

Students' Perceptions of the *Mufradat* Program in Facilitating Speaking Skills at Boarding School

Hanin Khalishah Waqqas¹, Sultan Baa², Muhalim³

^{1,2,3}Universitas Negeri Makassar

Corresponding Author:

Sultan Baa

sultan7304@unm.ac.id

Abstract

This study aimed to explain students' perceptions of the *Mufradat* Program's effect on improving speaking skills at Boarding School, within the framework of a bilingual environment. A mixed methods approach was employed, using a sequential explanatory design. The population consisted of third-grade students at MTs Sultan Hasanuddin, and through purposive sampling, 30 students were selected as the sample. The instruments used were questionnaires and interviews. The research findings indicated that 9 students, accounting for 30 percent, rated their experience as "Strongly Positive," 20 students, representing 66.67 percent, expressed a "Positive" perception, and 1 student, making up 3.33 percent, rated their experience as "Moderate". The data supported these findings based on the six principles of the *Mufradat* Program: the first principle, Concrete to Abstract Learning, was rated as "Strongly Positive"; the subsequent principles, Proximity and Familiarity, Ease of Pronunciation, Frequency of Usage, Short Word Segments, and Consistency in Sound and Writing, were all rated as "Positive". Additionally, in-depth interviews revealed that the *Mufradat* Program was positively perceived and implemented as an extracurricular activity, facilitating students to improve their speaking skills. Students perceived that the program helped them become more motivated to understand the correct context for sentence usage because it aligned with their needs. Integrating the *Mufradat* Program into the bilingual environment improved students' speaking skills and encouraged their ability to communicate effectively in real-life situations. Overall, students' perceptions indicate that the program's structure significantly boosted their speaking skills and confidence in communication within the boarding school's bilingual setting.

Keywords: *Students' Perception, Mufradat Program, Speaking Skills*

Introduction

The pursuit of excellence in language education is essential for fostering transformative learning experiences. This continuous pursuit ensures the ongoing development of language education, fostering a learning environment that develops and adapts to meet the diverse needs of students (Mahato, 2023). One initiative that significantly contributes to this goal is the Mufradāt Program at Boarding Schools, which systematically improves students' overall language skills by integrating structured vocabulary acquisition with real-world language application. Learning a language involves understanding the alphabet, vocabulary, and syntax, which exercises the brain and enhances cognitive inflexibility (Krulatz et. al., 2018). This program serves as a bridge between theoretical knowledge and practical language use, allowing students to internalize vocabulary through structured repetition and meaningful communication exercises.

Communication serves as a fundamental aspect of students' conveying messages to one another. In the context of a boarding school, students are consistently encouraged to speak English or Arabic for their daily communication. This practice not only enhances their language proficiency but also prepares them for diverse social interactions. Speaking represents human behavior that involves complex physical, psychological, and linguistic dimensions influencing social interactions (Tarigan, 2008). It requires coordination between various cognitive and motor functions, making it one of the most sophisticated human activities. Effective speaking skills can lead to better interpersonal relationships, academic success, and professional opportunities.

Building a solid vocabulary foundation is essential for language acquisition, yet it is only the first step toward effective speaking skills. *Mufradat*, known as vocabulary, is an essential component that must be mastered when learning a foreign language to achieve proficiency in communicating. It is inconceivable for someone to claim mastery of the English language without possessing substantial vocabulary knowledge (Effendy, 2005). Despite that, learning a language is not sufficient if one only memorizes vocabulary. Effective communication, particularly speaking, involves several challenges beyond mere memorization.

One of the most significant obstacles is vocabulary acquisition, as English consists of a vast lexicon with many words having subtle variations in meaning. These subtle differences often lead to confusion and improper word usage, making effective communication challenging. This complexity often results in difficulties in word selection for specific contexts and in understanding idiomatic expressions in daily conversations (Beleta & Kebede, 2022). The difficulties experienced by students underscore the need for a vocabulary enrichment program to assist them in overcoming these challenges. Effective vocabulary programs not only enhance word knowledge but also improve speaking proficiency and confidence in communication. These obstacles highlight the necessity of effective programs that address such linguistic challenges, ultimately facilitating better speaking skills and comprehension.

Recognizing these linguistic challenges underscores the necessity of effective programs to address them. Pronunciation, intonation, and accent variations also create barriers for students in effective communication, making it harder for them to be understood in real-life interactions (Fadilah et al., 2024). Beyond linguistic barriers, psychological factors also play a significant role in language acquisition. Fear of making mistakes, self-consciousness, and anxiety about speaking in front of peers can impede students' willingness to engage in spoken communication (Wulandari, 2023). To overcome these challenges, educators must implement engaging and interactive learning experiences that promote vocabulary retention and fluency by identifying and comprehending the needs expressed by students during classroom interactions (Noddings, 2012).

To address these linguistic and psychological hurdles, the *Mufradât* Program implements a bilingual approach, integrating structured vocabulary instruction with interactive speaking practices. The strategic elaboration of *Mufradat* materials serves as a pedagogical tool, strategically designed to facilitate and elevate students' speaking skills. The consistent strategy involves students regularly submitting their memorization of the material to the teacher, who then evaluates and provides feedback (Sasmi, 2022). This feedback significantly impacts student learning and achievement by highlighting the gap between their current understanding and the potential goals or expectations (Riordan, 2021). This approach is incorporated into the student's daily routines, four times a week with sessions in the morning after Subuh prayer or in the afternoon after

Asr prayer. This immersive program encourages natural language use and reduces the apprehension associated with speaking in a foreign language. Furthermore, the program acknowledges the limitations of a purely grammar-based approach. Focusing solely on grammatical structures without contextual vocabulary practice is ineffective in fostering communicative competence (Nurrohmah 2017). The most effective way to build language skills is through the practical application of new vocabulary in actual conversations, which makes contextual learning a key element of the Mufradāt method.

In contrast to Islamic schools and other boarding institutions with language learning components, the Mufradāt System at Boarding Schools possesses distinctive features that set it apart. Mufradat programs traditionally focus on acquiring vocabulary in Arabic. Although progress has been made in acknowledging and affirming linguistic and cultural, little attention has been given to the role of religious discourses at school in transformative pedagogies that challenge the finitude of Global English (Muhaimin, 2023). The Mufradat program at this boarding school goes beyond the norm by incorporating two primary foreign languages, which are English and Arabic. Conversely, religiously inspired English pedagogy can be a powerful tool to counter the dominant English ideology and its inherent dogmas.

Recent developments in language education have sparked interest in the efficacy of bilingual programs. Previous research by Salmawati (2018) has extensively explored the Mufradāt Program in the context of Arabic language learning, but its impact on Vocabulary development proficiency remains insufficiently examined. Arabic-based Mufradāt programs traditionally emphasize memorization and sentence structure, yet the integration of English into the program at Islamic boarding schools provides a unique bilingual advantage. This study aims to bridge the research gap by evaluating students' perceptions of the program's effects in improving their speaking skills. Understanding students' views on this initiative will provide valuable insights into the strengths and areas for improvement in its implementation.

