THE APPLICATION OF VOCABULARY LEARNING TIME (VLT) ASSISTED BY USING CLASSICAL METHOD TO IMPROVE SPEAKING SKILL FOR *SANTRI MUKIM* SYAFI'I AKROM ISLAMIC BOARDING SCHOOL

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Abstract

Vocabulary is a set of words owned by a person or other entity, which is part of a particular language. In improving the speaking ability of *santri mukim*, the Syafi'i Akrom Islamic Boarding School, especially SMP Sains Cahaya Al-Qur'an, developed an innovative implementation of Vocabulary Learning Time (VLT) using the classical method in additional/specialized class packages. This research is about the application of Vocabulary Learning Time (VLT) using the Classical Method which aims to improve the ability to speak English at the *Santri Mukim* of the Syafi'i Akrom Islamic Boarding School. The researcher uses Qualitative Classroom Action Research which aims to obtain complete data and explain comprehensively. Data collection techniques used are observation, questionnaires, and interviews. Researchers analyzed the data using John Tukey's analysis model on the JOPGlass by Harys (2020) website which includes collecting data, cleaning data, and organizing data. The results of this study explained that increasing vocabulary requires a habit of one day, one vocabulary and immediately practicing it in daily life. A supportive environment such as an Islamic boarding school environment is very effective in improving conversation in using English. With the concept of additional classes / specializations for *santri*, schools together with Islamic boarding schools are assisted by classical methods to create a global environment, because basically "Language is the crown of Islamic Boarding Schools".

Keywords : Vocabulary, Classical Method, Speaking, Santri Mukim

Abstrak

Kosakata atau perbendaharaan kata merupakan himpunan kata yang dimiliki oleh seseorang atau entitas lain, yang merupakan bagian dari suatu bahasa tertentu. Dalam meningkatkan kemampuan berbicara pada santri mukim, Pondok Pesantren Syafi'i Akrom terkhusus sekolah SMP Sains Cahaya Al-Qur'an mengembangkan inovasi penerapan *Vocabulary Learning Time (VLT)* dengan menggunakan metode klasik dalam kemasan kelas tambahan / peminatan. Penelitian ini tentang penerapan Vocabulary Learning Time (VLT) dengan menggunakan Metode Klasik yang bertujuan untuk meningkatkan kemampuan berbicara bahasa Inggris pada Santri Mukim Pondok Pesantren Syafi'i Akrom. Peneliti menggunakan Penelitian Tindakan Kelas Kualitatif yang bertujuan untuk memperoleh data yang lengkap dan menjelaskan secara komprehensif. Teknik pengumpulan data yang digunakan adalah observasi, kuesioner, dan interview. Peneliti menganalisis data dengan menggunakan model analisis John Tukey's dalam website JOPGlass by Harys (2020) yang meliputi mengumpulkan data, membersihkan data, dan mengatur data. Hasil penelitian ini dijelaskan bahwa dalam meningkatkan kosakata / perbendaharaan kata memerlukan kebiasaan satu hari, satu kosakata dan langsung mempraktekkan dikehidupan keseharian. Lingkungan yang medukung seperti lingkungan pondok pesantren sangat efektif dalam meningkatkan percakapan dalam menggunakan bahasa Inggris ini. Dengan konsep kelas tambahan / peminatan untuk santri, sekolah bersama pondok pesantren berbantu metode klasik guna menciptakan lingkungan yang mendunia, karena pada dasarnya "Bahasa adalah mahkota Pondok Pesantren".

Kata Kunci : Kosakata, Metode Klasik, Berbicara, Santri Mukim

INTRODUCTION

In English language, mastering fourth skill, there are writing, listening, reading, speaking. Vocabulary is one of important component of language power. The important vocabulary in speaking skill is we can learn about part of speech (verb, adjective, noun, etc) how we don't know previously. According to Sari & Lestari (2019), before we master communication and English grammar, then we have to a vocabulary which is commonly used everyday in conversation. Here we get to know and master a little vocabulary for help streamline our conversation. It will be difficult if we have no basis a little about the basic vocabulary commonly used everyday.

For example, from SMP students, the ability to speak English is not maximal yet, due to lack of knowledge about vocabulary, so students or *santri* are embarrassed or lack confidence when practicing with students or people in the school environment and Islamic boarding schools. The solution based on this problem, the researcher found the Vocabulary Learning Time (VLT) method, with the hope that the students or *santri* mastered public

speaking without hesitation, and were pessimistic. The reasons the researcher took this problem was that Salafiyah Islamic Boarding School, especially Syafi'i Akrom Islamic Boarding School was identical with Javanese and Arabic Language. While the researcher wants to combine that Salafiyah Islamic Boarding School do not just learn Javanese or Arabic language but can also speak English language, because English is an International language requirement now.

