

**EXPLORING STUDENT’S STRATEGIES AND CHALLENGES
ON ENGLISH VOCABULARY MASTERY IN LIMITED
DIGITAL TOOLS ACCESS**

(a Case Study at Hidayatul Falah Boarding School)

THESIS

**This thesis is submitted to fulfil the requirement
for ‘Sarjana’ degree in English Language Education**



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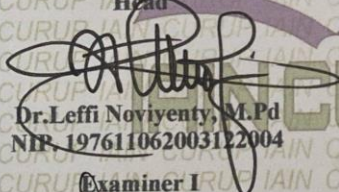
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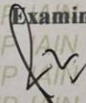
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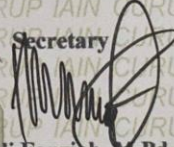

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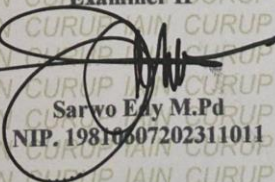
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Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Gita Indah Cahyani (22551018)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul "**Exploring Students Strategies and Challenges on English Vocabulary Mastery in Limited Digital Tools Access (a Case Study at Hidayatul Falah Boarding School)**" sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

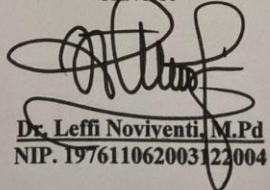
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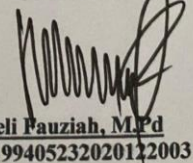
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Gita Indah Cahyani

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PREFACE

All praise and gratitude be to Allah SWT, who has given me strength, patience, and guidance in completing this thesis. This is written to fulfill one of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at Institut Agama Islam Negeri Curup.

This research explores students' strategies and challenges in learning English in an Islamic boarding school with limited digital access. In today's educational context, English learning is often supported by technology. However, in some Boarding School, students have restricted access to digital devices. This condition creates a unique learning environment where students rely on traditional learning resources and personal strategies. Therefore, this study aims to understand how students manage their learning and overcome the challenges they face.

It is expected that this research can provide useful insights for teachers and students in improving English learning in similar contexts. Although this thesis is far from perfect, the writer hopes it will contribute to the development of English language education and serve as a reference for future research.

Curup, 2026
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MOTTO AND DEDICATION

MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

So be patient. Indeed, the promise of Allah is true.

— (*Qur'an, Surah Ar-Rum 30:60*)

Being different isn't a bad thing. It means you're brave enough to be your-self.

-Luna Lovegood

DEDICATION

This thesis is dedicated to my beloved parents, whose endless prayers, sacrifices, and unconditional love have been my greatest strength. To my lecturers and mentors, for their invaluable guidance, knowledge, and patience throughout this academic journey. To my friends who stood beside me in moments of doubt and exhaustion, offering support and encouragement when it was needed most. Above all, this work is devoted in gratitude to Allah, whose promises are always true, whose mercy never ceases, and whose guidance has carried me through every challenge until this very moment.

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Bismillahirrahmanirrahim

Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillahirabbil 'alamin, all praise and the highest gratitude are devoted to Allah SWT, the Most Gracious and the Most Merciful, for His infinite mercy, strength, and guidance bestowed upon the writer, enabling the completion of this thesis. May peace and blessings be upon Prophet Muhammad SAW, who has guided humanity from ignorance to enlightenment.

This thesis is submitted as a partial fulfillment of the requirements for obtaining the Sarjana degree in the English Tadris Study Program at IAIN Curup. In the process of completing this research, the writer received invaluable support, guidance, and encouragement from many respected individuals. Therefore, the writer would like to express sincere appreciation to:

1. **Prof. Dr. Idi Warsah, M.Pd.I**, as the Rector of IAIN Curup, for his leadership and dedication in advancing the institution.
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determination to reach the finish line. Thank you for the solidarity, the memories, and for making this journey one I will look back on with genuine fondness.

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13. Lastly, the writer would like to express her deepest gratitude to herself, **Gita Indah Cahyani**, for staying strong and persevering until this point. Thank you for enduring every exhausting night, facing each doubtful morning with courage, and confronting fears with bravery. Thank you for keeping a sincere heart even when things did not go as planned, for remaining strong despite moments of almost giving up, and for continuing to move forward even when the fatigue often went unnoticed. The writer is truly proud of herself for overcoming many difficult phases in life and hopes to remain resilient, steadfast, and open-hearted in facing whatever lies ahead while continuously striving to grow into a better person each day.