Contrary to the Vocabulary Enrichment Program (VEP), which primarily focuses on lexical expansion without ensuring practical usage, the Mufradāt Program advances beyond rote memorization by incorporating contextual application and grammatical integration. This structured and immersive approach enhances students' bilingual capabilities and cultivates confidence in communication (Nazula, 2019). The program places a strong emphasis on practical language use by encouraging students to engage in speaking activities that mirror real-world interactions. Fluency in English is a critical skill for students to navigate the era of globalization, reinforcing the significance of programs like Mufradāt in preparing learners for future communication demands (Fortuna, Baa, & Sakkir, 2024). This daily reinforcement ensures that students not only acquire new vocabulary but also develop the confidence to use it in meaningful conversations.

Given its unique framework and pedagogical approach, this study seeks to explore Students' perceptions of the Mufradāt Program in improving speaking skills at Boarding School as a bilingual environment. Investigating these perspectives will contribute to refining language teaching methodologies, strengthening bilingual education strategies, and informing policy decisions aimed at optimizing students' linguistic proficiency in an increasingly globalized world. Additionally, the findings from this research may provide valuable insights into how structured vocabulary programs can be adapted for broader educational contexts, further enhancing language education strategies and student outcomes.

Literature Review

Embarking on a theoretical review opens the door to a comprehensive exploration of foundational concepts and frameworks that underpin the *Mufradat* program, Speaking skills, and students' perceptions theories.

1. Perception

a. Definition of Perception

Perception is a complex cognitive process that involves interpreting and organizing sensory information to create a meaningful understanding of the world. Nevid (2023) defines perception as the process by which the brain interprets sensory input, transforming it into meaningful representations of the external environment. Otara (2011) emphasizes that perception is an intricate process of interpreting experiences, which plays a crucial role in shaping our understanding of our surroundings. Septinawati et al. (2020) highlight that perception is an integral step in guiding behavior, and facilitating our adaptation to various situations. In summary, perception influences how individuals respond to and comprehend their environment, shaped by unique experiences and interpretations.

b. Aspects of Perception

The structure of perception consists of three main components, as outlined by Gerungan (1991) and based on the work of Baron and Byrne.

- 1) Mental Component (Cognitive Component): This aspect involves the cognitive or intellectual dimension of an individual's response to an object, person, or situation. It encompasses knowledge, beliefs, and views that influence how a person perceives the target of their attitude. This component focuses on the individual's capacity to understand and interpret the object of perception.
- 2) Emotional Substance (Affective Component): This component relates to the emotional responses associated with the attitude object. It encompasses feelings such as joy, fear, love, or anger, which significantly influence one's overall attitude. The emotional substance reflects how positively or negatively a person feels about the target of their perception.
- 3) Constructive Element (Behavioral Component): This aspect pertains to the observable actions and behaviors that stem from an individual's attitude toward a specific object or situation. It signifies the tendency to act following one's attitude, whether positively or negatively.

In summary, perception is shaped by mental, emotional, and behavioral components that work together to influence how individuals respond to their environment.

c. Forms of Perceptions

According to Solso (2007), perceptions can be categorized into two forms: positive perceptions and negative perceptions. The following provides a breakdown of these two categories:

- 1) Positive Perceptions. It refers to an individual's favorable assessment of an object or information, aligning it with anticipated qualities or established norms. This positive outlook stems from the individual's sense of satisfaction derived from the object, their existing knowledge, and personal experiences.
- 2) Negative Perceptions. It involves an individual's adverse evaluation of a particular object or information, diverging from the expected attributes associated with the perceived object or deviating from established norms. The genesis of this unfavorable viewpoint can be traced back to the individual's displeasure with the

perceived object, coupled with a lack of understanding and limited personal experience with the subject in question.

From the description above, it is concluded that perceptions profoundly affect how individuals assess objects or information. Positive perceptions stem from satisfaction, knowledge, and positive experiences, while negative perceptions arise from displeasure, limited understanding, and insufficient experience.

d. Factors Affecting Perceptions

According to Robbins and Longton (2007), two factors affect a person's perceptions, namely internal and external factors. The factors are described as follows:

- 1) Internal Factors: These encompass various aspects such as physical condition, feelings, attitudes, personality, attention, prejudice, desires or hopes, learning, values and needs, motivation, mental disorders, and interests.
- 2) External factors: These factors include the knowledge and demands from the surrounding environment, family history, information learned, intensity, size, repetitions, new and familiar objects, and obtained information.

These factors collectively contribute to the uniqueness of individual perceptions. Even when exposed to the same stimulus or object, variations in perceptions arise due to these internal and external influences.

2. *Mufradat* Program

a. Definition of *Mufradat* Program

The *Mufradat* Program is a systematically organized collection of individual words essential for effective communication in various languages. The term "*Mufradat*" (مفردات) originates from Arabic and means "vocabulary" or "words." Choiriyah (2013) defines the *Mufradat* Program as a component of an instructional package aimed at providing students with systematic language learning experiences outside their daily classroom activities. Wahab (2015) emphasizes its role in forming expressions and ensuring effective word usage within proper grammatical and contextual frameworks. Additionally, Hijriyah (2018) describes the program as a comprehensive initiative designed to enhance students' vocabulary and ensure proper usage of sentences. In conclusion, the *Mufradat* Program is crucial for improving students' language skills and facilitating effective communication in various contexts.

b. Principles of *Mufradat* Program

In consideration of the challenges students face in retaining newly learned words, the *Mufradat* program plays a pivotal role in improving learners' skills promptly. The focus of this program lies in language learning, specifically targeting vocabulary in two languages. While this research primarily concentrates on the English language, it maintains a connection with fundamental Arabic language concepts. According to Munir (2016, p.52-53), the fundamental principles of the *Mufradat* program are outlined as follows:

1) Concrete to Abstract Learning.

The program should start with concrete and sensory experiences before moving on to more abstract concepts. This means that learners should begin with vocabulary related to things they can see, touch, and experience in the real world. For example, they can start with words like "book" or "air" before moving on to more abstract concepts like "idea" or "concept". This approach allows learners to build a solid vocabulary foundation based on their experiences

2) Proximity and Familiarity

It should prioritize familiar and commonly used vocabulary before introducing less frequent and unfamiliar words. Learners should focus on vocabulary commonly used

in everyday life, such as greetings, asking for names, or talking about one's residence. This helps learners develop practical language skills that they can immediately apply in real-life situations.

3) Ease of Pronunciation

It should prioritize the teaching of phonetically similar sounds and letters. This means focusing on sounds that are easily pronounced and have clear counterparts in the learner's native language. For example, vowels (a, i, u, e, o) and consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) are considered phonetically similar sounds.

4) Frequency of Usage

It should prioritize the use of frequently used and useful vocabulary. Learners should focus on vocabulary that is commonly used in daily conversations, such as greetings, expressions of gratitude, or asking about someone's well-being. This ensures that learners acquire vocabulary that is relevant and practical for their everyday communication needs.

5) Short Word Segments

It should start by introducing shorter word phrases or chunks. This approach allows learners to focus on mastering smaller units of language before moving on to longer and more complex phrases or sentences. For example, learners can start with simple phrases like "go to school" or "eat breakfast" before progressing to more complex sentences.

