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## Applying an Islamic Boarding School's English Vocabulary Teaching Model at a Boarding Based Vocational School

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### ABSTRACT

This study examines how a modern Islamic boarding school's English vocabulary delivery model is used in a boarding based Vocational School. The study aimed to describe the model's use, its benefits, and students' learning processes in vocational education. To investigate this, a qualitative case study was used. Data was collected through class observation, interviews, and documents from SMKS IT Manahilul Irfan in North Aceh, Indonesia. The findings reveal that boarding-school learning practices such as daily vocabulary routines, peer-assisted learning, and the establishment of an English-speaking environment, substantially enhance students' vocabulary development and communicative confidence. The dormitory context provides continuous language exposure and frequent opportunities for authentic interaction, thereby strengthening both students' linguistic competence and character formation. Teachers reported that this learning model effectively motivates students and fosters discipline, although challenges remain, such as limited instructional time and varying proficiency levels among learners. Therefore, integrating contemporary boarding-school pedagogical approaches with vocational education offers a comprehensive and contextually relevant framework for vocabulary learning. This integration not only improves students' English proficiency but also cultivates moral values, self-regulation, and responsibility, thereby contributing to curriculum innovation and offering practical insights for character-oriented language education.

## 1. Introduction

A strong vocabulary base is widely recognized as a crucial component of communicative competence, particularly within English as a Foreign Language (EFL) contexts. In vocational education settings, vocabulary mastery carries added importance, as students are expected to transition directly into the workforce and apply English in occupation-specific domains. Vocabulary knowledge underpins

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performance in the four language skills: listening, speaking, reading, and writing. Vocabulary also enables learners to interpret technical manuals, comprehend workplace instructions, and engage in professional communication with clients, colleagues, or supervisors (Nation, 2013; Webb & Nation, 2017). Consequently, inadequate vocabulary proficiency often restricts students' employability and limits their ability to adapt to dynamic workplace needs (Barcroft, 2015; Rahmawati et al., 2023). In line with Indonesia's broader agenda to enhance vocational competencies and strengthen curriculum alignment with industrial demands, improving vocabulary instruction within vocational schools has become a pressing pedagogical priority.

Despite its significance, vocabulary teaching in many vocational institutions remains constrained by traditional and teacher-centered approaches. Instruction often relies heavily on rote memorization, decontextualized word lists, and limited opportunities for practical use (Maulina, 2020; Setiawan & Aryani, 2021). Such methods may facilitate short-term memory but do not effectively support long-term retention or the ability to use vocabulary communicatively (Newton, 2020). Many studies indicate that factors such as restricted instructional time, a lack of contextualized materials, and minimal exposure to English outside the classroom further reduce the effectiveness of vocabulary learning in vocational environments (Mardhiah et al., 2025; Rahmawati et al., 2023). These problems are particularly pronounced in rural, resource-constrained settings where students have limited access to authentic linguistic input or English-rich environments.

Conversely, contemporary Islamic boarding schools have developed highly structured and immersive language programs that consistently yield observable gains in students' vocabulary acquisition and oral proficiency. Institutions such as Pondok Modern Darussalam Gontor have established systematic routines involving daily vocabulary introduction, pronunciation modeling, and reinforcement activities integrated into morning, afternoon, and evening sessions (Fauzi & Ahmad, 2021; Mujahidah et al., 2022). Within these environments, vocabulary learning is embedded in communal life, supported by peer collaboration, and reinforced through regular assessments and communicative tasks. Research on vocabulary acquisition highlights the importance of multiple exposures, spaced repetition, meaningful contexts, and social interaction—elements inherently present in the Islamic Boarding School language ecosystem (Nation, 2013; Schmitt & Schmitt, 2020). The dormitory setting allows continuous, incidental exposure to English, further strengthening learners' vocabulary depth and communicative confidence (Ramadhani et al., 2024; Webb & Nation, 2017).

