

**THE INSTRUCTION OF VOCABULARY  
AT THE INSTITUTE FOR FOREIGN LANGUAGE DEVELOPMENT  
IN AL-QODIRI 2 ISLAMIC BOARDING SCHOOL GUMUKMAS.**

**THESIS**

submitted to State Institute of Islamic Studies of Jember  
in partial fulfilment of the requirements to obtain a bachelor's degree  
of *Sarjana Pendidikan* (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER  
JANUARY 2020**

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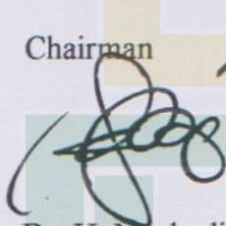
**THESIS**

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Day : Thursday

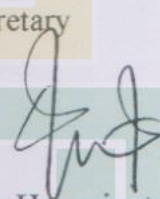
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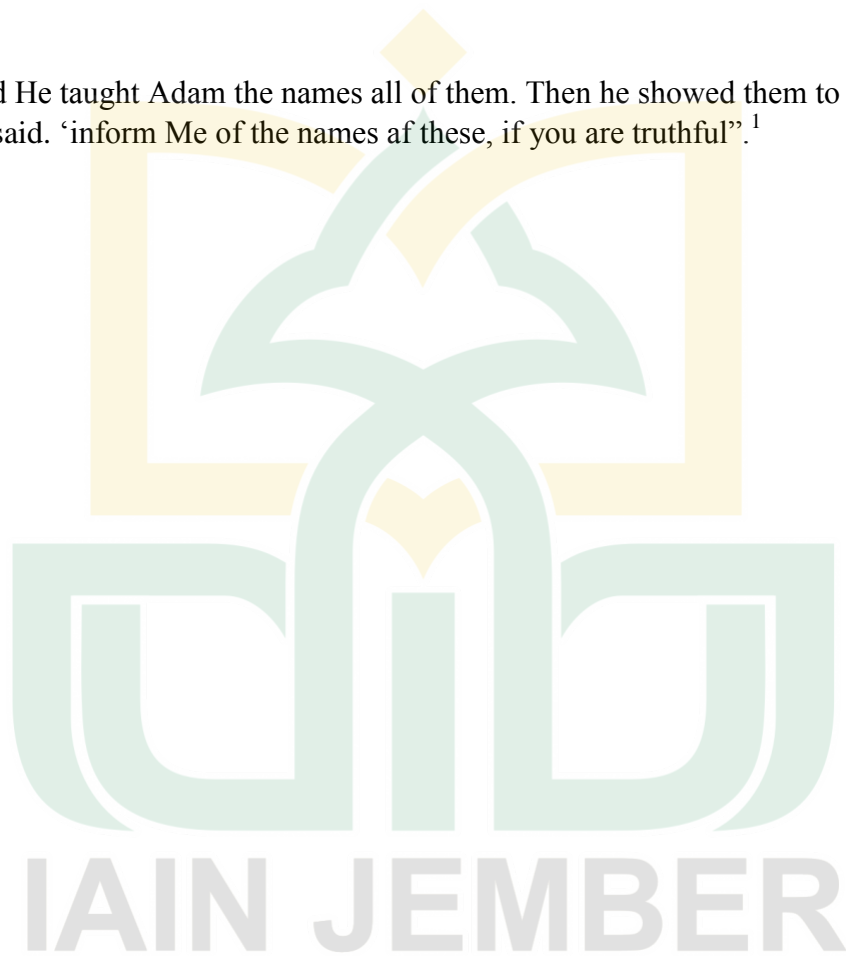
  
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## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And He taught Adam the names all of them. Then he showed them to the angels and said. ‘inform Me of the names af these, if you are truthful’”.<sup>1</sup>



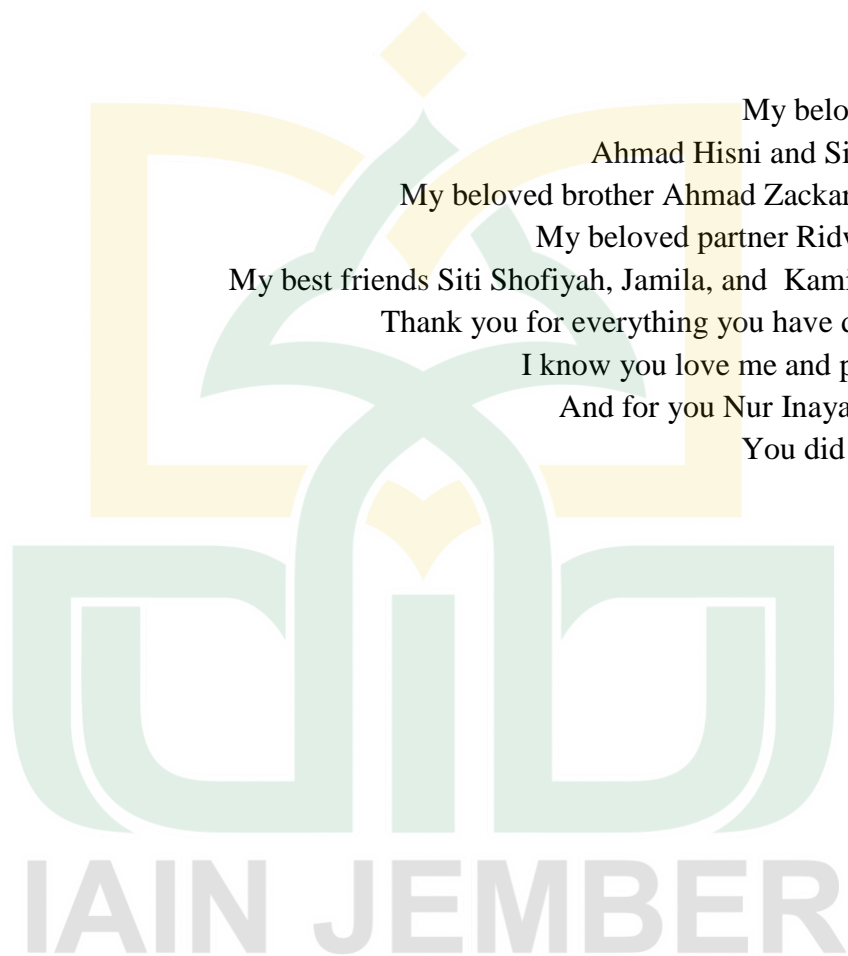
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<sup>1</sup> Depag RI, *Al-Qur'an dan Terjemahnya* (Surabaya: Apollo, 2017), 14.

## DEDICATION

This thesis is dedicated to:

My Family  
Especially  
My beloved parents  
Ahmad Hisni and Siti Khodijah  
My beloved brother Ahmad Zackariya Fahlevi  
My beloved partner Ridwan Wijaya  
My best friends Siti Shofiyah, Jamila, and Kamila Chotami  
Thank you for everything you have done for me  
I know you love me and proud of me  
And for you Nur Inayatul Amalia,  
You did a great job.



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

The writer would like to express his gratitude and appreciation to the honourable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of IAIN Jember.
2. Dr. Hj. Mukniah, M.Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember who had given permission to do this research.
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5. Ny.Hj.Mar'atul Mukarromah as the head of Al-Qodiri 2 Islamic boarding school Gumukmas, thank you for nicely scrutinizing this thesis.
6. Mr Rafi as the second invastigator of this research, thank you for the time and nicely scrutinizing this thesis.
7. All of the Lecturers of Al-Qodiri 2 Islamic Boarding School Gumukmas, thank you for everything you have given to the writer.
8. My beloved parents Ahmad Hisni and Siti Khodijah, thank you for everything.
9. My best sisters and teachers Siti shofiyah, Jamila, and kamila chotami the most meritorious in writer's life, thank you for patient, guidance and suggestion in teaching me to finishing this thesis.

The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 26<sup>st</sup> of December 2019

The writer

## ABSTRACT

**Nur Inayatul Amalia I.S, 2019:** *The Case Study Of (Lpba) The Institute For Foreign Language Development In The Teaching And Learning Of Vocabulary At Al-Qodiri 2 Islamic Boarding School Gumukmas*

Learning vocabulary is a continued process that requires reputation to help students remember vocabulary, especially the ones that were difficult to remember. For this reason teachers must be creative in teaching vocabulary because students are often not interested in learning English, especially vocabulary learning. In this Islamic boarding school not just focused on understanding the religion knowledge, but also on general knowledge such as foreign language, the institution aims to develop foreign language (Arabic and English) this is as one of the effort to equip students for foreign language skills, so they are ready to compete and able to communicate and adapt in this developing era.

Research question in this research, it was: 1) What is the strategy used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas? 2) What is the material used the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas? 3) What is the media used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas? 4) What is the assessment used by the teacher in the teaching and learning vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas?. The research objective of this research was to describe the strategy, material, media, and assessment used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.

The research method that was used in this thesis is descriptive qualitative research with case study method. The data collection used interview, observation, questionnaire and document review. Data analysis used miles and huberman model. Data validity used source and technique triangulation

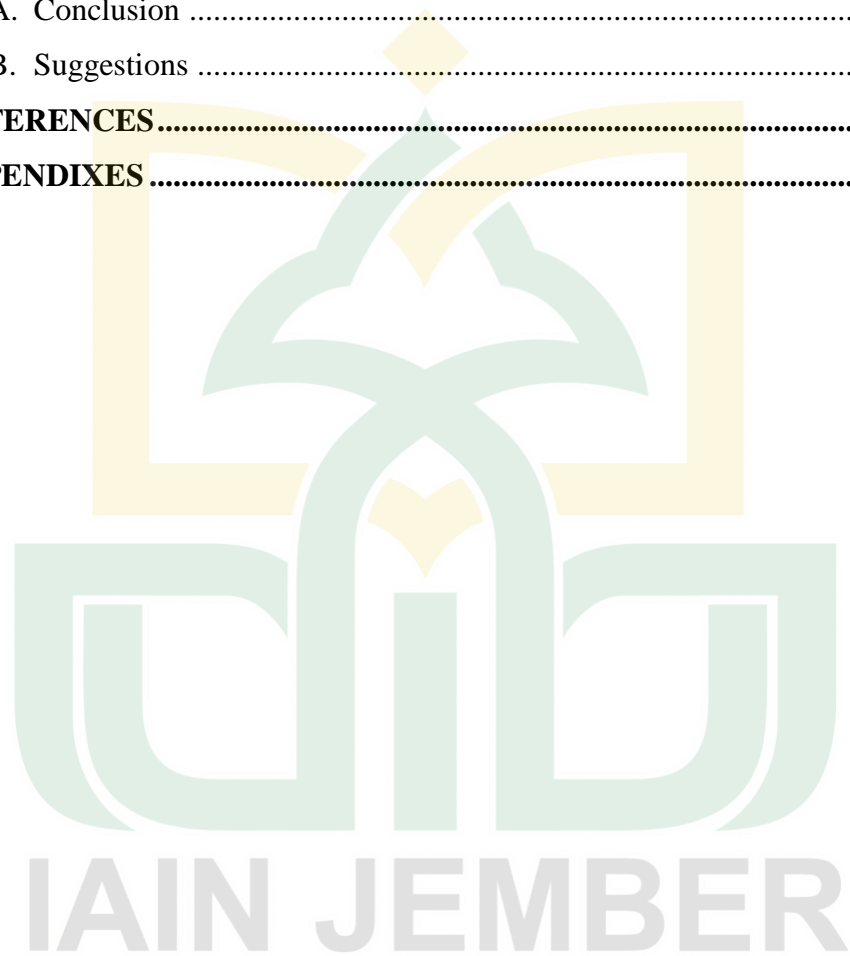
The results of this research are: The strategy which is used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used sorting card where the teacher made various types of pictures and names with colorful papers, and than the material which is used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used part of speech They were nouns, verbs, adjectives, adverbs whether it was in the form picture or written. and than the media which is used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used flash card It was a bunch of cards contained words or pictures that suitable with the material that taught with colorful papers. And than the assessment which is used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school Gumukmas used written test to assess the students abilities in instruction of vocabulary.

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a means or a medium for communication that was is by people to communicate with others. Therefore, it is very important for us to understand a language well. Without understanding a language, people will get difficulties in delivering their minds or expressing their thoughts, feelings and ideas. There are a lot of languages that existed in this world. Every nation had their own languages and they used the language with people around them. As an example, Indonesians use Indonesian language as their national language for communication.

Language is what the members of a particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just what forms we should prove to be a contentious matter.<sup>1</sup> As we know, there ere many languages in this word. However, there ere some languages which ere considered as International languages, one of them was English. As an International language, English is spoken by many people all around the word as the first language, second language or foreign language.

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<sup>1</sup>Ronald Wardhaugh, *An Introduction to Linguistic* (United Kingdom: Blackwell Publishing, 2006), 1

Vocabulary is defined as a collection of words used by the speaker or the writer to make communication.<sup>2</sup> Thomson and Martinet, claimed that “Vocabulary is a list of words that is used in a language”.<sup>3</sup> Meanwhile, Hatch and brown, defined vocabulary as a set of words of particular language which is used by is speaker.<sup>4</sup>

Nowadays, English education holds an important role in social life globally. English has been considered as an international language and it dealt with almost every way aspects; education, politic, economic, art and culture. Considering those influences, many people feel is a must to master English for the brighter future. It also happened in Indonesia since English became a foreign language. Moreover, Islamic Boarding Schools that used to only focused on religious science, right now they ere aware of the importance of English that they started to apply English programs for their students. Al-Qodiri 2 Islamic Boarding School Gumukmas is one of those which developed English program for their students. The program is known as LPBA.

Based on Islamic school law section 26 paragraph 1, it is stated that Islamic Boarding School implement education with the goal to instill faith and piety to Allah, noble morals, as well as the tradition of boarding schools to develop the learners’ ability, knowledge, and skills to be an Islamic intellectual

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<sup>2</sup>Soedjito, *Kosakata Bahasa Indonesia* (Jakarta: PT Gramedia, 1990), 1.