ABSTRACT

Gita Indah Cahyani : Exploring Student's Strategies and Challenges on English Vocabulary Mastery in Limited digital Tools Access
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English language learning in many Islamic boarding schools often occurs in contexts with limited or no access to digital tools. At Hidayatul Falah Boarding School in Rejang Lebong, students must rely on traditional resources, printed materials, and face-to-face interactions to acquire English vocabulary. This study employs a qualitative case study design to explore the strategies and challenges of students in mastering English vocabulary under limited digital access. Data were collected through classroom observations and in-depth interviews. The observation involved 27 students from 8 classes, while interviews were conducted with selected participants to gain deeper insights. The findings indicate that students primarily use memory strategies, such as mnemonics, repeated exposure, and note-taking; cognitive strategies, including analyzing word parts, consulting offline dictionaries, and constructing sentences; and social strategies, such as peer discussion and teacher guidance. The main challenges identified include limited motivation, difficulty retaining vocabulary, low self-directed learning skills, limited learning materials, reduced interaction opportunities, teaching constraints, and restricted access to resources. Despite these challenges, students demonstrated resilience and adaptability, actively applying available strategies to enhance vocabulary mastery. These results underscore the importance of structured guidance, social interaction, and alternative learning techniques in facilitating effective English learning in low-digital environments.

Keywords: *learning strategies, learning challenges, vocabulary Mastery, Islamic boarding school, English Language Learning*

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. This chapter outlines the background of the research, highlighting the reasons and context underlying the study. It also describes the research problems, research objectives, and the significance of the study.

A. Background of The Research

Vocabulary mastery is a fundamental component in learning English as a foreign language because it directly influences students' ability to understand and produce language. Without sufficient vocabulary knowledge, learners often face difficulties in comprehending texts, expressing ideas, and participating in communication. Vocabulary serves as the building block of language, enabling learners to connect meaning with form across the four language skills. According to I. S. P. Nation, vocabulary knowledge is one of the strongest predictors of language proficiency, as learners need a large number of words to function effectively in real communication.¹

Furthermore, vocabulary mastery supports both receptive and productive language use, which are essential for academic success. Students with a broader vocabulary range tend to perform better in reading comprehension and writing tasks because they can understand context and express ideas more precisely. As emphasized by Norbert Schmitt, vocabulary acquisition is central to

¹ Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press. P.12

communicative competence, and learners must continuously expand their lexical knowledge to achieve fluency.² Therefore, developing vocabulary mastery is not only important but also indispensable in the process of learning English.

Digital tools have become an integral part of modern language learning, offering innovative ways to support vocabulary acquisition. Through applications, online platforms, and multimedia resources, students can access a wide range of vocabulary materials in an interactive and engaging manner. These tools often provide features such as audio pronunciation, visual aids, and spaced repetition systems that enhance memory retention. According to Robert Godwin-Jones, digital technology facilitates vocabulary learning by providing rich input and immediate feedback, which significantly improve learners' understanding and retention of new words.³

In addition, digital tools promote autonomous and flexible learning, allowing students to study vocabulary anytime and anywhere. This flexibility encourages learners to take control of their own learning process and develop independent learning habits. Agnes Kukulska-Hulme highlights that mobile-assisted language learning enables personalization, where learners can adapt materials to their needs and preferences.⁴ As a result, digital tools not only

² Schmitt, N. (2020). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University Press

³ Godwin-Jones, R. (2021). *Emerging technologies: Digital tools for language learning*. *Language Learning & Technology*, 25(2), 1–17.

⁴ Kukulska-Hulme, A. (2020). *Mobile Assisted Language Learning: Theory and Practice*. *Journal of Applied Linguistics and Language Research*, 7(1), 1–15

enhance vocabulary learning outcomes but also transform the learning experience into a more student-centered process.

Despite the benefits of digital tools, not all educational settings have equal access to technology, particularly in Islamic boarding schools (Boarding School). In many Boarding School, the use of digital devices is restricted due to institutional regulations, limited infrastructure, or concerns about maintaining discipline and religious values. This limitation can create challenges for students in learning English vocabulary, as they may lack exposure to diverse language inputs and interactive learning resources. According to Tariq Rashid and Huma Asghar, limited access to digital tools can reduce opportunities for independent learning and limit students' engagement with authentic language materials.⁵

Moreover, students in low-technology environments often rely heavily on traditional teaching methods, such as memorization and textbook-based learning, which may not fully support vocabulary development. These methods can make learning less engaging and reduce students' motivation to expand their vocabulary knowledge. As stated by I. G. N. Putra and M. H. Santosa, limited learning resources and minimal exposure to English outside the classroom can hinder vocabulary growth.⁶ Therefore, restricted digital access becomes a significant challenge that affects students' vocabulary mastery.

⁵ Rashid, T., & Asghar, H. M. (2021). *Technology integration in education: Digital challenges and opportunities*. *Education and Information Technologies*, 26(6), 7051–7078.

