

CHAPTER IV

DATA EXPOSURE, FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presented the data exposure, findings and discussion of research. The data collected from the interview, observation and documentation which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research focuses stated in the first chapter. It covers the students' process of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester), the obstacle factors of weekly memorizing obligation of vocabulary mastery in the speaking activities Puteri Khadijah Islamic Boarding School (first and second semester), and how to solve them.

A. Data Exposure

1. The History of Puteri Khadijah Islamic Boarding School

Puteri Khadijah Islamic Boarding School (PPPK) is a cottage that has the same principles as a boarding school in general. This cottage was stayed by students from the first semester up to the last semester of IAIN Madura, where this cottage was built on 14th of July 2008 and inaugurated on 1st April 2009. The location of the cottage is on Street Panglegur KM 04 to the west of Perumnas Tlanakan Indah, Tlanakan Pamekasan. There are 71 students who live there, and

all of them are female. PPPK has some programs, such as intensive and extensive programs.

In addition, there are many rules that must be obeyed. One of them is that students who live in cottages are required to use Arabic and English every day except on Sunday. If there are students who disobey with the applicable regulations, they will get a punishment from the committee. One of the missions of the Puteri Khadijah Islamic Boarding School is; Familiarize yourself with Arabic and English (*Membiasakan Berbahsa Arab dan Bahasa Inggris*), and be proficient in reading the book (*Mahir Baca Kitab*) with the vision of forming Muslim women who have good morals, skilled in Arabic, skilled in English, and skilled at reading books (*Membentuk Muslimah yang Berakhlaqul Karimah, Terampil Berbahasa Arab, Terampil Berbahasa Inggris, dan Terampil Baca Kitab*). This regulation is carried out to train students and to hone the ability of students to speak Arabic and English well, as we know that language is a communication tool used to convey ideas or thoughts in a daily activities.

Puteri Khadijah Islamic Boarding School also implements other programs that can support students to master English and Arabic, such as memorizing vocabulary for first and second semester students. The motto of PPPK is I know what you want, but there is no lie between us, there is not a day without studying and worshipping (*Aku tahu apa yang kau mau, tapi tidak ada dusta diantara kita, tiada hari tanpa belajar dan beribadah*).

Puteri Khadijah Islamic Boarding School (PPPK) implements several programs, namely intensive programs and extensive programs which are usually carried out every month. Intensive programs are carried out every night, while extensive programs such as book reviews and studies with certain themes bring in speakers from outside or from alumni of the cottage it self. PPPK was built with the intention of accommodating students of IAIN Madura who wish to have noble character and have language skills (Arabic and English) and have the ability to read books. This can provide initial provisions for all students and can support lecture programs/activities on campus.

2. Vision and Mission of Puteri Khadijah Islamic Boarding School

Vision: To form Muslim women who have good morals, are skilled in Arabic, are skilled in English, and are skilled at reading books.

Mission:

- a. Enforce the rules.
- b. Organizing the study of the Qur'an.
- c. Organizing Arabic language tutoring.
- d. Organizing English tutoring.
- e. Organizing book reading guidance.
- f. Get used to speaking Arabic, speaking English, and reading books.
- g. Organizing studies.

Motto: I know what you want, but there should be no lies between us, not a day without study and worship (*Aku tahu apa yang kau mau, tapi tidak ada dusta diantara kita, tiada hari tanpa belajar dan beribadah*).

3. Curriculum

No	Semester	Mata Pelajaran
1	I	<ol style="list-style-type: none"> 1. Pelajaran Qawaid 2. Pelajaran Structure 3. Pelajaran Al-qur'an 4. Pelajaran Mufrodat 5. Pelajaran Vocabulary
2	II	<ol style="list-style-type: none"> 1. Pelajaran Qawaid 2. Pelajaran Structure 3. Pelajaran Al-qur'an 4. Pelajaran Mufrodat 5. Pelajaran Vocabulary 6. Pelajaran Aqidah
3	III	<ol style="list-style-type: none"> 1. Pelajaran Qiroah 2. Pelajaran Reading 3. Pelajaran Akhlaq 4. Pelajaran Fiqih
4	IV	<ol style="list-style-type: none"> 1. Pelajaran Imla' dan Insyah 2. Pelajaran Dictation dan Writing

		<ul style="list-style-type: none"> 3. Pelajaran Baca Kitab 4. Pelajaran Speaking dan Listening 5. Pelajaran Translation
5	V	<ul style="list-style-type: none"> 1. Pelajaran Muhadatsah 2. Pelajaran Tarjamah Kitab 3. Pelajaran Spreaking dan Listening 4. Pelajaran Translation
6	VI	<ul style="list-style-type: none"> 1. Pelajaran Manhajul Bahtsi 2. Pelajaran Thesis Writing 3. Pelajaran Metodologi Penelitian
7	VII	<ul style="list-style-type: none"> 1. Pelajaran Tafsir Kitab 2. Pelajaran Penyusunan Proposal
8	VIII	<ul style="list-style-type: none"> 1. Pelajaran Penulisan Laporan Penelitian Berbahasa Arab dan Inggris.