6) Consistency in Sound and Writing

It should avoid introducing sounds or letters that are different from their written form simultaneously. This means that educators should first familiarize themselves with the vocabulary they will be teaching and ensure that they pronounce the sounds correctly.

In conclusion, the *Mufradat* program effectively develops vocabulary retention and language skills by starting with concrete experiences, emphasizing familiar vocabulary, and ensuring ease of pronunciation. This structured approach supports immediate communication and fosters long-term language proficiency.

c. Goals of the *Mufradat* Program

Al-Fauzan's (2011) delineation of *Mufradat* learning goals provides a comprehensive roadmap for language acquisition as follows:

1) Pronunciation Proficiency

The primary goal is to develop precise pronunciation skills among students, ensuring they can articulate sounds accurately and express their ideas clearly. This includes targeted exercises to refine pronunciation beyond basic sound recognition.

2) Meaningful Understanding

Students are encouraged to comprehend the significance of the vocabulary they study. This goal emphasizes the importance of cultivating a deep understanding of word meanings, moving beyond rote memorization to explore nuanced connotations and varied usages.

3) Derivation Comprehension

The program focuses on teaching students the intricacies of word derivation, helping them understand how words are formed through derivational processes. This understanding enhances their vocabulary and comprehension skills.

4) Articulate Explanation

Emphasis is placed on developing effective articulation skills, empowering students to express meanings coherently within a well-organized linguistic framework.

Mastery of vocabulary and grammar is crucial for constructing sentences systematically.

5) Contextual Usage

The program aims to enable students to use appropriate words within the context of correct sentences. Understanding the cultural relevance and contextual nuances of vocabulary is essential for effective communication.

In summary, the *Mufradat* program provides a comprehensive approach to vocabulary learning that enhances students' overall language proficiency and communication skills.

3. Speaking Skills

a. Definition of Speaking Skills

Speaking skills are essential in language learning, enabling individuals to express their thoughts verbally with confidence. These skills are defined as a dynamic ability that involves the production, reception, and processing of information in oral communication. Asih and Wikanengsih (2018) describe speaking skills as a form of human behavior that integrates physical, psychological, neurological, semantic, and linguistic factors to convey thoughts and emotions effectively. Scott and Ytreberg (2010) highlight that speaking skills involve a complex process that is crucial for fostering effective communication. In conclusion, speaking skills are vital not only for verbal expression but also for understanding and processing information, making them a challenging yet important aspect of language learning.

b. Components of Speaking Skills

Speaking involves three essential components that enable effective oral communication, as outlined by Heaton (1989).

- 1) Accuracy: This component encompasses the ability to construct grammatically correct sentences, use appropriate vocabulary, and pronounce words precisely. Accuracy is crucial for clear communication, as errors in grammar, vocabulary, or pronunciation can impede the listener's understanding.
- 2) Fluency: Fluency is characterized by the smooth and cohesive expression of ideas without hesitations or interruptions. A fluent speaker conveys thoughts effortlessly, maintaining a steady pace and adapting to various conversational contexts, which reflects a natural flow of speech.
- 3) Comprehensibility: Comprehensibility refers to the listener's ability to grasp the essence of the information presented. It involves both the speaker's capability to articulate ideas clearly and the listener's understanding of those ideas, ensuring effective communication.

In conclusion, proficiency in speaking hinges on these components which contribute to the clarity and effectiveness of oral communication

Method

1. Research Design

The research design employed in this study was a mixed methods approach, as defined by Creswell & Clark (2015), involving the collection, analysis, and integration of both quantitative and qualitative data within a single study. Specifically, this research utilized an explanatory sequential design. Quantitative data was first collected using a questionnaire to assess students' perceptions of the *Mufradat* Program based on its implementation principles. This was followed by qualitative data collection through in-depth interviews to explain and analyze the initial quantitative findings. This approach ensured a comprehensive explanation and generalization of the research results.

2. Research Variable

The variable of the research was students' perception of the *Mufradat* Program in improving speaking skills at Boarding school.

3. Research Time and Place

This research was conducted from October – November 2024 in Madrasah Tsanawiyah of Sultan Hasanuddin Boarding School, located at Jl. Muh. Arief Mansyur, Pattunggalengang, Kec. Bajeng, Kabupaten Gowa, Sulawesi Selatan.

4. Population and Sample

The population of this research was the third-grade students of Madrasah Tsanawiyah of Sultan Hasanuddin Islamic Boarding School. The sample for this study consisted of 30 students from class IX-A.

5. Research Instruments

In this study, the researcher used a questionnaire and an interview as two different instruments.

6. Technique of Data Collection

The technique of data collection employed in this study follows the instruments used. This study utilizes a questionnaire as the primary tool for gathering quantitative data, allowing for a comprehensive analysis of student's perceptions. This is followed by in-depth interviews to obtain qualitative insights and provide a deeper understanding of the quantitative findings. Furthermore, documentation in the form of syllabi, textbooks, and program learning materials serves as supporting evidence to corroborate the results. These various methods collectively ensure a robust and well-rounded approach to data collection, enhancing the validity and reliability of the study's outcomes.

7. Technique of Data Analysis

The data analysis for this study followed mixed methods, specifically employing the explanatory sequential design. The analysis was conducted in two distinct phases: the quantitative data analysis followed by the qualitative data analysis.

a. Quantitative Data Analysis for Questionnaire

1) Likert Scale

Table 1. Likert Scale

Statement	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Strongly Disagree	2	4
Disagree	1	5

Gay et al. (2012)

2) Perception Classification

Table 2. Perception Classification

Weighted Average	Results	Result Interpretation
4.20 – 5	Strongly Agree	Strongly Positive
3.40 – 4.19	Agree	Positive
2.60 – 3.39	Neutral	Neutral
1.80 – 2.59	Strongly Disagree	Strongly Negative
1 -1.79	Disagree	Negative

Alonazi et al. (2020)

3) Finding Mean Score

The formula used to determine the mean score was as follows:

$$x = \frac{\sum x}{N}$$

x = Mean Score

$\sum x$ = Total Row Score

N = The Total Number of Participants

b. Qualitative Data Analysis for Interview

Qualitative data analysis, as outlined by Miles and Huberman (2014), comprised several key procedures aimed at deriving meaningful insights from raw data. The analysis was as follows:

- 1) The process began with data reduction, which involved organizing, coding, and summarizing data while eliminating irrelevant information to ensure a focused analysis.
- 2) Next, the data display presented the reduced data in various visual formats such as tables, charts, and networks, facilitating easier interpretation and understanding.
- 3) The subsequent step was conclusion drawing and verification, where patterns and themes were identified, and conclusions were drawn and rigorously verified to ensure their validity.

This structured analysis was particularly valuable in analyzing interview data, where detailed and nuanced insights were essential for understanding the complexities of human experiences.

Results

Students' Perceptions of the *Mufradat* Program's Effects on their Speaking Skills

Based on the questionnaire data, students at MTs Sultan Hasanuddin Boarding School perceive the *Mufradat* program's effects as positively effective in improving their speaking skills. The total score from 30 students amounted to 118.8, with a mean score of 3.96, classifying the perceptions as positive. The detailed breakdown of responses further validates these positive perceptions.

