocabulary is in related with the condition field (SMK As-Salam, Surakarta) by using Sprenger (2014) and Nation (1990) theories by two English teacher's of new students 10 grade.

Activities	Steps
Introduction learning	Listen and say the vocabulary given by teacher (compose song, guessing meaning from context, definition and give explanation of the word, & repetition drill,)
Mainly learning	Understand the meaning, create illustrations in the form of sentences,& do exercises express meaning. (making vocabulary notes, reviewing for game,& practice strategy)
Closing learning	Say the word with aloud, & wrote these words. (memorization)

2) The problems faced by teacher's in English vocabulary teaching & responses by student's in punishment the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta in Academic Year 2022-2023.

Meanwile, According to Best J (2020) some difficulties connected with maintaining students' motivation, classroom management and accessing digital technologies. From the data finding, the researcher found that the faced problem used the two teachers such as students motivation and classroom management. So, based on Best J (2020) related the field at SMK As – Salam, Surakarta for new students about problem teaching English vocabulary faced by two teachers.

In addition Edriz (2009) also pointed out some problem is mastering vocabulary such as: 1) students have problem in understand the structure of vocabulary. 2) students feel that vocabulary is difficult. 3) little speaking and writing make students forget words quickly. 4) in a word, students cannot learn words well, because they have some bad habits to study vocabulary. From the data finding, the researcher found that the faced problem used the two teachers such as students feel that vocabulary is difficult, students forget words quickly and students cannot speak English well. So, based on Edriz (2009) related the field at SMK As – Salam for new students about problem teaching English vocabulary faced by two teachers.

The function of punishment on this meeting makes the student not repeat their mistake again, and the result of interview responses students is same as the theory of Skinner (1989) about function of punishment the Pondok Pesantren Modern As- Salam. According Skinner (1989:53) there are four important functions of punishment that play a major role in the formation of expected behavior: restrict behavior, educational, controlling and strengthen motivation.

a) Students feel more motivated and responsible

According to Mila (2018:64), the object of punishment is to inspire children to behave well and increase their academic performance. Based on the interview with the student, the researcher found the student response after getting punishment from the teacher they felt motivated to not repeat the mistake again. Based on student responses, there are two functions of punishment related Skinner (1989) theory namely educational, and strengthen motivation.

b) Students feel happy with punishment

This *jasus* system to monitor students in using two languages has proven that its graduates always have a strong mental and able to speak foreign languages so they are ready to compete when plunging into society (Adiwidjaya, 2010). Based on the interview the student, the researcher found the student response after getting punishment from the teacher they felt happy because can educate students in discipline or obey rules and control

behavior. This based on student responses, there are two functions of punishment related Skinner (1989) theory namely educational, and controlling.

c) Students feel sad, disappointed, embarrassed, and afraid after receiving punishment.

According Skinner (1989:53), about function of punishment are strengthen motivation to avoid unexpected behavior and positive impulse. Based the interview the researcher found the students response they felt sad, embarrassed, afraid, and disappointed after getting punishment from the teacher. There punishment greatly benefits students in bilingual programs based on Baker in (Nguyen et al., 2017) theory of the advantages of bilingual programs.

d) Students feel pain and tired because of physical punishment

This is purposed to make the students chary of conducting misbehavior. Based on the interview with the students, inconvenient punishment such as sit up, push up, etc are kind of punishment that student didn't like because it makes students tired and pain. Based on student responses, there are two functions of punishment related Skinner (1989) theory like restrict behavior & controlling.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

In this chapter the researcher has come to the conclusion of this study, which is to answer the formulation of the problem. Based on the research finding and discussion in the previous chapter. The conclusion are described into some points : they are teacher's English vocabulary teaching strategies, & problem of English vocabulary teaching- responses students of punishment. From those points can be concluded that :

1. Teaching Strategies Used by English Teacher in Teaching Vocabulary at New Students of SMK As- Salam, Surakarta in Academic Year 2022 – 2023.

   There strategies used by the two teachers during four meetings when teaching vocabulary. In this research, the researcher was described about kinds of strategies used by the teacher in teaching vocabulary based on Sprenger (2014) – Nation (1990) theories. The results of this research were the English teachers' strategies in teaching vocabulary at the tenth grade students of SMK As – Salam Surakarta in the academic year 2022/2023. The strategies applied by both of the teachers were to compose song (teacher appoints one of the students to lead his friends to sing together with loudly), guessing meaning from context (teacher gives an description of vocabulary to students so they can think and guess the meaning of the vocabulary), definition

and give explanation of the word (students only pay attention to the explanation & meaning of the vocabulary given by the teacher using two languages), repetition drill (teacher asked students to repeat the teacher's pronunciation and meaning with loudly), making vocabulary notes (teacher instructs students to write the English vocabulary that has been delivered in *kutaib*), reviewing for game (teacher makes a group and explain the rule of game if they lose they get a punishment), practice strategy (the teacher corrects the wrong sentences that the students have made correctly/ do a test), and memorization (the teacher usually asks students to recall yesterday's vocabulary as well as its meaning and repeated the vocabulary given/ deposit the vocabulary memorization).

2. The problems faced by teacher's in English vocabulary teaching & responses by student's in punishment the bilingual program at *Pondok Pesantren* Modern As- Salam, Surakarta in Academic Year 2022-2023.

Second, the faced problem used two teachers s teaching vocabulary based on Best J (2020) and Edriz (2009) theories, then response punishment for students based on Skinner (1989). The results of this research were the faced problem two teachers English vocabulary teaching of new students 10th grade at SMK As-Salam, Surakarta like motivating students, classroom management, lack vocabulary & the students cannot speak English well. Meanwhile, students' responses to language punishment have positive (feel more

motivated and responsible & happy with punishment) & negative sides (feel sad, embarrassed, afraid after receiving punishment, pain and tired because of physical punishment). Beside that, there are four important functions related response student of punishment at Pondok Pesantren Modern As- Salam, Surakarta namely restrict behavior, educational, controlling & strengthen motivation.

B. Suggestion

After the researcher analyzed the data and drawing conclusion. Researcher will provide suggestions. Hopefully the suggestions are useful for the teachers, the students, and other researcher. The researcher would like to propose the following suggestion and advices :

1) For the English teachers

   a) The teacher should know the ability of their students to decide what strategies the teacher's used for teaching. For choosing the strategies the teacher should give attention to student conditions and students needs.

   b) The teacher should make the English class more interesting. So, the students can't be bored in teaching-learning process.

   c) English teacher should learn and explore more about the strategies that will be used so the goal of teaching. Also, be more able to help students improve their students' skills in practicing English.

   d) Teachers are expected to be more motivating students to be

more enthusiastic in learning English, especially vocabulary.

2) For the students

   a) The students should have a strong desire to deepen the vocabulary.

   b) The students should pay attention and more active while the teaching and learning process, so they can understand the material given by the teacher easily.

   c) The students should be happy memorizing vocabulary in order to master many vocabulary in English.

3) For other researchers

   a) The researcher realized that this research is not perfect like many weaknesses dealing with the theory or method because of the limited skill of the researcher.

   b) The other researcher perhaps could develop this research with material and other methods which were suitable for students in world of education.

   c) This research can make other researchers interested in researching the same thing, which is related to strategy in teaching vocabulary.

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APPENDIX 1

Observation Guidelines

OBSERVATION GUIDELINES

Table 4.1 Observation Activities for Teaching Vocabulary By Mardika(2008)

No	The things being observed	Yes	No	Indicator
Prepare before learning by teacher				
a.	The teacher well prepared			
b.	The teacher checks equipment and absences			
c.	The teacher uses appropriate strategy in delivering the vocab			
Introduction learning				
a.	The teacher asks the students to sing a song.			
b.	The teacher gives and students listen when delivering vocab.			
c.	The teacher explains the meaning vocab & gives examples of vocabulary in pronunciation correctly.			
d	The teacher asks students to guess the vocabulary.			
e	The students repeat the vocab (modelling of repetition drill) delivered by teacher.			

Mainly learning				
a.	The students write in vocabulary notebook *(kutaib)* written on small whiteboard.			
b.	The teacher makes games so that students don't get bored.			
c.	The students practice making sentences according to the given vocab.			
d.	The teacher conducts a written vocabulary test.			
Closing learning				
a.	The students memorize the vocab given then says it loudly			
b.	The teacher reminds the vocab that was delivered yesterday			
c.	The teacher ends the learning class & provides motivation.			

FIELD NOTES 1

1. **First observation**

   ▪ Name of teacher : Al – Akh Rizal Fahrul Ramadani

   ▪ Date   : Monday, March 06th 2023

   ▪ Time   : At 08.00 p.m – 09.00 p.m

   ▪ Meeting   : The first meeting

   ▪ Place   : Ustman bin Affan room

The researcher did the observation in the new students tenth grade of SMK As- Salam, Surakarta Monday, March 06th 2023. When the researcher come the teaching learning process was going to in Ustman bin Affan room. The researcher ask permission to *mudabbir*. After al – akh rizal allowed the researcher to entering the room, the researcher stand behind of room to observe the teaching learning process. At the time, al – akh Rizal delivered three vocabularies. They were slippers, nail clippers and bedstead such as slippers. Each of students brought their tools to learn such as students vocabularies book (*kutaib)*, and pen. Before starting class, the teacher and read asmaul husna. At the introduction learning, the *mudabbir* opened the class by saying "*Assalamualaikum wr. Wb*". Then, teacher by saying "*How are you today?*" and also the teacher leaded the students to pray together. The teacher started checking their attendance one by one. After checking students attendance, the teacher *(mudabbir)* asked one student to come forward in front of his friend and lead to sing about colour. Before starting the delivery of new vocabulary, the teacher first sing a song as a warm up. The student said that *"Come on, my friend led sing – song !"*. *Mudabbir* conveys new vocabulary by explaining vocabulary. The teachers provided a definition and explanation of a

word to students using the mixed languages said that *"The first is ……...(something kita gunakan dan selalu dipakai everwhere). That is slippers. Slippers adalah sandal. "* The teacher also gave some models of how to pronounce words correctly *"… Repeat afterme, the first vocab slippers /ˈslɪpə(r)/. Slippers sandal".*

In the main learning, The teacher writes the vocabulary on the small whiteboard which will be delivered. The teacher encourages students to take notes in books "teacher strongly encourages students to take notes in books". Besides, students understand the meaning used in the vocabulary. The teacher explains what the vocabulary means with games. Teacher makes two groups led by their leader *"So, kita buat dua kelompok yang kelompok kiri dipimpin oleh Dika kemudian kelompok kanan dipimpin oleh Hanif "*. Leaders must be able to make their group not lose.

The teacher closessed the meeting by saying "*Hamdalah*" then the teacher said "*Assalamulaikum*" to the students. The teacher also reminded the students to deposit the vocabulary today thirty minutes after the class ended up tomorrow. After that, the teacher asked the students to pray then he said thank you to the students.