Many teachers who still apply memorizing vocabulary method, therefore if teachers apply with monotonous method to students or *santri*, it will be efectiveless for next generation. The idealistic teaching speaking skill in vocabulary will be easier with using application of vocabulary learning time Classical method to improve speaking skill. According to Risdianto (2016) Two supporting activities apart from class that was successfully observed by research is a training activity give a speech to all *santri* or students and drill vocabulary mastery or vocabulary after lunch. This is a support activities that are quite effective in create step by step language acquisition or acquisition foreign language in this case is English. Mastery drill activity vocabulary or vocabulary for all students except grade 5 students and 6. This activity is broadcast and this is no doubt support activities that are quite effective in realizing step by step language acquisition or acquisition foreign language in this case is English.

Students lack in receive English material because pandemic era. Weakness of students are conversiation, pronounsiation, and patner of study. While, *santri* mukim not too much different from students, but the differences in religious activities, there are "*Ngaji*" in evening at 3.00 P.M until 9.00 P.M. After 9.00 P.M, *santri mukim* can do other activities for example, study at room, watching western movie in islamic boarding school television. The learning condition of students lack of learning assistance from parents or calling tutors. Students usually can study with read a textbook, browsing or searching in internet, ask to friends on social media. Last time, in islamic boarding school, there is extracurricular activities foreign language, but now it's nothing because lack of a tutor. Usually santri mukim learn with friends between rooms if there is a home work, and limited a gadget. Because based on the demographic bonus that is expected in 2030, of course, students, especially students and students, can maximize their mastery of the language. Although students are identical with Arabic related to local content such as "Ngaji", but students also have to improve their skills in the international language, namely English.

This study one research question. The reseacher explores "How does applicating of Vocab Learning Time using Classical Method to improve speaking skill for santri mukim". By employing this formula, the researcher expects to santri mukim and siswa lajo can and reach their speaking english with using Classical Method.

RESEARCH METHOD

The research can be categorized to qualitative one, it means data will be analyzed using qualitative method. Definition of qualitative research is based on Aspers and Corte (2019) entitled "What is Qualitative in Qualitative Research" we define qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. There are several types in the research phase. This research is useful for researchers who want to do research. This study discuss using of Vocabulary Learning Time (VLT) assisted by using Classical Method. Therefore, this study use qualitative method and will use action research as a research design consist of a cycle of diagnosis or problem, planning, action implementation and evaluation. Classroom action research is based on Mettetal (2001) entitled "The What, Why, and How of Classroom Action Research" classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning.

It uses four step, those are : planning, action observation, reflection. The study will be conducted in a Syafi'i Akrom Islamic Boarding School, the participants consist of santri mukim on Syafi'i Akrom Islamic Boarding School and focused to santri of SMP Sains Cahaya Al-Qur'an. There are fifteen santri. The purposes of selecting subject at the location is based on because the problems studied are located at the location in Syafi'i Akrom Islamic Boarding School, and because the location in Syafi'i Akrom Islamic Boarding School near to my domicile and so it is easy to access and research more deeply the problems being studied, because the proximity of the research to the researcher's domicile affects the consideration of research funds as well. There are different types of research methods which use different tools for data collection. Primary and secondary data. Classroom action research will

use survey, observation, questionnaire, and personal interview ; survey, observation, questionnaire, personal interview. Analysis tools are : observation, questionnaire, interview.

FINDING AND DISCUSSION

1. Finding

a. Result of Observation

Observation as one of the primary sources of data. Observation is a technique for obtaining information involves measuring variables or gathering of data necessary for measuring the variable under investigation. Observation is defined as accurate watching and noting of phenomena as they occur in nature with regards to cause and effect relation and will be using "open question", and asks *tutor* of SMP Sains Cahaya Al-Qur'an by orally about reason "The Importance of Learning English Vocabulary". During the COVID-19 pandemic, learning at the Syafi'i Akrom Islamic boarding school underwent adaptation adjustments. Where a lot of learning that requires to be carried out online. It also had an impact on additional classes held by the boarding school administrator. It has been 3 years since the end of 2019, additional classes consisting of English, Arabic, and yellow books as well as hafidz classes (specially for additional classes at the SMP Sains Cahaya Al-Qur'an) have been running less than optimally. There are 3 formal schools at the Syafi'i Akrom Islamic Boarding School, namely, SMP Sains Cahaya Al-Qur'an, SMA Sains Cahaya Al-Qur'an, and SMK Syafi'i Akrom. The three schools underwent additional class adjustments, and one of them was at the SMP Sains Cahaya Al-Qur'an which had reactivated its additional classes in early 2022. There are 3 discussions in the observation activity as follows :