Table 3. Students' Perception Results

NO.	Range of Scale	Frequency	Percentage	Perceptions Classification
1	4.20 – 5	9	30	Strongly Positive
2	3.40 – 4.19	20	66.67	Positive
3	2.60 – 3.39	1	3.33	Moderate
4	1.80 – 2.59	0	0	Negative
5	1 – 1.79	0	0	Strongly Negative
	Total	30	100	

Based on the data presented in the table above, it can be observed that the majority of students had positive perceptions of the overall *Mufradat* program. Specifically, 9 students (30%) rated their experience as "Strongly Positive," 20 students (66.67%)

expressed "Positive" perceptions and 1 student (3.33%) rated their experience as "Moderate." Importantly, no students rated their experience as "Negative" or "Strongly Negative." These results indicated that students generally perceived the *Mufradat* program positively, highlighting the effects in improving their overall speaking skills.

The positive perception is further supported by the results of interviews with students who experienced positive effects from this program. The increase in speaking skills demonstrates the program's significant role in improving vocabulary for speaking. Students feel happier and more motivated to learn because the program meets their needs. As P.12 (NAFH, 3/11/2024) stated:

"...Jadi lebih termotivasika berbahasa karena jadi lebih pahamka konteks penggunaan kata yang benar kak, lebih teraturki kalimat yang bisa saya buat, kak..." [..I have become more motivated to speak because I understand the correct context for using words. Additionally, I can construct more organized sentences...]

Moreover, students highlighted the program's effect on both short-term and long-term vocabulary development. As noted by P.1 (MA, 03/11/2025):

"...Banyak efek positif yang saya dapat dari ikut program ini, misalnya berpengaruh dalam jangka pendek untuk penambahan vocab-ku dan jangka panjang nantinya akan terbiasaka bicara bahasa Inggris dan Arab..." [I have experienced many positive effects from participating in this program. For example, in the short term, it has helped expand my vocabulary. In the long term, it will help me become accustomed to speaking both English and Arabic...]

These positive experiences highlight the long-term benefits of the *Mufradat* Program and its role in enhancing language skills. The program's structure and consistent practice have significantly contributed to students' confidence and ability to use the language effectively. Conversely, as noted by P.3 (NAS, 3/11/2024):

"...Karena lumayan lama mka ikut ini program, semakin dihafal materinya jadi lebih percaya diri kalau mau berbahasa, kak..." [..Because I have participated in this program for quite a while, I have memorized the material better. This has increased my confidence when speaking...]

This boost in confidence is linked to specific program components, as demonstrated by student feedback on pronunciation instruction P.18 (S, 3/11/2024) posited:

"...Pengajaran pronunciationnya yang selalu diulang jadi bantu peningkatan kemampuanku berbicara bahasa Inggris..." [..the repeated pronunciation lessons have greatly improved my ability to speak English...]

Overall, the data and student interviews present a comprehensive view of the *Mufradat* program's effect on students' speaking skills. The structured approach and repetition within the program have consistently improved language abilities, particularly in speaking. Students reported expanded vocabulary and enhanced pronunciation as specific benefits. The practical application of learned vocabulary made the program more engaging and relevant, fostering a supportive environment that boosted confidence in communication.

The Principles of the *Mufradat* Program in Improvings Students' Speaking Skills

In the pursuit of achieving significant outcomes, adhering to established principles is paramount. This section delves into insights from in-depth interviews with students, focusing on their perspectives on how the principles embedded within the program improved students' speaking skills in a bilingual environment. The interview data has been carefully condensed through a process of data reduction, highlighting the most

significant and relevant points, and demonstrating the program's efficacy concisely. The principles gathered are as follows:

1. Concrete to Abstract Learning

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	16	53.33	Strongly Positive
3.40 – 4.19	14	46.67	Positive
2.60 – 3.39	0	0	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	4.26 – Strongly Positive

From Table 4, the "Concrete to Abstract Learning" Principle showed that 16 students (53.33%) had "Strongly Positive" perceptions, while 14 students (46.67%) had "Positive" perceptions. No students rated it as "Moderate," "Negative," or "Strongly Negative." This principle was fundamental in significantly improving students' speaking skills, as it actively engaged them in the *Mufradat* program. Based on the interview results for this principle, the interviewees agreed that the concepts taught in the material significantly helped them improve their speaking skills. As stated by P.12 (NAFH, 3/11/24)

..*"Program Mufradat ini memberi kami tempat untuk memahami kosakata yang nyata dan paling dekat dengan kehidupan sehari-hari. Contohnya fokus pada benda-benda dan nama tempat yang ada disekitar kita....."* ["The *Mufradat* Program provides students with the opportunity to digest and understand vocabulary that is real and closely related to everyday life. For example, it focuses on objects and place names around us...."]

This statement is also supported by P.24 (SO. 3/11/24),

..*"Materi abstrak yang diajarkan terkait dengan konsep ataupun perasaan yang sifatnya tidak bisa dilihat/ disentuh. For example, 'How are you today', I answer 'I am good and happy'..."* ["Abstract material that is taught pertains to concepts or emotions that are intangible and cannot be seen or touched. For instance, when asked, "How are you today?", an appropriate response would be, "I am well and happy.."]

However, abstract material is rarely taught because it lacks a focus on everyday usage concepts, as mentioned by P. 23 (YA, 3/11/2024),

..*"Keseringannya diajarkan materi vocab dan percakapan yang sesuai dengan keseharianji, kak. Untuk yang abstrak begitu belum pernahpi saya dapat langsung di program ini karena menurutku itu agak beratki materinya, lebih cocok diajarkan di tingkatan 'Aliyah, kak.."* [.."For everyday use, the material is more applicable. However, I haven't encountered abstract material directly in this program because I believe it's quite challenging. It's more suitable for higher levels like Senior High School"....]

By emphasizing this principle, students were empowered to transform abstract concepts into tangible communication skills, thereby making substantial progress in mastering their speaking skills. By emphasizing this principle, students were empowered to transform abstract concepts into tangible communication skills, thereby making substantial progress in mastering their speaking skills.

2. Proximity and Familiarity

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	6	20	Strongly Positive
3.40 – 4.19	20	66.67	Positive
2.60 – 3.39	4	13.33	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	3.87 – Positive

From Table 5., it was apparent that the "Proximity and Familiarity" Principle, which contained 6 questionnaire items, indicated that 6 (20%) of the students had "Strongly Positive" perceptions, 20 (66.67%) had "Positive" perceptions, and 4 (13.33%) fell into the "Moderate" category. There were no students in the "Negative" or "Strongly Negative" categories. This principle ensures students can easily relate to and recall the terms, facilitating more effective and meaningful language use by prioritizing familiar and relatable material. As P.15 (RR, 3/11/24) stated,

"..Kami diajarkan materi yang familiar. Misalnya materi conversation yang diajarkan yang berjudul "Go to the Library". Biasanya saya bingung mau bicara apa jika di perpustakaan, dengan materi itu jadi ada sedikit bahan untuk berbicara dengan bahasa Inggris.." ["..We are taught familiar material. For instance, the conversation lesson titled "Go to the Library". Usually, I am unsure of what to say in a library, but with this material, I have some content to speak about in English...]