⁶ Putra, I. G. N., & Santosa, M. H. (2022). *Challenges of digital resources in rural education: Case study from Indonesian language classrooms*. *Journal of Indonesian Education and Learning*, 3(1), 55–67

A pilot study conducted at Boarding School Hidayatul Falah on March 17, 2025, involving interviews with five middle school students, confirmed this condition. Students reported being prohibited from using digital devices and relying solely on printed dictionaries and textbooks, which they found time-consuming. Some students compensated by memorizing vocabulary and focusing during class, though their access to learning materials remained limited. In Islamic Boarding School Hidayatul Falah Rejang Lebong, pre-observation revealed that students' access to digital media is highly restricted due to institutional regulations and limited technological infrastructure. Most classrooms lack computers or internet-enabled devices, and students are only allowed to use mobile phones for educational purposes under strict supervision. During pre-interviews, several students mentioned that they often cannot access online dictionaries, language apps, or video-based learning resources, which limits their exposure to authentic English materials. As a result, students primarily rely on printed textbooks, teacher explanations, and memorization to learn new vocabulary. This phenomenon indicates that although the students are motivated to learn English, the absence of digital tools reduces opportunities for autonomous learning and interactive engagement with the language.

Furthermore, pre-observation highlighted that students develop informal strategies to compensate for the limited access to digital media. For example, students form study groups to discuss vocabulary, practice pronunciation, and share reference books. Some students create personal vocabulary notebooks to record new words and their meanings, while others attempt to use peers' devices

when permitted to access online resources. Despite these efforts, the pre-interviews indicated that students still experience difficulties in understanding nuanced vocabulary and retaining new words, particularly those that are abstract or context-specific. This situation reflects the broader challenge of bridging the gap between traditional learning methods and modern, technology-supported approaches, underscoring the need to explore how students adapt their strategies and cope with these limitations in mastering English vocabulary.

This situation creates a unique context where students must develop strategies to master vocabulary without digital support. Oxford categorizes language learning strategies into direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social) strategies, both of which are relevant in non-digital settings.⁷ Dörnyei's framework further highlights motivation, anxiety, and self-confidence as key factors affecting vocabulary learning. A study in Curup found that over half of students in Islamic schools experienced language anxiety stemming from fear of negative evaluation and test pressure, which directly hampers vocabulary use and development.⁸

Previous studies on English learning in Boarding School highlight persistent challenges. Teachers face limited facilities and outdated methods that hinder students' vocabulary development and communicative ability.⁹ Boarding School education also tends to prioritize memorization over modern language

⁷ Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House, 1990)

⁸ Zoltán Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (Mahwah, NJ: Lawrence Erlbaum Associates, 2005).

⁹ English Language Teaching in Pesantren: Challenges and Strategies, Article, 2023.

competencies, with limited exposure to digital literacy.¹⁰ Fitria found that Boarding School employ vocabulary drills, daily conversation practice (muhadatsah), and public speaking (muhadhoroh) as English learning strategies, though challenges in teacher training and lack of technological support remain. These studies, however, have not specifically examined how institutional digital restrictions shape students' vocabulary mastery strategies and challenges, which is the focus of this research.¹¹

Although these studies offer valuable insights, none has explicitly examined how digital restrictions specifically affect students' strategies and challenges in vocabulary mastery. Most existing research relied on literature reviews or program evaluations, with few using a qualitative case study approach to explore santri's lived experiences under digital restrictions.

Therefore, this study aims to explore students' strategies and challenges in mastering English vocabulary with limited digital tools at Boarding School Hidayatul Falah, Bengkulu Province. Data were collected through in-depth interviews and classroom observations with middle school santri. From this perspective, the research aims to fill the existing gap and address the research objectives, driven by curiosity and the relevance of the issue. Therefore, this study will be conducted under the title *“Exploring Student Strategies and*

¹⁰ Abdul Muqaddas Opeyemi Ishaq El-Mubarak & Isyaku Hassan, Challenges of Islamic Education in the Era of Globalization: A Proposed Holistic Solution, *International Journal of Academic Research in Progressive Education and Development*, 10(3), 2021, pp. 337–349.

¹¹ Tira Nur Fitria, Integrating English Language Teaching (ELT) Into Islamic Boarding Schools: A Review of Strategy and Challenges, *Journal of English Language and Pedagogy (JELPA)*, 1(2), 2023, pp. 64–78.

Challenges of Vocabulary Mastery in Limited digital access (study case in Hidayatul Falah Boarding School Rejang Lebong”.

B. Research Question

As the problems found in the background, the researcher formulates the research problems as follows:

1. What strategies do students use in mastering English vocabulary under limited digital access at Hidayatulah Boarding School?
2. What are the challenges faced by students in mastering English vocabulary Under limited digital access at Hidayatulah Boarding School?

C. Research Objectives

1. To identify the strategies used by students in mastering English vocabulary under limited digital access at Hidayatulah Boarding School.
2. To identify the challenges encountered by students in mastering English vocabulary Under limited digital access at Hidayatulah Boarding School.