<sup>3</sup> Thomson and Martinet, *Practical English Grammar* (Oxford: Oxford University press, 1986), 45.

<sup>4</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

( mutafaqqih fiddin ) and/ or to be a muslim who has skill/expertise to build an Islamic life in society.<sup>5</sup>

Based on Islamic Boarding School law section 26 paragraph 1 it is stated that Islamic school operated education with the goal to develop learners' abilities, knowledge and skills. The researcher is interested to do her research in Al-Qodiri 2 Islamic Boarding School Gumukmas especially the LPBA program whose the goal is to develop learners' skills. Hence, the researcher considered that there is a relation between the law and the title of this research.

As Written in Qur'an Surah Al-Ahzab Verse 33: 70

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Meaning: You who have believed, fear Allah and speak words of appropriate justice.<sup>6</sup>

Based on the verse above, it said that by enriching our vocabulary and learning how to arrange a good sentence, we are able to deliver our messages and our meanings well.

In learning English, the students need to learn the four skills of english, namely listening, speaking, reading and writing. The students should also learn the three language english components, namely vocabulary, pronunciation, and

<sup>5</sup>Peraturan pemerintah republik indonesia No:55 Tahun 2007 tentang pendidikan Agama dan Pendidikan Keagamaan, pasal 26 ayat 1 tentang pesantren.

<sup>6</sup> Al-Qur'an, 33 : 70

grammar.<sup>7</sup> Vocabulary as one of the language components had to be learned when learning a language.

Teaching vocabulary plays an important role in language acquisition. Vocabulary teaching is a process, but its aims are clear: it does not only make college students memorizing words as many as possible, but it also makes them mastering their vocabulary skills. On the other hand, the more vocabulary someone has, the easier it is for them to communicate and understand English itself. Vocabulary is one of the language components that play an important role in the process of learning English. Igbaria, claimed that “vocabulary is needed by the students to express the meaning both in receptive and productive skills”.<sup>8</sup> As addition, David Wilkins in Thornbury, stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed, You can say very little with grammar, but you can say almost anything with words”.<sup>9</sup>

Learning vocabulary is a continuing process that required repetition to help students remember vocabulary, especially the ones that are difficult to remember. For this reason, the teachers should be creative in the teaching vocabulary because students were often not interested in learning English, especially vocabulary. The teachers should have various strategies to make their students

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<sup>7</sup>Glenn Fulcher, *Teaching Second Language Speaking* (New York : Longman, 2003), 24.

<sup>8</sup>Igbaria, *Teaching English vocabulary* (2010):1

<sup>9</sup>Scott Thornbury, *How to Teach Vocabulary* (London: Pearson Education Limited, 2002), 13.

enjoyed the learning and improved their students' motivation during the teaching and learning process.

Al-Qodiri 2 Islamic Boarding School Gumukmas that located in Umbulsari street No. 03 Kreet, Gumukmas, Jember was a modern Islamic Boarding School that focused on language development (LPBA) that also learned about all skills namely listening, reading, speaking, and writing, and also three language English components; grammar, vocabulary, and pronunciation.

The problem was the fact that part of societies considered that Islamic Boarding School students or the graduates would never be able to follow the era development, whether in technology or the others. The solution that was offered by Al-Qodiri 2 Islamic Boarding School was by creating a program that would help the students to master English. The program was named (LPBA) the institute for foreign language development. From that program, the students were hoped to understand and learn English well.

The reason why I chose this Islamic Boarding School as the location of research was because this place just had been build in 2004, However, despite that factor, it established a few institution, they were: PAUD, TPQ , MTS, MA, SMK and LPBA program that focused on Arabic and English. The researcher was interested in doing a research in the LPBA program because it was reckoned as a new boarding school. Despite that fact, they were capable to compete with other institutions by participating lot language competitions. Regarding the description, the researcher entitled the instruction of vocabulary at the institute



for foreign language development in al-qodiri 2 islamic boarding school gumukmas to find out the english teaching especially in vocabulary.

The advantages of learning in a Islamic Boarding School are on the education process that do not just focus on understanding the religious knowledge, but also on the general knowledge such as foreign languages. The institution aims to develop the students' foreign language (Arabic and English) competence. This is as one of the efforts to equip students for foreign language skills, so that they are ready to compete and were able to communicate and adapt in this developing era. Moreover, English is the international language that is used widely in society. The numbers of the students who learn Arabic are more than the ones who learn English. They learn Arabic from Islamic Boarding Schools and Madrasah because it is included in one of the mandatory subjects. In addition, the students also get an extra program of Arabic lesson from the foreign language development program. Meanwhile for English, the students only get the lesson from Madrasah and an additional lessons program from the foreign language development which the duration was lesser than Arabic lesson.<sup>10</sup>

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<sup>10</sup>Sumber data: Hasil Observasi, 28 Juni 2019.

**B. Research Question**

1. What was the strategy used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas?
2. What was the material used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas?
3. What was the media used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas?
4. What was the assessment used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas?

**C. Research Objective**

1. To describe the strategy used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.
2. To explain the material used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.
3. To describe the media used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.
4. To explain the assessment used by the Instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.

## **D. Significant of the research**

### **1. Theoretical Significant**

The result of this study would give some significant benefits for all especially for those who competently partook with the appointed problem.

Also, it could be a reference for the future researchers.

### **2. Practical Significant**

This research could add insight, knowledge, and experience to make a research; especially about The instruction of vocabulary at the institute for foreign language development in Al-Qodiri 2 Islamic Boarding School Gumukmas, it could be a reference for the next researcher and it gave information that an English program was important.

## **E. Research Limitation**

Limitation of the research, the writer would like to discuss about The instruction of vocabulary at the institute for foreign language development in Al-Qodiri 2 islamic boarding school gumukmas. The writer focused on the students of LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas.

## **F. Definition of Key Term**

### **1. The Institute for Foreign language development**

The institute for foreign language development was the name of English program in Al-Qodiri 2 Islamic Boarding School Gumukmas. Especially for English language and Arabic language, but in this discussion the researcher only focused on English. This program was only for Junior High School

students of Al-Qodiri 2 Islamic Boarding School Gumukmas. With this program, the chairman of Al-Qodiri 2 Islamic Boarding School and the teachers hoped that it could develop the students' knowledge about English.

## 2. **Vocabulary**

Vocabulary was the total number of words in a language. It was also a collection of words a person knew and used in speaking and writing. The vocabulary mastery was essential aspect in learning a language. Vocabularies were a bunch of words that used in comprehending the meaning and the usage. Ones should have enough vocabulary in order to be able to understand what they read and what they listened, to speak and to write with appropriate words so that it would be understood by others.



## CHAPTER II

### STUDY LITERATURE

#### A. Related Literature

##### 1. Previous Study

In this section the researcher listed some results of the research that related to the research of the researcher with the aim of maintaining the authenticity of the research conducted by the researchers, they were:

- a. Evaliana's thesis with the title "The Influence of 'Morning program on Vocabulary' on Students' Reading Ability" The results of the research showed about morning program on vocabulary on students' reading ability.

The similarity between Evaliana's research with this research was both researchers discussed about English program and vocabulary.

The difference between Evaliana's research with this research was Evaliana's thesis used the quantitative research methodology but this researcher used qualitative descriptive research methodology.

- b. Maya Tyas Lutfiana Rosyidah's thesis with the title "Teaching Vocabulary for the Second Grade Students of SMP A-ISLAM Kartasura in Academic Year 2017/2018" The results of the research showed that, Teaching Vocabulary.

The similarities between Maya Tyas Lutfiana Rosyidah's research with this research were both researchers discussed about Teaching Vocabulary, and also both researchers used the qualitative descriptive research methodology.

The difference between Maya Tyas Lutfiana Rosyidah's research with this research was Maya Tyas Lutfiana Rosyidah's focused on the second grade students of SMP A –Islam but this researcher focusd on the LPBA Program.

- c. Ni'matul Azizah's thesis with the title "The Strategy of Vocabulary Teaching (Situs Multi Study of Islamic Modern Boarding School Darul hikmah and Islamic Modern Boarding School Al-Kamal ). The result of the research showed about the Strategy of vocabulary teaching.

The similarities between Ni'matul Azizah's research with this research were both of them discussed about Teaching English Vocabulary. And also from the reserach design, both researchers used qualitative research design.

The difference between Ni'matul Azizah's research with this research was the place and the learning process.

**Table 2.1**  
**Similarities and Differences between previous Research and Nowadays Research**

NO.	Name/ title of Research	Similarities	Differences
1.	Evaliana / “The Influence of ‘Morning program on Vocabulary’ on Students’ Reading Ability”	<ul style="list-style-type: none"> <li>• both researchers discussed about English program and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• The subjects and the objects of research were different.</li> <li>• The researcher used Qualitative descriptive research method while Evaliana’s thesis used the quantitative research method</li> </ul>
2.	Maya Tyas Lutfiana Rosyidah’s/ “Teaching Vocabulary for the Second Grade Students of SMP A-ISLAM Kartasura in Academic Year 2017/2018”.	<ul style="list-style-type: none"> <li>• both of the researchers used observation and interview in collecting the data.</li> <li>• Using descriptive qualitative</li> </ul>	<ul style="list-style-type: none"> <li>• Maya Tyas Lutfiana Rosyidah’s focused on the second grade students of SMP A –Islam but this researcher focused on the LPBA Program.</li> </ul>
3.	Ni’matul Azizah’s/ “The Strategy of Vocabulary Teaching (Situs Multi Study of Islamic Modern Boarding School Darul hikmah and Islamic Modern Boarding School Al-Kamal ).	<ul style="list-style-type: none"> <li>• Both of the researcher discussed about Teaching english Vocabulary.</li> <li>• Using descriptive qualitative reseach</li> </ul>	<ul style="list-style-type: none"> <li>• The Difference between Ni’matul Azizah’s research with this research was the place and the learning process.</li> </ul>

## 2. Theoretical Framework

### a. Vocabulary

#### 1) Definition of Vocabulary

Vocabulary was defined as a collection of words used by the speaker or the writer to make communication.<sup>11</sup> According to Thomson and Martinet, “Vocabulary is a list of words that is used in a language”.<sup>12</sup> Meanwhile, Hatch and Brown defined vocabulary as a set of words of particular language which is used by its speaker.<sup>13</sup>

According to Thornbury, vocabulary meant a large collection of items. He added that learning vocabulary is important because it enriches someone’s knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.<sup>14</sup>

From the definition above, it could be concluded that vocabulary was a set / list of words of a particular language that individual speakers of a language might use. This research took students of LPBA Program in Islamic Boarding school Al-Qodiri 2 Gumukmas as the subject and English vocabulary as an object.

<sup>11</sup>Soedjito, *Kosakata Bahasa Indonesia* (Jakarta: PT Gramedia, 1990), 1.

<sup>12</sup> Thomson and Martinet, *Practical English Grammar* (Oxford: Oxford University press, 1986), 45.

<sup>13</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

<sup>14</sup>Thornbury, S. *How to teach vocabulary*, United Kingdom, (Pearson Education Limited, 2002), 14



## 2) Learning Strategy

According to Aswan Zain, a learning strategy is a general approach in teaching that is not really various and detail. It is then required presentation techniques or what we called teaching methods. In other words, teaching methods are teaching strategies used to achieve the learning goals.<sup>15</sup> One of them is Sorting card. Sorting card is a collaborative activity that can be used to teach concept, character classification, facts of an object, or repeat information.<sup>16</sup>

Sorting card strategy is a kind of strategy that useful in helping students to improve their vocabulary mastery. This strategy was also used in the Eight Grade of SMPN 7 Bukit Tinggi in teaching and learning vocabulary. This statement was supported by Khabib Muafi in a journal "The effect of Using Card Sort Toward Students' Vocabulary Mastery Eight Grade of SMPN 7 Bukit Tinggi in the Academic Year 2017/2018. The explanation as follow:

Using the card sort could help students to improve their vocabulary and mastering it. It is supported by Joanne that card sort be able to building the vocabulary mastery. Card sort as a powerful tool for teaching difficult to learn academic word. From the research,

<sup>15</sup> Syaiful Bahri Djamarah dan Aswan zain, *strategy belajar mengajar*, (Jakarta: PT Rineka Cipta, 1995), 84.

<sup>16</sup> Hartono, *PAIKEM Pembelajaran aktif inovatif kreatif efektif dan menyenangkan* (Pekan baru: zanafa, 2008), 94.

the researcher also found that the students who used card sort were more interesting in learning vocabulary. They would be easier to memorize the new words and the students be encouraged to produce as much language possible.<sup>17</sup>

### 3) Classification of Vocabulary

According to Hatch and brown, “Vocabulary can be divided based on their functional categories, which are called parts of speech there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections”.<sup>18</sup> Furthermore, Hatch and Brown divided nouns, verbs, adjectives, and adverbs to be the major word classes or they so called large vocabulary, in contrast, pronouns, prepositions, conjunctions and articles are called small vocabulary,<sup>19</sup>

In this research, vocabulary that became the focus of this research was large vocabulary consisting of nouns, verbs, adverbs, and adjectives. These were chosen based on the material given to the eighth grade students of school according to the 2006 institutional based Curriculum (KTSP). The details about large vocabulary discussed in this research would be reviewed below:

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<sup>17</sup>

<sup>18</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995).

<sup>19</sup> Ibid., 234

a. Nouns

Thomson and Martinet explained that a noun is a word that is the name of thing, quality, and person. It is classified as proper, common, collective, concrete, abstract, singular and plural, countable and uncountable noun.<sup>20</sup>

1) Proper nouns

Proper nouns were special names of, people, animals, things, or places. It always began with capital letters.

For examples: Swee lan, Pearl River, Sea Fairy, Tom, etc.