B. Finding of Research

In this point, the researcher presented the finding of this research based on the research focuses; the students of Puteri Khadijah Islamic Boarding School first and second semester, and the tutors about the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, the obstacle factors, and how to solve them.

The researcher did an observation, interview, and documentation to know the students of Puteri Khadijah Islamic Boarding School in the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities which is one of an obligation program for the first and second semester students over there. The researcher came to Puteri Khadijah Islamic Boarding School especially to their room of the first and second semester students, and the two tutors to observe when they are implementing the weekly memorizing obligation of vocabulary mastery in the speaking activities. Actually there are many students there who practice the daily speaking activities, but the researcher focused for the first and second semester students only. The researcher also met with some students of Puteri Khadijah Islamic Boarding School (first and second semester), and the tutor to interview them.

1. The Students' Process of The Implementation of Weekly Memorizing obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School (First and Second Semester).

To know the students' and tutors' process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, the researcher interviewed some students of the first and second semester of Puteri Khadijah Islamic Boarding School and the tutor. There are thirteen students, and two tutors that the researcher presented the result of interview which is conducted. In this case the researcher explained about the students' and tutors' process of the implementation of weekly memorizing obligation of vocabulary mastery in the

speaking activities, the researcher interviewed some students of the first and second semester and the tutor of Puteri Khadijah Islamic Boarding School.

Here are the results that was presented by the researcher dealing with the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, the researcher interviewed some students of the first and second semester and the tutor of Puteri Khadijah Islamic Boarding School. The process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities is one of program which become an obligation at Puteri Khadijah Islamic Boarding School for the first and second semester students, it is usually done after down group prayer in the mosque, then after that the students are going to come to the predetermined place by the tutor to submit their vocabulary, at least five words or more is better. As the following result of interview which is conducted by the researcher with Siti Asyiah as one of students at Puteri Khadijah Islamic Boarding School on 5th January 2022 in her room.

“The process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities is done after down prayer, I submit the vocabulary at least five words or sometimes more than it. But before I submit the vocabulary to the tutor, I read it many times until I can remember it well. In order to I can understand many words that I used in a daily speaking activities. And then after submitting the vocabulary the tutor ask me to make a sentence dealing with the vocabulary I have already submitted in order to strengthen memorization and to practice speaking.”¹

While Dela Riskiana Abraria had different opinion about the process of the implementation of weekly memorizing obligation of vocabulary mastery in the

¹ Directly interview with Siti Asyiah, one of students of Puteri Khadijah Islamic Boarding School first semester, on Wednesday 05th January 2022, 08:10.

process of speaking activities. She said that she memorized the vocabulary that would she submit to the tutor. It is known by the following result of interview which is conducted this interview in her room especially in the corner of Melati block area.

“I think the process of the implementation of weekly memorizing obligation of vocabulary mastery is, I begin to memorize vocabulary that I will submit to the tutor for about seven or ten words. While I try to write down the vocabulary that I will submit to the tutor on a note book, in order to it is easier for me in memorizing and fluent. Because when I write down the vocabulary, I think it is strongly influenced by the words I can spell. And also it is easier for me when doing daily speaking activities with my friends.”²

The result of interview from Vila Maulidiyah showed that the process of the implementation of weekly memorizing obligation of vocabulary mastery is, she read the vocabulary many times, it similar with the previous interview, but she had a little different opinion. The researcher interviewed her in the third floor, in front of her room exactly after she finished the duty. Here is the result of interview.

“Talking about process I am sure everyone has different process, if my process about the implementation of weekly memorizing obligation of vocabulary mastery like, before I submit to the tutor, I make sure the vocabulary that I will submit I have already read it many times, then I closed the book of vocabulary and I try to repeat it again until I really remember the vocabulary, usually I submit the vocabulary for about five until fifteen words then I practiced it in a daily activities with my friends in order to I have a good speaking ability.”³

² Directly interview with Dela Riskiana Abraria, one of member of Puteri Khadijah Islamic Boarding School first semester, on Friday, 07th January 2022, 13:05.

³ Directly interview with Vila Maulidiyah, one of member of Puteri Khadijah Islamic Boarding School first semester, on Saturday, 08th January 2022, 14:00.

Both Maulidiyah and Asyiah stated that the process of the implementation of weekly memorizing obligation of vocabulary mastery by reading the words that they memorized to their tutor many times until they had already remembered it well. In order to they could understand the words when they practiced the daily speaking activities with their friends, and they had a good speaking ability. They memorized the at least five words or more than it.