D. Delimitations of the Research

This research focuses on middle school students (santri) at Boarding School Hidayatul Falah, Bengkulu province, specifically on their strategies and challenges in mastering English vocabulary with limited digital tools. The study does not extend to other Boarding School or higher education levels and does not aim for generalization. Teacher roles and institutional policies are considered only when directly relevant to students' vocabulary learning. Data are limited to classroom observations and interviews conducted during fieldwork. Limitations include restricted technological access and the absence

of language laboratories, given that Boarding School Hidayatul Falah is a relatively new institution. The researcher used Schmitt and Ameen F to answer the research questions.

E. Definitions of Key Terms

There are several definitions of key terms connected to this study defined by the researcher, those are as follows:

1. English Language Learning

According to Brown, language learning involves, a conscious process of accumulating knowledge of language rules.¹² In the context of this study, English language learning refers specifically to the process of learning English that takes place in an Islamic boarding school environment.

2. English Vocabulary Mastery

Vocabulary mastery refers to the ability to know and use words effectively in context, encompassing knowledge of word form, meaning, and use.¹³ Nation defines it as multidimensional, involving both receptive knowledge (understanding words when reading or listening) and productive knowledge (using words accurately in speaking and writing).

3. Learning Strategies

According to Oxford, language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable,

¹² H. Douglas Brown, *Principles of Language Learning and Teaching*, 6th ed. (New York: Pearson Education, 2014), p. 6.

¹³ Ibid 1, pp, 12.

more self-directed, more effective, and more transferable to new situations.¹⁴

4. Challenges in Language Learning

According to Dörnyei, language learners face multiple affective, cognitive, and contextual obstacles that may hinder their success.¹⁵ In this study, challenges are explored from student perspectives within the Islamic boarding school learning environment.

5. Islamic Boarding School

According to van Bruinessen, Islamic boarding schools are centers of Islamic learning that play a unique role in shaping religious and social life in Indonesia.¹⁶ This study focuses on Islamic boarding schools that intentionally restrict student access to digital technologies.

6. Digital Learning Tools

Digital learning tools refer to technological resources, applications, and platforms that support the teaching and learning process. According to Ertmer, digital tools can be categorized as first-order (hardware and software access) and second-order (teachers' beliefs and skills in integrating technology), both of which significantly influence learning outcomes.¹⁷

¹⁴ Ibid, 7, pp, 18.

¹⁵ Ibid, 8 pp, 11.

¹⁶ Martin van Bruinessen, *Traditionalist Muslim Scholars in Indonesia* (Jakarta: Ministry of Religious Affairs, 1995), p. 17.

¹⁷ Peggy A. Ertmer, "Addressing First- and Second-Order Barriers to Change: Strategies for Technology Integration," *Educational Technology Research and Development* 47, no. 4 (1999): 47–61.

F. Significance of the Research

1. Theoretical Significance

The study contributes to the understanding of English vocabulary learning in contexts with limited digital access, particularly in Islamic boarding schools (Boarding School). By exploring students' strategies and challenges, this research adds to the growing body of literature on vocabulary acquisition, language learning strategies, and technology-limited educational environments. The findings can serve as a reference for future research on vocabulary learning strategies in low-tech or resource-limited contexts.

2. Practical Significance

Practically, this research can benefit students, teachers, and educational institutions in several ways:

- a. **For students**, it helps them become aware of effective vocabulary learning strategies that work even in limited digital environments, encouraging independent and collaborative learning
- b. **For teachers**, the study provides insights into students' challenges, which can guide teachers to design more appropriate teaching methods and support systems, such as group learning, mnemonic techniques, and offline vocabulary activities
- c. **For educational institutions**, particularly Boarding School like Hidayatul Falah Rejang Lebong, the study offers evidence-based recommendations for balancing traditional and digital-based

approaches, improving English learning outcomes despite technological limitations

G. Organization of The Research

Chapter I, which covers the general information of the research, the problem with the research, the research questions, the research objective, the delimitations of the research, the significance of the research, and the structure of the research.

Chapter II, it explains about the literature review which consist of relevant concepts related to English language learning in Islamic boarding school, including aspect student's strategies, learning challenges, and non-digital environments.

Chapter III describes the research methodology, including the research design, the research setting and participants, the data collection instruments, the techniques of data collection (observation and interviews), and the data analysis procedures.

Chapter IV, it explains about finding and discussion involving students strategies and challenges of English language learning in Islamic boarding school with limited access to digital learning tools.

Chapter V consist of conclusion and suggestions, involving the conclusion of all the points and findings that already discussed in the research as well as the suggestions that are expected to broaden the understanding and knowledge to pave the way for better related research in the future.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature employed as framework of this research, it covers some key concepts, theories, arguments, and indicators from each variable that will discuss and examine in this research.