- Observing the located of Syafi'i Akrom Boarding School
- Observing a policy of the extra class in SMP Sains Cahaya Al-Qur'an
- Observing the process and method extra class in SMP Sains Cahaya Al-Qur'an

b. Result of Questionnaire

Questionnaire as one of the primary sources of data is an observational technique which comprises series of items presented to a respondent in a written form, in which the individual is expected to respond in writing. Here the respondents are given list of written items which he responds to by ticking the one he considers appropriate. The questionnaire aims to asks to *santri mukim* "What is Vocabulary Learning Time (VLT) can improve your Vocabulary Speaking Skill?" with yes/no question. The results of 15 junior high school *santri* who were given a questionnaire were certainly different and varied. This questionnaire was given to stu *santri* dents of SMP Sains Cahaya Al-Qur'an in grade 7, and consisted of 5 male *santri* and 10 female *santri*. The explanation of the 15 questionnaires is as follows :

From the overall recap, it is related to the questions and answers (yes/no) as follows::

Question number 1 about "Bahasa Inggris bukan pelajaran sulit bagi saya". The students answered "Yes" as many as 12 people, and answered "No" as many as 3 people. This shows that some 7th grade students at SMP Sains Cahaya Al-Qur'an stated that learning English is not a difficult subject.

Question number 2 about "Saya selalu bersemangat saat pelajaran Bahasa Inggris di sekolah". The students answered "Yes" as many as 9 people, and answered "No" as many as 6 people. This shows that some 7th grade students at SMP Sains Cahaya Al-Qur'an are still some who are less enthusiastic in participating in learning English, but some of them feel enthusiastic about participating in the learning.

Question number 3 about "Saya tidak pernah bosan ketika belajar Bahasa Inggris di sekolah". The students answered "Yes" as many as 7 people, and answered "No" as many as 8 people. This shows that some 7th grade students at SMP Sains Cahaya Al-Qur'an are bored with learning English.

Question number 4 about "Memperbanyak *vocabulary* baru Bahasa Inggris bukanlah hal yang saya takuti". The students answered "Yes" as many as 13 people, and answered "No" as many as 2 people. This shows

that some 7th grade students at SMP Sains Cahaya Al-Qur'an are very confident in increasing their vocabulary.

Question number 5 about "Saya merasa punya potensi dalam bidang Bahasa Inggris". The students answered "Yes" as many as 12 people, and answered "No" as many as 3 people. This shows that several 7th grade students at SMP Sains Cahaya Al-Qur'an have the potential to improve their English.

c. Result of Interview

Interviewing is a technique that is primarily used to gain an understanding of the underlying reasons and motivations for people's attitudes, preferences or behavior. Interviews can be undertaken on a personal one-to-one basis or in a group. Interview assessment wil use range score A until D, and the criteria are spelling, speaking, vocabulary. Culture Condition in English Learning Time for Santri Syafi'i Akrom Islamic Boarding School and this Instrument Interview with one of the English subject teachers.

From the results of the interview above, it is explained as follows :

Question number 1 about "Santri merespon apersepsi/motivasi dalam belajar bahasa Inggris yang diberikan oleh ustad/ustadzah/tutor". That the *santri* of junior high school are very good at responding and motivated in learning English. With additional classes, of course, it is very helpful in providing motivation.

Question number 2 about "Santri giat belajar dengan membaca materi bahasa Inggris". That *santri* of the junior high school are quite active in learning by reading English material.

Question number 3 about "Santri antusias ketika diperkenalkan dan dijelaskan materi bahasa Inggris oleh ustad/ustadzah/tutor". That *santri* of the junior high school are good when explained material in English. It's just that there is a problem in interpreting the vocabulary.

Question number 4 about "Santri melakukan pekerjaan memperbanyak kosa kata bahasa Inggris di kamus bahasa inggris setiap satu hari". That *santri* of the junior high school are good in doing the work of increasing English vocabulary by using a dictionary.