Some of informants also had the same statement about the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, it is about listening vocabulary before submit to the tutor. They thought it was also their ways to be easier when submitting their memorization. Such the result interview which was conducted the researcher in their block Mawar area after I making a deal with the informants after held the intensive class. The result interview from some informants are as follow:

Anisa Maulidiyah said:

“The process of the implementation of weekly memorizing obligation of vocabulary mastery is, for the first I open the book of vocabulary, and read the vocabulary that I will submit to the tutor, then I try to check how is the pronounce of it on dictionary by listening the vocabulary, I only memorize eight words, because I think it is difficult for me to memorize English vocabulary.”⁴

Namiyatun Zamilah said that:

“The first I memorize the vocabulary at least five words, I memorized it in the night before sleeping, and I usually submit to the tutor when I get fluency in memorizing the vocabulary, and also I never forget to listening the vocabulary many times before submit to

⁴Directly interview with Anisa Maulidiyah, one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 10th January 2022, 09:15.

the tutor, like by asking to my friends who is known better than me to pronounce the vocabulary.”⁵

NurulBadriyah said:

“In my opinion about the process of the implementation of weekly memorizing obligation of vocabulary mastery is by listening the vocabulary carefully, means that when I would like to memorize the vocabulary, I check the pronounce firstly such in online dictionary, while listening to the vocabulary then I imitated it until I really fluently in pronounce the vocabulary, and I think it can help me to memorize quickly.”⁶

LailaturRahmah said:

“I think the process of the implementation of weekly memorizing obligation of vocabulary mastery is by listening the vocabulary and try to remember it well. I often use earphone to hear the pronounce of the vocabulary in order to I can hear it more clearly and also it easier for me to imitated the pronunciation, so that I can understand the words easily.”⁷

Zamilah, Badriyah and Rahmah had the same opinion that one of the process of the implementation of weekly memorizing obligation of vocabulary mastery by listening the vocabulary well words by words. It means that they heard the pronounce of the words carefully, by asking to their friends, by checking in online dictionary, that way could help them in memorizing the words quickly, and also understood the words easily. So that, they got better in pronounced each words.

⁵ Directly interview with Namiyatun Zamilah, one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 10th January 2022, 10:10.

⁶ Directly interview with Nurul Badriyah one of member of Puteri Khadijah Islamic Boarding School first semester, on Thursday, 13th January 2022, 11:30.

⁷ Directly interview with Lailatur Rahmah one of member of Puteri Khadijah Islamic Boarding School first semester, on Thursday, 13th January 2022, 14:12.

WardatusZahriyah defined that the process of the implementation of weeklymemorizing obligation of vocabulary is, by write down the words that she would memorize to the small notebook. The researcher did the interview in her room, and here is the result of interview,“My process when I implement the weekly memorizing obligation of vocabulary mastery is by write down the words that I would like to memorize for about ten words. Because I think by write down the words I can memorize quickly and easier for me when I submit the vocabulary to the tutor.”⁸

While FinaRoyahJamielahalso said “My process when I implement the weekly memorizing obligation of vocabulary mastery is, I take a small note book first then I write down the words that I would like to memorize, and after that I read it many times, so that I can understand and remember the words quickly.”⁹

From the result of interview above, which conveyed by Zahriyah and Jamilah, they supported their opinion that they took a small note book to write down the words that they memorized, after that they read the words over and over. They thought by writing the words, they could memorized quickly.

MeilindaDwinaWijyantihad the similar process with MamluatulHasanah in the implementation of weekly memorizing obligation of vocabulary mastery by speaking the vocabulary, that the researcher had conducted the interview in a hall in front of Melati block area, here is the result of the interview as follow.

⁸ Directly interview with Wardatus Zahriyah one of member of Puteri Khadijah Islamic Boarding School first semester, on Friday, 14th January 2022, 08:22.

⁹ Directly interview with Fina Royah Jamielah, one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 17th January 2022, 11:47.

“Usually I memorize the vocabulary in my room when it is quite like after down prayer, because it can make me to remember faster, before memorizing the words, I check the pronounce firstly, and I practice it with my friends sometimes I practice it alone in front of the mirror by speak up, so I think I can be more confident and have a good speaking ability by master the vocabulary.”¹⁰

As the other students stated, namely Mamluatul Hasanah, she stated “One of my process in the implementation of weekly memorizing obligation of vocabulary mastery is, the first I check up the pronounce of the words ten I try to practice it with my friends in a daily speaking activities so that it can help me to always remember the vocabulary both that I have memorized and those that I will memorize.”¹¹

They had confirmed their opinion that their process of the implementation of weekly memorizing obligation of vocabulary mastery by checking the pronounce of each words firstly before they memorized, then they practiced with the other friends in a daily speaking activities in order to they had a good speaking ability and mastered the vocabulary.

It is supported by the same opinion from Diana Atika and Alfina that are interviewed in front of their room exactly after they have finished the intensive class. Here are the result of interview, “Yes I do, I think the process is by reading the words that I will memorize for about ten words then I write down the words

¹⁰Directly interview with Melinda one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 17th January 2022, 13:08.