A. Review of Related Theories

1. Vocabulary Mastery

Vocabulary refers to the set of words that a learner understands and can use to communicate effectively. It is considered the foundation of language learning, as vocabulary knowledge enables learners to comprehend input and produce meaningful output. According to I. S. P. Nation, vocabulary involves three interconnected components: the form of a word, its meaning, and its appropriate use in context.¹⁸ Similarly, Schmitt emphasizes that vocabulary knowledge is multidimensional, encompassing pronunciation, spelling, collocations, and grammatical functions.¹⁹ These elements collectively allow learners to understand words and apply them accurately in communication. Moreover, Laufer suggests that vocabulary knowledge is dynamic and evolves over time through repeated exposure and use, highlighting the importance of both recognition and active use in language learning.²⁰

¹⁸ Ibid 1, pp, 11.

¹⁹ Ibid, 2, pp 23.

²⁰ Laufer, B. (2021). *Second language vocabulary learning: Theoretical perspectives and pedagogical implications*. Annual Review of Applied Linguistics, 41, 309–330

In addition to understanding individual words, vocabulary also includes knowledge of how words interact in sentences and texts. According to Webb, vocabulary learning should focus not only on isolated words but also on semantic networks and word associations that enable learners to infer meaning and use words flexibly. Nation reinforces this idea, stating that mastering vocabulary requires both receptive knowledge words learners can recognize and understand and productive knowledge words learners can actively use in speaking or writing.²¹ Understanding these theoretical perspectives is essential for designing effective vocabulary learning strategies, particularly in contexts with limited access to digital tools, where students rely heavily on traditional learning methods and teacher guidance.

2. The Importance of Vocabulary in Language Learning

Vocabulary mastery is crucial because it directly affects the development of other language skills such as reading, writing, listening, and speaking. Learners with a strong vocabulary can comprehend texts more effectively, express ideas more clearly, and participate in communication confidently. Schmitt notes that vocabulary knowledge is a key predictor of language proficiency, and learners with limited vocabulary often face challenges in understanding complex sentences, engaging in discussions, and producing coherent written texts.²²

²¹ Ibid, 1 P.33

²² Ibid, 2, P, 48-57.

Moreover, vocabulary learning supports academic and real-life communication. Nation explains that learners with a rich vocabulary repertoire are more capable of interpreting context, understanding nuanced meaning, and using words accurately in various situations.²³ In foreign language contexts, especially in traditional classrooms with limited digital tools, vocabulary acquisition becomes even more significant because students have fewer opportunities for authentic language exposure. Therefore, mastering vocabulary is indispensable for both academic success and overall communicative competence.

3. Types of Vocabulary: Receptive and Productive

Vocabulary can be divided into two main types: receptive and productive. Receptive vocabulary refers to words learners can recognize and understand when reading or listening but may not actively use in speaking or writing. Productive vocabulary consists of words learners can actively use in communication. According to Laufer, receptive vocabulary usually develops faster than productive vocabulary because learners encounter words in context before they are ready to use them actively.²⁴

The interdependence between receptive and productive vocabulary is critical for effective language learning. A well-developed receptive vocabulary provides the input necessary to expand productive vocabulary; while actively using words in speaking and writing reinforces memory and

²³ Ibid 1, P.21

²⁴ Ibid, 20, PP. 309–330.

understanding. In contexts like Islamic boarding schools with limited digital resources, students may encounter challenges in transforming receptive knowledge into productive use due to fewer opportunities for interactive practice. Understanding this distinction helps educators design effective strategies to support vocabulary growth despite environmental constraints.

B. Vocabulary Learning Strategies

1. Definition of Learning Strategies

Learning strategies are deliberate, organized actions or techniques employed by learners to facilitate the acquisition, retention, and application of knowledge. In language learning, strategies enable learners to manage their own learning process more effectively, particularly when dealing with complex skills like vocabulary acquisition. According to Oxford, R., language learning strategies are “specific actions, behaviors, steps, or techniques students use to improve their progress in developing language skills”.²⁵ These strategies can be cognitive, metacognitive, social, or affective, and they help learners cope with challenges, maximize learning opportunities, and achieve language proficiency.

In addition, learning strategies are essential in contexts where resources are limited, such as in traditional classrooms or Boarding School with restricted access to digital tools. Chamot emphasizes that strategies provide learners with the ability to take control of their own learning by

²⁵ Ibid 7. P.56

planning, monitoring, and evaluating their language use.²⁶ By consciously applying learning strategies, students can overcome obstacles, reinforce memory, and transfer vocabulary knowledge from receptive to productive use. Understanding these definitions highlights why investigating vocabulary learning strategies is critical, especially in low-tech learning environments.