2) Common nouns

Common nouns named one or more of general class or type of person, place, thing, or idea and were not capitalized:

*choir, state, president, city, car, wisdom.*

Example: Next fall the students will enter college to receive an education.

3) Collective nouns

The name used for a number of people, animals or things which were collected together and taken as a whole was called a collective noun.

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<sup>20</sup> Thomson and Martinet, *Practical English Grammar* (Oxford : Oxford University press, 1986), 81.

Examples:

- a. People : a crew of sailor, a choir of singer, a class of pupil
- b. Thing : a bunch of banana, a library of books, a collection of pictures
- c. Animals : a nest of ant, a flock of birds, a swarm of bees

#### 4) Abstract nouns

Abstract noun named ideas, qualities, beliefs, and conditions: goodness, poverty.

Example: Their marriage was based on love, honor, and trust

#### 5) Singular and Plural nouns

- a. Singular noun was a noun that stands for one person place

Example: Cow, glass, woman, etc

- b. Plural noun was a noun that stood for more than one person, thing animal or place

Example: cows, glasses, women, etc.

#### 6) Countable and Uncountable nouns

- a. Countable noun was a noun which could be counted,

For Example: Birds, Cars, Flowers, Pencils, books, etc.

- b. Uncountable noun was a noun which could not be counted,

For Example: Water, ice, food, Rice, etc.<sup>21</sup>

b. Verbs

A verb was a set of words that perform an action. In line with this statement, Hatch and brown argued that a verb is a word that denotes action.<sup>22</sup> Furthermore, Pyle and page claimed that a verb usually shows the action of the sentence. According to Thomson and Martinet, there were two Classifications of verb namely Auxiliary verb and ordinary verb.

1) An auxiliary verb

An auxiliary verb was a kind of verb that helped to form a tense or an expression.

Example: to be, to have, to do, modals, to dare and used.

2) Ordinary Verbs

An Ordinary verb was a verb that was not categorized as an auxiliary verb. They ere regular and irregular verbs, Regular verb were verbs that could from the simple past by adding ‘‘d’’ or ed’’ to the infinitive form.

<sup>21</sup> Depdiknas.2006. *Permendiknas Republik Indonesia Nomer 22 Tahun 2006 Tentang Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta : Depdiknas.

<sup>22</sup> Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press. 1995), 222.

Example:

**Table 2.2**  
**The example of regular verb**

Regular Verbs	
<u>Present</u>	<u>Past</u>
Study	Studied
Walk	Walked
Talk	Talked
Play	Played

**Table 2.3**  
**The example of irregular verb**

Irregular Verbs	
Present	Past
Go	Went
Sleep	Slept

c. Adjective

An adjective was a word that could modify a noun.

Thomson and Martinet classified adjectives into 6 categories namely:

- 1) Demonstrative Adjective; an adjective was used to point out persons or things. They were such as: this, that, these, and those.

Example: That boy is George.

2) Distributive adjective; an adjective that showed the things or persons when taken separately. They were such as : each, every, either, and neither

Example: Each man was given a prize.

3) Quantitative Adjective: an Adjective of quantity indicated the quantity of things. They were such us: some, any, no, and little/few, many, much, one, and twenty.

Example: I have enough money

4) Interrogative Adjective; an interrogative adjective asked a question

They were such as: which, what, whose.

Example: what book is that?

5) Possessive adjective; a possessive adjective was used to describe a noun, and it came before it. They were: my, your, his, her, its, our, your and their.

Example: My car is bigger than her car.

6) Adjective of Quality: an adjective of Quality indicated the quality of a person or thing. They were such as: clever, dry, fat, golden, good, heavy, and square.

Example: Tom is a clever student.

d. Adverb

Thomson defined an adverb as a word that modified a verb, an adjective, or another adverb often ended with-ly.

1) Adverb of manner : Quickly, happily, etc

2) Adverb of Time : Soon, yet, today, etc

3) Adverb of Place : near, there, here, etc

4) Adverb of frequency: often, usually, seldom, never, etc.

The finding discussion is appropriate with the theory that explained by Naely Muchtar in the article as follows :

Jordan which stated that understanding the usage of Eight parts of speech is vital for students as they move toward more complex writing skills. when children learn to speak, they immediately begin using nine parts of speech without realizing it. soon, children learn to identify each of the Eight parts of speech. learning does not have to be boring and active learning is excellent for engaging students and for memory retention therefore Eight parts of speech can be taught through four skills of English is depends on the teacher to create their own method in teaching interactively.

4) Learning media

Media can be interpreted as a tool that can be used as conveying messages to achieve the goals of learning. The media is a persuasive



message and can stimulate the minds, feelings, and desires of the students, so that it can encourage the learning process in the student's self. The media functions to regulate the effective relationships of the teachers and students in the learning process. The learning media includes tools that are physically used to convey the learning material content. The learning media is a component of a learning resource that contains an instructional material in the student environment that motivates students to learn. Learning resources provide everything available to help individuals learn and demonstrate their abilities and competence.<sup>23</sup>

In the learning process, there are some types of learning media that need to know. The kinds of learning media are in the following:

- 1) Visual Media

Visual media is a media that has several elements; they are forms, colors, and texture in the synthesized. Visual media can show how material content is related to reality. There are some visual media that are used in the learning process such as Books, journals, maps, magazines, pictures, globe, sketch, and etc.

According to Arsyad, Flash card is a mini card that contains a picture, text, or symbol that strengthens and guides

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<sup>23</sup>Ega Rima Wati, *Ragam Media Pembelajaran* (Yogyakarta: Kata Pena, 2016), 2.

the students to something that relates to the picture, shape, and size, it can be adjusted with the classroom that was dealt with. From the definition above, the researcher concluded that flash card was a media that shaped in a picture card which the shape and size can be adjusted with the class that was bang dealt with.<sup>24</sup>

## 2) Audio Visual Media

Audio visual media is a media that can show the picture elements and sounds simultaneously at a server of messages or information. Audio visual media can reveal objects and the real events.

There are some visual media that are used in the learning process such as projector, tape recorder, Movie, Video, Sound system, Laptop, hand phone, sound slide, film strip and etc.<sup>25</sup>

The finding discussion is appropriate with the theory that explained by Fery Angga Widiastuti in the article as follow:

Flash cards are visual teaching aid. according to brewster, visual support is very important to help convey

<sup>24</sup> Arsyad, Azhar. 2009. *Media pendidikan*. Bandung: Penerbit Citra Aditya Bakti.

<sup>25</sup> Wati, *Ragam Media*, 5.

meaning and to help pupils memorize new words. moreover, schmitt says that new words can be learned by studying them with pictures of their meaning instead of definition. using flash cards save time for the teacher in drawing on blackboard. it can be saved and used again in different context and for all ages.

#### 5) Assessment

According Arikunto, a research in education is assessment activity that occurs in educational or school activities. Teachers do assessment with the aim to see whether the learning process has been achieved the learning goals. Research is one of the important parts in education and teaching process. We can say that whether all of the educational and learning activities are good or not can be seen by the assessment. The following are criteria or things that need to be paid attention on assessment, they were:

- a. Assessment should cover knowledge and attitude.
- b. Using various kinds of assessments when the learning activity occurs.
- c. Choosing instrument and assessment type based on the formulation of the teaching purpose.
- d. Refer to the purpose and function of the assessment, such as giving feedback, a report to the parents, and giving information to the students about their learning results.

- e. The assessment instrument should courage students' intellectual and creativity, such as giving them subjective tests, portfolios, students' creations, observation etc.
- f. Assessment can be done with test or non-test.

A test is an assessment instrument in a written form or to note and observe students' achievement that in line with the assessment target.<sup>26</sup>

According to Calongesi, a test is one of the efforts of designed measurement that used by the teachers to make opportunities to the students to show their achievement that related to the purpose of learning that had been established. A test consists of some question that must be answered by the students. Each question in a test arraigns students to a task and provides a condition for the students to perceive the task or that question.<sup>27</sup>

The finding discussion is appropriate with the theory that explained by Sudji munadi in the article as follow :

Assessment is the process of providing or finding the value to a particular object based on a certain criteria. Assessment is an activity to interpret or describe the results of the measurement. Assessment is the process to take decisions by using the

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<sup>26</sup> Jacobs, 1992. *Developing and using test effectively*, san francisco

<sup>27</sup> Calongesi, J.S. 1995. *Merancang tes untuk menilai prestasi siswa*. Bandung: ITB.

information obtained through the measurement of learning outcomes, good use of instrument test and non-test.

Written test is conducted in the form of tests which the questions are either objective or subjective. A test which the answers are objective included multiple choice, true or false, matching, etc. As for the test that the answers are subjective included short description.<sup>28</sup>

#### 6) The Problem of Vocabulary

There were several strong reasons for which the vocabulary components of language course needed to be planned.

a. Firstly because different vocabulary gives greatly different return

for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary.

b. Secondly, most language teaching course make vocabulary learning more difficult that is should be as a result of the way vocabulary in the course is sequenced.

c. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.<sup>29</sup>

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<sup>28</sup>

<sup>29</sup> Paul Nation, *New ways in teaching vocabulary* (Alexandria: TESOL, 1994),

Several problems faced by Indonesian students when learning a target language such as English in vocabulary was that they could understand what the connection between the new vocabulary they have learned with the function of the vocabulary word.

Term used to classify word based on their functional categories were called part of speech. The classification of the words of a language in this way was dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function.<sup>30</sup>

#### b. English Program at Islamic Boarding School

English program was defined as a unit or unity of activities that were the realization or implementation of a policy, which took place in a continuous process and occurs in an organization that involving a group of people<sup>31</sup>. Moreover, the program is a set of activities that was planned accurately and the in a group of people<sup>32</sup>

There were several English program in other Islamic Boarding Schools such as was in Muhammadiyah modern Islamic boarding school of Yogyakarta and Daar el-Qolam II Islamic boarding school.

<sup>30</sup>Hall Eugene, *Grammar for user* (Jakarta: Bina rupa aksara, 1993), 8.

<sup>31</sup> Suharsimi Arikunto, *Evaluasi Program Pendidikan*, (Jakarta: PT Bumi Aksara, 2004), 3.

<sup>32</sup> Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Belajar, 2009), 8.

- 1) English program in Muhammadiyah modern Islamic Boarding School of Yogyakarta as written in its agenda book page 18: “Muhammadiyah modern Islamic Boarding School of Yogyakarta has a lot of programs; one of which is daily language program that was called bilingual area. bilingual area is in a week, all of the students are obligated to use Arabic and English in the next week. With this bilingual area program, it is hoped the students are able to practice their vocabularies in daily conversations during that week”.

In attempt to improve the students' Arabic and English abilities, the Islamic Boarding School has a system of language regulation. Students are taught and are obligated to communicate with Arabic and English. To maximize that program, they made language discipline regulation. For students who speak other than the said languages will be punished. This regulation improves their learning motivation. With that, students understand their lessons more easily and are able to improve their achievement. It was proved by winning some competitions of Arabic and English.<sup>33</sup>

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<sup>33</sup>Fuad Mansur syafi'i, 2019. "Penerapan peraturan berbahasa arab dan inggris terhadap motivasi belajar santri pondok pesantren modern muhammadiyah boarding school Yogyakarta", *Skripsi*, fakultas ilmu agama islam Universitas Islam Indonesia Yogyakarta.

2) English program in Daar el-Qolam II Islamic Boarding School

As what written in the thesis, Islamic Boarding School was an educational institution that was very appropriate to teach attitude, behavior, and morality to the students. Even in language aspect, Islamic boarding school was considered as the most effective institution to practice and improve foreign languages abilities such as Arabic and English. In Daar el-Qolam II Islamic Boarding School, the students are obligated to use English and Arabic. It was carried out because the students stay there 24 hours so that they were trained to always speak foreign language in the boarding school environment. Besides, there was educated punishment for those who break the law so that the students are disciplined.<sup>34</sup>

3) Al-Qodiri 2 Islamic Boarding School Gumukmas, Umbulsari street No. 03 Kreet, Gumukmas, Jember was a modern Boarding School that also focused on language development. It was why LPBA program was established. The languages were Arabic and English. The researcher here would Research about the English program that was held night after isya'. The activity was joined by all of excellent students MTS Al-Qodiri 2

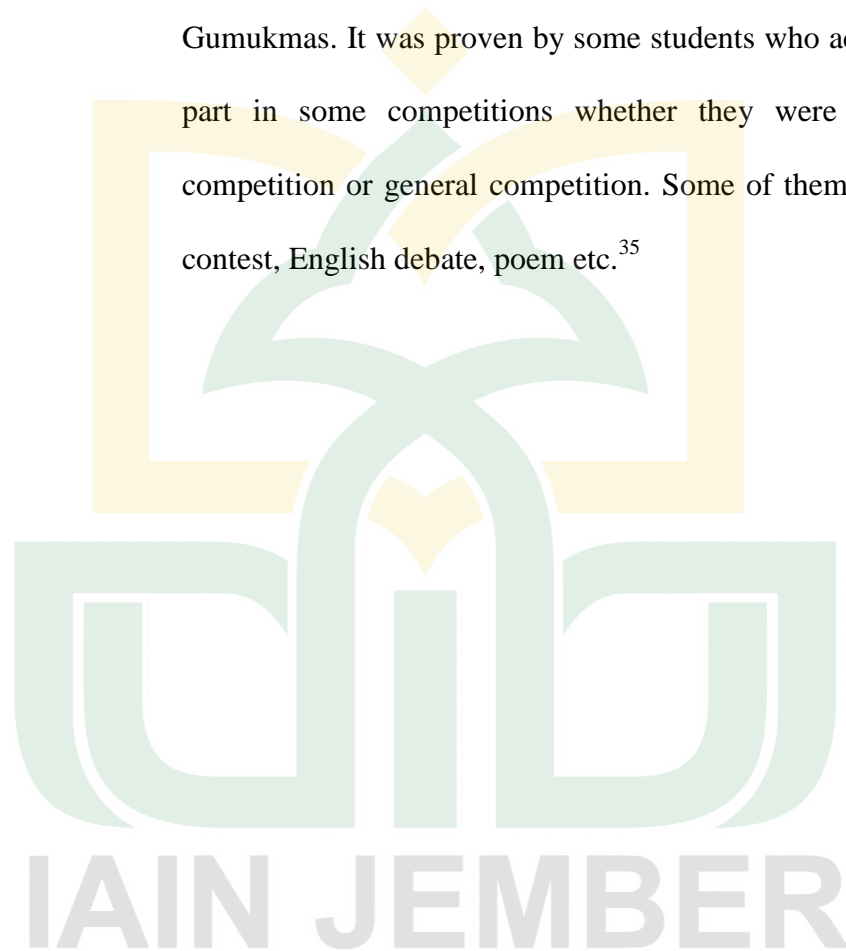
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<sup>34</sup>Mambaunnisa,2014."pengaruh kemampuanberbahasaasing (Arab-inggris) terhadapprestasibelajarsiswa'', *Skripsi*, FakultasIlmutarbiyahdankeguruanUniversitas Islam negeriSyarifHidayatullah Jakarta



Gumukmas. the researcher would focus only on teaching and learning vocabulary.