¹¹ Directly interview with Luluk one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 17th January 2022, 15:11

while make it a sentence , in order to easier for me to remember the words. and sometimes I asked to my friends about the pronounce of each words.”¹²

While Alfina said, “One of my process of the implementation of weekly memorizing obligation of vocabulary mastery is, I try to speak up or practice the words with my friends in a daily speaking activities dealing with the words that I will memorize, and also I hear carefully on how my friends pronounced each words. and I try to understand the vocabulary well.”¹³

Both of them had different opinion dealing with the process of the implementation of weekly memorizing obligation of vocabulary mastery, Atika’s process by reading each words that she memorized, then she wrote down the words because she tough that it was easier to remember each words that she memorized. she also asked to their friends on how to pronounce each words occasionally. While Alfina stated that by practiced each words with their friends related with the words that she memorized in a daily speaking activities.

While here is the result of interview which had been conducted with the twotutors namely Uswatun Hasanah, she stated that:

“Every individual has different process of weekly memorizing obligation of vocabulary mastery, and one of the process is by reading the words many times, means that before memorizing the words I would like to reread again and again in order to remember well and fluent in memorizing of each words. And also sometimes I

¹² Directly interview with Diana one of member of Puteri Khadijah Islamic Boarding School first semester, on Tuesday, 18th January 2022, 07:42.

¹³ Directly interview with Alfina one of member of Puteri Khadijah Islamic Boarding School first semester, on Wednesday, 19th January 2022, 09:50.

write them down on the small note book to know the writing well and how to pronounce correctly.”¹⁴

While Khairatun Nisak said that:

“Usually I check the pronounce of each words firstly like checking on online dictionary before memorizing each them, and after that I write down to make sure that I really know the pronounce well and that way make me easier in memorizing each words. Then I do not forget to always practice the words that I memorized in daily speaking activities even alone or with the other friends, to make my speaking ability better everyday.”¹⁵

So in this case, the statement of the two tutors that the researcher did the interview with them is not much different related to the process of weekly memorizing obligation of vocabulary mastery, both of them stated that by writing down the words before memorizing firstly to know the writing and the pronounce well.

2. Students’ Obstacle Factors of The Implementation of Weekly Memorizing obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School (First and Second Semester) and How To Solve It.

To get the data dealing with the students’ and tutors’ obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, the researcher interviewed some students of the first and

¹⁴Directly interview with Uswatun Hasanah one of the tuor of Puteri Khadijah Islamic Boarding School, on Friday, 24thJune 2022, 10:23.

¹⁵Directly interview with Khairatun Nisak one of the tuor of Puteri Khadijah Islamic Boarding School, on Friday, 24thJune 2022, 14:09.

second semester, and the two tutors at Puteri Khadijah Islamic Boarding School. The researcher also did documentation as the instrument.

Here are the results that are going to be presented by the researcher dealing with the obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School (first and second semester) and how to solve them. The researcher did the interview on 5th January 2021 at SitiAsyiah's room exactly. Here is the result as follows.

“I think I have many obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery, but there are two obstacle factors that I face the most, they are pronunciation and writing. because when I try to memorize the vocabulary for about ten words or more than it and I just have a look to the writing only I can not know how to pronounce it, then if I just have a look to the pronunciation I can not remember the writing well. so, I think both of them are important to be known and studied if I want to memorize the vocabulary in order to I can give the right information when I speak with other friends. because when I am wrong to pronounce the vocabulary it can be give a wrong information. And one of my way to solve it is by write down the words and also the pronunciation of each words in order to I can remember it well.”¹⁶

In this case the researcher concluded that there were two obstacle factors that faced by her, namely pronunciation and writing. She thought when she just remembered the writing she could not remember the pronunciation well, and the opposite also. She stated that both writing and pronunciation are important to be known when she memorized each words, because when she was wrong in pronounced each words, that could be gave wrong understanding to the listener.

¹⁶ Directly interview to Asyiah one of member of Puteri Khadijah Islamic Boarding School first semester, on Wednesday, 5th January 2022, 08:10.

She had solution to overcome the obstacles is by writing each words and the pronunciation also.