No	The things being observed	Yes	No	Indicator
	Prepare before learning by teacher			
a.	The teacher well prepared	V		The teacher prepares mentally and materially when delivering new vocabulary.

b.	The teacher checks equipment and absences	**V**		The teacher orders and checks student equipment before starting teaching.
c.	The teacher uses appropriate strategy in delivering the vocab	**V**		The teacher can master and understand the stages of the strategy in conveying vocabulary.
Introduction learning				
a.	The teacher asks the students to sing a song.	**V**		The teacher asked 1 student to come forward in front of his friend and lead to sing.
b.	The teacher gives and students listen when delivering vocab.	**V**		The teacher gives & reads new vocabulary on small whiteboard.
c.	The teacher explains the meaning vocab & gives examples of vocabulary in pronunciation correctly.	**V**		The teacher conveys new vocabulary by explaining vocabulary and gives examples way of vocab in pronunciation.
d.	The teacher asks students to guess the vocabulary.		**V**	The teacher does not do this strategy
e.	The students repeat the vocab (modelling of repetition drill) delivered by teacher.	**V**		The teacher explains the vocabulary and gives the meaning. Then, students repeat what the teacher utters as quickly as possible.

	Mainly learning			
a.	The students write in vocabulary notebook *(kutaib)* written on small whiteboard.	V		The teacher asks students to write down *(kutaib)* the new vocabulary that has been delivered in small whiteboard
b.	The teacher makes games so that students don't get bored.	V		The teacher makes the game as interesting as possible so that students don't get bored by making groups
c.	The students practice making sentences according to the given vocab.	V		Students practice new vocabulary by making sentences in groups or games.
d.	The teacher conducts a written vocabulary test.		V	The teacher does not do this strategy
	Closing learning			
a.	The students memorize the vocab given then says it loudly		V	The teacher does not do this strategy
b.	The teacher ends the learning class & provides motivation.	V		The teacher also reminded the students to deposit the vocabulary and motivation to memorization vocab.

FIELD NOTES 2

2. **Second observation**

- Name of teacher : Ustadz Muhammad Noval

- Date : Thursday, March 09th 2023

- Time : At 06.45 a.m – 07.00 a.m

- Meeting : The second meeting

- Place : Mosque

The researcher did the observation in the students tenth grade of SMK As-Salam, Surakarta Thursday, March 09th 2023. When the researcher come the teaching learning process was going to in mosque. The researcher ask permission to *ustadz*. After Ustadz Noval allowed the researcher to entering the mosque, the researcher stand behind of room to observe the teaching learning process. At the time, Ustadz Noval delivered two vocabularies. They were <u>wall magazine and martial art</u> such as wall magazine. Each of students brought their tools to learn such as students vocabularies book (*kutaib*), and pen. At the introduction learning, the teacher opened the class by saying "*Assalamualaikum wr. Wb*". Then, teacher by saying "How are you today?" and also the teacher leaded the students to pray together. The teacher started checking their attendance one by one. After checking students attendance, *Ustadz* directly provides context or connection related to the vocabulary conveyed because short time of 15 minutes. Ustadz said that *"The first vocab is wall magazine . Characteristic this vocab boards filled with information, stories and jokes. Biasanya dibuat menarik dan*

sangat kreatif. Yang dijumpai didepan asrama. What is the meaning". Then, students said that *"Papan pengumuman atau madding ust"*. After that, teacher also gave some models of how to pronounce words correctly. Then, the students imitate the pronunciation of teacher as well as the meaning out loud.

In the main learning, this teacher conveys English vocabulary directly without writing it on the whiteboard. On this occasion, teacher did not have to students to write English vocabulary in *kutaib "Silahkan kalau mau ditulis vocab nya. Saya kasih waktu 1 menit yang mau nulis di kutaib"* . In this mainly learning, there is strategies used by the teacher with making vocabulary notes.

The last activity was closing. Then provide motivation, advice, and jokes. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.*

No	The things being observed	Yes	No	Indicator
-center: **Prepare before learning by teacher**				
a.	The teacher well prepared	V		The teacher prepares mentally and materially when delivering new vocabulary
b.	The teacher checks equipment and absences	V		The teacher orders and checks student equipment before starting teaching
c.	The teacher uses appropriate strategy in delivering the vocab	V		The teacher can master and understand the stages of the strategy in conveying

				vocabulary
	Introduction learning			
a.	The teacher asks the students to sing a song.		V	The teacher does not do this strategy
b.	The teacher gives and students listen when delivering vocab.	V		The teacher gives & reads new vocabulary with directly.
c.	The teacher explains the meaning vocab & gives examples of vocabulary in pronunciation correctly.	V		The teacher conveys new vocabulary by explaining vocabulary and gives examples way of vocab in pronunciation.
d.	The teacher asks students to guess the vocabulary.		V	Teacher does not do this strategy
e.	The students repeat the vocab (modelling of repetition drill) delivered by teacher.	V		The teacher explains the vocabulary and gives the meaning. Then, students repeat what the teacher utters as quickly as possible.
	Mainly learning			
a.	The students write in vocabulary notebook *(kutaib)* written on small whiteboard.	V		The teacher asks students to write down *(kutaib)* the new vocabulary that has been delivered.
b.	The teacher makes games so that students don't get bored.		V	Teacher does not do this strategy
c.	The students practice making		V	Teacher does not do this

	sentences according to the given vocab.		strategy
d.	The teacher conducts a written vocabulary test.	V	Teacher does not do this strategy
Closing learning			
a.	The students memorize the vocab given then says it loudly	V	Teacher does not do this strategy
b.	The teacher reminds the vocab (review) that was delivered yesterday and vocab delivered today.	V	Teacher does not do this strategy
c.	The teacher ends the learning class & provides motivation.	V	The teacher asked the students to pray then he provides motivation to the students and closed the class.

FIELD NOTES 3

3. **Third observation**

- Name of teacher   : Al – Akh Rizal Fahrul Ramadani

- Date   : Tuesday, March 14th 2023

- Time   : At 05.00 p.m – 05.30 p.m

- Meeting   : The third meeting

- Place   : Umar bin Khatab in yard

The researcher did the observation in the new students tenth grade of SMK As- Salam, Surakarta Tuesday, March 14th 2023. When the researcher come the teaching learning process was going to in Umar bin Khatab in the yard. At the time, al − akh Rizal delivered three vocabularies. They were <u>apron, stove and tray</u> such as tray. Each of students brought their tools to learn such as students vocabularies book (*kutaib)*, and pen. Before starting class, the teacher and read asmaul husna. At the introduction learning, the *mudabbir* opened the class by saying "*Assalamualaikum wr. Wb*". Then, teacher by saying "How are you today?" and also the teacher leaded the students to pray together. The teacher started checking their attendance one by one. After checking students attendance, the teacher (*mudabbir*) asked one student to come forward in front of his friend and lead to sing about direction. Before starting the delivery of new vocabulary, the teacher first sing a song as a warm up. The student said that *"Come on, my friend led sing – song !"*. The teacher gives an description of vocabulary to students so they can find out the vocabulary*"The first …. Biasanya alat yang sering dipakai when we eat the kitchen atau makan bareng lima orang" (Diberi*

waktu 10 menit). Students can answer from the vocabulary description given by the teacher, namely *nampan*. The teacher also gave some models of how to pronounce words correctly *"... Repeat afterme, the first vocab tray /tɹeɪ/ - nampan".*

In the main learning, The teacher writes the vocabulary on the small whiteboard which will be delivered. The teacher encourages students to take notes in books "teacher strongly encourages students to take notes in books". Besides, students understand the meaning used in the vocabulary. The *mudabbir* chooses one of the students to come the forward *"Ok. Let's Farros forward. Please make sentences about tray."* Then, the students were asked to make sentences according to the vocabulary that had been delivered *"Masih bingung al akh nyusun kalimat. The waiter put glass the tray."* Then the *mudabbir* corrects the wrong sentences that the students have made correctly *"Sudah bagus tapi masih ada yang kurang kalimat nya. Ok al akh benerin yang tepat itu the waiter carried the glasses on a tray."*

Before the teaching was finished, there is strategies used by the teacher such as memorization. the *mudabbir* repeated the vocabulary given. *Mudabbir* usually asks students to recall yesterday's vocabulary as well as its meaning. Then provide motivation, advice, and jokes. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.*

No	The things being observed	Yes	No	Indicator
	Prepare before learning by teacher			

a.	The teacher well prepared	**V**		The teacher prepares mentally and materially when delivering new vocabulary.
b.	The teacher checks equipment and absences	**V**		The teacher orders and checks student equipment before starting teaching.
c.	The teacher uses appropriate strategy in delivering the vocab	**V**		The teacher can master and understand the stages of the strategy in conveying vocabulary.
Introduction learning				
a.	The teacher asks the students to sing a song.	**V**		The teacher asked 1 student to come forward in front of his friend and lead to sing.
b.	The teacher gives and students listen when delivering vocab.	**V**		The teacher gives & reads new vocabulary on small whiteboard.
c.	The teacher explains the meaning vocab & gives examples of vocabulary in pronunciation correctly.		**V**	Teacher do not do this strategy.
d.	The teacher asks students to guess the vocabulary.	**V**		The teacher gives 10 minutes for students to think and guess the meaning of the vocabulary from description.
e.	The students repeat the vocab	**V**		Then, students repeat what the

	(modelling of repetition drill) delivered by teacher.			teacher utters as quickly as possible.
Mainly learning				
a.	The students write in vocabulary notebook *(kutaib)* written on small whiteboard.	V		The teacher asks students to write down *(kutaib)* the new vocabulary that has been delivered in small whiteboard
b.	The teacher makes games so that students don't get bored.		V	Teacher do not do this strategy.
c.	The students practice making sentences according to the given vocab.	V		The students were asked to make sentences according to the vocabulary that had been delivered.
d.	The teacher conducts a written vocabulary test.		V	The teacher do not do this strategy
Closing learning				
a.	The students memorize the vocab given then says it loudly	V		The teacher asks students to repeat the vocabulary that has been delivered aloud
b.	The teacher ends the learning class & provides motivation.	V		The teacher asked the students to pray then he provides motivation to the students & closed the class.

FIELD NOTES 4

4. **Fourth observation**

- Name of teacher   : Ustadz Muhammad Noval

- Date   : Friday, March 17ʰ 2023

- Time   : At 06.45 a.m – 07.00 a.m

- Meeting   : The fourth meeting

- Place   : Yard class

The researcher did the observation in the students tenth grade of SMK As-Salam, Surakarta Friday, March 17th   2023. When the researcher come the teaching learning process was going to in yard class. After Ustadz Noval allowed the researcher to following the yard, then researcher to observe the teaching learning process. At the time, Ustadz Noval delivered two vocabularies. They were <u>scoop and shelf</u> such as shelf. Each of students brought their tools to learn such as students vocabularies book (*kutaib)*, and pen.   At the introduction learning, the teacher opened the class by saying "*Assalamualaikum wr. Wb*". Then, teacher by saying "*How are you today*?" and also the teacher leaded the students to pray together. The teacher started checking their attendance one by one. After checking students attendance, *Ustadz* uses new vocabulary by using sentences or daily conversations according to the vocabulary to be conveyed *"The first is shelf. He arranged the books on the shelf."*. Then the *ustadz* gave the meaning of the vocabulary and its uses*"Dari contoh ustadz yang berikan tadi shelf itu tempat dimana menaruh barang yang sering kita gunakan. So shelf meaning is rak".*After that, teacher also gave some models of how to pronounce

words correctly. Then, the students imitate the pronunciation of teacher as well as the meaning out loud.