LPBA really had a significant role for language development students of Al-Qodiri 2 Islamic Boarding School Gumukmas. It was proven by some students who actively took a part in some competitions whether they were high school competition or general competition. Some of them were speech contest, English debate, poem etc.<sup>35</sup>



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<sup>35</sup> Sumber data: Hasil Observasi 01 juli 2019

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a descriptive qualitative research with case study method. Bodgan and Tailor stated that a research that uses qualitative method results descriptive data, which formed in spoken or written from people or behavior which can be observed. The qualitative research is natural. Researcher does not try to manipulate the state and environmental conditions of the research but doing research to condition and state where the condition and state indeed exist.<sup>36</sup>

The kind of this research was case study. A case study was a deep study about an individual and in long period of time. Yunus described the objects that are observed in case study are just projecting their selves' images deeply to obtain a whole image of the objects ( wholeness ) in the sense of data collected in the study learned as a whole, complete unified. That is why case study is explorative. Researcher does not only understand the case of the outside, but also the inside as whole and detail entity. That is why one of the data collection techniques is through in-deep-interview.<sup>37</sup>

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<sup>36</sup>Moleong ,lexy J. *metodologi oenelitian kualitatif*, (bandung : Pt Remaja Rosdakarya Offest, 2007)

<sup>37</sup>Yunus, Hadi Sabri. *Metode penelitian wilayah kontemporer*, (Yogyakarta : Pustaka Pelajar, 2010 )

Besides in-depth interviews, there were five techniques of collecting data in case study research, they were documentation, direct observations, involved observation ( participant observation ), and physical artifact. Each technique was complementary each other. This was the strength of case study.

#### **B. Location Of The Research**

The writer held the research on student's of LPBA English Program at Al-Qodiri 2 Islamic Boarding School Gumukmas, which was located on Umbulsari street, Gumukmas Village, Jember – East Java.

#### **C. Subject Of The Research**

The objects of the study were the head of Al-Qodiri 2 Islamic Boarding School Gumukmas, the Instructor of LPBA and the Process of Instruction. The researcher used Observation, Questionnaire, and interview for the technique in choosing the subject. Firstly, the researcher did observation in Al-Qodiri 2 Islamic Boarding School Gumukmas. After that the researcher gave the questionnaire and then did interview with the head instructor and English Instructor at LPBA Program in Al-Qodiri 2 Gumukmas.

#### **D. Data Collection**

In completing the data, the researcher used qualitative data. Qualitative data consisted of Interview, Observation, Questionnaire, and Document Review.

## 1. Interview

The interview was conducted with the Head of Al-Qodiri 2 Islamic Boarding School Gumukmas, English Instructor of the LPBA, The researcher used the interview to collect the data through the dialogue or question and answer to get information from the participants or informants.

According to Arikunto, there were three types of interview. They were as follows: Semi structured interview, Unstructured interview, Structured interview.<sup>38</sup>

In this research the researcher used semi structured interview to get the supporting data about The instruction of vocabulary at the institute for foreign language development in Al-Qodiri 2 Islamic Boarding School Gumukmas.

- a. How is the history of LPBA Program?
- b. How is the Instruction English process?
- c. How is the students' habitual study during the learning process in class.?
- d. What is the Profile of (LPBA) the institute for foreign language development ?
- e. What are the difficulties of Instruction vocabulary at LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas.?

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<sup>38</sup>Arikunto, S, (2006), *Prosedure penelitian: Suatu pendekatan praktik.*( Yogyakarta:Rineka cipta), 227

- f. What is the strategy that used by Instructor in the Instruction Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas ?
- g. What is the material that used by Instructor in the Instruction Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas ?
- h. What is the media that used by Instructor in the Instruction Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas ?
- i. What is the Assesment that used by Instructor in the Instruction Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas ?

## 2. Observation

Observation was as a technique of collecting data that have a specific characteristic compared to the other technique, such as interview and questionnaire. If the interview and questionnaire done by communicating with people, but there is no limitation for observation technique because in the observation, the researcher can observe the people, or just observe the other objects.<sup>39</sup>

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<sup>39</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), 145.

Observation, according to Bungin, was a data collection technique used to collect research data through observation and sensing.<sup>40</sup> In this case, the observation conducted by observing the students' behavior during the teaching and learning process

Observation was done to get information about human behavior as in researcher made observation notes about situation in the class while the Instructing process occurred, analyzed it and then made conclusion about it. In this research, the researcher used unstructured observation to get the data or information about the real condition in Instruction vocabulary in LPBA program.

- a. The English Instruction process.
  - b. The students' habitual studies during the learning process in class.
  - c. The difficulties of Instruction vocabulary at LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas.
  - d. The strategy that used by the Instructor in the Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas
  - e. The material that used by the Instructor in the Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas
3. The media that used by the Instructor in the Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas Questionnaire

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<sup>40</sup> Bungin,2007,op.cit., p.118.

According to Sugiyono, questionnaire was a data collection technique that used by giving a set of written questions or statements to the respondent.<sup>41</sup>

The kind of questionnaire used by the researcher in this research is closed ended questions, because it was more efficient and practical, such as what Creswell stated that closed ended questions as in the example above were practical because all individuals will answer the question using the response options provided.<sup>42</sup>

Guttman scale was a kind of scale that required firm answers such as good or poor, high or low, true or false, positive or negative, yes or no etc. This scale only had two intervals; agree and disagree. Guttman scale could be a checklist form or objective form. For positive answer such as good, high, yes, true and the likes were scored with 1; while for negative answer such as poor, low, no, false etc were scored with 0.<sup>43</sup>

This questionnaire was referred to students of LPBA Al Qodiri 2 Islamic Boarding School Gumukmas in collection data or authentic responds from the students concerning the teaching and learning of vocabulary.

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<sup>41</sup> Sugiyono, metode penelitian kuantitatif, kualitatif, dan R&D, (Bandung: Alfabeta, 2017), 142.

<sup>42</sup> John W. Creswell, Educational Research: planning, conducting, and evaluating quantitative and qualitative research ( New York: Pearson, 2012 ), 387.

<sup>43</sup> Asep Kurniawan, metode penelitian pendidikan, (Bandung: PT Remaja Rosdakarya, 2018), 183.

#### 4. Document Review

Document Review referred to materials such as photographs, videos, recording, newspapers, papers, and office reports or private documents such as letters, e-mails, and diaries, and document studies were a complement from observational methods and interviews in qualitative research.

- a. History of LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas
- b. Profile of LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas
- c. Plan for LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas.
- d. Teachers and Employees of LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas.
- e. Data of students of LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas.
- f. Data of facilities and infrastructures of LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas
- g. Photograph of the learning process activities LPBA program in Al-Qodiri 2 Islamic Boarding School Gumukmas.



## E. Data Analysis

Data analysis was a process of search and compiling the data systematically that has come from interviews, field records, and documentation<sup>44</sup>. The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman : data reduction, data display, and conclusion drawing and verification.<sup>45</sup>

### 1. Data Reduction (*Reduksi Data*)

Data reduction was a summarized activity, selecting the principal things, focusing on important things, looking for themes and patterns. Accordingly, by reducing the data, it would give a clearer picture and make it easier for the researcher to collect the next data.

### 2. Data Display (*Penyajian Data*)

After the data was reduced, the next step was to present the data. In the qualitative research, the presentation of the data could be done in the form of abbreviations, charts, and category connection. So in this step, the researcher presented the data of research based on the focus of the research.

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<sup>44</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), 244.

<sup>45</sup>Ibid, 246

### 3. Conclusion Drawing/ Verification

The next step in the qualitative data analysis was drawing conclusion / verification. The initial conclusions presented were still temporary and it would change if there was no strong evidence that supported at the next data collection stage. But when the conclusions presented at the initial stage were supported by avid evidence and were consistent when the researcher returned to the field to collect the data, so the conclusions presented was a credible conclusions.

#### **F. Data Validity**

The researcher needed to analyze the validity of the data source to get the valid data. Data validity is a concept that indicates the validity of the data in the research<sup>46</sup>. To measure the validity of the data, the researcher used triangulation. Triangulation could be defined as a kind of data collection technique which is combines the various technique and data sources that had been exist<sup>47</sup>. In the triangulation technique, the researcher used *source triangulation and technique triangulation*. Both of them were explained as follows:

##### 1. Source Triangulation

Source triangulation is used to test the credibility of the data that done by checking the data that has been obtained through several

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<sup>46</sup> Lexy Maelong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2014), 321.

<sup>47</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), 241.

different sources<sup>48</sup>. For example, to find out the Instructor in the Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas, the researcher did interview with the instructor of LPBA program, and then rechecked with different sources; that were students LPBA program. Afterward, the data were described and categorized, which view were equal, which ones were different, and which ones were more specific from both sources. After the researcher analyzed the data, the researcher asked for agreement from both of the sources to determine the final conclusion.

## 2. Technique Triangulation

Technique triangulation was used to test the credibility of the data that done by checking the data that has been obtained through the same sources but with different technique. For example, after the researcher got the data from observation, then the researcher rechecked through interview and document review. For example, in this research after the researcher got the data about The Instructor in the Instructing Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas from the interview, then the researcher rechecked it by using observation, and document review. If from the three techniques the result of the data had similarities or there was no similarity, the

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<sup>48</sup>Ibid, 274.

researcher had to find out the causes and explanations for the differences.

### **G. The Stages of The Research**

This section described the plan for carrying out the research that the researcher would do, starting from preliminary research, design development, actual research, and report writing<sup>49</sup>. The stages of the research that used by the researcher in discussions of the object matter that aims to acquire research data systematically were in the following:

#### 1. Pre Field Research Stage

In the pre field research stage, there were six stages that the researcher would take, as far as six stages were concerned in the following:

##### a. Arrange plan of the research

In this stage, the researcher made a plan of the research first starting with making a title of the research and then posed the title to the chief of the department, making a guiding letters and then giving the letter to the advisor, making a matrix of the research, and the next is making a proposal.

##### a. Select the field of the research

Before doing the research, the researcher had to select the field of the research first. And the field of the research that chosen by the

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<sup>49</sup>Tim Penyusun, *Pedoman Karya Ilmiah IAIN Jember*, (Jember: IAIN Jember Press, 2018), 48.

researcher was Al-Qodiri 2 Islamic Boarding School Gumukmas because the researcher took a title about Manage the license

Before doing the research, the researcher had to manage the license in campus and then gave it to the head of Al-Qodiri 2 Islamic Boarding School Gumukmas. In this research, the researcher would give the license to K.H Khomsun Syamsuri as the head of Al-Qodiri 2 Islamic Boarding School Gumukmas.

b. Explore and assess the state of the field

After the head of Al-Qodiri 2 Islamic Boarding School Gumukmas gave permission to the researcher, the researcher came to the Al-Qodiri 2 Islamic Boarding School Gumukmas and then assessed the background of the LPBA Program. This stage was used to collect the data that needed by the researcher.

c. Select the participants or the informants

In this stage, the researcher selected the participants or the informants to get the data and information in the research. The researcher chose the head of Al-Qodiri 2 Islamic Boarding School Gumukmas, a teacher of LPBA Program, and students of LPBA Program.

d. Prepare the instruments of the research.

In the final stages, the researcher prepared the instruments of the research before coming to field of research. The instruments of

the research were such as Notebook, Camera, Pen, Questionnaire and Question notes.

## 2. Stages of Fieldwork

- a. Understand the background of the field of the research and prepare myself

At this stage, the researcher should know and understand the background of Al-Qodiri 2 Islamic Boarding School Gumukmas. The researcher also should prepare before starting the research in LPBA Program both physically, appearance and mentally.

- b. Enter to the Field of the research

At this stage, the researcher entered to the field of the research that was Islamic Boarding School Al-Qodiri 2 Gumukmas and then the researcher observed the students of LPBA program activities when they were in the learning process.

- c. Collect the Data

At this final stage, the researcher should collect the data or the information such as the strategy, media, material, kind of assessment that used in LPBA program.

## 3. Stages of Data Analysis

Based on the stages that have done, the next stage was analyzing the data that included reduce of the data, present the data and make a conclusions. This stage was the final stage from the research

process. And also in this stage, the researcher started to arrange the research reports and trust it.

## **H. Systematic of Thesis**

The systematic of thesis was about description of the thesis discussions that began from the Introduction to the closing chapter. The writing format of thesis systematic was in a narrative descriptive form. To make it easier to be understood, the systematic of thesis was created as follows:

The first chapter, it included the introduction such as; Background of study, Research Problem, Research Objective, Significant of the Research, Research Limitation, and Definition of Key Term.