Some other students were in the same opinion with her. Next the result of interview which was conducted by the researcher to the five students. Dela Riskiana Abrariah stated that:

“The obstacle factors were in the different writing and pronunciation, it caused me sometimes was not confident when delivering my speaking with my friends, so that I get used to always practice to communicate with other in a daily speaking activities.”¹⁷

Vila Maulidiyah conveyed that:

“The obstacle factors that I faced in the implementation of weekly memorizing obligation of vocabulary mastery is, in the pronunciation of the words. Because I am not used to it, and also I get lazy to check it on dictionary. So that, sometimes I just asked my friends the pronunciation of the words and try to endeavor in practicing with my friends in a daily speaking activities.”¹⁸

Anisa Maulidyah conveyed that, “In my opinion the obstacle factors were in the writing and pronunciation which different, and my way to solve it is I take a pen then I write down the pronunciation beside the words of vocabulary.”¹⁹

Namiyatun Zamilah conveyed the same opinion as follow:

“The obstacle factors that I have when implement the weekly memorizing obligation of vocabulary mastery is in the pronunciation of the words, I get difficulties on the pronunciation. So that I check on the google in order to I can pronounce the words correctly. And I practice it in a daily speaking activities event when I

¹⁷ Directly interview to Abrariah one of member of Puteri Khadijah Islamic Boarding School first semester, on Friday, 7th January 2022, 13:05.

¹⁸ Directly interview to Maulidiyah one of member of Puteri Khadijah Islamic Boarding School first semester, on Saturday, 8th January 2022, 14:00.

¹⁹ Directly interview to Maulidyah one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 10th January 2022, 09:15.

am alone from that vocabulary that I have in order to I can have a good speaking ability.”²⁰

NurulBadriyah has the same opinion with the previous statement as follow:

“My obstacle factors that I face are on how to pronounce the words, because I think remember the pronunciation is more difficult then remember the writing of the words. So that I write down the pronunciation on a small notebook to become easier for me to remember the pronunciation of each words and I try to practice it in front of the mirror sometimes in order to my speaking is fluently.”²¹

From five students’ statement above, they expressed that they had similar statement dealing with the obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities and how to solve them. They stated that one of the obstacle factors were in how to pronounced and write each words, because both of them are different. Occasionally to overcome the difficulties they got used to practiced to communicate with the other friends in a daily speaking activities, so that they had speaking fluently. And also they wrote down the pronunciation to a small note book, they stated that it was easier to memorized each words.

LailaturRahmah, WardatusZahriyah, and Mamluatul Hasanah had the same statement they stated in the next result of interview:

“Another obstacle factors that I face were in the writing and pronunciation of each words. And also the low speaking ability that I have because I am not used to it, so that creating a supportive and comfortable environment is very important, but I think the

²⁰ Directly interview to Zamilah one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 10th January 2022, 10:10.

²¹ Directly interview to Badriah one of member of Puteri Khadijah Islamic Boarding School first semester, on Thursday, 13th January 2022, 11:30.

environment was supportive and comfortable. just maybe because of I am a new students so that I am still a bit stiff when I try to speak English well.”²²

“Yes I have obstacle factors in the implementation of weekly memorizing obligation of vocabulary mastery is, on how to remember the words because when I submit the vocabulary to the tutor I just often remember the pronunciation of each words is not the writing. So that one of my ways to solve it is by observing. Like watching English films, from there I learned to observe the new vocabulary as well as the pronunciation, so that can speak English little by little.”²³

While Mamluatul Hasanah said, “My obstacle factors is when I try to memorize well suddenly I forget when I submitted to the tutor. And also on the pronunciation which different with the writing of the words, I try to get used to practice with my friends especially with roommate, so that my speaking better than before.”²⁴

They had similar obstacle factors namely, when they pronounced and wrote each words. they had difficulties when they tried to remembered the pronunciation and writing of each words. Because between the pronunciation and writing were different. And to resolve that obstacles they stated that they though a comfortable environment was important to be created and supportive, watched English film, and also they tried to got used to practiced the daily speaking activities with their friends, in addition to made their speaking better.

Another information which had been conveyed by Meilinda, she had the same statement with her in the next result of interview:

²² Directly interview to Rahmah one of member of Puteri Khadijah Islamic Boarding School first semester, on Thursday, 13th January 2022, 14:12.

²³ Directly interview to Zahriah one of member of Puteri Khadijah Islamic Boarding School first semester, on Friday, 14th January 2022, 08:22.

²⁴ Directly interview to Hasanah one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday 17th January 2022, 15:11.

“My obstacle factors is when I try to memorize well suddenly I forget when I submitted to the tutor. Like when I would submit for about ten words but I just remember five words, And sometimes I get difficulties in pronounce each words, but actually the tutor correct me when I have the wrong pronunciation of each words. One of my way to solve it is I try to write anything by English even it is a lesson, dairy, schedule or others.”²⁵

FinaRoyahJamilah said:

“Of course I have the obstacle factors in the implementation of weekly memorizing obligation of vocabulary mastery is,when I try to pronounce each words and sometimes I am lazy to check on dictionary, that was caused me to speak not fluently, but I have to endeavor to not be a lazy person in memorizing and always try to speak English with my friends consistently.”²⁶

Diana Atika was In line with her, she stated that, “My obstacle factors in the implementation of weekly memorizing obligation of vocabulary mastery is in the pronunciation of each words, so that was caused me to get difficulties in my speaking activities. To solve that obstacle I have to get used to always practice my speaking ability with my friends in a daily activities consistently.”²⁷

From those information above, they told that they had an obstacle factors in how to pronounced each words, and they were lazy to checked on the dictionary. To resolve that, they tried to wrote down everything by English, such as lesson, dairy, schedule and others, they tried also to not become a lazy person in memorized of each words, then tried to practiced the daily speaking activities consistently, in order to they got fluency.