In the main learning, this teacher conveys English vocabulary directly without writing it on the whiteboard. On this occasion, teacher did not have to students to write English vocabulary in *kutaib "Silahkan kalau mau ditulis vocab nya. Saya kasih waktu 1 menit yang mau nulis dikutaib"* . The teacher asks students to do the exam that has been studied. The teacher only monitors during the exam. In this exam the teacher gives rewards for the highest scores and the teacher gives punishments to students for the low scores.

The last activity was closing. the teacher collects back the worksheets that students work. After that, the teacher asked the students to pray then he said thank you to the students and closed the class by saying *hamdallah* and *Wassalamu'alaikum Wr. Wb.*

No	The things being observed	Yes	No	Indicator
Prepare before learning by teacher				
a.	The teacher well prepared	V		The teacher prepares mentally and materially when delivering new vocabulary
b.	The teacher checks equipment and absences	V		The teacher orders and checks student equipment before starting teaching
c.	The teacher uses appropriate strategy in delivering the vocab	V		The teacher can master and understand the stages of the strategy in conveying

				vocabulary
	Introduction learning			
a.	The teacher asks the students to sing a song.		V	The teacher does not do this strategy
b.	The teacher gives and students listen when delivering vocab.	V		The teacher gives & reads new vocabulary with directly.
c.	The teacher explains the meaning vocab & gives examples of vocabulary in pronunciation correctly.	V		The teacher conveys new vocabulary by explaining vocabulary and gives examples way of vocab in pronunciation.
d.	The teacher asks students to guess the vocabulary.		V	Teacher does not do this strategy
e.	The students repeat the vocab (modelling of repetition drill) delivered by teacher.	V		The teacher explains the vocabulary and gives the meaning. Then, students repeat what the teacher utters as quickly as possible.
	Mainly learning			
a.	The students write in vocabulary notebook *(kutaib)* written on small whiteboard.	V		The teacher asks students to write down *(kutaib)* the new vocabulary that has been delivered.
b.	The teacher makes games so that students don't get bored.		V	Teacher does not do this strategy
c.	The students practice making		V	Teacher does not do this

	sentences according to the given vocab.			strategy
d.	The teacher conducts a written vocabulary test.	**V**		The teacher provides direct practice to students in the form of exercises and tests.
Closing learning				
a.	The students memorize the vocab given then says it loudly		**V**	Teacher does not do this strategy
b.	The teacher ends the learning class & provides motivation.	**V**		The teacher collects back the worksheets that students work and closed the class.

APPENDIX 2

Interview Guidelines

INTERVIEW GUIDELINES

I. Interview guidelines with the chief executive of bilingual program.

1. Apa saja kegiatan bilingual yang ada di pondok pesantren ini?

2. Adakah proses apresiasi atau tanggapan dari ustadz, santri, maupun wali santri dengan adanya program bilingual?

3. Adakah program mentoring atau pengarahan atau evaluasi bagi ustadz atau OP3MIA sebelum penyampaian kosakata baru?

4. Apakah kendalanya & upaya pada kegiatan program bilingual ini di pondok pesantren?

5. Adakah sanksi atau hukuman bagi santri yang tidak menaati aturan dari program bilingual ini?

II. Interview guidelines with the English teacher/ ustadz of bilingual program.

1. Apa saja cara guru menyampaikan/ strategi pengajaran kosakata baru yang digunakan kepada santri?

2. Bagaimana pengimplementasian strategi tersebut?

3. Mengapa pondok ini memilih mengadakan dan tujuan program kelas tambahan vocabulary untuk santri baru?

4. Apakah ada persiapan sebelum memulai menyampaikan kosakata baru kepada santri?

5. Bagaimana menurut guru kemampuan santri baru untuk diajak kerjasama dalam kegiatan *tadzwizul mufrodat* (penyampaian vocab)?

6. Bagaimana menurut guru tingkat pemahaman vocab atau aplikasinya dari santri baru di pondok ini?

7. Bagaimana kemampuan guru yang menyampaiakan vocab pada program bilingual?

8. Apa kendala atau permasalahan yang dihadapin pada saat proses pengajaran kosakata berlangsung?

9. Bagaimana solusi yang diterapkan ketika menghadapi permasalahan pada proses pengajaran kosakata berlangsung?

10. Bagaimana sistem guru untuk memonitor atau memantau hafalan kosakata santri baru?

11. Bagimana guru menyikapi santri yang tidak memahami materi yang disampaikan?

12. Cara apa yang biasa guru lakukan untuk meningkatkan kemampuan santri baru dalam pemahaman vocab mereka?

III. Interview guidelines with the new students/ santri of bilingual program

1. Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

2. Bagaimana respon adik ketika guru dalam penyampaian kosakata?

3. Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

4. Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

TRANSCRIPTION OF INTERVIEW

Interview with the chief executive of bilingual program.

Date   : Wednesday, May 24th 2023

Place   : Kantor Humas Pondok Pesantren Modern As – Salam Surakarta

Interviewee : Ustadz Zulianto

Interviewer : Djorghi Fauzan Adi

Researcher : Assalamualaikum ustadz maaf ganggu. Disini saya mau interview ustadz tentang pelaksanaan program bilingual

Ust. Zul   : *"Ya nak. Silahkan apa yang mau ditanyakan. "*

Researcher : Baik ustadz. Apa saja kegiatan bilingual yang ada di pondok pesantren ini?

Ust. Zul   : *"Kegiatan bilingual pondok ini meliputi muhadoroh, tadwidzul mufrodat/ penambahan kosakata semua kelas dan muhadatsah diadakan setiap minggu pagi. "*

Researcher : Adakah proses apresiasi / tanggapan ustadz, santri, wali santridengan adanya program bilingual?

Ust. Zul   : *"Para santri pada antusis apalagi mengikuti kegiatan ini. Apalagi wali santri alah satu daya tarik program bahasa itu. Dan itu anak kita apresiasi ketika berprestasi dalam kegiatan bahasa agar lebih semangat dan menumbuhkan kepada santri lainnya dalam berbahasa. "*

Researcher : Adakah program mentoring/ pengarahan/ evaluasi bagi ustadz/ OP3MIA sebelum penyampaian kosakata?

Ust. Zul   : *"Untuk evaluasi ideal nya dilakukan diakhir. Kalau diawal sifatnya itu sosialisasi kalau program itu telaksana diakhir tentunya kita lakukan evaluasi. Salah satunya*

dengan menguji kompetensi atau melakukan pelatihan bagi ustadz/ OP3MIA yang memerlukan kompotensi supaya lebih bagus kedepannya. *"*

Researcher : Apakah kendala dan upaya pada kegiatan program bilingual di pondok ini?

Ust. Zul : *"*Kendalanya yaitu anak – anak dalam semangat dikatakan kurang, belum benar-benar mengetahui pentingnya bahasa asing, minat anak dalam berbahasa tidak setinggi dengan minat dalam olahraga. Upayanya dari ustadz atau pengurus OP3MIA selalu memberikan motivasi, semangat, contoh –contoh kakak yang sudah sukses kuliah di luar negeri karena lewat ketrampilan bahasa dan disana kita memberikan reward yang berprestasi dalam kegiatan bahasa dan adakan program khusus bimbingan bahasa supaya anak- anak tidak berpikiran bahasa itu susah maka nya kita berupaya minat anak berbahasa sellau tinggi baik memberka rewrd, bimbingan atau kegiatan bahasa. *"*

Researcher : Adakah sanksi atau hukuman bagi santri yang tidak menaati aturan program ini?

Ust. Zul : *"*Tentu adasanksi bagi santri yag tidak metaati program yang kita rencanakan. Pertama bisa berupa nasihat, peringatan dan kemudian memberikan hukuman fisik yang mendidik. *"*

Researcher : Itu saja ustadz pertanyaan interview hari ini. Terimakasih maaf kalau bikin repot.

Ust. Zul : Ya nak. Semoga sukses ya mengerjakan skripsi dan sidangnya.

Interview with the two English teachers of bilingual program.

<u>**The First English Teacher**</u>

Date   : Thursday, March 09th 2023

Place   : Mudabbir room

Interviewee : Rizal Fahrul Ramadani (**first teacher**)

Interviewer : Djorghi Fauzan Adi

Researcher : Assalamualaikum maaf dek. Saya dari mahasiswa UIN surakarta ingin melakukan interview tentang strategi TM di pondok ini.

Akh Rizal   : *"Ok mas. Saya siap bantu mas. "*

Researcher : Oh iya mas wali kamar kan. Kalau boleh tau wali kamar kelas berapa dan megang berapa kamar. Soalnya saya juga dulu pernah jadi mudabbir.

Akh Rizal   : *"Ya mas saya mudabbir lughoh kelas 10 santri baru dan saya megang dua kamar."*

Researcher : Baik saya mulai yaa. Apa saja cara guru menyampaikan/ strategi pengajaran kosakata baru yang digunakan kepada santri?

Akh Rizal   : *"Strategi / langkah – langkah yang digunakan oleh saya untuk menyampaikan kosakata baru kepada anggota. Diantara lain yaitu song, explain the vocab, guessing, pengulangan, menulis kosakata di kutaib, game, dan memorization. "*

Researcher : Bagaimana pengimplementasian strategi tersebut?

Akh Rizal : Kemudian untuk implementasi dari strategi yang di atas sebagai berikut :

Pertama *compose song*, jadi sebelum memulai pengajaran biasanya suruh anggota untuk bernyanyi supaya mereka pada semangat dan suasana hatinya bagus. *"Dengan menggunakan lagu membuat santri lebih semangat di awal kegiatan pengajaran. Lagu juga*

membuat mancing santri aktif dan menciptakan suasana yang menyenangkan. Biasanya saya

Mas menunjuk satu orang untuk maju didepan untuk memimpin temannya. Lalu biasanya lagu

yang dipakai tergantung saya minta seperti direction, transportation, colour, etc. " **(02/ str/**

sng/ T1/ M3/ Intrview)

Kedua, *explain the vocabulary* itu biasanya saya pakai ini tergantung *mudabbir*

nya sendiri. Tapi, yang paling sering digunakan *guessing word* daripada ini. Disini saya

langsung memberikan kosakata baru bahasa inggris tapi langsung menjelaskan yang

berhubungan dengan kosakata baru kemudian saya memberitahu arti nya dan memberikan

contoh kalimat juga. Anggota hanya memperhatikan saja nanti ada juga *game* dimana mereka

harus buat kalimat sendiri atau lainnya.

Ketiga, *guessing vocab* lah ini yang dipakai *mudabbir* paling banyak. Dimana

anggota harus menebak arti kosakata baru dengan benar. *"Saya juga buat memancing siswa*

supaya tau artinya. Pertama saya belum menunjukkan kosakata saya tulis dipapan tulis kecil.

Dengan cara kasih gambaran atau ciri- ciri kosakata itu. Kemudian mereka menebak selama

10 menit. Jika mereka berhasil menebak atau tidak arti kosakata yang akan diberikan. Saya

langsung menunjukkan kosakata yang diberikan." **(02/str/Guess/T1/ M3/ Intrview)**

Keempat pengulangan disini saya setelah memberikan arti kosakata. Setelah itu

saya mas memberikan contoh pengucapan. Mereka mengikuti omongan saya pelafalan

sekaligus arti berkali- kali dengan suara keras.