Question number 5 about "Santri menghafalkan kosa kata bahasa Inggris dengan metode yang mudah diingat bagi mereka setiap satu hari". That *santri* of the junior high school are quite in memorizing English vocabulary.

Question number 6 about "Santri melakukan pekerjaan menterjemahkan soal kata dan pilihan ganda dalam suatu tugas tertentu". That *santri* of the junior high school are quite in translating word questions and multiple choice in an assignment.

Question number 7 about "Santri berbicara bahasa inggris sehingga menumbuhkan rasa percaya diri dalam keseharian". That *santri* of the junior high school are quite confident in speaking English.

Question number 8 about "Santri mempraktekkan percakapan bahasa Inggris dengan santri lain". That *santri* of the junior high school are good in practicing English conversation with other students.

Question number 9 about "Santri mempraktekkan pidato bahasa Inggris dengan santri lain". That *santri* of the junior high school are still lack of facilitation in expressing English speech with other students.

Question number 10 about "Santri menjadi tutor belajar bahasa Inggris bagi santri yang lain". That *santri* of the junior high school are still not proficient in being a tutor to learn English for other students.

2. Discussion

Culture condition in ELT for "*Santri Mukim*" on Syafi'i Akrom Islamic Boarding School Of course, it is very interesting to explain in this discussion point. In my observations, the ELT culture conditions rather than in the cottage using the classical method, but do not forget the student approach or what is commonly called the "Student Learning Approach" and "Student Learning Center". Starting from the stabilization of the learning process from the COVID 19 pandemic. We all know that from 2019 to 2022, the whole world has experienced the COVID-19 pandemic. In particular, referring to the world of education, this is what makes every school must be able to adapt to a new system that is a breakthrough in the world of education. several schools. Pondok is one of the teaching and learning places where religious lessons and the yellow book are taught, but with today's

progress, the other side of the santri must also be improved, one of which is in terms of foreign languages. Referring to the Syafi'i Akrom Islamic boarding school, in which there are 3 different levels of schooling, namely SMP Sains Cahaya Al-Qur'an, SMA Sains Cahaya Al-Qur'an, and Syafi'i Akrom Vocational School. Focusing on additional classes, which are directly shaded by boarding school administrators involving *santri* from SMA Sains Cahaya Al-Qur'an, and Syafi'i Akrom Vocational School because there are still similar levels between the two. It is different with the Al-Qur'an Light Science Middle School which incidentally has different levels. It's been 3 years since the end of 2019, additional classes consisting of English, Arabic, and yellow books as well as hafidz classes (specifically for additional classes at SMP Sains Cahaya Al-Qur'an) are running less than optimally. The three schools have additional classes, one of which is SMP Sains Cahaya Al-Qur'an which has reactivated its additional class in early 2022, since scheduling management was taken directly, and the additional class by SMP Sains Cahaya Al-Qur'an. SMP Sains Cahaya Al-Qur'an has its own system in running additional classes, where previously all Syafi'i Akrom *santri* were handled by the boarding school administrator. This is because *santri* can focus more on their respective levels and levels first. Additional classes in junior high school consist of English, Arabic, yellow books, and an additional hafidz class and the time takes place simultaneously both English additional classes with other additional classes. One of the additional classes that are still actively running from the beginning of 2022, namely at the SMP Sains Cahaya Al-Qur'an, is a distinct advantage of additional classes compared to other levels. The additional factor of class which is handled directly from the school also has a special policy between the administrators of the Syafi'i Akrom boarding school and SMP Sains Cahaya Al-Qur'an and makes the focus and maximization of *santri* from junior high school to continue to improve each other's quality. The division and management of the additional classes were handled directly from one of the teachers of SMP Sains Cahaya Al-Qur'an. Especially for additional language classes (Arabic and English). This is the latest breakthrough where the role of the Pondok is not only to print and produce *santri* who are smart in the field of the yellow book, as well as religion. But also experts in foreign languages, namely Arabic and English. Chief of Islamic boarding school and boarding school administrators also support this additional foreign language class. Because global competition certainly requires the next generation to remain active, exist, progressive, and adapt to the needs of today. Additional classes begin after the KBM (Teaching and Learning Activities) at school, namely after the dhuhur prayer. Enter class at 00.15 P.M until 01.15 P.M, and the efficiency of teaching time is 1 hour and all additional classes enter at the same time as different classes that have been determined by the school. Supervised by 2 English tutors, namely Mr. Misbah and Mr. Akhit. Mr. Misbah enters on Sunday, Monday, Tuesday, while Mr. Akhit enters on Saturday, Wednesday, Thursday. Some of the teaching staff are junior high school teachers, and some are boarding school administrators who are experts in this field. There are no use the Learning Implementation Plan (RPP) or Syllabus in this additional class, so the method and direction of learning are fully entrusted to the tutor who teaches. Starting from the initial program to collect data on the potential of each santri through announcements of information to each homeroom teacher, then the santri choose the additional class they want (without coercion), then from the junior high school they divide the class according to their learning. Even when in class, tutors use a direct approach to santri so that those who master class learning, begin by giving a new vocabulary at each meeting, then imitate together, then make examples in the form of sentences according to the vocabulary given by the teacher, and make an agreement with santri, that every time given new vocabulary, must and must be practiced in daily conversation, do not use a language other than the English vocabulary. as well as subsequent meetings. So every time there is an additional English class, the santri are challenged and make special points to do that learning method. Questionnaire as one of the primary sources of data is an observational technique which comprises series of items presented to a respondent in a written form, in which the individual is expected to respond in writing. Here the respondents are given list of written items which he responds to by ticking the one he considers appropriate.