Building on this, P.29 (UE, 3/11/24) also highlights,

"..Jika saya ingin berbicara kepada kakak kelas, saya harus berusaha untuk berbahasa English or Arabic karena kadang kita tidak direspon jika menggunakan bahasa Indonesia. Dengan menghafal materi yg familiar dalam percakapan singkat sehari-hari itu membuat saya lebih percaya diri..." ["... If I want to talk to seniors, I have to make an effort to speak in English or Arabic, as sometimes I don't get a response when using Indonesian. Using the *Mufradat* material in everyday short conversations actually boosts my confidence..."]

Overall, this principle result highlights the *Mufradat* program's effectiveness in language improvement through familiar and relatable material, emphasizing how this program boosts their confidence and also ensures students can apply their knowledge in real-life contexts.

3. Ease of Pronunciation

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	6	20	Strongly Positive
3.40 – 4.19	20	66.67	Positive
2.60 – 3.39	4	13.33	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	3.87 – Positive

Table 6. shows that 12 students (40%) had "Strongly Positive" perceptions, 16 students (53.33%) had "Positive" perceptions, and 2 students (6.67%) had "Moderate"

perceptions. These results highlighted that the majority of students found the program's approach effective in easing pronunciation challenges. There were no students with "Negative" or "Strongly Negative" perceptions. The interview results reveal that students perceive significant benefits from the *Mufradat* Program. They also noted that difficult pronunciation often hinders their ability to remember the material being taught. By allocating more specific times the program allows students to focus on each aspect of language learning more effectively. As P.19 (SA, 3/11/24) mentioned

".... Yang saya suka dari program ini karena materi yang diajarkan itu dimulai dari yang pengucapannya mudah. Kita juga diajarkan bagaimana pengucapannya yang benar secara berulang supaya tidak bingung. Pembagian waktu fokus sangat membantu saya yang kadang kesulitan menghafalkan materi dalam waktu singkat. ..." [..What I appreciate about this program is that the materials start with words that are easy to pronounce. We are also taught the correct pronunciation through repeated practice, ensuring we don't get confused. This structured time allocation is incredibly helpful, especially for someone like me who struggles to memorize material quickly..]

It is also supported by P. 23 (YA, 3/11/2024),

[...." Sesi Muhadatsah/ conversation ini membantu saya yang kadang bingung menyusun kalimat sesuai dengan tensesnya. Percakapan yang diajarkan itu banyak yang mudah jadi dapat menjadi contoh untuk coba berbahasa.." [.. The conversation sessions are incredibly helpful for me, especially when I struggle with forming sentences correctly according to their tenses. The taught easy conversations serve as examples of when I want to speak in English or Arabic...]

Despite that, the level of ease varies for each student. The material that some students find straightforward may be challenging for others. As P.15 (RR, 3/11/2024) highlights:

"...Tingkat kesulitan yang dirasakan itu kan berbeda tiap santri, kak. Kalau menurutku saya memang kebanyakan mudah pengucapan materi yang diajarkan, tetapi ada juga waktunya saya rasa itu materinya agak susah padahal menurut orang lain mudah. Tapi, kalau terbiasa maki itu bakal ada kemudahan.." [The level of difficulty experienced by each student varies, sis. In my case, I generally find the pronunciation of the material being taught quite easy. However, there are times when I find certain topics a bit challenging, even if others find them easy. But with consistent practice, it eventually becomes easier...]

Overall, the results highlighted that the allocated sessions for vocabulary, conversation practice, and evaluations provided a well-rounded learning experience. The vocabulary chosen was easy to pronounce, ensuring accessibility for most students. However, due to varying proficiency levels, some students found the material challenging. Nevertheless, the structured sessions of the program greatly aided students in improving their pronunciation by focusing on repetitive drills and clear guidelines.

4. Frequency of Usage

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	4	13.33	Strongly Positive
3.40 – 4.19	19	63.33	Positive
2.60 – 3.39	7	23.33	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	3.83 – Positive

The results of Table 7. indicated that the majority of students perceived the frequency of usage in the *Mufradat* Program positively. Specifically, 4 students (13.33%) rated it as "Strongly Positive," while 19 students (63.33%) rated it as "Positive," and 7 students (23.33%) rated it as "Moderate." There were no students who rated it as having "Negative" or "Strongly Negative" perceptions. In turn, the results of the interviews indicated a principle that was grounded in the frequent use of everyday vocabulary. When students consistently utilized new vocabulary within appropriate contexts, they demonstrated increased comfort and proficiency in their speaking skills. Consequently, the results of the interviews indicated a principle that was grounded in the frequent use of everyday vocabulary. As noted by P.4 (NSW, 3/11/2024),

".. Materi yang diajarkan dalam Mufradat memang betul sesuai dengan kalimat yang biasa kami gunakan. Karena waktu mengajarkan materi berbahasa Inggris terbatas di program Mufradat, kami juga mendapatkan kelas khusus Grammar yang membantu menyusun kalimat dalam bentuk tenses yang berbeda [...The materials taught in the Mufradat program are indeed aligned with the sentences we commonly use. Since the time allocated for teaching English materials in the Mufradat program is limited, we also have a special Grammar class that helps us construct sentences in different tenses ...]

However, it was noted that sometimes the *Mufradat* Program tended to prioritize the use and teaching of materials in Arabic over other languages. As highlighted by P.1 (MA, 3/11/2024),

"... Dalam sepekan, program Mufradat dilaksanakan 4 kali dengan sesi yang berbeda. Kami lebih banyak diajarkan bahasa Arab. Menurut saya hal ini juga menjadi salah satu alasan mengapa para siswa lebih banyak mengingat percakapan bahasa Arab terutama jika materinya jarang diajarkan dalam bahasa Inggris... [...The Mufradat program is held four times a week with different sessions. We are mostly taught in Arabic. In my opinion, this is one of the reasons why students remember Arabic conversations more, especially if the material is rarely taught in English...]

In general, the findings underscored that students valued the practicality and applicability of the material, which aided in everyday conversations. While the program placed a heavier emphasis on Arabic, there is a need for enhancements to better support and develop English language skills.

5. Short Word Segments

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	6	20	Strongly Positive
3.40 – 4.19	22	73.33	Positive
2.60 – 3.39	2	6.67	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	3.91 – Positive

The results from Table 8 revealed predominantly positive perceptions of the short word segments principle in the *Mufradat* Program. Specifically, 6 students, making up 20%, rated their experience as "Strongly Positive." The majority, 22 students, or 73.33%, expressed "Positive" perceptions. Additionally, 2 students, which is 6.67%, rated their experience as "Moderate." Notably, there were no students who rated their experience

as "Negative" or "Strongly Negative". Furthermore, the short-word segments approach provided students with immediate access to phrases and sentences used in conversation, offering practical and direct application in real-life communication. Students reported that this method allowed them to practice and internalize common expressions more efficiently. As mentioned by P.18 (S, 3/11/2024),

"...Menurut saya kak, pengajaran frasa pendek itu berpengaruh terhadap kemampuan speaking skills. Untuk membuat sebuah kalimat, dulu kadang bingungka kalau hanya contoh kosakata saja, tetapi dengan frasa pendek ini, setidaknya bisaka lebih mudah mengingat dan membuat kalimat baru yang lebih panjang... [.. In my opinion, teaching short phrases has significantly impacted my speaking skills. Previously, I would sometimes get confused when trying to construct sentences with just vocabulary examples. However, with these short phrases, it is at least easier to remember and form longer sentences..]