Kelima menulis di *kutaib* setelah itu baru anggota menulis di *kutaib* masing-

masing. *Mudabbir* memantau anggota untuk menulis di *kutaib*. Waktu anggota hanya 5 menit.

Keenam yaitu game supaya kelas tidak monoton dan anggota bersemangat. Pada

game ini tergantung wali kamar bagaimana membuat game semenarik mungkin. Biasanya

dibuat perkelompok kemudian walikamar membaca peraturan nya disana juga terdapat hukuman bagi kelompok yang salah.

Researcher : Mengapa pondok ini memilih mengadakan dan tujuan program kelas tambahan vocabulary untuk santri baru?

Akh Rizal : *"Karena di era jaman sekarang semua aspek membutuhkan bahasa inggris. Karena bahasa inggris jadi bahasa internasional "*

Researcher : Apakah ada persiapan sebelum memulai menyampaikan kosakata baru kepada santri?

Akh Rizal : *" Sebenarnya awalan grogi dan kena mental, tapi karena terbiasa sudah siap dan sudah mempersiapkan diri ketika masuk kamar anggota. "*

Researcher : Bagaimana menurut guru kemampuan santri baru untuk diajak kerjasama dalam kegiatan *tadzwizul mufrodat* (penyampaian vocab)?

Akh Rizal : *"Kalau santri baru tetap dibimbing, diarahkan dan dibersamai supaya mudah diajak kerjasama. Santri baru juga sangat antusias dan mudah diajak kompromi "*

Researcher : Bagaimana menurut guru tingkat pemahaman vocab atau aplikasinya dari santri baru di pondok ini?

Akh Rizal **:** *"Bertahap mulai dari pengenalan, proses dan evaluasi dan tetap dibersamai "*

Researcher : Bagaimana kemampuan guru yang menyampaiakan vocab pada program bilingual?

Akh Rizal : *"Kurang mas, kurang menguasai bahasa inggris dikarenakan kurang nya pengetahuan dan penerapan mudabbir dalam dua bahasa "*

Researcher : Apa kendala atau permasalahan yang dihadapin pada saat proses pengajaran kosakata berlangsung?

Akh Rizal : Adapun kendala yang saya hadapiin ketika penyampaian kosakata:

"Kendala pertama, motivasi anggota masih kurang untuk belajar bahasa ada yang mengantuk, dan banyak anggota belum datang atau ijin terus ke kamar mandi." **(01/ PROB/T1 /W2/ Intrview)**

"Kedua, sebagian anggota ada yang kurang memperhatikan sehingga anggota ramai sendiri tidak memperhatikan mudabbir pada proses pengajaran." **(02 /PROB/T1/ W2/ Intrview)**

"Ketiga, banyak anggota ketika mau ngomong menggunakan bahasa inggris. Mereka ragu-ragu dikarenakan kurang mengerti pronunciation vocab. Jika salah dalam pronunciation takut beda arti." **(03/ PROB/ T2/ W2/ Intrview)**

"Keempat, memang banyak anggota kesulitan dalam pengaplikasian sehari- hari dalam berbicara bahasa inggris. Ketika menemukan kosakata bahasa inggris yang asing jadi mereka menggunakan bahasa Indonesia." **(04/ PROB/ T2/ W2/ Intrview)**

"Terakhir, banyak nya santri lupa kosakata yang telah diberikan dan tidak bisa menjawab ketika setoran hafalan dan kurangnya penarapan dalam speaking atau writing" **(05/ PROB/ T2/ Intrview)**

Researcher : Bagaimana solusi yang diterapkan ketika menghadapi permasalahan pada proses pengajaran kosakata berlangsung?

Akh Rizal : *"*Masalah pertama saya yang dilakukan adalah melakukan game dan absenan, masalah kedua yaitu ada satu lagi yang jaga dibelakang (*mudabbir amn*) dan memberikan hukuman langsung, masalah ketiga menanyakan langsung ke mudabbir yang lebih paham cara pronunciation yang baik, keempat saya menyuruh santri mencatat kosakata yang tidak dimengerti di *kutaib*, dan terakhir mengadakan setoran hafalan pada hari minggu."

Researcher : Bagaimana sistem guru untuk memonitor atau memantau hafalan kosakata santri baru?

Akh Rizal : *"Setiap berjumpa & istirahat sekolah keliling ditanyai, setiap hari minggu setoran hafalan, dan muhadatsah "*

Researcher : Bagaimana guru menyikapi santri yang tidak memahami materi yang disampaikan?

Akh Rizal : *"Sebagai evaluasi,dan dipanggil orangnya dikasih pemahaman."*

Researcher : Cara apa yang biasa guru lakukan untuk meningkatkan kemampuan santri baru dalam pemahaman vocab mereka?

Akh Rizal : *"Dilakukan muroja'ah (pengulangan materi dibahas kembali sampai benar tau) "*

Researcher : Terimakasih banyak dek atas bantuannya.

The Second English Teacher

Date   : Thursday, March 09th 2023

Place   : Kantor Humas Pondok Pesantren Modern As – Salam Surakarta

Interviewee : Ustadz Muh. Noval **(second teacher)**

Interviewer : Djorghi Fauzan Adi

Researcher : Assalamualaikum ustadz selamat pagi maaf ganggu waktunya ustadz. Saya dari mahasiswa UIN surakarta ingin melakukan interview dengan ustadz terkait skripsi saya.

Ust. Noval : *"Silahkan mas. Ada yang bisa bantu saya akan jawab pertanyaan mas. "*

Researcher : Apa saja cara guru menyampaikan/ strategi pengajaran kosakata baru yang digunakan kepada santri?

Ust. Noval : *" Ada beberapa strategi yang digunakan oleh saya untuk menyampaikan kosakata baru kepada santri. Pertama penjelasan dan koneksi (determine explanation), Kedua*

memberikan model atau contoh (*guessing*), Ketiga Pengulangan (*repetition dril*) dan latihan (*practice*) dan Keempat *punishment and reward (game).* "

Researcher : Bagaimana pengimplementasian strategi tersebut?

Ust. Noval : Kemudian untuk implementasi dari strategi yang di atas sebagai berikut :

Pertama penjelasan dan koneksi, " *Jadi kosakata baru dikaitkan dengan kehidupan sehari-hari santri. Misalnya, jika kosakata tersebut terkait dengan makanan, saya langsung bawa makanan tersebut untuk digunakan sebagai alat peragaan atau gambar untuk memperjelas arti makna dari benda atau kata tersebut. Selain itu, mengaitkan kosakata baru dengan pengalaman atau pengetahuan santri selama ini.* " **(04/str/ Expln/T2/ Intrview)**

Kedua memberikan model atau contoh, jadi saya masukkan penggunaan kosakata baru dalam kalimat atau percakapan sehari-hari pada materi. Kemudian mereka menebak langsung ditempat dan praktek sendiri sambil saya mengkoreksi pronounce nya tapi sebelumnya saya memberikan contoh penggunaan kata tersebut.

Ketiga Pengulangan dan latihan, pengulangan itu kunci dalam memperkuat kosakata baru. Jadi setiap awal kelas selalu saya ingatkan sambil memberikan pertanyaan langsung pada santri kosakata baru yang sudah saya berikan sebelumnya. Kalau latihan bisa berupa memberikan waktu untuk fokus menghafal dengan diawasi dan jangan terlalu lama karena yang diberikan cuma sedikit sedikit, sambil latihan menghafal. Dan juga ada test diakhir semester terkhusus dengan kosakata pada kelas tambahan.

Keempat *punishment* and *reward*, "*Memberikan kepada anak yang berhasil menjawab pertanyaan di kelas biasanya diberikan voucher untuk jajan di koperasi agar meningkatkan semangat dan antusias di kelas. Untuk hukuman karena tidak mengerjakan tugas ataupun tidak bisa menjawab quiz.* " **(04/str/TEST/T2/ Intrview)**

Researcher : Mengapa pondok ini memilih mengadakan dan tujuan program kelas tambahan vocabulary untuk santri baru?

Ust. Noval : *"Memperluas kosakata bahasa asing, meningkatkan kemampuan komunikasi, meningkatkan keterampilan membaca, dan meningkatkan keterampilan menulis santriagar mendukung pembelajaran santri dalam kehidupan sehari-hari."*

Researcher : Apakah ada persiapan sebelum memulai menyampaikan kosakata baru kepada santri?

Ust. Noval : *"Persiapan yang dilakukan sebelum kelas adalah persiapan materi dari tim bahasa dan metode yang akan disampaikan di depan kelas. "*

Researcher : Bagaimana menurut guru kemampuan santri baru untuk diajak kerjasama dalam kegiatan tadzwizul mufrodat (penyampaian vocab)?

Ust. Noval : *"Santri baru cenderung lebih aktif ketimbang santri lama, secara semangat dalam menerima pembelajaran serta masih antusias menghadapi kegiatan yang baru bagi mereka. "*

Researcher : Bagaimana menurut guru tingkat pemahaman vocab atau aplikasinya dari santri baru di pondok ini?

Ust. Noval : *"Tingkat pemahaman santri cenderung terbatas karena dibatasi terhadap penggunaan teknologi, tetapi untuk pemahaman di kelas terbilang kurang karena waktu yang diberikan hanya 15 menit, jadi tidak sempat untuk memastikan santri paham dengan benar. Pengaplikasian dari bahasa terbilang kurang di Assalaam karena tidak ada patroli bahasa yang sering dilakukan di asrama. "*

Researcher : Bagaimana kemampuan guru yang menyampaiakan vocab pada program bilingual?

Ust. Noval : *"Kemampuan guru rata-rata terbilang cukup apabila diserahkan ke santri-santri baru namun untuk santri lama masih banyak guru yang belum memiliki keahlian dari bahasa tersebut, jadi hanya sekedar mengisi kelas untuk memberikan materi, dibandingkan daripada kelas kosong tanpa pemateri, tapi ada beberapa guru yang memang benar benar bagus dalam penyampaian materi dan ilmu tapi sangat terbatas pada kemampuan menghadapi santri yang terlalu banyak dan berbeda tingkat pemahamannya. "*

Researcher : Apa kendala atau permasalahan yang dihadapin pada saat proses pengajaran kosakata berlangsung?

Ust. Noval : kesulitan saya ketika proses penyampaian kosakata pada pagi hari :

"Kendala pertama, karena waktu yang singkat sehingga pemahaman anak anak kurang meresap, serta dari santri masih banyak yang malas membawa buku tulis." **(01/ PROB/T2 /W2/ Intrview)**

"Kedua, sulitnya ketika proses pengajaran yaitu mengkoordinasi suasana kelas dan mengelola kelas. " **(02 /PROB/T2/ Intrview)**

"Ketiga, santri banyak menggunakan bahasa Indonesia dikarenakan menemukan kosakata asing." **(04/ PROB/ T2/ Intrview)**

"Terakhir, banyaknya santri lupa kosakata yang telah diberikan. " **(05/ PROB/ T2/ Intrview)**

Researcher : Bagaimana solusi yang diterapkan ketika menghadapi permasalahan pada proses pengajaran kosakata berlangsung?