Despite these pedagogical benefits, limited research has examined the implementation of Islamic Boarding School vocabulary models within vocational boarding schools. Most recent studies focus mainly on vocational education in-class strategies and language challenges (Maulina, 2020; Setiawan & Aryani, 2021), while studies involving Islamic Boarding School typically focus on religious boarding settings and overlook their potential applicability to vocational education (Hamzah & Rahmawati, 2019; Hasan & Rahman, 2022). This has created a notable research gap concerning how Islamic Boarding School-based vocabulary routines

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which are characterized by structured repetition, immersive practice, and social reinforcement, can be adapted to vocational contexts, which require students to simultaneously develop technical expertise, English proficiency, and character discipline. Addressing this gap is especially important for vocational institutions that operate under a boarding system, where extended contacts provide unique opportunities for language immersion that conventional day schools cannot offer. This study aims to fill the gap by examining the implementation and outcomes of an Islamic Boarding School-derived vocabulary teaching model at a vocational boarding school. Specifically, this study investigates how structured vocabulary routines, dormitory-based language practices, and peer-supported reinforcement contribute to students' vocabulary development in a school that integrates both religious and vocational objectives. By situating the investigation within SMKS IT Manahilul Irfan, a vocational boarding school that combines technical education with character development, this study provides empirical insights into how an established Islamic Boarding School model operates when transferred into a new institutional context with distinct curricular demands.

Theoretically, this study draws upon three theoretical pillars. First, Communicative Language Teaching (CLT) emphasizes meaningful interaction as the primary approach to acquisition (Richards & Rodgers, 2001), which aligns with the daily communicative routines embedded in Islamic boarding school practices. Second, the Vocabulary Depth and Breadth Theory (Nation, 2013; Schmitt, 2020) underscores that effective vocabulary mastery requires not only wide vocabulary but also knowledge of word forms, meanings, collocations, and pragmatic uses. These skills are strengthened through repeated and contextualized exposure. Third, Vygotsky's Sociocultural Learning Theory (1978) highlights the role of social interaction in language development, particularly in the peer-driven, collaborative learning environment characteristic of Islamic Boarding School.

This study is guided by three research questions: (1) How is the Islamic Boarding School-based vocabulary delivery model implemented in a boarding-based vocational school?; (2) What are students' experiences during the implementation of the Islamic Boarding School-based vocabulary delivery model?; and (3) What benefits do students obtain from the implementation of the vocabulary delivery model in the vocational boarding school? By answering the questions, this study conceptualizes vocabulary learning as a continuous, socially embedded process that is optimized through structured routines and immersive environments. Examining how these principles operate within a vocational boarding school extends theoretical understanding and offers practical insights for schools seeking to enhance English vocabulary instruction.

## **2. Methodology**

### ***Research Design***

This study employed a qualitative case study design to examine the implementation of an Islamic Boarding School in English vocabulary instruction model within a

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vocational boarding school. A qualitative approach was selected for its capacity to generate contextualized and in-depth insights into human behaviour and classroom interactions as they occur in natural settings (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Unlike quantitative designs that focus on numerical generalization, this approach prioritizes interpretative depth, enabling the researcher to explore how teachers and students construct meaning during the vocabulary learning process within a culturally and institutionally distinctive environment. The study adopted Yin's (2018) case study framework, which is appropriate for investigating complex educational phenomena within a specific context. The "case" examined was the integration of an Islamic Boarding School inspired vocabulary model at SMKS IT Manahilul Irfan, North Aceh. The school's religious discipline, dormitory routines, and vocational curriculum are inseparable from its vocabulary practices, making the case study approach methodologically suitable. Multiple sources of evidence were used to enable triangulation and strengthen the trustworthiness of the findings.

### ***Site and Participants***

The study was conducted at SMKS IT Manahilul Irfan, a private vocational school in rural North Aceh that integrates Islamic Boarding School traditions with the national vocational curriculum. The institution operates under a full boarding system, which enables continuous language exposure through structured vocabulary lessons, morning conversation routines, and peer-group activities (Hamzah & Rahmawati, 2019). Participants were selected using purposive sampling, which allows the identification of individuals with rich and relevant experiences (Patton, 2015). The sample consisted of one English teacher and ten eleventh-grade students directly involved in the school's daily vocabulary program. Their active participation in the implementation of the instructional model made them suitable for providing in-depth pedagogical and experiential insights.