The results emphasized the efficacy of the short word segment principle, highlighting its role in facilitating a systematic transition from brief phrases to complete sentences. This structured progression enabled students to practically apply their learning in everyday conversations, thereby significantly enhancing their speaking skills.

6. Consistency in Sound Writing

Range of Scale	Frequency	Percentage	Student's Perceptions
4.20 – 5.00	11	36.67	Strongly Positive
3.40 – 4.19	12	40	Positive
2.60 – 3.39	7	23.33	Moderate
1.80 – 2.59	0	0	Negative
1 – 1.79	0	0	Strongly Negative
Total	30	100	3.92 – Positive

The results of Table 9 demonstrated predominantly positive perceptions of the "Consistency in Sound and Writing" Principle within the *Mufradat* Program. Specifically, 11 students, accounting for 36.67%, rated their experience as "Strongly Positive." The majority, 12 students, representing 40%, expressed "Positive" perceptions. Additionally, 7 students, or 23.33%, rated their experience as "Moderate." Notably, there were no students who rated their experience as "Negative" or "Strongly Negative." Overall, the average rating of 3.92 categorized the perceptions as "Positive". Moreover, the interview results revealed that students' positive perceptions included the consistent methods employed for teaching pronunciation, which facilitated their understanding and retention of new vocabulary. This consistency significantly enhanced students' confidence in speaking, as they felt more assured of their pronunciation. As stated by P. 17 (NSW, 3/11/2024)

"...Setelah diajarkan, materi itu akan disetor besoknya ke bagian pendidikan. Kalau pengucapanta belum benar, nanti bakal disuruh perbaiki dulu baru setor ulang. Dengan ini terasa lebih jelas dan jadi tidak bingung setelah dikoreksi langsung baik oleh teman maupun bidang Pendidikan. Pas evaluasi bakal dinilai penulisannya kak, sedangkan lisannya pada saat penyeteran materi." [..After being taught, the material will be submitted the next day to the education department. If the pronunciation is not correct, we will be asked to correct it before resubmitting. This makes it clearer and less confusing after being directly corrected by both friends and the education department.

During the evaluation, the written part will be assessed, while the oral part will be evaluated during the submission of the material..]

Also supported by P.19 (SA, 3/11/2024)

"...Salah satu kunci yang buatka suka program ini karena konsisten pengajaran pronounciationnya. Biasa kalau sudah kuulang tetapi masih susah teringat, saya tulis bacaan latinnya terutama kalau kata barunya itu panjang..." [..One of the key reasons I like this program is its consistent focus on pronunciation teaching. If repeating a word doesn't help me remember it easily, I write down its Latin spelling, especially if the new word is long..]

Overall, the results showed that maintaining consistency in sound and writing within the *Mufradat* Program significantly enhanced students' speaking skills by ensuring accurate pronunciation and spelling. This approach led to clearer communication and better comprehension, which were important for academic success and practical application.

Discussion

The discussion interpreted findings on students' perceptions of the *Mufradat* Program at the Boarding School. The study results indicated that most students perceived the *Mufradat* Program positively in improving their speaking skills. This positive perception was supported by the average score of 3.96 from questionnaire responses and further corroborated by in-depth interviews.

According to Robbins and Longton (2007), perceptions are shaped by internal factors like physical condition, attitude, and motivation, and external factors like knowledge, environment, and learned information. In Boarding School, students' positive perceptions of the *Mufradat* Program align with their needs and interests, facilitating their speaking skills. Positive interpersonal relationships enhance students' enthusiasm for learning (Mercer and Dörnyei, 2020). The program effectively meets diverse requirements and engages students with relevant content.

Previous research has highlighted the strengths and limitations of language enrichment programs. Nurrohmah's (2017) study demonstrated the *Mufradat* Program's effectiveness in enhancing Arabic sentence structure, signifying its potential in structured language learning. Similarly, the study of Nazula (2019) underlined the Vocab Enrichment Program (VEP) succeeded in expanding students' vocabulary; however, it did not adequately address the development of speaking skills, thereby limiting its practical application in real-life communication. This gap underscores the need for a more holistic approach to language education, one that integrates vocabulary enrichment with speaking practice.

Whereas, this study explores students' perceptions of the *Mufradat* Program as an extracurricular activity that addresses their needs for vocabulary enrichment. The program is designed to improve their speaking skills, providing essential language proficiency for daily interactions in the boarding school environment (Putri, 2020). This research bridges gaps found in previous studies by focusing on students' experiences and the practical application of vocabulary. It comprehensively explains how the *Mufradat* Program supports bilingual language acquisition and equips students with the necessary communicative competence for everyday life. In the case of the *Mufradat* Program, students' positive perceptions are likely rooted in the program's ability to meet their linguistic needs. These positive perceptions are supported by the well-implemented principles of the *Mufradat* Program (Munir, 2016).

The result of this study analysis, based on the six principles of the *Mufradat* Program, shows positive student perceptions. The first principle, Concrete to Abstract Learning, involves starting with tangible and sensory experiences before moving to abstract concepts. Students find it easier to grasp material that fits within their understanding, which in turn can boost their motivation to learn (Wahab, 2021). Motivation is an essential aspect of the learning process, and it can be enhanced through various means. Extrinsic motivation, derived from external factors such as praise and guidance, significantly enhances students' willingness to learn. Providing relevant and engaging material to increase motivation to learn is a valuable part of the learning process (Jones, 2013). When students perceive the content as interesting and applicable to their lives, their engagement and motivation levels rise, leading to better learning outcomes. These findings suggest that the *Mufradat* Program's approach, which aligns with students' learning needs and preferences, successfully fosters a positive and motivating learning environment to improve their speaking skills.

Another key principle is proximity and familiarity. The program integrates familiar vocabulary and phrases that are closely related to the student's daily experiences and surroundings. This approach ensures the content taught is relevant and easily understandable, improving comprehension and boosting confidence in practical settings (Wulandari, 2023). When the material is appropriately leveled and not too challenging, it aligns with the student's current knowledge and abilities. Repetition and frequent exposure to familiar vocabulary enhance contextual usage and build proficiency over time (Syahrianti, 2022). As students repeatedly encounter certain words and phrases, they become more comfortable and confident in their speaking skills.