The second chapter, it included review of related literature such as; Previous Study, and Theoretical Framework.

The third chapter, It included of Research Method such as; Research Design, location of research, and subject of research, data collection, data analysis, data validity, and stage of the research

The fourth chapter, was research finding and discussion

The fifth Chapter was conclusion and suggestion.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. OVERVIEW OF RESEARCH OBJECT

##### 1. History of Al-Qodiri 2 Islamic Boarding School Gumukmas

Al-Qodiri 2 Islamic Boarding School was established in 1997. But long before that, approximately in 1995, the Islamic Boarding School had already existed with its some students. Until finally in 2004 this Islamic Boarding School was inaugurated and legitimated by Kyai H.Ahmad Muzakky Syah as the chief of Al-Qodiri 1 Islamic Boarding School Jember. In 1998, the Islamic Boarding School was still named with Darut Tholibin because it fell under the roof of Al-Qodiri 1 Islamic Boarding School. Kyai H.Ahmad Muzakky Syah added a word Barokah Al-Qodiri so that the present name of this boarding school was Darut Tholibin Barokah Al-Qodiri.

Al-Qodiri 2 Islamic Boarding School was led by KH Muhammad Khomsun Syamsuri and Ny.Hj. Mar'atul Mukarromah. They were married in 1996 and were blessed with three daughters and one son. They did not only teach knowledge to their students, but also discipline, istiqomah, and morality that should be used as an example for the students.

In 2008, KH. Khomsun Syamsuri established Junior High School Al-Qodiri to support the students' education needs. Again in 2011 he



established Senior High School Al-Qodiri to fulfill the trust given by the society. They expected the boarding school could form a religious character to their children. On December 26<sup>th</sup> 2012, the reconstruction of the name of the boarding school changed to Al-Qodiri 2 Islamic Boarding School Gumukmas and was inaugurated by kh Ahmad muzakky syah as the son of KH Muhammad Khomsun Syamsuri on Wednesday night Keliwon at manaqib event in Al-Qodiri 2 Islamic Boarding School Gumukmas.

## **2. History of The Institute for Foreign Language Development (LPBA)**

### **English Program**

Starting with the students service program from Islamic Boarding School of Al-Yasini Pasuruan, the institute for foreign language development was inaugurated on may 7<sup>th</sup> 2016. Since then, Al-Qodiri 2 Islamic Boarding School has been in cooperation with Al-Yasini Islamic Boarding School. As the time went by this rapid globalization era encouraged the boarding school to provide foreign language learning aids through LPBA program with a hope that these efforts can be a support to the students to develop their knowledge about foreign language.

For the female students, the LPBA institution was led by miss Dhiela while for the males was led by ust. Amiruddin. The LPBA activity was begin from 21.30 to 20.00 on Friday to Wednesday.

### 3. Identity And Facility of Al-Qodiri 2 Islamic Boarding School

#### Gumukmas

##### a. Identity of Al-Qodiri 2 Islamic Boarding School Gumukmas

Name	: Al-Qodiri 2 Islamic Boarding School Gumukmas
Address	: PP. Al-Qodiri 2 Gumukmas Street Umbulsari
Phone Number	: 0336-323378
Faxcimili/ Fax	: <a href="mailto:alqodiri02gumukmas@gmail.com">alqodiri02gumukmas@gmail.com</a>
Province	: East Java
Regional Autonomy	: Jember
Sub-district	: Gumukmas
Village/ Kelurahan	: Kreet
Street Dan Number	: Umbulsari, No.03
Postcode	: 68165
District	: Pedesaan
School Status	: Swasta

##### b. Facility of Al-Qodiri 2 Islamic Boarding School Gumukmas

There are some facilities in Al-Qodiri 2 Islamic Boarding School Gumukmas. They are some rooms, and extracurricular Programs.

**Table 4.1**  
**List of Room at Al-Qodiri 2 Islamic Boarding School Gumukmas**

NO	List of Room
1	Classroom
2	Bathroom
3	Office
4	Computer lab
5	Library

**Table 4.2**  
**List of extracurricular Programs at Al-Qodiri 2 Islamic Boarding School Gumukmas**

NO	Extracurricular Programs
1	Scout
2	Taikwondo
3	Stockbreeding
4	Speech
5	Fishery
6	Drum band
7	Dance

#### **4. Vision And Mission of LPBA Al-Qodiri 2 Islamic Boarding School**

##### **Gumukmas**

##### a. Vision

Religious, active, and competitive.

##### b. Mission

- 1) Implementing education and teaching process of foreign languages with good quality to produce professional foreign languages aspirants with Islamic personality.

- 2) Implementing the distributing program of foreign languages in boarding school environment.
- 3) Implementing cooperation with the school party to facilitate the quality of learning language.

## 5. Organizational Structure of Al-Qodiri 2 Islamic Boarding School

### Gumukmas

- a. The daily structure of the caretakers of male Al-Qodiri 2 Islamic Boarding School Gumukmas:

There are ten caretakers of male Al-Qodiri 2 Islamic Boarding School Gumukmas that will be shown below:

Table 4.3

The daily structure of the caretakers of male Al-Qodiri 2 Islamic Boarding School Gumukmas

NO	NAME	POSITION
1	K.H Muhammad Habibullah Khomsun.Syamsuri.	Founder
2	Minal Mursalin	Chairman
3	M. Andika	Leader I
4	Nur Ikhwan Rosyidi syah	Secretary I
5	M. Adnan	Secretary 2
6	M. Andika	Treasurer I
7	Agus Priyanto	Treasurer II
8	Faturaih Yahya	Treasurer III
9	Nur Ikhwan Rafiansyah	General assistant I
10	M. Adnan	General assistant II

- b. The daily structure of the caretakers of Female Al-Qodiri 2 Islamic Boarding School Gumukmas:

There are ten caretakers of female Al-Qodiri 2 Islamic Boarding School Gumukmas that will be shown below:

Table 4.4  
The daily structure of the caretakers of male Al-Qodiri 2 Islamic Boarding School Gumukmas

NO	NAME	POSITION
1	Ny.Hj.Mar'atul Mukarromah	Founder
2	Ika Nurjannah	Chairman
3	Nurul Fitriyah	Leader I
4	Neneng khoerotus. S	Leader II
5	Siti Rohmah	Secretary I
6	Ulfatus sholehah	Secretary II
7	Ismia nurul Azizah	Treasurer I
8	Aan Novianti Azizah	Treasurer II
9	Siti Maisaroh	General assistant I
10	Halimatus sa'diyah	General assistant II

6. **Structural of LPBA English Program In The 2019-2020 Academic Year**

Table 4.5  
Organizational Structure of LPBA Program in Al-Qodiri 2 Islamic Boarding School Gumukmas

NO	NAME	POSITION
1	Nurul Fitriah	The Chancellor
2	Aan Novianti A.	The Chief
3	Ulfatus Sholihah	Secretary
4	Ismia Nurul Azizah	Treasurer

## B. FINDING

### 1. The strategy is used by the Instructor in the Instructing of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.

In the field, the researcher found out that the Instructor of Al-Qodiri 2 Islamic Boarding School Gumukmas used sorting card strategy in the Instruction of vocabulary.<sup>50</sup> This was explained Mr. Rafi as a Instructor at LPBA:

”the strategy used by LPBA is “Sorting Card” that is a learning strategy that is used by selecting and sorting the cards with the aim of recalling the lesson that has been studied by the students.”<sup>51</sup>

According to the interview above, the Instructor used sorting card as a strategy in the Instruction of vocabulary at LPBA.

This statement was supported by Dania Fatimatun Nabila as one of the students as follow:

“the strategy is used by the Instructor in the Instruction of vocabulary at LPBA is sorting card. I think, my friends really like this strategy because it is very fun and with this strategy, we can memorize vocabularies easily.”<sup>52</sup>

Based on the interview above, the students liked the strategy that used by the Instructor that was sorting card. That strategy made them easy to memorize vocabularies.

<sup>50</sup>Data source: *Observation*, September 11 2019

<sup>51</sup> Mr rafi, interview, September 12 2019

<sup>52</sup>Dania fatimatun nabila, Interview, September 12 2019

This statement was also supported by another student Amita Fiqi Ramadhani as follow:

“The Strategy is used by Mr Rafi in the Instruction of vocabulary at LPBA is sorting card. before Mr. Rafi used this strategy, the learning was very boring, even we were really lazy when he asked us to memorized.”<sup>53</sup>

The interview above explained about the students who stated that Mr. Rafi used sorting card in teaching vocabulary. Back then before Mr. Rafi used sorting card in teaching vocabulary, Mitha felt bored and lazy to learn.

According to the results of the strategy used in LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas, it was found out that in instruction vocabulary, the Instructor used sorting card where the Instructor made various types of pictures and names with colorful papers that later would be given to the students then they were asked to choose those pictures and names and stick them in front of the class. The researcher thought that this strategy made the students were very enthusiastic and active in the class.

When the researcher did the research in the classroom, the researcher saw the Instructor was dividing the students into some groups then the Instructor asked each group to choose some pictures or names used colorful paper that have been provided by the Instructor. Afterward,

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<sup>53</sup> Amita fiqi Ramadhani,interview, September 12 2019

the Instructor gave time to each group to pin the pictures given by the Instructor. The Instructor then asked the students to come forward and Instructor corrected the students' work. According to the researcher, this strategy was very compatible in institute for foreign language development because the activity was held at the night so that with this interesting strategy, the students were more enthusiastic and active. This has proven by the researcher during the research in the class.

The researcher then interviewed the Instructor of LPBA. His name is Mr. Rafi. Two students were also interviewed; they were Dania Fatimatun Nabila and Amita Fiqi ramadhani. Mr. Rafi said that the strategy used in LPBA was sorting card. It was a learning strategy that done with choosing and sorting the cards. The purpose of this strategy was to enhance the students' memories about the materials that had been learnt. Afterwards, the researcher interviewed two students of LPBA, they said that they really like that strategy. They thought that strategy was easy to be understood so that they enjoyed it. They also said that before Mr. Rafi used this strategy, the Instruction process was very boring, even they felt lazy when they were asked to memorize vocabularies.

Based on the results of observation and interviews that also supported by questionnaire that was given to 30 students in an attempt to strengthen the results of the observation and interviews that had been



done before, the questionnaire revealed that the strategy used by the Instructor was sorting card. They answered the question given by the Instructor that they liked the strategy used by the Instructor in Instructing of vocabulary. They also felt that with flash card strategy helped them in overcoming their difficulties in enriching English vocabularies.

Based on the results of observation, interviews, and questionnaire given to all of the students, the researcher find out that it was true the LPBA program used sorting card strategy where the Instructor made various types of pictures and names with colorful papers that later would be given to the students then they were asked to choose those pictures and names and stick them in front of the class. The researcher interviewed two students of LPBA, They said that they really like that strategy. They thought that strategy was easy to be understood so that they enjoyed it. They also said that before Mr. Rafi used this strategy, the Instruction process was very boring, even they felt lazy when they were asked to memorize vocabularies. The Questionnaire revealed tha the strategy used by the Instructor was sorting card. They answered the question given by the Instructor that they liked the strategy used by the Instructor in the Instruction of vocabulary.

## 2. The material used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.

In the field, the researcher found out that the Instructor used parts of speech as the material in the Instructing of vocabulary.<sup>54</sup> As in statement that delivered by Mr. Rafi as a Instructor at LPBA below:

“the material that is taught when learning vocabulary is focused more on the part of speech (noun, verb, adjective, adverb) in order to the students can know kinds of nouns, adjectives, verbs, adverbs etc. by that the students will learn the higher level materials easily”<sup>55</sup>

The interview explained about the Instructor that used part of speech (Noun, verb, adjective, adverb ) as the teaching material in the Instruction of vocabulary at LPBA..

This statement was supported by Dania Fatimatun Nabila as a student as follow:

“The Material is used by Mr Rafi in the Instruction of vocabulary at LPBA is Part of speech, I personally like the material that is taught because it really helps me to distinguish which one noun, verbs, adjectives and adverbs are”<sup>56</sup>

According to the interview, Dania as student at LPBA was fond of the material that taught by the Instructor, she felt that with that learning material, it could help them to know kinds of nouns, adjective, verbs, adverbs.

<sup>54</sup> Data source: *Observation*, September 25 2019

<sup>55</sup> Mr Rafi, interview, September 15 2019

<sup>56</sup> Dania fatimatun nabila, Interview, september 15 2019

This statement was supported by Amita Fiqi Ramadhani as a student as follow:

“The Material is used by Mr Rafi in the Instruction of vocabulary at LPBA is Part of speech, I think the material is compatible for a student on my age because besides I get new vocabularies, I can also determine what nouns, verbs, adjectives etc are.”<sup>57</sup>

According to the Interview above, Amita felt that the materials used were easy to be understood and were not too difficult to be learn by students at her age.

Based on the result of observation about the materials used in LPBA of Al-Qodiri 2 Islamic Boarding School Gumukmas that in the instruction vocabulary the instructor used part of speech; they were nouns, verbs, adjectives, adverbs whether it was in the form picture or written. The students were asked to understand part of speech. Thus, besides enriching new vocabularies, the Instructor also introduced them about the types of parts of speech. During the observation, the researcher found out the activeness of the students in looking for what types of pictures or words found during the learning. Thus, the students were eager to read dictionary.

During the research in the class, the researcher witnessed the Instructor was discussing parts of speech; noun, verb, adjective, adverb in which those materials were very easy to be understood by the students. Each picture and word given by the Instructor was part of speech so that

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<sup>57</sup> Amita fiqi Ramadhani, interview, September 15 2019

the Instructor hope the students were able to understand parts of speech. The researcher concluded that parts of speech were very suitable to be taught in institute for foreign language development because major of students who joined this program were junior high school students.