### ***Instruments***

Three primary instruments were employed in this study. First, an observation sheet was used to systematically document instructional activities, teacher–student interactions, and dormitory-based vocabulary practices. The sheet contained instructional steps, reinforcement strategies, student responses, and relevant contextual factors. All observations were conducted in a non-participatory manner to preserve the natural dynamics of the learning environment. Second, a semi-structured interview guide was used to collect in-depth information from both the teacher and the students regarding their experiences, perceptions, and challenges in the vocabulary learning process. The guide consisted of open-ended questions that allowed for elaboration while maintaining consistency across interview sessions. All interviews were audio-recorded with the participants' consent and subsequently transcribed. Third, a document analysis checklist was employed to systematically examine relevant institutional materials, such as vocabulary lists, student journals, and language policy documents. This instrument was used to validate observational and interview findings by identifying recurring patterns and confirming alignment between documented procedures and actual practices.

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### ***Data Collection***

The data of this study was collected over several weeks through several procedures. First, classroom and dormitory observations were carried out daily during vocabulary sessions, morning conversation practice, and evening drills. Second, field notes were recorded using the observation sheet, with particular attention to instructional patterns, reinforcement techniques, and student engagement. Third, semi-structured interviews were also conducted, by interviewing one English teacher and ten selected students to ensure participant comfort and capture diverse perspectives. Each interview lasted approximately 20 - 40 minutes and took place in a quiet room within the school area. Furthermore, relevant institutional documents such as lesson plans, vocabulary lists, and language policy materials were collected with administrative permission, systematically catalogued, coded, and compared with the observational and interview data. Triangulation across these multiple sources minimized potential bias and strengthened the credibility and confirmability of the findings (Lincoln & Guba, 1985).

### ***Data Analysis***

The data were analyzed using Huberman & Miles (2002) interactive model, which encompasses four interrelated stages and allows for continuous movement between data collection and interpretation. First, data collection involved compiling and systematically organizing all raw data, including field notes, interview transcripts, and institutional documents, into a chronological and searchable database. Second, data condensation entailed coding the data, categorizing emerging units of meaning, and refining these categories into analytically coherent themes aligned with the study's objectives. Coding proceeded through both deductive pathways, informed by existing literature, and inductive pathways, derived from patterns observed in the empirical data.

Third, data display involved thematic analysis, narrative summaries, and tabulated representations designed to illustrate relationships among instructional practices, learner responses, and contextual factors within the boarding school environment. Finally, conclusion drawing and verification were conducted through iterative interpretation, connecting thematic findings to theoretical frameworks in communicative language teaching, sociocultural learning, and vocabulary acquisition. Credibility and trustworthiness were strengthened through several validation strategies, including member checking to confirm the accuracy of emergent interpretations, peer debriefing with academic colleagues to enhance analytic rigor, and the provision of thick description to support transferability to comparable vocational-boarding school contexts (Lincoln & Guba, 1985; Creswell & Poth, 2018).

## **3. Results and Discussion**

SMKS IT Manahilul Irfan is a vocational high school that follows a modern Islamic boarding school model with dorms, located in North Aceh, Indonesia. It combines

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the national curriculum with Islamic values, focusing on building character, discipline, and morals while teaching practical job skills. Students live in on-campus dorms, which support ongoing learning in academics, religion, and social activities outside the classroom. The school provides programs in Culinary Arts and Software Engineering to prepare graduates for jobs or university. With its rural location and students mostly from middle- to low-income families, it offers a strong real-world setting to study a pesantren style English vocabulary teaching method in a dorm-based vocational school.

Non-participant observations were conducted in October 2025 to examine how the English vocabulary teaching model was implemented in a boarding-based vocational school. The observations included regular classroom lessons, morning vocabulary sessions, and language practice in the dormitories. Field notes focused on teaching strategies, pronunciation practice, repetition activities, student participation, and the use of English in daily communication. The findings indicated consistent vocabulary exposure, structured speaking practice, peer support, and the gradual development of English-speaking habits within the boarding school environment. Table 1 presents the key aspects observed during the study.

Table 1. Aspects observed during the observation phase

No.	Observation Aspect	Indicators
1	Vocabulary Delivery	Daily vocabulary presentation and number of words introduced
2	Pronunciation Practice	Teacher modeling, student repetition, and corrective feedback
3	Teaching Method	Use of sentences, drills, and short dialogues
4	Student Participation	Level of engagement and willingness to speak
5	Peer Interaction	Vocabulary use among students in dormitory
6	Language Environment	Use of English in daily activities
7	Consistency	Regularity of vocabulary sessions and reinforcement
8	Student Response	Motivation, confidence, and active participation

After the observations, semi-structured interviews were conducted to explore participants' experiences and perceptions of the vocabulary teaching model. Individual interviews were used to ensure privacy and encourage open responses. Open-ended questions allowed participants to describe the strengths and challenges of the program. One English teacher and several selected students took part in the interviews. With consent, all interviews were recorded and transcribed for analysis. The interview data strengthened the findings by providing insight into teaching practices, student experiences, and perceived vocabulary development. The interview questions are presented below.