Ust. Noval : *"Masalah pertama saya yang dilakukan adalah mengecek absen kehadiran santri dan mengingatkan selalu membawa kutaib,* masalah kedua yaitu bertindak tegas dalam masalah waktu kedatangan, serta materi dan tujuan yang jelas pemahaman apa yang ingin dapat dicapai oleh santri (ditegur), ketiga saya menyuruh santri mencatat kosakata yang tidak dimengerti di *kutaib*, dan terakhir memancing santri dengan deskripsi kosakata. *"*

Researcher : Bagaimana sistem guru untuk memonitor atau memantau hafalan kosakata santri baru?

Ust. Noval : *"*Monitoring biasanya dilaksanakan ketika waktu longgar oleh para asatidz, ketika di asrama, baik waktu sore ataupun malam, sehingga fleksibel dalam menyetor hafalan tersebut, tapi di beri batas waktu untuk menyetorkan hafalan. *"*

Researcher : Bagimana guru menyikapi santri yang tidak memahami materi yang disampaikan?

Ust. Noval : *"*Guru akan memanggil santri secara personal diluar dari jam kelas untuk memberikan materi secara khusus.*"*

Researcher : Cara apa yang biasa guru lakukan untuk meningkatkan kemampuan santri baru dalam pemahaman vocab mereka?

Ust. Noval : *"*Cara yang paling efektif adalah menanyakan langsung diluar jam kelas materi yang telah disampaikan, dengan berpatroli di asrama sambil menanamkan pemahaman santri bahwa bahasa dapat diterapkan dimana saja. *"*

Researcher : Terimakasih banyak ustadz atas bantuannya

Ust. Noval : Iya mas sama-sama. Dilancarkan selalu mengerjakan penelitian

Interview with the nine new students 10th grade SMK of bilingual program.

The First Student

Date : Saturday, March 11st 2023

Place : Umar bin Khatab room

Interviewee : Ahnaf Faiz

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Ahnaf : Kendalanya mas adalah materi sulit dipahami, & sering mengantuk. Cara mengatasinya yaitu berusaha dibikin seru.

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Ahnaf : Bosan kelama- lamaan 2 kosakata terus

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Ahnaf : Positifnya bikin orang berubah tidak mengulangi kesalahan sama. Sedangkan, negatifnya fisik dan emosional

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Ahnaf : Teriak bareng- bareng dilakukan al akh bersama- sama pasti gampang diingat dan terus diulang- ulang oleh *mudabbir*. **(02/ str/ Rpt/ S.1/ Intrview)**

The Second Student

Date : Saturday, March 11st 2023

Place : Umar bin Khatab room

Interviewee : Muhammad Alfian Yudhistira

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Alfian : Kendalanya adalah materi dan cara pengucapan kosakata. Cara mengatasinya yaitu tanya *mudabbir*.

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Alfian : Bosan tidak seru penyampaiannya. Tapi, ada beberapa yang asyik

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Alfian : Positifnya bikin orang berubah tidak mengulangi kesalahan sama dan mengingatin. Sedangkan negatifnya

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Alfian : *Game* **(01/ str/ Gm/ S.2/ Intrview)**

The Third Student

Date : Saturday, March 11ˢᵗ 2023

Place : Umar bin Khatab room

Interviewee : Bagus Arya Prasetyo

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Bagus   : Iya cara penyampaian kendalanya adalah kurang seru dan belum paham terus dilanjutin. Cara mengatasinya yaitu tanya *mudabbir* dan teman yang bisa.

Researcher :   Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Bagus   : Hanya bisa dengerin dan bosan. Yang paling asyik tebak- menebak.

Researcher :   Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Bagus   :   Positifnya bikin tambah sehat dan sadar kesalahan. Sedangkan negatifnya

Researcher :   Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Bagus   : Dengan cara diulang- ulang. **(02/ str/ Rpt/ S.3/ Intrview)**

The Fourth Student

Date   : Saturday, March 11ˢᵗ 2023

Place   : Umar bin Khatab room

Interviewee : Wildan Diyaan Azka

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Wildan   : Kendalanya adalah kurang paham bahasa inggris, banyak kosakata yang belum diketahui, dan penyampaian kosakatanya kurang jelas. Cara mengatasinya yaitu baca/ menghafal/ lebih memperhatikan diterangkan lebih dalam artinya.

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Wildan   : Lebih seru dekat sama anggota apalagi pas waktu disuruh berdiri.

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Wildan : Positifnya buat sadar akan kesalahan dan bersyukur adanya hukuman. Sedangkan, negatifnya bikin males dan *mudabbir* tidak jelas kadang- kadang ada masalah tidak ada sanksi.

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Wildan : *Game* **(01/ str/ Gm/ S.4/ Intrview)**

The Fifth Student

Date : Saturday, March 11st 2023

Place : Umar bin Khatab room

Interviewee : M. Fawaz Akbar

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Fawwaz : Kendalanya adalah sulit penyampaiannya dan kurang media. Cara mengatasinya yaitu anggota diberi penekanan biar terbiasa .

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Fawwaz : Pengucapannya ragu- ragu dan *mudabbir* jarang gunakan bahasa inggris.

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Fawwaz : Positifnya sebagai bahan buat mengingat dan sebagai ancuan lebih baik kedepannya. Sedangkan, negatifnya capek.

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Fawwaz : *Game* **(01/ str/ Gm/ S.5/ Intrview)**

<u>**The Sixth Student**</u>

Date : Saturday, March 11st 2023

Place : Usman bin Affan room

Interviewee : Dika Irfan Fatoni

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Dika : Kendalanya adalah penerapan karena logat jawa dan lingkungannya. Cara mengatasinya yaitu *muhadatsah* ditambah materi .

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Dika : *Mudabbir*nya sangat perhatian.

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Dika : Positifnya ada alasan berubah dan tidak usah dilanggar. Sedangkan, negatifnya capek, mangkel, dan salah tapi tidak salah.

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Dika : Diulang- ulang. **(02/ str/ Rpt/ S.6/ Intrview)**

<u>**The Seventh Student**</u>

Date : Saturday, March 11st 2023

Place : Ustman bin Affan room

Interviewee : Imam Abu Hanifah

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Pasha : Kendalanya adalah malas kurang mengingat vocab. Cara mengatasinya yaitu diingat dibaca kutaibnya dan sering ngomong dengan orang lain..

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Pasha : Mudabbir berani mimpin dan sering ngomong ke anggota menggunakan bahasa indonesia.

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Pasha : Positifnya bisa berubah lebih baik.dan takut dihukum lagi. Sedangkan, negatifnya yaitu kesal, takut kena hukuman banyak dan salah tapi tidak dihukum.

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Pasha : Game **(01/ str/ Gm/ S.7/ Intrview)**

The Eighth Student

Date : Saturday, March 11st 2023

Place : Usman bin Affan room

Interviewee : Khanza Zulfar

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Zulfar : Kendalanya adalah kosakata nya belum dipahami dan kosakatanya belum banyak. Cara mengatasinya yaitu bertanya pada *mudabbir*.

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Zulfar : Bertanya ke *mudabbir* malah tidak tau.

Researcher : Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Zulfar : Positifnya dapat bertanggung jawab. Sedangkan negatifnya sistem *jasus* bikin kena fitnah..

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Zulfar : *Game* biasanya berupa sambung-sambung kata, ular tangga, dll. **(01/ str/ Gm/ S.8/ Intrview)**

The Ninth Student

Date : Saturday, March 11st 2023

Place : Usman bin Affan room

Interviewee : Imam Abu Hanifah

Interviewer : Djorghi Fauzan Adi

Researcher : Apakah adik mengalami kesulitan dalam mengikuti pembelajaran bahasa inggris di pondok ini? Kendalanya apa dan cara mengatasinya?

Imam : Tidak ada kendala semakin mudah kosakatanya diulang- ulang terus tidak sengaja mempraktekkan sendiri.

Researcher : Bagaimana respon adik ketika guru dalam penyampaian kosakata?

Imam : Guru sudah interaktif tapi kurang permainan dan kurang seru.

Researcher :   Bagaimana respon adanya hukuman pada program bilingual di pondok ini?

Imam   : Positifnya jadi malu tidak ngulang, dan melatih bertanggung jawab menjaga barang sendiri. Sedangkan negatifnya kalau lari naruto pasti capek dan mencuri.

Researcher : Apakah metode yang digunakan guru yang bisa memudahkan memahami bahasa inggris?

Imam   :   Disuruh tebak menebak. Guru kasih kosakata tadi kosakata ini kita tidak tau dikasih kosakata bahasa inggris. Kita disuruh menebak itu caranya ituloh yang biasanya kalian pakai.   **(03/ str/ Guess/ S.9/ Intrview)**

APPENDIX 3

Documentation

SMK ASSALAAM SUKOHARJO
PONDOK PESANTREN MODERN ISLAM ASSALAAM
TAHUN PELAJARAN 2022 / 2023

No. URUT	NIS	ID SANTRI	KLS	UNIT	NAMA
1	22,535	2223150	X Pa TKJ	SMK	AHNAF FAIZ
2	22,536	2223107	X Pa TKJ	SMK	ALFIAN ARYA IBNU PRATAMA
3	22,537	2223687	X Pa TKJ	SMK	DIKA IRFAN FATONI
4	22,538	2223686	X Pa TKJ	SMK	DIMAS IRFAN FATONI
5	22,539	2223652	X Pa TKJ	SMK	FARROS AL AMIN
6	22,540	2223381	X Pa TKJ	SMK	HANIF ROBBAANII
7	22,541	2223670	X Pa TKJ	SMK	IBRAHIM IRFAN FATHONI
8	22,542	920455	X Pa TKJ	SMK	IMAM ABU HANIFAH
9	22,543	2223387	X Pa TKJ	SMK	MAHMUD AQQAD AL HUMAMI
10	22,544	2223484	X Pa TKJ	SMK	MUHAMMAD ALFIAN YUDHISTIRA
11	22,545	920641	X Pa TKJ	SMK	MUHAMMAD ZIDANE
12	22,546	2223693	X Pa TKJ	SMK	PASHA ABEL APRIAN
13	22,547	2223530	X Pa TKJ	SMK	SUKMA JULLY LAMADIRI
14	22,548	2223536	X Pa TKJ	SMK	WANDA MARDIANSYAH
15	22,549	2223449	X Pa TKJ	SMK	WILDAN DIYAAN AZKA
16	21,519	2122217	X Pa TKJ	SMK	ARRAAFI RAMADHAN EMANANDA
17	21,520	819375	X Pa TKJ	SMK	ARYANINGRAT MAULANA ILMI
18	21,521	819423	X Pa TKJ	SMK	BAGUS ARYA PRASETYO
19	21,522	2122707	X Pa TKJ	SMK	GHIFARI AHMAD LUTHFAN
20	21,523	819409	X Pa TKJ	SMK	HAIDAR RAFI'IBRAHIM
21	21,524	819578	X Pa TKJ	SMK	IKHZA AKRIMA
22	21,525	2122462	X Pa TKJ	SMK	KHANSA ZUFAR
23	21,526	2122646	X Pa TKJ	SMK	LUCKY ARMADA ANDRIANSAH
24	21,527	819236	X Pa TKJ	SMK	M. FAWAZ AKBAR
25	21,528	2122675	X Pa TKJ	SMK	M. DZAKWAN Al FAYYADH

Vocabulary Book
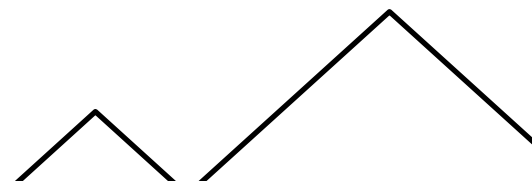
The Special Vocabulary Book

Patron :

The Head Master Of Assalaam Islamic Modern Boarding School

Ust. Drs. H. Uripto Mahmud Yunus, M.Ed.