2. Vocabulary Learning Strategies

Vocabulary learning strategies are methods or techniques specifically designed to acquire, retain, and recall words in a foreign language. According to Schmitt, N., vocabulary strategies can be grouped into memory strategies, cognitive strategies, and social strategies.²⁷ Memory strategies include techniques such as mnemonics, keyword methods, and repeated exposure to words. Cognitive strategies involve analyzing word parts, using dictionaries, or engaging in exercises that promote deep processing of vocabulary. Social strategies, in contrast, include asking peers or teachers for clarification, working in groups, or practicing words in conversation.

a. Memory Strategies

Memory strategies are techniques that help learners remember and retain vocabulary over time by linking new words to familiar concepts, creating mental images, or using repetition to strengthen memory.

²⁶ Chamot, A. U. (2021). *Language learning strategy instruction: Retrospect and prospect*. RELC Journal, 52(3), 419–434.

²⁷ Ibid, 2 .P/78

Examples of these strategies include mnemonics, which involve creating associations or “memory aids” for words for instance, a student learning the word “*benevolent*” might remember it by connecting it to “*be nice*” because the sounds are similar. Another technique is the keyword method, which links a new word to a familiar word that sounds similar and forms a mental image; for example, the word “*arid*” (dry) could be associated with “*air*” while picturing a dry desert. Repeated exposure is also commonly used, where students review words multiple times through reading, writing, or listening exercises to reinforce retention. Memory strategies are especially useful in environments with limited digital tools because they rely on the learner’s cognitive effort rather than technology. Students can use notebooks, flashcards, or oral repetition to internalize vocabulary effectively even without access to digital resources.

b. Cognitive Strategy

Cognitive strategies are techniques that help learners actively manipulate and engage with vocabulary to enhance understanding and application. These strategies often involve analyzing words, practicing their use, and solving problems related to meaning or form. Examples include analyzing word parts, such as breaking a word into its root, prefix, and suffix; for instance, the word “*unbelievable*” can be divided into *un-* (not) + *believe* + *-able* (capable of), helping learners infer its meaning. Using dictionaries is another cognitive strategy, as students

can check definitions, synonyms, antonyms, and example sentences to deepen their understanding. Practice exercises, such as writing sentences, translating words, or creating dialogues, also fall under cognitive strategies, as they encourage learners to process vocabulary meaningfully. These strategies promote deep learning, allowing students not only to memorize words but also to understand how to use them correctly, which improves long-term retention, especially in contexts with limited access to digital tools.

c. Social Strategy

Social strategies involve interacting with others to learn, practice, and reinforce vocabulary knowledge. These strategies allow learners to receive input, feedback, and guidance, which enhances both comprehension and retention. Examples include asking peers or teachers for clarification about word meanings, pronunciation, or usage. Working in groups is another social strategy, where students collaborate on vocabulary exercises, quizzes, or games to practice and reinforce learning. Practicing words in conversation, such as using newly learned vocabulary during discussions with friends or teachers, is also essential for internalizing language. Social strategies are particularly important in environments with limited digital resources, such as Islamic boarding schools, because they enable students to learn through human interaction rather than relying on technology. By combining social

strategies with memory and cognitive strategies, learners can develop vocabulary effectively even in low-tech contexts

3. Vocabulary Learning Strategy in Limited Digital Access

In language learning, students often rely on a variety of strategies to acquire, retain, and use vocabulary effectively. These strategies become particularly important in contexts with limited access to digital tools, where learners cannot fully depend on online dictionaries, language apps, or multimedia resources.

To overcome these limitations, learners adopt alternative methods that emphasize cognitive effort, social interaction, and systematic practice. Research in recent years (Chamot, Yazıcı & Kılıç) highlights that vocabulary learning in low-tech environments depends heavily on memory strategies, cognitive strategies, and social strategies, which allow learners to internalize and apply new words despite technological constraints.²⁸ Understanding these strategies is essential for identifying how learners navigate vocabulary learning challenges and maximize language acquisition without digital support.

a. Memory strategies

Memory strategies help learners retain and recall vocabulary by creating mental connections between new words and familiar concepts or through repeated review. Techniques such as mnemonics, the

²⁸ YAZICI, A., & KILIÇ, E. (2021). *Vocabulary learning strategies among EFL learners: Insights from strategy use in low-tech contexts*. *Journal of Language and Linguistic Studies*, 17(4), 2043–2056.

keyword method, and repeated exposure are commonly employed. For instance, learners may associate a new word with a familiar-sounding word or create a mental image to remember its meaning. In environments with limited digital access, memory strategies are particularly effective because they rely on offline resources such as notebooks, printed materials, or oral practice, encouraging learners to actively engage their cognitive abilities to internalize vocabulary.

b. Cognitive strategies

Involve actively processing and manipulating vocabulary to enhance understanding and application. Learners use methods such as analyzing word parts (prefixes, suffixes, and roots), consulting offline dictionaries or textbooks, and constructing sentences or performing translation exercises. These strategies allow learners to comprehend words in context and use them meaningfully rather than merely memorizing them. In low-tech settings, cognitive strategies are crucial because they promote deep processing and ensure that learners can acquire and apply vocabulary effectively without digital tools.