Table 2. Interview Questions

No.	Focus Area	Interview Questions
1	Implementation	How is English vocabulary taught on a daily basis in this school?
2	Teaching Strategy	What techniques are used to introduce, repeat, and reinforce vocabulary?
3	Student Experience	How do students respond to daily vocabulary routines and repetition?

4	Boarding Environment	How does the dormitory system support vocabulary practice outside class?
5	Learning Impact	What changes are observed in students' vocabulary mastery and speaking confidence?
6	Challenges	What difficulties arise in implementing this vocabulary delivery system?
7	Benefits	What benefits do students gain from this pesantren-based vocabulary model?
8	Improvement	What improvements can be made to strengthen the system?

In line with the study's objectives, the results address the implementation of the Islamic Boarding School-based vocabulary delivery model, students' learning experiences, and the linguistic, communicative, and character-related outcomes associated with the model. The discussion component examines why and how these findings emerge and the extent to which they may be applied to similar educational contexts.

Table 3. Themes from Triangulated Data Sources

Theme	Indicators	Data Sources
<b>Implementation Framework</b>	Daily input-output cycle; classroom-dormitory integration	Observations; lesson plans
<b>Student Learning Experiences</b>	Motivation, confidence, peer dynamics, workload	Interviews; field notes
<b>Learning Outcomes</b>	Vocabulary retention; fluency; vocational relevance; character formation	Performance tasks; documents

Adapted from Huberman & Miles (2002)

### ***Implementation of the Islamic Boarding School-Based Vocabulary Delivery Model***

#### *1. Structural Pattern and Routine*

Table 3 illustrates the two-phase vocabulary cycle that takes place each day. During the morning vocabulary session, held after Subuh prayer, students receive explicit vocabulary instruction supported by repetition and guided practice. Later in the afternoon and evening, the reinforcement sessions shift the focus to communicative use, which allow students to engage in role-plays, structured conversations, and peer mentoring. This daily rhythm is purposeful. It reflects Nation's (2013) emphasis on balancing input, output, and language-focused learning. By organizing explicit teaching (form-focused) before contextualized practice (meaning-focused), the model helps manage cognitive load and supports more effective learning. The cycle also incorporates spaced repetition and immediate retrieval practice, two strategies known to strengthen vocabulary retention and promote greater fluency (Harahap & Daulay, 2024; Webb & Nation, 2017).

#### *2. Pedagogical Techniques and Materials*

Table 4 shows how vocationally relevant tasks were used to support contextualized vocabulary learning. The teacher-designed materials were matched to students' majors, such as culinary arts and software engineering, allowing learners to study vocabulary that is useful for their future professions. This approach is consistent with the mission of pesantren education, which aims to prepare students for

participation in a global workforce (Suryani & Dalimunte, 2023). Selecting appropriate teaching materials is therefore important, as relevant materials help create effective learning conditions and support the achievement of learning objectives (Purnomo, 2016). In addition, vocabulary instruction embedded in meaningful vocational contexts encourages deeper understanding and better long-term retention (Graves, 2016).

Table 4. Pedagogical Techniques Observed in Classroom and Dormitory Settings

Technique	Description	Theoretical Alignment
<b>Explicit modeling</b>	Pronunciation, example sentences	Form-focused instruction (Nation, 2013)
<b>Contextualized practice</b>	Practice during vocational tasks	Depth-of-processing (Hiebert & Kamil, 2021)
<b>Peer mentoring</b>	Correction, modeling by seniors	ZPD & scaffolding (Vygotsky, 1978)
<b>Communal reinforcement</b>	English Time, skits, posters	Sociocultural learning (Lantolf & Thorne, 2006)

Source: Classroom and Dormitory Observations (May 2025)

### 3. Social Ecology: Dormitory as Extended Classroom

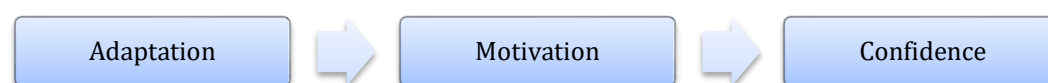
Table 2 shows that the dormitory environment functions as an extended language learning space, which facilitate sustained exposure beyond classroom instruction. This aligns with sociocultural theory, which emphasizes community norms, mediated practice, and guided participation (Vygotsky, 1978).