Ust. H. Edi Suprapto, M.Pd.

Ust. H. Sigit Raharjda, S.Si.

Ust H. Nur Kholis, S.Pd

Ust Wihdan Jefri Lazuardi Baihaqi El-Haq, S.Pd, M.Pd

Ust H. Nasihin Taqwad, S.Ag

Ust Muslim Rildo, S.Sos

Ust Imam Fauzan, S.Pd

Ust H. Sukarno, M.Pd

Authors :

Asatidz Core Language 2022/2023

Yahya Bahri Seladinata

M. Najuba Mujahidan

Rasya Akhda Pradita W

Daud Usman

Maulana Firdaus

Sukoharjo : LIS Assalaam 2022/2023

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

إلْـحَمْدُ لله رَبِّ العَالَـمِيْنَ ، وَ العَاقِبَةُ لِلْمُتَّقِيْنَ ، فَلَا عُدْوَانَ اِلَّا عَلَمِ الظّالـمِيْنَ ؛ وَ الصَّلَاةُ وَ السَّلَامُ عَلَمِ اِأشْرَف الأَنْبِيَاء وَ الـمُرْسَلِيْنَ ،نَبِيِّنَا وَ حَبِيْبِنَا مُـحَمَّدٍ أَرْسَلَهُ اللهُ رَحْمَةً لِلْعَالَمِيْنَ ، وَ عَلَمِ اٰلَه أَزْوَاجِه الطّاهِرَات أَمَّهَات الـمُؤْمِنِيْنَ ، وَ عَلَمِ اٰلَه الطِّيِّبِيْنَ وَ أَصْحَابِه الغُرِّ الـمَيَامِيْنِ ، وَمَنْ تَبِعَهُمْ بِإحْسَانٍ إِلَى يَوْمِ الدِّيْنِ ، أَمَّا بَعْدُ

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First of all, let's thank Allah SWT who has been giving us some mercies and blessing so that we can attend this meeting without any troubles at all.

Secondly, may sholawat and salam be with our Prophet Muhammad SWT who has guided us from the darkness and lightness in the world as well as in the next world.

This special vocabularies book hopefully bring us to the next level of language learning by every side of it including daily vocabulary`s enhancement, speeches, and conversation all are mixed with bilingual system bring us to another fun of language learning without going tedious

And we would like to thank all of crews and members on this special vocabularies book writing, hope we get rewards in His side

Like a proverb says "there is no ivory that unbroken" same like this book, there is some mistakes and failures inside it. And we would like to apologize if readers find it.

Maybe that`s all from us thank you very much for all

No	Tunggal	Jamak	Phonetic	Arti
1	Bedroom	Bedrooms	ˈbɛˌdrum - ˈbɛˌdrumz	Kamar
2	Bathroom	Bathrooms	ˈbɑːθru(ː)m - ˈbɑːθru(ː)mz	Kamar Mandi
3	School	Schools	skul – skulz	Sekolah
4	Class	Classes	klæs - ˈklæsəz	Kelas
5	Stall	Stalls	stɔl - stɔlz	Warung
6	Store	Stores	stɔr - stɔrz	Toko
7	Boarding School	Boarding Schools	ˈbɔrdɪŋ skul - ˈbɔrdɪŋ skulz	Sekolah Asrama
8	Kitchen	Kitchens	ˈkɪʧən - ˈkɪʧənz	Dapur
9	Dining Room	Dining Rooms	ˈdaɪnɪŋ rum - ˈdaɪnɪŋ rumz	Ruang Makan
10	Library	Libraries	ˈlaɪˌbrɛri - ˈlaɪˌbrɛriz	Perpustakaan
11	Office	Offices	ˈɔfəs - ˈɔfəsɪz	Kantor
12	Field	Fields	fild – fildz	Lapangan
13	Hall	Halls	hɔl - hɔlz	Aula
14	Yard	Yards	yɑrd - yɑrdz	Halaman
15	Terrace	Terraces	ˈtɛrəs - ˈtɛrəsəz	Teras
16	House	Houses	haʊs - ˈhaʊsəz	Rumah
17	Market	Markets	ˈmɑrkət - ˈmɑrkəts	Pasar
18	Mattress	Mattresses	ˈmætrəs - ˈmætrəsəz	Kasur
19	Closet	Closets	ˈklɑzət - ˈklɑzəts	Lemari
20	Book	Books	bʊk - bʊks	Buku
21	Shoe	Shoes	ʃu - ʃuz	Sepatu
22	Sandal/Flip Flop	Sandals/Flip Flops	ˈsændəl - ˈsændəlz	Sandal
23	Cloth	Clothes	klɔθ - kloʊðz	Baju
24	Cap	Caps	kæp – kæps	Peci
25	Sarong	Sarongs	səˈrɔŋ - səˈrɔŋz	Sarung
26	Window	Windows	ˈwɪndoʊ - ˈwɪndoʊz	Jendela
27	Door	Doors	dɔr - dɔrz	Pintu

28	Trash Can	Trash Cans	træʃ kæn - træʃ kænz	Tempat Sampah
29	Fan	Fans	fæn – fænz	Kipas Angin
30	Scoop	Scoops	skup – skups	Gayung
31	Laundry	-	ˈlɔndri - ˈlɔndriz	Jemuran
32	Hanger	Hangers	ˈhæŋər - ˈhæŋərz	Hanger
33	Sock	Socks	sɑk - sɑks	Kaos Kaki
34	Lamp	Lamps	læmp – læmps	Lampu
35	Bag	Bags	bæg – bægz	Tas
36	Pillow	Pillows	ˈpɪloʊ - ˈpɪloʊz	Bantal
37	Blanket	Blankets	ˈblæŋkət - ˈblæŋkəts	Selimut
38	Ladder	Ladders	ˈlædər - ˈlædərz	Tangga
40	Stair	Stairs	stɛr - stɛrz	Anak Tangga
41	Floor	Floors	flɔr - flɔrz	Lantai
42	Bucket	Buckets	ˈbʌkɛt - ˈbʌkɛts	Ember
43	Clock	Clocks	klɑk - klɑks	Jam
44	Shelf	Shelves	ʃɛlf - ʃɛlvz	Rak
45	Glass	Glasses	glæs - ˈglæsəz	Kaca
46	Mirror	Mirrors	ˈmɪrər - ˈmɪrərz	Cermin
47	Broom	Brooms	brum - brumz	Sapu
48	Mat	Mats	mæt – mæts	Tikar
49	Carpet	Carpets	ˈkɑrpət - ˈkɑrpəts	Karpet
50	-	Shorts	ʃɔrts	Celana Pendek
51	-	Pants	pænts	Celana Panjang
52	Jacket	Jackets	ˈdʒækət - ˈdʒækɪts	Jaket
53	Coat	Coats	sut - suts	Jas
54	Uniform	Uniforms	ˈyunəˌfɔrm - ˈyunəˌfɔrmz	Seragam
55	Belt	Belts	bɛlt - bɛlts	Ikat Pinggang
56	Skirt	Skirts	skərt - skərts	Rok
57	Veil	Veils	veɪl - veɪlz	Kerudung

58	Tie	Ties	taɪ - taɪz	Dasi
59	Comb	Combs	koʊm - koʊmz	Sisir
60	Brush	Brushes	brʌʃ - ˈbrʌʃɪz	Sikat
61	Toothbrush	Toothbrushes	ˈtuθbrʌʃ - ˈtuθˌbrʌʃɪz	Sikat Gigi
62	Toothpaste	-	ˈtuθˌpeɪst	Odol
63	Shampoo	Shampoo	ʃæmˈpu	Sampo
64	Faucet	Faucets	ˈfɔsət - ˈfɔsəts	Kran
65	Soap	Soap	soʊp	Sabun
66	Towel	Towels	ˈtaʊəl - ˈtaʊəlz	Handuk
67	-	Scissors	ˈsɪzərz	Gunting
68	Exam	Exams	ɪgˈzæm - ɪgˈzæmz	Ujian
69	Grade	Grades	greɪd - greɪdz	Nilai
70	Bell	Bells	bɛl - bɛlz	Bel
71	Pocket	Pockets	ˈpɑkət - ˈpɑkəts	Saku
72	Hose	Hoses	hoʊz - ˈhoʊzɪz	Selang
73	Bathtub	Bathtub	ˈbæθtəb - ˈbæθˌtʌbz	Bak Mandi
74	Rice	-	raɪs	Nasi
75	Glass	Glasses	glæs - ˈglæsəz	Gelas
76	Plate	Plates	pleɪt - pleɪts	Piring
77	Bottle	Bottles	ˈbɑtəl - ˈbɑtəlz	Botol
78	Eyeglass	Eyeglasses	ˈaɪˌglæs - ˈaɪˌglæsəz	Kacamata
79	Picket	Pickets	ˈpɪkɪt - ˈpɪkəts	Piket
80	Side Dish	Side Dishes	saɪd dɪʃ - saɪd ˈdɪʃəz	Lauk
81	Egg	Eggs	ɛg - ɛgz	Telur
82	Meat	Meats	mit - mits	Daging
83	Fish	Fishes	fɪʃ - ˈfɪʃəz	Ikan
84	Sambal	-	sambal	Sambal
85	Tea	Tea	Ti	Teh
86	Coffee	Coffee	ˈkɑfi	Kopi

87	Spoon	Spoons	spun - spunz	Sendok
88	Cracker	Crackers	ˈkrækər - ˈkrækərz	Kerupuk
89	Chicken	Chickens	ˈʧɪkən - ˈʧɪkənz	Ayam
90	Vegetable	Vegetables	ˈvɛʤtəbəl - ˈvɛʤtəbəlz	Sayur-Sayuran
91	Knife	Knives	naɪf - naɪvz	Pisau
92	Later (adv)	-	ˈleɪtər	Nanti
93	Sugar	Sugar	ˈʃʊgər	Gula
94	Salt	Salt	sɔlt	Garam
95	Tray	Trays	treɪ - treɪz	Nampan
96	Milk	Milk	mɪlk	Susu
97	Drawer	Drawers	drɔr - drɔrz	Laci
98	Key	Keys	ki - kiz	Kunci
99	Picture	Pictures	ˈpɪkʧər - ˈpɪkʧərz	Gambar
100	Glue	Glue	Glu	Lem
101	Bread	-	brɛd	Roti
102	Card	Cards	kard - kardz	Kartu
103	Pencil Box	Pencil Boxes	ˈpɛnsəl baks - ˈpɛnsəl ˈbaksəz	Disgrib
104	Marker	Markers	ˈmarkər - ˈmarkərz	Spidol
105	Food	Foods	fud - fudz	Makanan
106	Ice	-	aɪs	Es
107	Price	Prices	praɪs - ˈpraɪsəz	Harga
108	Correction Fluid	-	kəˈrɛkʃən ˈfluəd	Tipe X
109	Rain	-	reɪn	Hujan
110	Bike	Bikes	baɪk - baɪks	Sepeda
111	Motorcycle	Motorcycles	ˈmoʊtərˌsaɪkəl - ˈmoʊtərˌsaɪkəlz	Motor
112	Car	Cars	kar - karz	Mobil
113	Hospital	Hospitals	ˈhaˌspɪtəl - ˈhaˌspɪtəlz	Rumah Sakit
114	Medicine	Medicines	ˈmɛdəsən - ˈmɛdəsənz	Obat
115	Umbrella	Umbrellas	əmˈbrɛlə - əmˈbrɛləz	Payung