c. Social strategies

Social strategies rely on interaction with peers, teachers, or study groups to support vocabulary acquisition. Learners may ask for clarification about meaning, pronunciation, or usage, participate in collaborative exercises, and practice new words through conversation or group activities. Social strategies provide feedback, reinforce retention,

and offer opportunities for meaningful use of vocabulary. In contexts with limited digital access, these strategies are essential as they allow learners to compensate for the lack of online resources, ensuring that vocabulary learning continues through human interaction and collaboration

Table 2.1 Vocabulary Learning Strategy in Limited Digital Access

Strategy Type	Definition / Focus	Techniques / Examples	Students Strategies in Limited Digital Access
Memory Strategies	Techniques that help learners retain and recall vocabulary by creating mental connections or repeated review.	Mnemonics (associating words with familiar concepts), Keyword Method (linking new words to similar-sounding familiar words and creating mental images), Repeated Exposure (reviewing words through writing, reading, or oral practice).	Students use mnemonics, keyword methods, and repeated exposure by reviewing notebooks, flashcards, or orally practicing words
Cognitive Strategies	Strategies that involve actively processing and manipulating vocabulary to deepen understanding and application.	Analyzing word parts (prefixes, suffixes, roots), consulting offline dictionaries or textbooks, constructing sentences, performing translation exercises.	Students analyze word parts (prefixes, suffixes, roots), use offline dictionaries, construct sentences, or translate words
Social Strategies	Strategies that involve interaction with others to support vocabulary acquisition.	Asking peers or teachers for clarification, participating in group exercises, practicing words in conversation or discussions.	Students ask peers or teachers for clarification, participate in group exercises, and practice

			words in conversations.
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4. Challenges in Learning Vocabulary Mastery in Limited Digital Access

Vocabulary learning is a crucial component of language acquisition, but students often face specific challenges when digital resources are limited. According to Ameen F, there are some challenges can be categorized into internal and external factors: ²⁹

a. Internal Factors

a) Motivation

Motivation is a key driver of vocabulary learning because it influences how often and how intensely students engage with new words. In digital-rich environments, apps, games, videos, and interactive exercises provide immediate rewards, feedback, and a sense of progress, which naturally boosts interest. However, in settings with limited digital access, these stimulating tools are unavailable. Students may only have static textbooks or printed exercises, which can feel repetitive and less engaging. Over time, the lack of variety and interactive stimulation may cause learners to lose interest, procrastinate, or avoid practicing new vocabulary altogether. This can especially affect younger learners or those who are used to digital interactivity in other areas of life.

²⁹ Ameen, F. (2026). *Challenges in vocabulary learning among Kuwaiti EFL learners: a narrative review*. *Discover Education*, 5, 233

b) Memory and Retention

Vocabulary retention is closely tied to repeated exposure, contextual usage, and active recall. Digital tools such as flashcard apps, spaced repetition software, or online reading platforms can automatically provide repeated and varied exposure to words, as well as quizzes that reinforce memory. In the absence of these tools, students may encounter new words only once or twice in their textbooks or classroom activities. Without frequent, varied, and contextual practice, the process of transferring words from short-term to long-term memory becomes slower and less effective. This can result in students forgetting words quickly or being unable to use them accurately in writing or speaking.

c) Self-directed Learning Skills

Learning vocabulary without digital aids requires students to take greater responsibility for organizing and managing their learning. They may need to create their own word lists, manually track revisions, or design their own practice exercises. This demands higher levels of self-discipline, planning, and autonomous study skills. Students who are less experienced in independent learning may struggle to maintain consistency, skip practice sessions, or fail to review words systematically. Consequently, vocabulary acquisition may become uneven, with some words learned superficially and others not learned at all.

In short, limited digital access creates a learning environment where students must rely heavily on their intrinsic motivation, memory strategies, and self-directed learning skills. Without interactive, stimulating, and structured digital tools, students face slower vocabulary acquisition, higher forgetting rates, and inconsistent practice. The combination of low motivation, weak retention, and limited self-management can make mastering new vocabulary a significantly more challenging task

b. External factor

a) Limited Learning Materials

Traditional print materials such as textbooks or workbooks often provide a fixed set of vocabulary, exercises, and example sentences. Unlike digital platforms, these materials cannot be easily updated to reflect current usage, slang, or culturally relevant words. Furthermore, print resources may lack interactive features like instant quizzes, multimedia illustrations, or contextualized examples that help students understand and remember words more effectively. As a result, students' exposure to a rich variety of words and contexts is limited, which can slow vocabulary acquisition and reduce opportunities to use new words in meaningful ways.