²⁵ Directly interview to Meilinda one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 17thJanuary2022, 13:08.

²⁶ Directly interview to Jamilah one of member of Puteri Khadijah Islamic Boarding School first semester, on Monday, 17thJanuary 2022, 11:47.

²⁷ Directly interview to Atika one of member of Puteri Khadijah Islamic Boarding School first semester, on Tuesday, 18thJanuary 2022, 07:42.

Another information from Alfina Nur Izzati, she conveyed that:

“The obstacle factors that I face in the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities are. The first in the pronunciation and the writing. As I know vocabulary is different with mufradat in Arabic subject, in vocabulary the writing and the pronunciation are different, so it caused me get the difficulties in memorizing the vocabulary. sometimes when I remember to the writing I forget on how to pronounce the words, and if I try to pronounce it well, I forget to the writing of the words. and sometimes I am lazy to memorize the vocabulary because, I do not really like English. And also I forget quickly when memorizing vocabulary, just like when I memorize the vocabulary in the morning, there are already some vocabulary that I have been forgotten in the evening. then it has been caused me to feel not confident in practice the daily speaking activities, but I endeavor to practice it as well as possible, and also endeavor my self to speak English in a daily speaking activities event with my friends or when I am alone, so that my speaking ability better.”²⁸

She told that the obstacle factors that faced by her is in the pronunciation and writing each words because both of them were different in English subject. She did not really like the English so that, it was caused her in memorizing each words was not fluently and to overcome that obstacle she tried herself to always practiced English in a daily, although with her friends or when she was alone.

In addition here is the result of interview which the researcher did with the two tutors as follows:

Uswatun Hasanah said:

“The obstacle factors that I faced the most is in the writing and how to remember the pronounce of each words, because both of them are different. And sometimes I feel not confident when communicate with each other because I feel that I still have low speaking ability, so that to overcome that obstacles I try myself to always practice

²⁸ Directly interview to Izzati one of member of Puteri Khadijah Islamic Boarding School first semester, on Tuesday, 25th January 2022, 13:05.

consistently wherever it is, then I do not forget to check the pronounce of each words to make my speaking ability well.”²⁹

Khairatun Nisak said:

“Lack of vocabulary is caused me to not confident in delivering anything in English, it was become an obstacle factors that I faced, and also I get difficulties on how to pronounce of each words because sometimes I am lazy to check on dictionary related to the pronounce of each them. To overcome that problem I forced myself to not be lazy and always asking to my friend who is better known than me in English subject.”³⁰

C. Discussion of Research

In this section, the researcher presented the discussion of the findings dealing with the study that had written above which the data was found when conducted research before. For describing the understanding more, the researcher appeared the process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding Scholl. Furthermore, the researcher supposed to find the data to know the obstacle factors that faced by the students and the tutors in the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities at Puteri Khadijah Islamic Boarding School and how to solve it, especially for the first and second semester students. There are two discussion based on the research focuses as follows:

²⁹Directly interview with Uswatun Hasanah one of the tuor of Puteri Khadijah Islamic Boarding School, on Friday, 24th June 2022, 10:23.

³⁰Directly interview with Khairatun Nisak one of the tuor of Puteri Khadijah Islamic Boarding School, on Friday, 24th June 2022, 14:09.

1. The Students' Process of the Implementation of Weekly Memorizing Obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School (First and Second Semester).

The implementation of weekly memorizing obligation of vocabulary mastery is one of program that become an obligation at Puteri Khadijah Islamic Boarding School for the first and second semester students. They memorized vocabulary three times in a week, at least five words or sometimes more than it, from Thursday until Saturday, they submitted to their tutor. Beside that sometimes the tutor asked to the students to make any sentences from the words that they memorized, in order to they could remember what words they memorized. Actually it was done after down group prayer, after that they implemented the vocabulary that they memorized in a daily speaking activities with their friend. The more vocabulary they mastered the better their speaking ability would be.