The researcher then interviewed the Instructor and the students in LPBA of Al-Qodiri 2 Islamic Boarding School Gumukmas. The Instructor said that the material taught in Instruction vocabulary focused on part of speech; nouns, verbs, adjectives, and adverbs. The researcher also interviewed two students regarding the material. They said that they liked the material taught by the Instructor because it was very helpful to differentiate which nouns, verbs, adjectives, and adverbs were.

According to the results of the observation and the interviews above that supported by the questionnaire that was given to the LPBA students in an attempt to strengthen the result of observation and interviews, it was revealed that part of speech was taught by the Instructor. They answered the question given by the Instructor that they liked the materials taught by the Instructor in the Instruction of vocabulary. They also felt that part of speech helped them in overcoming their difficulties in learning English vocabularies.

According to the results of observation, interview and questionnaire given to the students, the researcher found that it was true

the LPBA program used parts of speech as the teaching material. They were nouns, verbs, adjectives, adverbs whether it was in the form picture or written. The students were asked to understand part of speech. The Instructor said that the material taught in Instruction vocabulary focus on part of speech, and also the students said that they liked the material because it was very helpful to differentiate which nouns, verbs, adjectives, and adverbs were. The students answered the question given by the Instructor that they liked the materials taught by the Instructor in the Instruction of vocabulary. They also felt that part of speech helped them in over coming their difficulties in learning English vocabularies.

### **3. The media used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.**

In the field, the researcher found out that the Instructor used media flash card in the Instruction of vocabulary.<sup>58</sup> It was explained by mr. rafi as a Instructor at LPBA :

“flash card is used as the media. Flash card is a bunch of cards that contain information such as words, numbers, or pictures. The use of flash card media in teaching vocabulary depends on the wishes and needs of the students so that they will not be bared and saturated when the Instruction process occur”.<sup>59</sup>

According to that interview, the Instructor used flash card media in the Instruction of vocabulary at LPBA.

<sup>58</sup>Data source: *Observation*, September 25 2019

<sup>59</sup>Mr Rafi, interview, September 18 2019

According to that interview, the Instructor used flash card media in the Instruction of vocabulary at LPBA.

That statement was strengthened by Dania Fatimatun Nabila as a student as follow:

”The Media is used by Mr Rafi in the Instruction of vocabulary at LPBA is flash card, I personally like the media. It is exciting and funny. It makes me energetic in class. And it does not bored me, moreover when there were cute pictures. It makes me excited”<sup>60</sup>

Based on the interview above, the students felt that with the use of flash card media, it did not bore the students and did not make them sleepy in the class. If anything, the media made them enthusiastic to learn.

The statement above also supported by another student Amita Fiqi Ramadhani as follow:

“The Media is used by Mr Rafi in the Instruction of vocabulary at LPBA is flash card, The media does not make me sleepy in class. As you know this activity is at night. So instead of feely sleepy, this media makes me even enthusiastic to learn”.<sup>61</sup>

Based on the interview above, the students felt that with the use of flash card media, it did not bore the students and did not make them sleepy in the class. If anything, the media made them enthusiastic to learn.

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<sup>60</sup> Dania Fatimatun Nabila, Interview, september 18 2019

<sup>61</sup> Amita Fiqi Ramadhani, Interview, september 18 2019

According to the result of observation about the media used in LPBA that in the Instructing vocabulary the teachers used flash card. It was a bunch of cards contained words or pictures that suitable with the material that taught with colorful papers. The researcher thought that by using flash card media, the students' interests were piqued. The students also became active in the class.

When the researcher conducted research in the classroom, researcher saw the teacher was using a flash card media, the researcher saw the teacher carried a picture card equipped with words. The researcher also asked the purpose of a flash card media, which was to train the ability of the right brain to remember images and words so that the students' vocabulary and reading skill can be trained and improved early in life. According to researcher, this media was very cool and interesting to be taught to students. So that it brought out the activeness and can work together in a group to determine according to the material being taught.

The researcher interviewed the Instructor and the LPBA students. Mr. Rafi as the Instructor said that the media used by the Instructor was flash card. It was a bunch of cards contained of information, such as words, numbers, or picture. The use of flash card in the Instruction vocabulary was adjusted by the students desired and needs so that they would not be bored when learning. The researcher also interviewed two

students of LPBA. They were Dania Fatimatun Nabila and Amita fiqi Ramadhani. Dania said that she liked the flash card media because that media was not boring and made her active in the class. Her statement was supported by her friend; Amita. She said that flash card media did not make her sleepy during the learning.

Based on the results of observation and interviews above that also supported by questioner given to the students in an attempt to strengthen the observation and interview result, it was revealed that it was true flash card media was used in instruction vocabulary. They also liked that media. They confirmed that the use of flash card media helped to enhance their knowledge about English vocabularies.

Based on the results of observation, interviews and questionnaire given to the students, the researcher found out that in LPBA, the Instructing really used flash card media. The researcher thought that by using flash card media. The Instructor said that the media used by the Instructor was flash card. The use of flash card in the Instructing of vocabulary was adjusted by the students desired and needs so that they would not bored when learning. and the student said that flash card media did not make her sleepy during the learning. and also supported by Questionnaire given to the students in an attempt to strengthen the observation and interview result, it was revealed that it was true flash card media was used in instruction vocabulary.



#### 4. The assessment used by the instructor in the instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.

In the field, the researcher found out that The assessment used in the Instructing of vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas is Written test,<sup>62</sup> would be explained by Mr. Rafi as a Instructor of LPBA.

“to assess the students’ learning outcomes, written test is used. The written test here is an assignment at the end of the class. This is used to know the students’ abilities and their comprehension about had been studied.”<sup>63</sup>

According to the interview above, the Instructor used written test as the assessment in the Instruction of vocabulary at LPBA. It used to know how far the students’ comprehension and understanding about the lesson.

That statement also supported by one of the students Dania Fatimatun Nabila as follow:

“The Assessment is used by Mr Rafi in the Instruction of vocabulary at LPBA is Written test, after learning the material for that day, we are given a task about what we have been studied. In my opinion, this is very helpful so that I will know how far my understanding about the lesson”<sup>64</sup>

Based on the interview above, written test made the students able to measure their own abilities and how far the can memorize vocabularies that had been learn.

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<sup>62</sup> Data source: *Observation*, September 25 2019

<sup>63</sup> Mr Rafi, Interview, September 18 2019

<sup>64</sup> Dania Fatimatun Nabila, Interview, september 18 2019

Based on the interview above, written test made the students able to measure their own abilities and how far they can memorize vocabularies that had been learned.

Another statement was given by Amita Fiqi Ramadhani as a student as follows:

” The Assessment is used by Mr Rafi in the Instruction of vocabulary at LPBA is Written test, with this kind of assessment, I feel more enthusiastic to memorize more vocabularies, because I don't want to get a bad score”

Based on the interview above, the students felt that written test made them<sup>65</sup> enthusiastic in learning vocabulary because they did not want to get a bad score.

According to the result of the observation about the assessment used in LPBA of Al-Qodiri 2 Islamic Boarding School Gumukmas, the Instructor used written test. The Instructor used it in the form of questions or written questions that the students would later answer it in written form as well. The test was given at the end of the learning to find out the students' abilities during the vocabulary learning.

When the researcher conducted a research in the classroom, the researcher saw the teacher was conducting an assessment of students using the written test assessment in which the teacher made some questions in the form of a written test which were answered by students.

According to researcher, the written test allowed students to measure their

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<sup>65</sup> Amita Fiqi Ramadhani, Interview, September 18 2019

abilities and to what extent they could remember the vocabulary that has been taught by the Instructor. The researcher also asked the Instructor the results of the written test. The Instructor answered that the written test was the most suitable form of assessment for LPBA students today.

The researcher also interviewed the Instructor and the students of LPBA. The Instructor explained that to know or value the result of the learning, they used written test to assess the student abilities in the instructing of vocabulary. That statement was also supported by the two students. They said that the assessment used was written test. With written test, they felt it was really helpful for them because by that, they knew how far they remember the vocabulary that had been taught and they could enhance those vocabularies.

Based on the results of observation and interviews above that also supported by Questioner given to all of LPBA students in an attempt to strengthen the observation and interviews results, it was known that they confirmed assessment in form of written test was used in LPBA. They also felt happy with the test because they can measure their abilities in memorizing vocabularies that had been taught before.

the results of the observation, interviews, and questionnaire given to the students revealed that in assessing the students, LPBA really used written test. the test was given at the end of the learning to find out the students abilities during the vocabulary learning. that statement was also

measure their abilities in memorizing vocabularies that had been taught before.

### **A. Discussion**

This section is researcher's idea, the correlation between categorizes and dimensions, the position of findings with the previous findings, with interpretation and explanation of findings that presented in the field.

A Finding Discussion contains of the data that obtained by the researcher by using Observation, Interview, and Document Review techniques in the field. The discussion as follow:

#### **1. The Strategy Which is Used by the instructor in the instruction of Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.**

the results of observation, interviews and questionnaire given to the students showed that the in LPBA program, sorting card was really used as the strategy in Instruction where the Instructor made various types of pictures and names with colorful papers that later would be given to the students then they were asked to choose those pictures and names and stick them in front of the class. The researcher interviewed two students of LPBA, They said that they really like that strategy. They thought that strategy was easy to be understood so that they enjoyed it. They also said that before Mr. Rafi used this strategy, the Instructing process was very boring, even they felt lazy when they were asked to memorize vocabularies. The Questionnaire revealed that the strategy

the Instructing process was very boring, even they felt lazy when they were asked to memorize vocabularies. The Questionnaire revealed that the strategy used by the Instructor was sorting card. They answered the question given by the Instructor that they liked the strategy used by the Instructor in the Instruction of vocabulary.

The finding discussion was appropriate with the theory that explained by Hartono, the explanation as follows :

Sorting card is a collaborative activity that can be used to teach concepts, classification of properties, facts about an object, or repeating information.<sup>66</sup>

From the result of interview, it was found that the strategy used in LPBA was “Sorting Card”. They said that they really liked the strategy that used by the Instructor. They thought the strategy made them understand easily and they enjoyed it. They also said that before Mr. Rafi used this strategy, the learning process was really boring. Even, they felt lazy when the Instructor asked them to memorize vocabulary. Therefore, the Instructor found the strategy was very compatible with the students' characters that it helped them easily memorizing English vocabularies. The researcher also reckoned the students' enthusiasm when they were divided into some groups, they helped each other, exchanged knowledge and compete quickly finding the meaning of vocabularies they had. Researchers also saw the effectiveness of the time used when the learning activity began.

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Sorting card strategy is a kind of strategy that useful in helping students to improve their vocabulary mastery. This strategy was also used in the Eight Grade of SMPN 7 Bukit Tinggi in teaching and learning vocabulary. This statement was supported by Khabib Muafi in a journal "The effect of Using Card Sort Toward Students' Vocabulary Mastery Eight Grade of SMPN 7 Bukit Tinggi in the Academic Year 2017/2018. The explanation as follow:

Using sorting card could help students improving their vocabulary and mastering it. It was supported by joanne who said that sorting cards were able to build the students' vocabulary mastery. Sorting cards a powerful tool for teaching. From the research above, the researcher also found that the students who used sorting card were more interested in learning vocabulary. They would be easier to memorize new words and the students were encouraged to produce as much language as possible.<sup>67</sup>

Based on the finding that supported by the theory, sorting card was useful in helping the students to improve their vocabulary mastery. Then, using sorting card in teaching new words made the teaching process enjoyable and memorable. It also attracted the students' attention in understanding vocabulary.

The result of the Questionnaire given to thirty (30) students of LPBA revealed that the strategy used by the Instructor was sorting card. They

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<sup>67</sup>Khabib muafi, *The Effect of Using Card Sort Toward Students' Vocabulary Mastery at Eight Grade of SMPN 7 Bukittinggi in the Academic year 2017/2018*, Journal English Language Teaching and Research, Vol.2, No.1.2018.

strategy helped them in overcoming their difficulties in enriching their English vocabularies.

**2. The Material Which is Used by the instructor in the instruction of Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.**

The result of observation, interviews, and questionnaire given to the students showed that in the LPBA program, parts of speech was really used as the teaching materials. They were nouns, verbs, adjectives, adverbs whether it was in the form picture or written. The students were asked to understand part of speech. The Instructor said that the material taught in Instructing of vocabulary focus on part of speech, and also the students said that they liked the material because it was very helpful to differentiate which nouns, verbs, adjectives, and adverbs were. The students answered the question given by the Instructor that they liked the materials taught by the Instructor in Instruction of vocabulary. They also felt that part of speech helped them in overcoming their difficulties in learning English vocabularies.

The finding discussion was appropriate with the theory that explained by Hatch and brown, the explanation as follow:

Vocabulary can be divided based on their functional categories, which are called parts of speech there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.<sup>68</sup>

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<sup>68</sup>Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.

Vocabulary can be divided based on their functional categories, which are called parts of speech there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.<sup>69</sup>

According to the finding that supported by the theory, with the use of parts of speech as the learning material, it could make the students know kinds of noun, verb, adjective, adverb before they should learn the higher level materials.

From the result of interview, it was found that the material used in LPBA was“ Part of Speech” they said that they liked the material taught by the Instructor because it was very helpful to differentiate which nouns, verbs, adjectives, and adverbs were. The researcher found that the use of parts of speech as the learning material was suitable as basic knowledge about vocabularies. The researcher also found the students' improvement during learning parts of speech in the Instructing of vocabulary. Besides the students were taught to add many new vocabularies, they were also taught to be able to distinguish which ones were nouns, verbs, adjectives and adverbs.

The finding discussion was appropriate with the theory that explained by Naely Muchtar in the article as follows :

Jordan in Muchtar stated that understanding the usage of the Eight parts of speech is vital for students as they move toward more complex writing

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<sup>69</sup>Hatch and Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), 1.



parts of speech can be taught through four skills of English. It depends on the teacher to create their own method in teaching interactively.<sup>70</sup>

Based on the finding that supported by the article, we know that parts of speech was fundamental parts of English. There were eight parts of speech namely : noun, pronoun, verb, adjective, adverb, preposition, interjection.