Ease of Pronunciation is a crucial aspect of language learning, as clear pronunciation is intricately tied to developing strong speaking skills. By focusing on sounds that resemble students' native language, the program facilitates correct pronunciation and minimizes communication barriers (Munir, 2016). Easy pronunciation also aids students who have difficulty quickly grasping the language. One of the primary reasons students hesitate to speak is the fear of mispronouncing words in front of others. Targeted practice to improve pronunciation ensures clear and culturally appropriate communication (Rosyidi & Ni'mah, 2011). Nevertheless, each student has different learning capabilities; therefore, this material might be challenging for some individuals. Students who experience difficulties with pronunciation will be given additional time to study with the language department. Difficult pronunciation can impede material retention and heighten the fear of making mistakes, creating a substantial obstacle in language learning. Ensuring ease of pronunciation not only bolsters students' confidence but also enhances their overall proficiency and willingness to engage in conversations.

The Frequency of Usage principle emphasizes using materials frequently encountered in daily communication, ensuring practical and relevant language learning. Materials should be familiar, easy, and applicable to students' conversations, enhancing practical language skills. This real-world application helps students internalize vocabulary and reinforces learning. Acceptance and understanding are critical components of students' perceptions, significantly enhanced by frequent vocabulary use (Robbins, 2017). Repeated encounters with relatable vocabulary aid retention, promoting fluency and accuracy in speaking. Regular practice with commonly used vocabulary helps students internalize language patterns (Harum, 2022). Materials that are easy to remember and are taught repeatedly are most frequently used in language teaching because they help students recall and apply what they have learned in various contexts (Tomlinson, 2011). This repetition builds a strong foundation for language

proficiency. Students have expressed that using frequently encountered vocabulary in real-life situations significantly improves their speaking skills. However, some students noted a moderate aspect, as the program tends to prioritize Arabic over English, resulting in less time and frequency for English material. This Arabic-centric focus caters to unique linguistic demands within the boarding school but should be moderated to ensure equal proficiency in both languages (Hijriyah, 2018). This imbalance can hinder students who are particularly focused on improving their English-speaking skills, highlighting the need for a more balanced approach in teaching both languages to fully support their linguistic development.

Short Word Segments start with brief phrases and gradually transition to full sentences. Mastery begins with small habits, and vocabulary forms the foundation of language learning. As vocabulary evolves from short phrases to complete sentences, the level of difficulty varies for each student (Fadilah et. al., 2023). Therefore, it is essential to teach step by step with short word segments, enabling students to construct complete sentences for speaking. This method helps students easily grasp basic vocabulary and language fragments. Students reported feeling more adept at constructing sentences and engaging in conversations with this program (Asih & Wikanengsih, 2018). Consequently, this structured approach not only enhances language acquisition but also fosters a supportive learning environment.

Consistency in Sound and Writing is crucial for effective language learning, as it builds strong linguistic foundations and leads to positive outcomes. Maintaining consistent pronunciation and spelling significantly improves proficiency and fluency. The program's emphasis on consistent pronunciation and spelling methods aids students in retaining new vocabulary and communicating more clearly. Vocabulary knowledge is a significant predictor of performance in both writing and speaking (Kilic, 2019). Repeated accurate practice not only leads to mastery and confidence but also ensures long-term retention of language skills (Ryff, 2022). Furthermore, peer-assisted repetition facilitates memorization, allowing students to learn the material more efficiently. Memorization is the most effective method for storing and reinforcing knowledge, ensuring that the information is retained and readily accessible for practical use (Sasmi, 2022). Furthermore, peer-assisted repetition facilitates memorization, allowing students to learn the material more efficiently. This method can also promote a supportive learning environment where students feel encouraged to help each other and collaborate in mastering new vocabulary (Putri, 2020). Conversely, inconsistent teaching can create confusion and hinder language acquisition progress. By providing a stable and predictable learning environment, students can develop their language abilities more effectively.

Overall, the study highlighted differences from previous research, particularly in focusing on students' perceptions of using English within a predominantly Arabic language program. The findings indicate that the *Mufradat* Program's principles positively facilitate language acquisition and align with students' linguistic needs, fostering a supportive and engaging learning environment. This comprehensive approach not only improves students' speaking skills but also prepares them for real-life communication challenges in a globalized world.

Conclusion

Based on the study involving 30 third-grade students at MTs Sultan Hasanuddin, the findings revealed a mean rating of 3.96, indicating predominantly positive perceptions towards the *Mufradat* Program. Specifically, 9 students (30%) rated their experience as

"Strongly Positive," 19 students (66.67%) expressed a "Positive" perception, and 1 student (3.33%) rated their experience as "Moderate." No students rated their experience as "Negative" or "Strongly Negative," suggesting a generally favorable view of the program's effects in improving speaking skills. The study also highlighted the program's success in creating a supportive learning environment that fosters vocabulary development. However, limitations were identified, including insufficient English vocabulary instruction and challenges in pronunciation that impacted students' speaking confidence and fluency.

For further study, it is recommended to increase the frequency of English vocabulary instruction and provide additional support for students struggling with pronunciation. Implementing targeted pronunciation practices and incorporating more balanced bilingual instruction can enhance the program's effects. Additionally, integrating new learning strategies, such as language learning apps, multimedia resources, and peer-to-peer practice sessions, could further support students' language acquisition. These innovative methods can help overcome existing challenges and improve students' overall proficiency and confidence in communication.

References

- Adinata, F. A., Chandra, N. E., & Nasrullah (2020): The Correlation Between Mastery Of Vocabulary And Speaking Skills Among University Students. *Journal of Teaching and Education*, 4(4), 180-189.
- Adwiah, R., Subakti, H., Hurit, R. U., Yufrinalis, M., & Syamil, A., (2023). *Metodologi Penelitian Kualitatif*. Bandung: Media Sains Indonesia.
- Agustini, Grashinta, A., Putra, S., Sukarman, S., Guampe, F. A., Akbar, J. S., Rulanggi, R. (2023). *Metode Penelitian Kualitatif: Teori dan Panduan praktis analisis data*. Sumatera Utara: PT. Mifadi Mandiri Digital.
- Al-Fauzān, Abdurrahman. (2015). *Al-Idhāāt li mu'allim al-Lughah al-'Arabiyyah Li Ghairi al-nātiqina bihā*. Jakarta: PT. Future Media Gate. Retrieved from:
- Alvionita, I., Munir, M., & Faradiba, S. (2022). Improving students' speaking ability using show and tell technique. *JOEELE*, 1(3), 87-95.
- Arikunto, S., (2014). *Evaluasi Program Pendidikan: pedoman teoritis praktisi pendidikan*. CSA Jabar: Bumi Aksara.
- Asih N., S., & Wikanengsih. (2018). Improving Speaking Skill Through Problem Solving Approach. *JLER (Journal of Language Education Research)*, 1(3), 112-128.
- Bauer, L. (1988). *Vocabulary*. London: Routledge Press.
- Beleta, D. M., & Kebede, S. (2022). Investigating the Correlation of EFL Students' Writing Apprehension and Writing Performance: Dire Dawa University in Focus, Ethiopia. *Journal of Languages, Linguistics, and Literary Studies*, 2(2), 54-62.
- Creswell, J.W., & Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*. Sage Publications.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Effendy, A. F. (2005). *Metodologi pengajaran Bahasa Arab*. Malang: Misykat.
- Fadillah, A. R., Fadilah, Silalahi, T.A. & Putri, W.A. (2023). Kesulitan Siswa dalam Menangkap Pembelajaran di Kelas. *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa*, 2(1), 47-53.