Students have different process in the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities. In this case the researcher was conducted the interview with some students and the tutor at that time, and in this section would be presented about the process of the implementation of weekly memorizing obligation of vocabulary mastery, here is the result as follows:

a. Listening Vocabulary

In the process of the implementation of weekly memorizing obligation of vocabulary mastery, some students of Puteri Khadijah Islamic Boarding Scholl stated that one of the processes is listening vocabulary. So when they would like

to memorize the words, they are listening of each words first before they are submitting the words to their tutor. Like when they would submit the vocabulary, they hear the pronunciation of each words firstly one by one event by checking on online dictionary or asking to their friends who is better known than them in English. So that, they got easier in pronouncing of each words, and to avoid mispronunciation. It is all of words that he or she can recognize when listening to speech.³¹ And also it is a set of words for which an individual can assign meaning when listening and reading.³² They though by listening the words they would know the pronounce well and mad had a good speaking ability. They could hear clearly, understood the words easily, and can help them memorized quickly. This way could avoid misunderstanding in speaking, because as we know that the wrong pronunciation can give the wrong information too to the listener.

b. Speaking Vocabulary

Talking about process of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, some students stated that one of the process is by speaking vocabulary. Before the students memorized and submitted to their tutor, students practiced many times anything dealing with their activities in a daily by speaking English from the words that the students memorized. And after memorizing each words, they implemented each words in a daily speaking activities with their friends or event alone in front of the mirror, in order to they more fluently and confident in conveying anything by

³¹ H. Douglas Brown. *Principle of Language Teaching and Learning* (New Jersey: Prentice Hall, 2001), 11

³² Elfrida Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Lawrence Erlbaum Associates, 2005), 3.

English. Sometimes when they tried to practice English in a daily activities, then they forgot to the English vocabulary, they asked to their friends and then they conveyed by English. It is a set of words that usually we speak or even read orally.³³ Means that from the vocabulary that they memorized, they practiced in a daily speaking activities or when they heard someone speak anything means they heard the oral vocabulary. So that way can make them to remember well and add their vocabulary everyday. They stated that by speaking the vocabulary they got easier and fluently in speaking, they could practice their speaking from the words that they had and memorized in the daily activities.

In this case, as the researcher knew when they forgot to speak English with their friends in a daily speaking activities, they got a punishment from linguistics division, which in the linguistics division, they have kinds of punishment that given to the students who disobey the roles, means when they spoke Indonesian language. One of the punishment that given to the students like, writing vocabulary at least five words without looking to the vocabulary book on the board that had been provided by linguistics division.

c. Reading Vocabulary

Some of students at Puteri Khadijah Islamic Boarding Scholl stated that one of the process of the implementation of weekly memorizing obligation of vocabulary mastery is reading the vocabulary. Means that the students read the words that they would memorize for about five words or more many times until they had already remembered the words well. In addition by reading each

³³Hiebert, *Teaching and Learning Vocabulary*, 3.

wordsmany times in order to they could understand many words easily that used in a daily speaking activities. In this case my findings is suitable with the theory that stated by Kamil on his book that it is a set of words that he or she can recognize while reading.³⁴ And also it is consist of the words that usually we found in the written text or we read silently.³⁵ They can read and understand many words that they do not use in theirspeaking vocabulary. Sometimes they read the words in a text to increase their vocabulary. They though by reading the words many times they got easier and fluency when they would practice their speaking activities with their friends.

d. Writing Vocabulary

In the process of the implementationof weekly memorizing obligation of vocabulary mastery, some students stated that one of the process is by writing vocabulary. They wrote down the words on the small note book. It is mean, they wrote down the words for about five words or more than it before they memorized and submitted to their own tutor in order to they remembered the words faster and to know the spelling of each words. They though by writing down the words, they got easier in remember the words, and become fluently in practicing the daily speaking activities with their friends.It is a set of words that the individual can use when writing and speaking.³⁶ Means that those words can be known by pronunciation of each words and how the words write spell it.

³⁴Brown.*Principle of Language Teaching and Learning*, 11.

³⁵Hiebert, *Teaching and Learning Vocabulary*, 3.

³⁶Ibid.

The more vocabulary they mastered, the better their speaking would be, because if they want to convey anything fluently they should mastered the vocabulary. The mastery vocabulary can support them when they are communicating with other people. So, if they lack of vocabulary they could not able to know the meanings of each words, and they would not able to speak, write, and translate anything in English.³⁷

2. Students' Obstacle Factors of The Implementation of Weekly Memorizing Obligation of Vocabulary Mastery in The Speaking Activities at Puteri Khadijah Islamic Boarding School (First and Second Semester) and How to Solve Them.

The students of Puteri Khadijah Islamic Boarding Scholl are obliged to speak English and Arabic. They implemented the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities, means from the vocabulary that they memorized and submitted, they can increase and motivated to learn more vocabulary in order to they could practice in a daily speaking activitiesconsistently and fluently. But in this case, the students have an obstacles factor in implementing mandatory weekly vocabulary mastery in the process of speaking activities.