The result of Questionnaire given to the thirty (30) students of LPBA revealed that the material used by the Instructor in the Instructing vocabulary was part of speech. They answered the question given by the Instructors that they liked the material used by the Instructor in Instruction of vocabulary. They also said that the material taught was easy to be understood and helped them improving their knowledge about English vocabularies.

### **3. The Media Which is Used by the the instructor in the instruction of Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.**

Based on the results of observation, interviews, and Questionnaire given to the students, the researcher found out that in LPBA, flash card media was really used as the media in Instructing vocabulary. The researcher thought that by using flash card media. The Instructor said that the media used by the Instructor was flash card. The use of flash card in Instructing of vocabulary was adjusted by the students desired and needs so that they would not bored when learning. and the student said that flash card media did not make her sleepy during the learning. and also supported by Questionnaire given to the

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by using flash card media. The Instructor said that the media used by the Instructor was flash card. The use of flash card in Instructing of vocabulary was adjusted by the students desired and needs so that they would not bored when learning. and the student said that flash card media did not make her sleepy during the learning. and also supported by Questionnaire given to the students in an attempt to strengthen the observation and interview result, it was reveled that it was true flash card media was used in Instruction vocabulary.

The finding discussion was appropriate with the theory that explained by Arsyad, the explanation as follows:

According to Arsyad, a flash card is a mini card that contains a picture, text, or symbol that strengthens and guides the students to something that relates to the picture, shape, and size, it can be adjusted with the classroom that was dealt with.<sup>71</sup>

Based on the finding that supported by the theory, a flash card was one of visual media that contained of pictures, whether the pictures were handmade or photograph, or even used pictures or photograph that had been stuck on the flash cards.

From the result of interview it was found that Media used in LPBA was “Flash card” they said that they liked the flash card media because that media was not boring and made them active in the class and flash card media did not

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<sup>71</sup>Arsyad, Azhar. 2009. *Media pendidikan*. Bandung:Penerbit Citra Aditya Bakti.

make them felt sleepy during the learning. The researcher saw the students' interest in the media the teachers used. The researcher thought that the media was very suitable for their ages so that they were interested during the learning.

The finding discussion was appropriate with the theory that explained by Fery Angga Widiastuti in the article as follow:

Flash cards are visual teaching aid. according to Brewster, visual support is very important to help convey meaning and to help pupils memorize new words. moreover, schmitt says that new words can be learned by studying them with pictures of their meaning instead of definition. using flash cards save time for the instructor in drawing on blackboard. it can be saved and used again in different context and for all ages.

Based on the finding that supported by the article flash cards are cards which are drawn or printed with words or pictures.

the result of questionnaire given to the thirty (30) students of LPBA revealed that the media used by the Instructor was flash card. They answered the question given by the Instructor that they liked the media used by the Instructor in Instruction of vocabulary. They also answered that with the media used by the Instructor, it could improve their vocabulary mastery and can understand English vocabulary easily.

#### 4. **The Assessment Which is Used by the instructor in the instruction of Vocabulary at LPBA in Al-Qodiri 2 Islamic Boarding School Gumukmas.**

According to the result of observation, interviews and questionnaire given to the students, the researcher found out that written test was really used as the assessment in LPBA. The test was given at the end of the learning to find out the students abilities during the vocabulary learning. that statement was also supported by the Instructor and the students, they said that the assessment used was written test. They also felt happy with the test because they can measure their abilities in memorizing vocabularies that had been taught before.

The finding discussion was appropriate with the theory that explained by Calongesi the explanation as follow:

A test is one of the efforts of designed measurement that used by the Instructor to make opportunities to the students to show their achievement that related to the purpose of learning that had been established. A test consists of some question that must be answered by the students. Each question in a test arraigns students to a task and provides a condition for the students to perceive the task or that question.<sup>72</sup>

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<sup>72</sup>Calongesi, J.S. 1995. *Merancang tes untuk menilai prestasi siswa*. Bandung: ITB.

Based on the finding that supported by the theory above, a test is a research instrument in written form to note and observe the students' achievement that in line with the assessment target.

From the result of interview it was found that Assessment used in LPBA was written test. They said that the assessment used was written test. With written test, they felt it was really helpful for them because with that, they knew how far they remember the vocabulary that had been taught and they could enhance those vocabularies. With the written test the researcher found that the Instructor could assess or measure how far the students could improve and understand the lesson. According to the researcher, written test is the right assessment to know the students' ability during the learning. Also, it could evaluate give better understanding to the students.

The finding discussion was appropriate with the theory that explained by Sudji munadi in the article as follow :

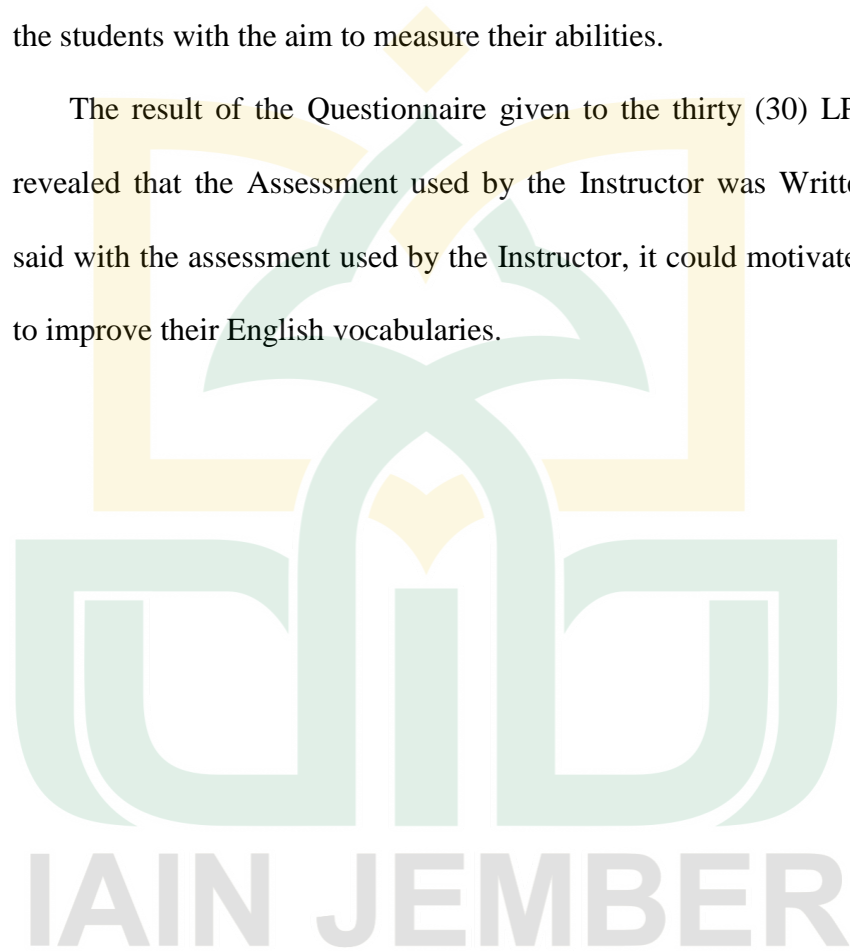
Assessment is the process of providing or finding the value to a particular object based on a certain criteria. Assessment is an activity to interpret or describe the results of the measurement. Assessment is the process to take decisions by using the information obtained through the measurement of learning outcomes, good use of instrument test and non-test.

Written test is conducted in the form of tests which the questions are either objective or subjective. A test which the answers are objective included

multiple choice, true or false, matching, etc. As for the test that the answers are subjective included short description.

Based on the finding that supported by the article, a test was a set of questions which should be answered, or assignments which should be done by the students with the aim to measure their abilities.

The result of the Questionnaire given to the thirty (30) LPBA students revealed that the Assessment used by the Instructor was Written test. They said with the assessment used by the Instructor, it could motivate the students to improve their English vocabularies.



## CHAPTER V

### CONCLUSIONS

#### A. Conclusions

Based on the focus of this research, there are four conclusions that can be concluded, as follows:

The first is the strategy which is used by the Instructor in the Instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used sorting card where the teacher made various types of pictures and names with colorful papers that later would be given to the students then they were asked to choose those pictures and names and stick them in front of the class.

The second is material which is used by the Instructor in the Instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used part of speech; They were nouns, verbs, adjectives, adverbs whether it was in the form picture or written. The students were asked to understand part of speech. Thus, besides enriching new vocabularies, the Instructor also introduced them about the types of parts of speech.

The third is media which is used by the Instructor in the Instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used flash card. It was a bunch of cards contained words or pictures that suitable with the material that taught with colorful papers. The use of flash card in teaching and learning vocabulary was adjusted by the students desired and needs so that they would not be bored when learning.

The fourth is assessment which is used by the Instructor in the Instruction of vocabulary at LPBA in Al-Qodiri 2 Islamic boarding school used written test to assess the students abilities in Instructing of vocabulary.

## **B. Suggestions**

After drawing conclusion, the researcher presents some suggestions directing to the other researchers who are interested in same research, which used to be the evaluation as follows :

The first is for Instructor of LPBA, the researcher suggests to him to more creative in the Instruction of vocabulary.

The second is for the students of LPBA, the researcher suggests to all of you to more spirit in learning English, and tried to increase your motivation to always practice your vocabulary.

The third is for the other researcher, the researcher suggests to them who are interested to make the same research, in order to choose the better technique than the technique which used in this research. They also can use this research as reference in doing related research in another object.





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Sumber Data, Hasil Interview, 18 September 2019

Sumber Data, Hasil Observasi, 25 September 2019.

Sumber Data, Hasil Observasi, 30 September 2019.

Sumber Data, Hasil Observasi, 05 Oktober 2019.

Sumber Data, Hasil Observasi, 11 Oktober 2019.



## APPENDIX 1

## PRONOUNCEMENT OF WRITING ORIGINALITY

Name : Nur Inayatul Amalia  
Nim. : T20156069  
Study Program : English Education Department  
Faculty : Islamic Education and Teacher Training  
Institution : State Institute of Islamic Studies of Jember

I hereby sincerely state that this thesis is my real masterpiece, except the things out of my masterpiece in this are signed by citation and referred into bibliography.

Jember, 04 December 2019

IAIN JEMBER



*Nur Inayatul Amalia*

NUR INAYATUL AMALIA

Nim : T20156069

**APPENDIX 2**

**Matrix of Research**

<b>Title</b>	<b>Variable</b>	<b>Indicator</b>	<b>Data Collection</b>	<b>Research Method</b>	<b>Research Problem</b>
The Instruction of Vocabulary At the Institute for Foreign Language Development in Al-Qodiri 2 Islamic Boarding School Gumukmas.	<ol style="list-style-type: none"> <li>1. LPBA (The Institute for foreign Language Development)</li> <li>2. Vocabulary</li> </ol>	<ol style="list-style-type: none"> <li>1. LPBA               <ol style="list-style-type: none"> <li>a. English Program</li> </ol> </li> <li>2. Vocabulary               <ol style="list-style-type: none"> <li>a. Noun</li> <li>b. Verb</li> <li>c. Adjective</li> <li>d. Adverb</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students of Islamic Boarding School Al-Qodiri 2 gumukmas</li> <li>2. Instructor of Islamic Boarding School Al-Qodiri 2 gumukmas</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design :               <ol style="list-style-type: none"> <li>a. Case Study</li> <li>b. Qualitative Descriptive</li> </ol> </li> <li>2. Collecting Data               <ol style="list-style-type: none"> <li>a. Interview</li> <li>b. Observation</li> <li>c. Questionnaire</li> <li>d. Document review</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. What is the strategy used by the Instructor in the Instruction of vocabulary at Al-Qodiri 2 islamic boarding School Gumukmas</li> <li>2. What is the Material used by the Instructor in the Instruction of vocabulary at Al-Qodiri 2 islamic boarding School Gumukmas</li> </ol>

			<p>3. The head of islamic Boarding School Al-Qodiri 2 Gumukmas</p>		<p>3. What is the Media used by the Instructor in the Instruction of vocabulary at Al-Qodiri 2 islamic boarding School Gumukmas</p> <p>4. What is the Assessment used by the Instructor in the Instruction of vocabulary at Al-Qodiri 2 islamic boarding School Gumukmas</p>
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## JOURNAL OF RESEARCH


### LPBA AL-QODIRI 2 ISLAMIC BOARDING SCHOOL GUMUKMAS


Name : Nur Inayatul Amalia

Nim : T20156069

Title : The Case Study of LPBA (the Institute for Foreign Language Development) in the Teaching and Learning of Vocabulary at Al-Qodiri 2 Islamic Boarding School Gumukmas.

