ABSTRACT

Siti Ulfya Syahara Razaq, Exploring Students' Vocabulary Mastery Through Daily Morning Conversation Activity At Islamic Boarding School In Sukabumi

Vocabulary mastery is an important component of language learning, serving as the foundation for developing communication skills. However, effective strategies for integrating vocabulary acquisition into daily routines remain challenging, particularly in bilingual educational settings. This study investigates the Daily Morning Conversation (DMC) program as an innovative approach to enhancing students' vocabulary mastery at Islamic boarding schools. The research focuses on three key objectives: (1) to explore how the DMC program is implemented to improve vocabulary mastery, (2) to describe teachers' and students' perceptions of the program's impact, and (3) to analyze the students' retention of new vocabulary. A qualitative approach incorporated data from observations, teacher and student interviews, and document test analysis. Observations were conducted over 10 sessions to analyze the program's structure, implementation, and student engagement. Teacher interviews explored cognitive, affective, and conative perspectives regarding the program. Students' perceptions categorized their responses based on the theoretical framework consisting of four key elements: Value, Positivity, Participation, and Evaluation. The challenges remain in sentence construction and speaking fluency, requiring more practice and support. Feedback helps students identify areas for improvement and boosts their confidence. To improve DMC further, students suggested adding multimedia, increasing teacher enthusiasm, and varying the activities. Addressing these suggestions will enhance DMC and better support students' language development. The document tests assessed vocabulary retention growth and narrative coherence among 15 students, using a cued picture storytelling method evaluated with the Oral Proficiency Rubric Scoring Categories by Brown (2001). The findings reveal that the DMC program was consistently implemented with a structured routine, involving daily exposure to three new vocabulary words and contextualized practice. Students demonstrated intermediate retention, with vocabulary usage increasing from an average of 1-2 words to 5-12 words. The test narratives exhibited better coherence, linking thematic vocabulary to real-life contexts. Teacher perceptions highlighted the program's role in addressing students' communication needs, building confidence, and supporting the institution's bilingual vision. However, challenges such as monotony, time constraints, and limited integration of broader language skills were noted.

Keywords: Daily Morning Conversation (DMC), vocabulary mastery, speaking skills, language learning activity.