According to Susanthi, there are three elements of language that play an important role in supporting the four skills, namely pronunciation, vocabulary,

³⁷Satuna Indah Wardani, Improving students' Vocabulary Mastery Using Word Mapping Strategy, *Okara Journal* 1 (Mei, 2015), 132.

and grammar (language structure), this is always become an obstacle in learning English.³⁸

Pronunciation is very important in vocabulary development because it involves distinguishing between sounds that combine to form words. if a student is used to mispronouncing a word, there is a tendency for him to not be able to provide clear information. Vocabulary, the more vocabulary mastered by students, the easier it is to learn English, because it is one of important thing to be mastered. Grammar, (language structure) is the rule of arranging language elements into a patterned language. There are several factors that affects the students difficulties in learning English as follows:³⁹

- a. Low ability to speak English because they are not used to it.
- b. Some students are still reluctant and even keep their mouths shut when they are invited to talk in English. Whereas when viewed from the mastery of vocabulary, the student should already be able to speak English even in very simple sentence.
- c. They find it difficult to speak English so they are not yet able to communicate.

One of my findings dealing with the obstacle factors of the implementation of weekly memorizing obligation of vocabulary mastery in the speaking activities and how to solve them, especially with the first and second semester students is, almost all of students said that the obstacle factors which face the most by them is in the pronunciation of the words. It has similarity with the

³⁸ Gusti Ayu Agung Dian Susanthi,;Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya, *Linguistics Community Services Journal* 1, no.2 (2021), 66.

³⁹ Susanthi, Kendala Dalam Belajar Bahasa Inggris, 67.

theory above stated that pronunciation become an obstacle factors in leaning English. Because they though that they got the difficulties in pronunciation the words when implementing mandatory weekly vocabulary mastery, because between the pronunciation and the writing of the words are different. Sometimes if they just remembered the pronunciation they forgot to the writing, and the opposite also means when they remembered to the writing, they forgot to the pronunciation of the words.

The researcher also found the result of interview dealing with the obstacle factors are, some students said the obstacle factors that face by them are, first because they have a low speaking ability, so that they felt not confident in practicing the daily speaking ability with their friends. In addition as the researcher knew because some of them do not really like English subject, because is not all the students who stayed at Puteri Khadijah Islamic Boarding Scholl especially the first and second semester students are from English department. And I think it become an obstacle factors for them and also sometimes they felt lazy in memorizing the words because they were not used to memorized them and do not really like the English subject.

Here are several thing that can overcome the difficulties in learning English according to Susanthi, create a comfortable and supportive environment, never be lazy to memorize, familiarize yourself with English, having to practice regularly, reading, observe, write, practice speaking, take advantages of games and social media, and the last is make a little note.⁴⁰

⁴⁰ Susanthi, *Kendala Dalam Belajar Bahasa Inggris*, 67.

The theory above is similar with the finding that the researcher did an interview and observed with some students at Puteri Khadijah Islamic Boarding School dealing with the way on how to solve the obstacle factors in implementing mandatory weekly vocabulary mastery in the process of speaking activities. One of the students said that one of the way that they did in solving the obstacle factors is by writing and making a little note, such us writing the daily activities, schedule by using English. They though that way could help them and easier in remember the words and also creating the vocabulary, then they tried to practice with their friends in a daily speaking activities.

Some students stated that, to solve the obstacle factors is, by creating a comfortable and supportive environment. The researcher tough that place was comfortable and supportive environment, because as the researcher knew that place applied and obligated the students to speak bilingual (English and Arabic). So everyday they must speak English and Arabic, except on Sunday, they could speak Indonesian because at that day is a free day. Do not be lazy in memorizing the words. So, n this case they must be spirit and forced them selves to memorizing the vocabulary, in order to they can add and developed their vocabulary well.

To solve the obstacle factors, eight from thirteen students who has the same statement that one of the way to overcome is, Familiarize their selves with English starting with English in a daily life activities, then also they have to practice regularly. They could implemented their vocabulary in a daily speaking activities. Means that anywhere they got used to their selves to practice in a daily

speaking activities event alone or with their friends consistently. Like when they would convey their idea, feelings or communicating with their friends by using English. So that they will get fluency and have a good speaking ability.

The students statement about how to solve the obstacle factors in implementing mandatory weekly vocabulary mastery was similar with the theory above which stated by Susanthi on herjournal. One of the way to solve it is by observing. Observe means that they can observe anything related to English language around them.⁴¹Like watching the movie, when they watch the movie, they try to pay attention to the dialog in that movie, then they pay attention also to the way pronunciation, the vocabulary that are in the movie, that way can make them have a lot of vocabulary and also make their pronunciation better, so that they can get better also in their daily speaking activities when they practice withtheir friends.

In this case, the researcher found that one of the way to solve them as students' statement is, by reading. Like they read a lot of vocabulary many times as they implemented in a daily activities.Sometimes they got used to read newspaper, magazine in English, because when they got used to read newspaper or magazine in English they would fluently in conveying anything in a daily by English all the time, such us when they are communicating with their friends,they speak English spontaneously.

⁴¹Susanthi, *Kendala Dalam Belajar Bahasa Inggris*, 68.