Input : Starting from the initial program of collecting data on the potential of each *santri* through announcements of information from the homeroom teacher to each class, then the *santri* choose the additional class they want (without coercion), and each *santri* must follow the policy of SMP Sains Cahaya Al-Qur'an, then from school, divide the class according to his ability. Then the school divides classes according to the results of

data collection on the potential of *santri*. Process : Especially those who enter additional English classes. when in class, tutors use a direct approach to *santri* so that they can interact and communicate directly in learning in class. Starting with giving new vocabulary at each meeting, then imitating what the tutor said together, then making examples in the form of sentences according to the vocabulary given by the tutor, and trying to have a conversation using the new vocabulary. In English class, it has been agreed with the *santri*, that every time a new vocabulary is given, it must be practiced and practiced in daily conversation, it is not allowed to use a language other than the English vocabulary that has been given by the tutor. Every meeting there must be a new vocabulary. So that every time there is an additional English class, the *santri* are challenged in carrying out the learning method. Output : Of course, the memorization method has been widely used in the education system in Indonesia. Of course there are pluses and minuses, but they must be modified so that they are not boring and are certainly liked by today's future generations. The target is of course to produce *santri* who are intellectual in foreign languages, fluent in terms of conversation and theory. In the cottage itself, of course, the environment is very supportive, especially in terms of learning. This opportunity should be a series of processes in order to achieve maximum intellectual *santri* results in foreign language experts.

CONCLUSION

Since the beginning of 2020, the COVID-19 pandemic has plagued almost the entire world, including Indonesia. This requires all sectors to adapt to new patterns, including the world of education. Practically many activities are allocated online, and one of them is the pattern of education at the Syafi'i Akrom Islamic Boarding School. One of them is adapting the pattern of education during this pandemic, namely at SMP Sains Cahaya Al-Qur'an. Initiating the Salafiyah Islamic Boarding School with a combination of the Gontor Pondok method, by maximizing the use of foreign languages, namely Arabic and English. This makes Millennial Santri not only learn religion about the yellow book and Arabic, but also improve their skills in the world language, namely English. This classical method puts forward theory as well as practice in *santri's* daily lives. This learning method with additional class packaging / specialization applies one day, one vocabulary which is the first step taken by the tutor in explaining to the *santri* in the class. Of course, the additional class in question is different in learning methods from the formal KBM class. Therefore, the application of this method must be balanced with the daily practice of the *santri* at the Syafi'i Akrom Islamic boarding school.

SUGGESTION

Based on the discussion and conclusions, the researchers provide suggestions as follows: For school : In the implementation of this additional / specialization class activity, schools must be able to create an environment that supports the maximization of language conversations practiced by *santri* and with tutors so that the implementation and interest of *santri* in learning runs smoothly. In addition to school implementation, the school has also prepared supporting facilities for increasing proficiency in foreign languages. For teachers : Teaching staff (Human Resources) must also be considered properly and indeed competent in advancing interest in foreign languages (English). because of the location of interest / not, the success / failure of the *santri* lies in the teaching staff who will conceptualize in such a way the current patterns and methods. For Researchers : The results of this qualitative classroom action research can be followed up to produce better research. This research further enhances creative and innovative ideas by collaborating with the latest learning media for learning in Islamic boarding schools. Researchers understand and learn about classical methods applied in increasing foreign language (English) acceleration.

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