Location : Jln. Umbulsari No.03 Gumukmas Jember

NO	DATE	ACTIVITY	INFORMANT	POSITION	SIGNATURE
1	11 <sup>th</sup> of September 2019	Submit of The Letter of Permission	Ny.Hj. Mar'atul Mukarromah	Head of Al-Qodiri 2 Islamic Boarding School Gumukmas	
2	12 <sup>th</sup> of September 2019	Interview	Mr Rafi	Tutor of LPBA	
3	12 <sup>th</sup> of September 2019	Interview	Dania Fatimatun Nabila	Student of LPBA	
4	12 <sup>th</sup> of September 2019	Interview	Amita Fiqi Ramadhani	Student of LPBA	
5	15 <sup>th</sup> of September 2019	Interview	Mr Rafi	Tutor of LPBA	
6	15 <sup>th</sup> of September 2019	Interview	Dania Fatimatun Nabila	Student of LPBA	
7	15 <sup>th</sup> of September 2019	Interview	Amita Fiqi Ramadhani	Student of LPBA	
8	18 <sup>th</sup> of September	Interview	Mr Rafi	Tutor of LPBA	
9	18 <sup>th</sup> of September 2019	Interview	Dania Fatimatun Nabila	Student of LPBA	
10	18 <sup>th</sup> of September 2019	Interview	Amita Fiqi Ramadhani	Student of LPBA	

11	25 <sup>th</sup> of September 2019	Observation in the first grade	Mr Rafi	Tutor of LPBA	
12	30 <sup>th</sup> of September 2019	Observation in the second grade	Mrs Yesi	English Teacher	
13	05 <sup>th</sup> of Oktober 2019	Observation in the third grade	All of Students LPBA	Students LPBA	
14	11 <sup>th</sup> of Oktober	A completed Research Letter	Ny.Hj. Mar'atul Mukarromah	Head of Al-Qodiri 2 Islamic Boarding School Gumukmas	

Gumukmas, 23 Oktober 2019

Pengasuh



Ny. Hj. Mar'atul Mukarromah

IAIN JEMBER



**APPENDIX 4****ANGKET UNTUK SISWA LPBA**

Nama :

Kelas :

Petunjuk :

1. Tulislah nama dan kelas di tempat yang telah disediakan
2. Berilah tanda checklist (√) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya !
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan
5. Terimakasih atas bantuan dan kerjasamanya

No	Pertanyaan	Ya	Tidak
1.	Apakah Strategy Short Card digunakan di LPBA?		
2.	Apakah kamu senang dengan strategy yang digunakan oleh guru dalam belajar kosakata bahasa inggris di LPBA ?		
3.	Apakah kamu merasa strategy yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata bahasa inggris ?		
4.	Apakah strategy yang digunakan dapat memotivasi kamu untuk meningkatkan kosa kata bahasa inggris ?		
5.	Apakah media Flash Card digunakan di LPBA ?		
6.	Apakah kamu senang dengan media yang digunakan oleh guru dalam belajar kosakata bahasa inggris di LPBA ?		
7.	Apakah dengan media yang digunakan dapat meningkatkan kemampuan kosa kata bahasa inggris ?		

8.	Apakah Media yang digunakan membantu kamu untuk memahami kosa kata bahasa inggris ?		
9.	Apakah materi Part of Speech digunakan di LPBA ?		
10.	Apakah kamu senang dengan materi yang diajarkan oleh guru ?		
11.	Apakah materi yang diajarkan mudah dipahami ?		
12.	Apakah Materi yang diajarkan oleh guru membantu kamu untuk meningkatkan kosa kata bahasa inggris ?		
13.	Apakah tes tulis digunakan di LPBA?		
14.	Apakah kamu senang dengan adanya penilaian diakhir pembelajaran ?		
15.	Apakah penilaian yang digunakan dapat memotivasi kamu untuk meningkatkan kosa kata bahasa inggris ?		

IAIN JEMBER

### ANGKET UNTUK SISWA LPBA

Name :

Class :

Directons :

1. Write down your name and class
2. Give checklist (√) on one of the answers “Yes” or “No”
3. Answer truthfully based on the real circumstance!
4. Your answers do not affect your scores, so you are not allowed to cheat on your friends.
5. Thank you for your help and cooperation.

No	Questions	Yes	No
1.	Was sorting card strategy used in LPBA?		
2.	Are you satisfied with the strategy used by the Instructor in teaching and learning English vocabulary in LPBA?		
3.	Do you think the strategy used by the Instructor is able to overcome your difficulties in enriching your English vocabulary?		
4.	Does the strategy motivate you to improve your English vocabulary?		
5.	Was flash card media used in LPBA?		
6.	Are you satisfied with the media used by the Instructor in Learning english vocabulary in LPBA?		
7.	Could the media used by the Instructor improve your English vocabulary?		
8.	Do the media help you in understanding English vocabulary?		
9.	Was part of speech taught in LPBA?		

10.	Are you satisfied with the material taught by the Instructor?		
11.	Is the material easy to be understood?		
12.	Does the material help you to improve your English vocabulary?		
13.	Was written test used in LPBA?		
14.	Are you satisfied with the assessment at the end of the learning?		
15.	Does the assessment motivate you to improve your English vocabulary?		



**APPENDIX 5**

No	Name of Things	Meaning	Part of Speech (Noun,verb, adjective, adverb)
1	Bag		
2	Beautiful		
3	Clever		
4	Book		
5	White board		
6	Cat		
7	Easily		
8	Loudly		
9	Chair		
10	Cooking		
11	Dancing		
12	Car		
13	Swimming		
14	Soft		
15	Happily		
16	Writing		
17	Good		
18	Angry		
19	Quickly		
20	Slowly		



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Nomor : B.3008/In.20/3.a/PP.00.9/08/2019  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Penelitian

15 Agustus 2019

Yth. Pengasuh Pondok Pesantren Al-Qodiri 2 Gumukmas  
Jl. Umbulsari No 03 Krebet Gumukmas Jember

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Nur Inayatul Amalia  
NIM : T20156069  
Semester : IX ( Sembilan )  
Jurusan : Pendidikan Bahasa  
Prodi : Tadris Bahasa Inggris (TBI)

untuk mengadakan Penelitian/ Riset mengenai The Case Study of LPBA (The Institute for Foreign Language Development) In the teaching and learning of vocabulary at Al-Qodiri 2 Islamic Boarding School Gumukmas selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Pengasuh Pondok Pesantren Al-Qodiri 2 Gumukmas
2. Tutor of LPBA (The Institute for Foreign Language Development)
3. Students of LPBA (The Institute for Foreign Language Development)

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*



Dekan  
Wakil Dekan Bidang Akademik,

Mashudi



المؤسسة القادري  
المعهد الاسلامي دارالطلابين القادري الثاني

**PONPES DARUT THOLIBIN AL - QODIRI 02**

AKTE NOTARIS: AHU - 0030866.AH.01.04.Tahun 2015 Nomor 24

Jl. Umbulsari No:03 Krebet - Gumukmas - Jember Tlp: 0336-323378  
kode pos 68165 Fb: PP.Darut Tholibin Al-Qodiri 02 E-mail: alqodiri02gumukmas@gmail.com

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Yang bertanda tangan dibawah ini :

Nama : Ny.Hj. Mar'atul Mukarromah

Jabatan : pengasuh pondok pesantren Al-Qodiri 2 Putri

Alamat : Jln. Umbulsari No.03 Gumukmas Jember

Menerangkan Bahwa :

Nama : Nur Inayatul Amalia

Nim : T20156069

Semester : IX (Sembilan)

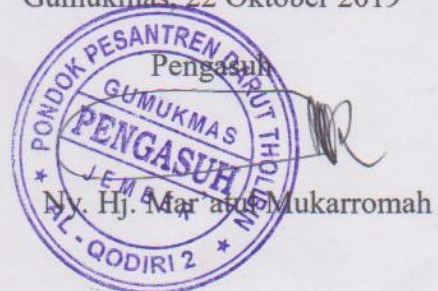
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan/Prodi : Tadris Bahasa Inggris

Telah Melaksanakan Penelitian di lembaga LPBA di pondok pesantren Al-Qodiri 2 Gumukmas dari tanggal : 11 September sd.11 Oktober 2019, untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul **"The case Study of LPBA (The Institute for Foreign Language Development) in The Teaching and Learning of Vocabulary at Al-Qodiri 2 Islamic Boarding School Gumukmas.**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Gumukmas, 22 Oktober 2019



## APPENDIX 8

### RESEARCH INSTRUMENTS

#### A. Instrument of Observation

1. The English Instruction process.
2. The students' habitual studies during the learning process in class.
3. The difficulties of Instruction vocabulary at LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas.
4. The strategy that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas
5. The material that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas
6. The media that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas.

#### B. Instrument of Interview

1. Head of Al-Qodiri 2 Islamic Boarding School Gumukmas
  - a. How about the History of Al-Qodiri 2 Islamic Boarding School Gumukmas ?
  - b. How about the History of LPBA English Program ?
2. Tutor of LPBA English Program
  - a. How is the Instructing English process?
  - b. How is the students' habitual study during the learning process in class.?
  - c. What is the Profile of (LPBA) the institute for foreign language development ?
  - d. What are the difficulties of Instruction vocabulary at LPBA Al-Qodiri 2 Islamic Boarding School Gumukmas.?



- e. What is the strategy that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - f. What is the material that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - g. What is the media that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - h. What is the Assesment that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
3. Students of LPBA English Program
- a. What is the strategy that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - b. What is the material that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - c. What is the media that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?
  - d. What is the Assesment that used by the Instructor in Instruction Vocabulary at LPBA Al-Qodiri 2 Islamic Boarding school Gumukmas?

C. Instrument of Document Review

1. Profile of LPBA Program in Al-Qodiri 2 Islamic Boarding School Gumukmas
2. Data of LPBA English Program students in Al-Qodiri 2 Islamic Boarding School Gumukmas.
3. Photo of Interview with the head of Al-Qodiri 2 Islamic Boarding School Gumukmas.
4. Photo of interview with the Instructor of LPBA English Program.
5. Photo of interview with the students of LPBA English Program.
6. Photo of the students activities in LPBA English Program.
7. Organizational Structure of Al-Qodiri 2 Islamic Boarding School Gumukmas.

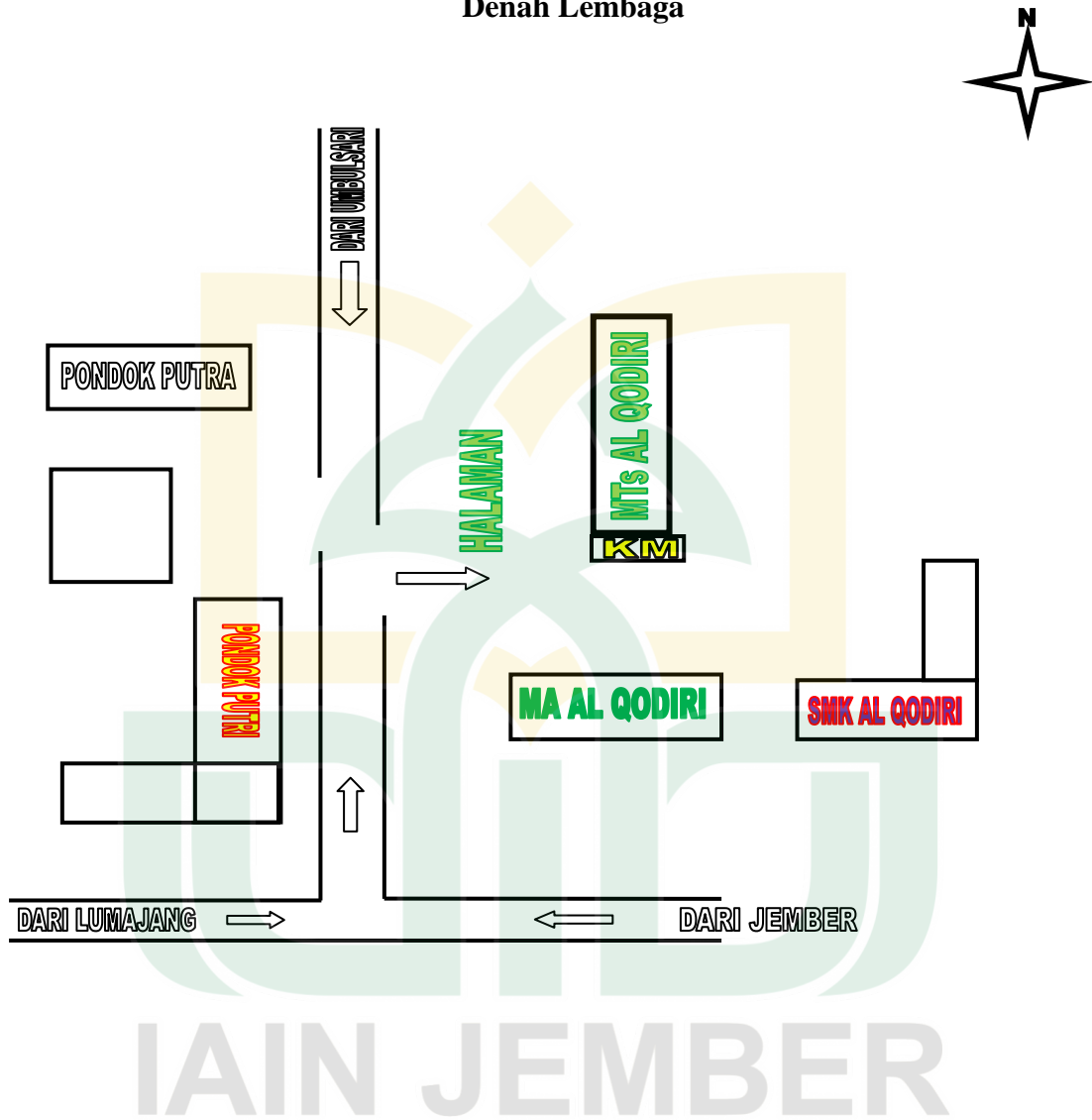
8. Organizational Structure of LPBA English Program.
9. Data of student's Vocabulary value in LPBA English Program.
10. Vision and Mission of LPBA English Program.



APPENDIX 9

GAMBAR 2.1

Denah Lembaga



## DOCUMENT REVIEW OF RESEARCH

### 1. The Instruction of Vocabulary



### 2. The Implementation of Strategy Short Card



### 3. Interview with Instructor



### 4. Interview with Student



**APPENDIX 11****PROFILE**

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Number Phone : 081335462786  
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IAIN JEMBER

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2009-2012 : Junior High School Al-Qodiri 2 Gumukmas  
2012-2015 : Senior High School Al-Qodiri 2 Gumukmas  
2015-2019 : Institute of Islamic Studies of Jember (IAIN JEMBER)