116	Noodle	Noodles	ˈnudəl - ˈnudəlz	Mie
117	Chip	Chips	ʧɪp - ʧɪps	Kripik
118	Sausage	Sausages	ˈsɔsəʤ - ˈsɔsɪʤɪz	Sosis
119	Honey	-	ˈhʌni	Madu
120	Candy	Candies	ˈkændi - ˈkændiz	Permen
121	Bean	Beans	bin - binz	Kacang (biji)
122	Peanut	Peanuts	ˈpinət - ˈpinəts	Kacang Tanah
123	Money	-	ˈmʌni	Uang
124	Perfume	Perfumes	ˈpɜrfyum - pərˈfyumz	Parfum
125	Cover	Covers	ˈkʌvər - ˈkʌvərz	Sampul
126	Tape	-	teɪp	Solasi
127	Iron	Irons	ˈaɪərn - ˈaɪərnz	Setrika
128	Canteen	Canteens	kænˈtin - kænˈtinz	Kantin
129	Receipt	Receipts	rɪˈsit - rɪˈsits	Kwitansi
131	Leftover	Leftovers	ˈlɛfˌtoʊvər - ˈlɛfˌtoʊvərz	Sisa
132	Cigarette	Cigarettes	ˌsɪgəˈrɛt - ˌsɪgəˈrɛts	Rokok
133	Match	Matches	mæʧ - ˈmæʧəz	Korek Kayu
134	Lighter	Lighters	ˈlaɪtər - ˈlaɪtərz	Korek Gas
135	Ashtray	Ashtrays	ˈæʃˌtreɪ - ˈæʃˌtreɪz	Asbak
136	Battery	Batteries	ˈbætəri - ˈbætəriz	Baterai
137	Sea	Seas	si - siz	Laut
138	Beach	Beaches	biʧ - ˈbiʧəz	Pantai
139	Sand	-	Sænd	Pasir
140	Ship	Ships	ʃɪp - ʃɪps	Kapal
141	Street	Streets	strit - strits	Jalan
142	Tree	Trees	tri - triz	Pohon
143	Rice Field	Rice Fields	raɪs fild - raɪs fildz	Sawah
144	Flower	Flowers	ˈflaʊər - ˈflaʊərz	Bunga
145	Report Card	Report Card	rɪˈpɔrt kɑrd - rɪˈpɔrt kɑrdz	Rapot

147	Mountain	Mountains	ˈmaʊntən - ˈmaʊntənz	Gunung
148	Scout	Scouts	skaʊt - skaʊts	Pramuka
149	Guitar	Guitars	gɪˈtɑr - gɪˈtɑrz	Gitar
150	Ball	Balls	bɔl - bɔlz	Bola
151	Friend	Friends	frɛnd - frɛndz	Teman
152	Goal	Goals	ˈgoʊl - ˈgoʊls	Gawang
153	Direction	Directions	dəˈrɛkʃən - dəˈrɛkʃənz	Arah
154	Newspaper	Newspapers	ˈnuzˌpeɪpər - ˈnuzˌpeɪpərz	Koran
155	Flag	Flags	flæg - flægz	Bendera
156	Ceremony	Ceremonies	ˈsɛrəˌmoʊni - ˈsɛrəˌmoʊniz	Upacara
157	Hat	Hats	hæt - hæts	Topi
158	Tablecloth	Tablecloths	ˈteɪbəlˌklɔθ - ˈteɪbəlˌklɔθs	Taplak
159	Wire	Wires	ˈwaɪər - ˈwaɪərz	Kawat
160	Rope	Ropes	roʊp - roʊps	Tali
161	Mosquito	Mosquitoes	məˈskitoʊ - məˈskitoʊz	Nyamuk
162	Fly	Flies	flaɪ - flaɪz	Lalat
163	Needle	Needles	ˈnidəl - ˈnidəlz	Jarum
164	Safety Pin	Safety Pins	ˈseɪfti pɪn - ˈseɪfti pɪnz	Peniti
165	Thread	Threads	θrɛd - θrɛdz	Benang
166	Saw	Saws	sɔ - sɔz	Gergaji
167	Hammer	Hammers	ˈhæmər - ˈhæmərz	Palu
168	Stick	Sticks	stɪk - stɪks	Tongkat
169	Nail	Nails	neɪl - neɪlz	Paku
170	Sickle	Sickles	ˈsɪkəl - ˈsɪkəlz	Sabit
171	Hoe	Hoes	hoʊ - hoʊz	Cangkul
172	Iron	Irons	ˈaɪərn - ˈaɪərnz	Besi
173	Dust	-	dʌst	Debu
174	Stone	Stones	stoʊn - stoʊnz	Batu
175	Wood	Woods	wʊd - wʊdz	Kayu

176	Leaf	Leaves	lif - livz	Daun
177	Year	Years	yɪr - yɪrz	Tahun
178	Month	Months	mʌnθ - mʌnθs	Bulan
179	Cart	Carts	kɑrt - kɑrts	Gerobak
180	Button	Buttons	ˈbʌtən - ˈbʌtənz	Kancing Baju
181	Radio	Radios	ˈreɪdiˌoʊ - ˈreɪdiˌoʊz	Radio
182	Studio	Studios	ˈstudiˌoʊ - ˈstudiˌoʊz	Studio
183	Signature	Signatures	ˈsɪgnətʃər - ˈsɪgnətʃərz	Tanda Tangan
184	Debt	Debts	dɛt - dɛts	Hutang
185	Sport	Sports	spɔrt - spɔrts	Olahraga
186	Mathematics	-	ˌmæθəˈmætɪks	Matematika
187	Stapler	Staplers	ˈsteɪplər - ˈsteɪplərz	Steples
188	Stamp	Stamps	stæmp - stæmps	Stempel
189	Laundry	-	ˈlɔndri	Laundry
190	Stamp Duty	Stamp Duties	stæmp ˈduti - stæmp ˈdutiz	Materai
191	Punishment	Punishments	ˈpʌnɪʃmənt - ˈpʌnɪʃmənts	Hukuman
192	Organization	Organizations	ˌɔrgənəˈzeɪʃən - ˌɔrgənəˈzeɪʃənz	Organisasi
193	Doctor	Doctors	ˈdɑktər - ˈdɑktərz	Dokter
194	Cotton	Cottons	ˈkɑtən - ˈkɑtənz	Kapas
195	Bandage	Bandages	ˈbændɪdʒ - ˈbændədʒəz	Perban
196	Photocopy	Photocopies	ˈfoʊtoʊˌkɑpi - ˈfoʊtoʊˌkɑpiz	Foto Copy
197	Health Center	Health Centers	hɛlθ ˈsɛntər - hɛlθ ˈsɛntərz	Puskesmas
198	Whistle	Whistles	ˈwɪsəl - ˈwɪsəlz	Peluit
199	Cough	Coughs	kɑf - kɔfs	Batuk
200	Goalkeeper	Goalkeeper	ˈgoʊlˌkipər - ˈgoʊlˌkipərz	Kiper
201	Forward	Forwards	ˈfɔrwərd - ˈfɔrwərdz	Penyerang
202	Referee	Referees	ˌrɛfəˈri - ˌrɛfəˈriz	Wasit
203	Comentator	Comentators	ˈkɑmənˌteɪtər - ˈkɑmənˌteɪtərz	Komentator
204	Fever	Fever	ˈfivər	Demam

205	Stomach ache	Stomach aches	ˈstʌmək eɪk - ˈstʌmək eɪks	Sakit Perut
206	Blood	-	blʌd	Darah
207	Secretary	Secretaries	ˈsɛkrəˌtɛri - ˈsɛkrəˌtɛriz	Sekretaris
208	Screwdriver	Screwdrivers	ˈskruˌdraɪvər - ˈskruˌdraɪvərz	Obeng
209	Guest	Guests	gɛst - gɛsts	Tamu
210	Electricity	-	ɪˌlɛkˈtrɪsəti	Listrik
211	City	Cities	ˈsɪti - ˈsɪtiz	Kota
212	Village	Villages	ˈvɪlədʒ - ˈvɪlədʒəz	Desa
213	Airplane	Airplanes	ˈɛrˌpleɪn - ˈɛrpleɪnz	Pesawat
214	Train	Trains	treɪn - treɪnz	Kereta
215	Chili	Chilies	ˈtʃɪli - ˈtʃɪliz	Cabe
216	Face Powder	Face Powders	feɪs ˈpaʊdər - feɪs ˈpaʊdərz	Bedak
217	Package	Packages	ˈpækədʒ - ˈpækədʒəz	Paket
218	Driver	Drivers	ˈdraɪvər - ˈdraɪvərz	Sopir
219	Employee	Employees	ɛmˈplɔii - ɛmˈplɔiiz	Pegawai
220	Computer	Computers	kəmˈpyutər - kəmˈpyutərz	Komputer
221	Television	Televisions	ˈtɛləˌvɪʒən - ˈtɛləˌvɪʒənz	Televisi
222	Cup	Cups	kʌp - kʌps	Cangkir
223	Sanitary Pad	Sanitary Pads	ˈsænɪˌtɛri pæd - ˈsænɪˌtɛri pædz	Pembalut
224	Fork	Forks	fɔrk - fɔrks	Garpu
225	Family	Families	ˈfæməli - ˈfæməliz	Keluarga
226	Candle	Candles	ˈkændəl - ˈkændəlz	Lilin
227	Badminton	-	ˈbædˌmɪntən	Bulu Tangkis
228	Problem	Problems	ˈprɑbləm - ˈprɑbləmz	Masalah
229	Basketball	Basketballs	ˈbæskətˌbɔl - ˈbæskətˌbɔlz	Basket
230	Viewer	Viewers	ˈvyuər - ˈvyuərz	Penonton
231	Ticket	Tickets	ˈtɪkət - ˈtɪkəts	Tiket
232	Present	Presents	ˈprɛzənt - ˈprɛzənts	Hadiah
233	Schedule	Schedules	ˈskɛdʒʊl - ˈskɛdʒʊlz	Jadwal