### 4. Coordination and Institutionalization

Document analysis indicates that the program has only been partially institutionalized. Although thematic vocabulary was consistently integrated across classroom and dormitory activities, the scheduling varied. This suggests that implementation still depended heavily on individual teacher initiative rather than a clear institutional policy. While this does not undermine the overall effectiveness of the program, it does point to the need for stronger administrative support to ensure long-term consistency and scalability.

The implementation of the Islamic Boarding School-Based Vocabulary Delivery Model appears effective because it turns vocabulary learning into a habitual and socially supported practice. By combining explicit instruction with immediate opportunities for use, the model aligns well with established principles of vocabulary acquisition (Schmitt & Schmitt, 2020). Its added value lies in how these principles are related into the daily routines of the Islamic boarding school, which helps strengthen learning habits and increase the frequency of meaningful exposure.

### Students' Experiences in the Learning Process



Source: Student Interviews (May 2025)

Figure 1. Reported Student Affective Responses throughout the Program

### 1. *Adaptation and Motivation*

Students initially found it challenging to adapt to the new routine, but their motivation grew quickly once they began to see how daily practice improved their recall and confidence in communication. As shown in Figure 1, their motivation rose steadily over time. This change was driven by a mix of factors, such as the personal satisfaction of being able to remember and use new words, the encouragement and recognition they received from friends, and the sense that the vocabulary they were learning was genuinely useful for their vocational goals. This pattern is consistent with Dörnyei's (2009) motivational framework, particularly the role of positive learning experiences and social influence in sustaining engagement. It also aligns with findings from previous studies in Islamic boarding school settings, which report similar motivations shaped by community-based reinforcement and meaningful learning contexts (Hasan & Rahman, 2022).

### 2. *Confidence, Risk-Taking, and Affective Factors*

Observation data suggest that students became noticeably less anxious as the program progressed. One contributing factor was the supportive peer environment, where mistakes were seen as a natural part of learning rather than something to be embarrassed about. This sense of shared experience helped students feel safer taking risks and speaking more freely. Over time, the emphasis on getting their message rather than producing perfect language, eased their anxiety, effectively lowering the affective filter as described by Krashen (1982). Table 5 below summarizes the key affective indicators that reflect this gradual change, including increased willingness to participate, greater confidence during speaking tasks, and reduced signs of performance-related stress.

Table 5. Affective Dimensions of Student Participation

Indicator	Observed Pattern	Supporting Evidence
<b>Anxiety</b>	Initially high, decreases over time	Interviews, field notes
<b>Risk-taking</b>	Increases during low-stakes activities	Classroom observations
<b>Confidence</b>	Strengthens with peer scaffolding	Student performance tasks

Reference: Field Notes (May 2025)

### 3. *Peer Mentoring and Social Learning*

The mentoring roles taken on by senior students function as an informal but powerful scaffolding system that reflects Vygotsky's concept of the Zone of Proximal Development (ZPD). Through this support, junior learners are able to engage in communicative tasks that would have been difficult to accomplish on their own. In practice, seniors guide conversations, model appropriate language use, and offer gentle corrections, creating a learning atmosphere that feels collaborative. This dynamic not only extends juniors' linguistic abilities but also builds their confidence, as they experience success in tasks that initially seemed beyond their reach. At the same time, senior students strengthen their own mastery through teaching, which turn the mentoring into a mutually beneficial learning process.

### 4. *Workload, Fatigue, and Differential Uptake*

Not all aspects of the experience were positive. The intensive daily schedule occasionally left students feeling tired, and those with weaker proficiency found it

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challenging to keep up with the expected pace of retention and practice. These difficulties point to genuine cognitive load concerns, where the volume and frequency of new vocabulary may have exceeded some students' processing capacity. Such challenges are consistent with previous research by Barcroft (2015) and Newton (2020), who note that overly demanding input can hinder consolidation, especially for learners who need more time to process new language. These findings highlight the importance of balancing ambition with learner readiness, ensuring that vocabulary routines remain rigorous yet manageable for students across different proficiency levels.