- Fortuna, N. A., Sultan, B., & Sakkir, G. (2024). Teachers' perceptions on the use of English as a medium of instruction at Ex-RSBI Public Junior secondary schools in Makassar. *Journal of Technology in Language Pedagogy (JTechLP)*, 3(2), 225-241.
- Harum, N. W. (2022). *Peningkatan hafalan mufradat siswa melalui media pembelajaran my happy route kelas v mi ya bakii kalisabuk 02* (Doctoral dissertation), Universitas Nahdlatul Ulama Al-Ghazali Cilacap.
- Heaton, J. B. (1993). *Writing English language tests*. London: Longman Pub Group.
- Hijriyah, U., (2018). *Analisis Pembelajaran Mufradat dan Struktur Bahasa Arab di Madrasah Ibtidaiyah*. Surabaya: CV Gemilang
- Husniah, S., Muliati, A., & Munir. (2022). Students' perceptions on the use of Google Classroom in learning English process. *Journal of Technology in Language Pedagogy*, 1(1), 63-68.
- Jones, T. (2016). *Fifty ways to teach vocabulary: Tips for ESL/EFL teachers*. Australia: Wayzgoose Press.
- Khasanah, K. (2012). *Efektivitas pembelajaran Mufradat dalam peningkatan kemampuan Kalam (Ekspresi lisan) santri putri kelas Muftadi' Pondok pesantren Darul Amanah Sukorejo Kendal*. UIN Sunan Kalijaga Yogyakarta.
- Kiliç, M. (2019). Vocabulary Knowledge as a Predictor of Performance in Writing and Speaking: A Case of Turkish EFL Learners. *PASAA*, 5(8), 133-162.
- Lindawati, N., Jabu, B., & Baa, S. (2023). Students' perceptions on the use of whatsapp in learning EFL during Covid 19 at remote area. *JOEELE*, 1(4), 391-404.
- Lindsay, P. H., & Norman, D. A. (2013). *Human information processing: An introduction to Psychology*. Netherlands: Elsevier Science.
- Mahato, M. (2023). The Crucial Role of Language Learning in Education: Fostering Communication, Cognitive Growth and Cultural Understanding. *IJNRD*, 8(8), 116-121.
- Mahdi, M. F., Talib, A., & Baa, S. (2023). Students' perceptions of the use of Islamic English songs in learning listening at Madrasah Aliyah of Pesantren Modern IMMIM Putra Makassar. *Journal of Technology in Language Pedagogy*, 2(2), 320-333.
- Mercer, S., and Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge: Cambridge University Press. doi: 10.1017/9781009024563
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). London: SAGE Publications.
- Muhalim, M. (2023). Negotiating Religious Discourses in English Language Teaching: Reorienting and Reframing Dominant English Ideologies. *Changing English*, 30(3), 209-222.
- Munir, M. (2016). *Perencanaan sistem pengajaran Bahasa Arab*. Jakarta: Prenada Media.
- Mutholib, A. (2015). Lu'batul Qamus: Cara unik memperkaya Mufradat. *IAIN Kudus. Jurnal Pendidikan Bahasa Arab*, 7(1).
- Nazula, L. (2019). *The Role of Vocabulary Enrichment Program In Improving Students' English Speaking Skill at an Islamic Boarding School In Yogyakarta (Thesis)*. UMY Repository
- Nevid, J. S. (2021). *Sensasi & Persepsi: Konsepsi dan Aplikasi Psikologi*. Yogyakarta: Nusamedia.
- Nuratika. (2018). *Students' perceptions toward teacher's talk in English classroom*.

- Nurrohmah, I. (2017). *Efektivitas program Mufradat (kosa kata) pagi dalam meningkatkan keterampilan berbahasa Arab bagi santriwati Pondok Pesantren Al-Istiqomah Ngatabaru* (Doctoral dissertation). IAIN Palu.
- Otara, A. (2011). Perceptions: A guide for managers and leaders. *Journal of Management and Strategy*, 2(3).
- Putri, R. S. M. (2020). *Implementasi Metode Mimicry Memorization dalam Pembelajaran Mufradat Kelas VIII di Pondok Pesantren Daarul Falaah* (Thesis). IAIN Purwokerto.
- Radhakrishnan, G. (2014). Sampling in Mixed Methods Research. *International Journal of Advances in Nursing Management*, 2(1), 23-28.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior*. London: Pearson.
- Rosyidi, A. W., & Ni'mah, M. A. (2011). *Memahami konsep dasar pembelajaran bahasa Arab*. Malang: UIN-Maliki Press.
- Ryff, C. D., (2022). Positive Psychology: Looking Back and Looking Forward. *Frontiers in Psychology*, 13(62).
- Sahir, S. H., (2021). *Metodologi Penelitian*. Jogjakarta: KBM Indonesia
- Salmawati. (2018). *Pengaruh penguasaan Mufradat terhadap keterampilan berbahasa Arab siswa MTSS kelas VIII Muhammadiyah Benteng Selayar*. UNISMUH Makassar.
- Santilin, G. A., Escalera, M., Boggero, P. & Vela, J. (2012). Students' attitude toward Computer and Mathematics. *International Journal of Applied Science and Technology*, 2(4), 272-280.
- Sasmi. (2022). *Program Hafalan Mufrodad Sebagai Reinforcement dalam Pembelajaran Bahasa Arab di Pondok Pesantren DDI Ujung Lare* (Thesis). IAIN Parepare.
- Setyaki, A., Muthia, H. D., Dias, S. N., Umbar, K. (2023). Program Mufrodad Pagi dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory. *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab*, 3(1), 64-78.
- Septinawati, S., Febriani, R. B., Tarwana, W., & Syafryadin, S. (2020). Students' perceptions toward the implementation of quipper school as an e-learning platform in teaching english. *Journal of Development and Innovation in Language and Literature Education*, 1(2), 223-239.
- Solso, R.M. (2007). *Psikologi Kognitif Kepribadian*. Jakarta: Erlangga.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta: Bandung
- Syahrianti. (2022). Pengaruh Globalisasi terhadap Dunia Pendidikan di Indonesia. *Technical and Vocational Education International Journal (TAVEIJ)*, 4(2), 22-26.
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Tomlinson, B. (2011). *Materials Development in Language Teaching*. Cambridge University Press.
- Wahab, M. A. (2015). Model Pengembangan Pembelajaran Mufradat. *Institutional Repository UIN Syarif Hidayatullah Jakarta*, 23-41.
- Wulandari, W. (2023). Efektivitas Metode Mengajar yang Variatif dalam Keberhasilan Pembelajaran Bahasa Inggris. *Lancah: Jurnal Inovasi dan Tren*, 1(2), 263-267.
- Yahya, M., Maftuhati, M., Mustofa, A. H., & Arifa, Z. (2021). Online-based Arabic learning management during the covid-19 pandemic era. *Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Rayasek*, 9(1), 85-97.