234	Wall Magazine	Wall Magazines	wɔl ˈmæɡəˌzin - wɔl ˈmæɡəˌzinz	Mading
235	T-Shirt	T-Shirts	ti-ʃɜrt - ti-ʃɜrts	Kaos
236	Bus	Buses	bʌs - ˈbʌsɪz	Bus
237	Idea	Ideas	aɪˈdiə - aɪˈdiəz	Ide
238	Address	Addresses	ˈæˌdrɛs - ˈæˌdrɛsɪz	Alamat
239	Lion	Lions	ˈlaɪən - ˈlaɪənz	Singa
240	Report	Reports	rɪˈpɔrt - rɪˈpɔrts	Laporan
241	Garden	Gardens	ˈgɑrdən - ˈgɑrdənz	Kebun
242	Papaya	Papayas	pəˈpaɪə - pəˈpaɪəz	Pepaya
243	Advice	Advices	ædˈvaɪs - ædˈvaɪsɪz	Nasehat
244	Petroleum	-	pəˈtroʊliəm	Minyak Tanah
245	Watermelon	Watermelons	ˈwɔtərˌmɛlən - ˈwɔtərˌmɛlənz	Semangka
246	Bracelet	Bracelets	ˈbreɪslət - ˈbreɪslɪts	Gelang
247	Necklace	Necklaces	ˈnɛkləs - ˈnɛkləsɪz	Kalung
248	Ink	-	ɪŋk	Tinta
249	Holiday	Holidays	ˈhɑləˌdeɪ - ˈhɑləˌdeɪz	Hari Libur
250	Birthday	Birthdays	ˈbərθˌdeɪ - ˈbərθˌdeɪz	Ulang Tahun
251	Mouse	Mice	maʊs - maɪs	Tikus
252	Church	Churches	tʃɜrtʃ - ˈtʃɜrtʃəz	Gereja
253	Fridge	Fridges	frɪdʒ - ˈfrɪdʒəz	Kulkas
254	Ant	Ants	ænt - ænts	Semut
255	Lightning	-	ˈlaɪtnɪŋ	Petir
256	-	Police	pəˈlis	Polisi
257	Station	Stations	ˈsteɪʃən - ˈsteɪʃənz	Stasiun
258	Frog	Frogs	frɑg - frɑgz	Katak
259	Cloud	Clouds	klaʊd - klaʊdz	Awan
260	Forest	Forests	ˈfɔrəst - ˈfɔrəsts	Hutan
261	Doll	Dolls	dɑl - dɑlz	Boneka
262	Map	Maps	mæp - mæps	Peta

263	Bow	Bows	baʊ - baʊz	Busur
264	Shed	Sheds	ʃɛd - ʃɛdz	Gudang
265	Melon	Melons	ˈmɛlən - ˈmɛlənz	Melon
266	Reason	Reasons	ˈrizən - ˈrizənz	Alasan
267	Trader	Traders	ˈtreɪdər - ˈtreɪdərz	Pedagang
268	Rose	Roses	roʊz - ˈroʊzɪz	Mawar
269	Jasmine	Jasmine	ˈdʒæzmən	Melati
270	Sunflower	Sunflowers	ˈsʌnˌflaʊər - ˈsʌnˌflaʊərz	Bunga Matahari
271	Starfruit	Starfruit	starfrut	Belimbing
272	Grape	Grapes	greɪp - greɪps	Anggur
273	Shower	Showers	ˈʃaʊər - ˈʃaʊərz	Pancuran
274	Guava	Guavas	ˈgwɑvə - ˈgwɑvəz	Jambu
275	Sofa	Sofas	ˈsoʊfa - ˈsoʊfəz	Sofa
276	Martial Art	Martial Arts	ˈmarʃəl arts - ˈmarʃəl arts	Bela Diri
277	Ditch	Ditches	dɪtʃ - ˈdɪtʃəz	Selokan
278	Star	Stars	star - starz	Bintang
279	Wind	Winds	wɪnd - wɪndz	Angin
280	Flowerpot	Flowerpots	ˈflaʊərˌpat - ˈflaʊərˌpats	Pot Bunga
281	Shape	Shapes	ʃeɪp - ʃeɪps	Bentuk
282	Cone	Cones	koʊn - koʊnz	Kerucut
283	Cube	Cubes	kyub - kyubz	Kubus
284	Building	Buildings	ˈbɪldɪŋ - ˈbɪldɪŋz	Bangunan
285	Moustache	Moustaches	ˈmʌˌstæʃ - ˈmʌˌstæʃɪz	Kumis
286	Lip	Lips	lɪp - lɪps	Bibir
287	Armpit	Armpits	ˈarmˌpɪt - ˈarmˌpɪts	Ketiak
288	Neck	Necks	nɛk - nɛks	Leher
289	Elbow	Elbows	ˈɛlˌboʊ - ˈɛlˌboʊz	Sikut
290	Cheek	Cheeks	tʃik - tʃiks	Pipi
291	Announcer	Announcers	əˈnaʊnsər - əˈnaʊnsərz	Penyiar

292	Reporter	Reporters	rɪˈpɔrtər - rɪˈpɔrtərz	Reporter
293	Brochure	Brochures	broʊˈʃʊr - broʊˈʃʊrz	Brosur
294	News	News	Nyuz	Berita
295	Pilot	Pilots	ˈpaɪlət - ˈpaɪləts	Pilot
296	Pharmacy	Pharmacies	ˈfɑrməsi - ˈfɑrməsiz	Apotek
297	Wheel	Wheels	wil - wilz	Roda
298	Rubber	Rubbers	ˈrʌbər - ˈrʌbərz	Karet
299	Cashier	Cashiers	kæˈʃɪr - ˌkæˈʃɪrz	Kasir
300	Corn	Corns	kɔrn - kɔrnz	Jagung
301	Farmer	Farmers	ˈfɑrmər - ˈfɑrmərz	Petani
302	Syringe	Syringes	səˈrɪnʤ - səˈrɪnʤəz	Suntikan
303	Servant	Servants	ˈsɜrvənt - ˈsɜrvənts	Pelayan
304	Pyramid	Pyramids	ˈpɪrəmɪd - ˈpɪrəmɪdz	Limas
305	Tube	Tubes	tjub - tjubz	Tabung
306	North	-	nɔrθ	Utara
307	Northeast	-	ˌnɔrˈθist	Timur Laut
308	East	-	Ist	Timur
309	Southeast	-	ˌsaʊˈθist	Tenggara
310	South	-	saʊθ	Selatan
311	Southwest	-	ˌsaʊˈθwɛst	Barat Daya
312	West	-	wɛst	Barat
313	Northwest	-	ˌnɔrˈθwɛst	Barat Laut
314	Forehead	Foreheads	ˈfɔrhɛd - ˈfɔrˌhɛdz	Dahi
315	Chin	Chins	ʧɪn - ʧɪnz	Dagu
316	Shoulder	Shoulders	ˈʃoʊldər - ˈʃoʊldərz	Pundak
317	Back	Backs	bæk - bæks	Punggung
318	Stomach	Stomachs	ˈstʌmək - ˈstʌməks	Perut
319	Fart	Farts	fɑrt - fɑrts	Kentut
320	Thigh	Thighs	θaɪ - θaɪz	Paha

321	Arm	Arms	ɑrm - ɑrmz	Lengan
322	Wrist	Wrists	rɪst - rɪsts	Pergelangan Tangan
323	Knee	Knees	ni - niz	Lutut
324	Ankle	Ankles	ˈæŋkəl - ˈæŋkəlz	Mata Kaki
325	Sole	Soles	soʊl - soʊlz	Telapak Kaki
326	Heel	Heels	hil - hilz	Tumit
327	Palm	Palms	pɑm - pɑmz	Telapak Tangan
328	Tongue	Tongues	tʌŋ - tʌŋz	Lidah
329	Tooth	Teeth	tuθ - tiθ	Gigi
330	Eyebrow	Eyebrows	ˈaɪˌbraʊ - ˈaɪˌbraʊz	Alis
331	Eyelid	Eyelids	ˈaɪˌlɪd - ˈaɪˌlɪdz	Kelopak Mata
332	Eyelash	Eyelashes	ˈaɪˌlæʃ - ˈaɪˌlæʃɪz	bulu Mata
333	Beard	Beards	bɪrd - bɪrdz	Jenggot
334	Benefit	Benefit	ˈbɛnəfɪt - ˈbɛnəfɪts	Manfaat
335	Pole	Poles	poʊl - poʊlz	Tiang
336	Note	Notes	noʊt - noʊts	Catatan
337	Disease	Diseases	dɪˈziz - dɪˈzizəz	Penyakit
338	Pot	Pots	pɑt - pɑts	Pot
339	Straw	Straws	strɔ - strɔz	Sedotan
340	Fruit	Fruits	frut - fruts	Buah
341	Calendar	Calendars	ˈkæləndər - ˈkæləndərz	Kalender
342	Embroidery	Embroideries	ɛmˈbrɔɪdəri - ɪmˈbrɔɪdəriz	Bordiran
343	Shirt	Shirts	ʃɜrt - ʃɜrts	Kemeja
344	Mop	Mops	mɑp - mɑps	Pel
345	Mop Cloth	Mop Clothes	mɑp klɔθ - mɑps kloʊðz	Kain Pel
346	Recorder	Recorders	rɪˈkɔrdər - rɪˈkɔrdərz	Perekam
347	Gallon	Gallons	ˈgælən - ˈgælənz	Galon
348	Lock	Locks	lɑk - lɑks	Gembok
349	Bolster	Bolsters	ˈboʊlstər - ˈboʊlstərz	Guling

Punishment Book

DAILY SECURITY COURT

DAY: Sunday   MONTH: 3   DATE: 19   YEAR: 2023

No	Name	Room	Attend	Submjte	Mistake	Explanation
1	Fioi	gusdur	✓	✓	ngeperein', Tks	true
2	zen	haryim	✓	✓	ngeperein	false
3	Denta	gusdur	✓	✓	ngeperein	true
4	Bangun	hasyim	ⓘ✓	✓	Tdr	true
5	Bisma	gusdur	✓	✓	Tdr	true
6	Al-fath	gusdur	✓	✓	nye pelein	true
7	Bima	hasyim	ⓢ✓	–	Tks	false
8	Honif	hasyim	(ⓘ)		Tks	
9	syaiful	hasyim	ⓢⓕ		Tks	
10	Jazkin	gusdur	✓	✓	Tdr	true
11	Raaki	gusdur	✓	✓	nye pelein	true

MANAGER OF SECURITY

(..........................)

SECURITY SECTION

(..........................)

DAILY LANGUAGE

DAY: wednesday   DATE : 17   MONTH : mo

No	Name	Room	Attend	Submit		
1.	Israel	cimpoi	–	–	circu	
2.	clenta	bonang	✓	✓	brother	–
3.	Ghezai	kuclur	✓	✓	apa	True
4.	bima	cimpoi	✓	–	ngint, kamu ngaran TKJ	True
5.	hanif	bonang	–	–	TKJ	–
Total :						

LANGUAGE COURT

NAME	Ghezal
TIME	@.12.05
PLACE	kamar tengah
MISTAKE	ak...Paksa...ka.ceb. C.ataa 2

SECURITY COURT

NAME	Samego
TIME	05.20
PLACE	Pendopo
MISTAKE	tdr Pas ngali abah

LANGUAGE COURT

NAME	
TIME	
PLACE	
MISTAKE	

Students Vocabulary   Book *(Kutaib)*

Tadwidzul   Mufrodat **(Adding Vocabulary Activities)**

Punishment Activity

Interview with Chief Executive Bilingual, Ustadz, Mudabbir and Students

Chief Executive Bilingual at Pondok Pesantren Modern As- Salam, Surakarta.

Ustadz of New Students 10th Grade at SMK As – Salam, Surakarta.

Mudabbir of New Students 10th Grade at SMK As – Salam, Surakarta.

New Student of 10th Grade at SMK As – Salam, Surakarta