Students' experiences suggest that when learning is supported by consistent routines, strong social reinforcement, and meaningful contextual relevance, vocabulary development can shift from a classroom task into an everyday lived practice. These elements help students internalize new words more naturally and use them with greater confidence in real situations. However, ensuring that all learners benefit equally requires careful attention to workload balance and the need for differentiated support. Without these adjustments, students with varying proficiency levels may experience uneven progress, underscoring the need for instructional designs that are both structured and responsive to individual needs.

### ***Benefits and Impacts***

#### *1. Vocabulary Retention and Productive Use*

Observational and performance-based evidence indicates that students were not only able to remember new vocabulary but also use it meaningfully in their daily interactions. This shift from simple recognition to confident, productive use reflects a deeper level of learning. A key factor in this progression was the immediate practice opportunities built into the routine, which allowed students to try out new vocabulary while they were still fresh in memory. Such repeated and purposeful use helped move vocabulary toward automatization, aligning with the processes described by Webb and Nation (2017).

#### *2. Pronunciation and Fluency Development*

Students showed clearer gains in fluency than in precise accuracy. This reflects how they were using language in daily practice. As they engaged in repeated, contextualized speaking activities, their speech became smoother, more confident, and more rhythmically natural. These improvements suggest faster retrieval of vocabulary and better control of their language use. This outcome aligns with Schmitt and Schmitt's (2020) argument that sustained oral practice in authentic contexts is particularly effective for building fluency, even when accuracy develops at a slower, more gradual pace.

#### *3. Transfer to Vocational Competence*

Students were able to use the vocabulary they learned directly in their vocational tasks, such as describing culinary procedures or explaining steps in software troubleshooting. This kind of practical application is particularly noteworthy, as it is not commonly highlighted in previous research on Islamic Boarding Schools (Fauzi & Ahmad, 2021). The seamless use of domain-specific vocabulary in real

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vocational activities indicates that integrating vocabulary instruction with students' professional pathways can meaningfully support workplace readiness. It also shows that when students see immediate relevance to their future careers, they engage more deeply and retain vocabulary more effectively.

#### *4. Character Formation and Social Discipline*

Routine participation in the program also nurtured broader character development. Students became more punctual in managing their daily schedules, more responsible in completing assigned tasks, and more confident in taking on leadership roles, especially during peer-supported activities. These behavioural changes suggest that the program's structure encouraged habits that extended beyond language learning itself. Such findings align with Hamzah and Rahmawati's (2019) study suggesting that the holistic developmental benefits often associated with language programs in Islamic Boarding Schools. This demonstrates how consistent engagement and shared responsibility can strengthen both linguistic growth and personal development.

#### *5. Constraints Affecting Impact*

Several practical challenges limited the program's full potential. Scarce resources, such as insufficient learning materials and inconsistent access to spaces for practice, sometimes disrupted planned activities. Shifting schedules and the relatively limited number of formal English learning hours in the classroom also made it difficult to maintain a stable learning rhythm. These constraints highlight the importance of stronger institutional support to ensure long-term sustainability. Without consistent resources and clear structural backing, even well-designed programs risk losing momentum, especially in settings where teachers shoulder much of the responsibility for implementation.

## **4. Conclusion**

This study investigates how an Islamic Boarding School-based vocabulary delivery model was implemented, how students experienced the learning process, and what outcomes emerged linguistically, communicatively, and personally. The findings show that the model's structured daily rhythm, beginning with focused vocabulary input and continuing with repeated opportunities for meaningful use, helped turn vocabulary learning into a consistent habit. Students not only remembered new words but were able to use them more confidently in real communication. Their fluency improved, their motivation increased, and they gradually became more comfortable taking risks when speaking.

The integration of vocabulary with students' vocational programs further strengthened the impact of the model. Learners applied new vocabulary directly to tasks in their respective fields, which made the learning feel more relevant and supported their readiness for future professional environments. The program also contributed to personal growth, encouraging punctuality, responsibility, and leadership through daily routines and peer mentoring. Despite these positive outcomes, challenges such as limited resources, shifting schedules, and uneven

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learner readiness show that stronger institutional support is needed to ensure long-term consistency. This study demonstrates that embedding vocabulary learning within daily routines and a socially supportive environment can create meaningful and lasting improvements in students' language development. Future research may examine its application across multiple schools or over longer periods to better understand its scalability and long-term effects.

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