b) Reduced Interaction Opportunities

Digital tools often allow learners to interact with others, either through language learning apps, online discussion boards, or

social media communities. These platforms provide a space to use new vocabulary in authentic contexts, receive feedback, and observe language in real-life situations. In contrast, students with limited digital access may only practice vocabulary in the classroom or via rote memorization, missing out on communicative practice and peer collaboration. The absence of these interactive opportunities can hinder the development of both receptive (reading, listening) and productive (speaking, writing) vocabulary skills.

c) Teaching Constraints

Teachers in limited digital settings face challenges in delivering diverse and personalized vocabulary instruction. Digital tools allow instructors to create adaptive learning activities, such as personalized quizzes, gamified lessons, or multimedia-supported exercises that cater to different learning styles. Without such tools, teachers are constrained to more traditional methods lectures, drills, and printed exercises which may not engage all students or address individual learning needs effectively. This limitation can reduce the overall quality and effectiveness of vocabulary instruction.

d) Time and Accessibility

Limited digital resources often force students to rely on libraries, printed materials, or scheduled classroom sessions. Accessing these resources can be time-consuming, particularly for students living far from educational facilities or balancing study with

other responsibilities. The limited availability of materials and the need for physical presence can reduce the frequency and flexibility of vocabulary practice. Less frequent practice reduces reinforcement, which can negatively affect both retention and confidence in using new words.

External factors in limited digital access environments create multiple barriers to vocabulary mastery. Students face restricted exposure to updated and contextualized vocabulary, fewer opportunities for interactive practice, constrained teaching methods, and logistical challenges in accessing learning resources. Collectively, these factors slow vocabulary development and make language acquisition more dependent on students' individual effort and creativity.

Table 2.2 Challenges in Learning Vocabulary Mastery in Limited Digital Access

Factor Type	Specific Factor	Challenge in Vocabulary Mastery in Limited Digital Access
Internal	Motivation	Limited access to interactive apps, games, or multimedia reduces interest in learning new words. Students may feel less motivated to memorize or actively use vocabulary without stimulating digital materials.
	Memory & Retention	Students struggle to retain new words without frequent exposure and practice, which digital tools like flashcards or vocabulary apps usually provide. Fewer repetitions lead to weaker long-term retention.
	Self-directed Learning Skills	Without digital resources, students rely on traditional methods such as books or notes. This requires high self-discipline and organization; less autonomous students may practice inconsistently, affecting learning outcomes.

External	Limited Learning Materials	Print materials often provide fewer examples, exercises, or up-to-date vocabulary. This reduces exposure to varied and contextualized word use, hindering learning.
	Reduced Interaction Opportunities	Without digital platforms for discussion, games, or social media interaction, students miss chances to use vocabulary in authentic, meaningful contexts.
	Teaching Constraints	Teachers may be limited to traditional methods, reducing the diversity and personalization of vocabulary activities. This can affect engagement and learning effectiveness.
	Time & Accessibility	Reliance on libraries or classroom resources can limit study time and practice frequency. Less frequent practice reduces reinforcement and slows vocabulary acquisition.

C. Teaching Vocabulary

Teaching vocabulary is a core component of language instruction because vocabulary is essential for comprehension and communication. Effective vocabulary teaching allows learners to understand and produce language accurately in both spoken and written forms. According to Laufer & Nation’s Lexical Threshold Theory, learners need a critical mass of vocabulary to comprehend texts and communicate meaningfully.³⁰ Therefore, vocabulary instruction should focus not only on isolated words but also on integrating them into meaningful contexts, such as reading passages, thematic lessons, or conversations. Teaching both receptive vocabulary (words recognized and understood) and productive vocabulary (words actively used in communication) ensures learners develop balanced language skills.

³⁰ Ibid 20, 321–344

Another crucial aspect of teaching vocabulary is strategy-based instruction that supports acquisition and retention. Teachers can implement explicit strategies such as teaching word families, synonyms and antonyms, collocations, and morphological patterns, which help learners internalize new words. The Depth of Processing Theory emphasizes that the more learners engage deeply with a word through analyzing its meaning, using it in sentences, or connecting it to prior knowledge the better they retain it.³¹ Techniques like repeated exposure, contextualized examples, and mnemonic devices are effective, especially when digital tools are limited. Providing multiple encounters with words in reading, listening, or writing activities strengthens long-term retention and understanding.

a. Teaching Vocabulary in Boarding School

Teaching vocabulary in Indonesian Boarding school requires attention to both the structured daily routines and the learning environment, which are unique compared to regular schools. Boarding School provide a disciplined schedule with set times for lessons, study sessions, and communal activities, which naturally supports frequent vocabulary practice. According to Nation's Framework for Vocabulary Learning, effective vocabulary teaching should combine deliberate instruction such as explicit teaching of word meanings and forms with incidental learning through reading religious texts, classroom discussions, or daily conversations with

³¹ Craik, F. I., & Lockhart, R. S. (2020). *Levels of processing: A framework for memory research*. *Journal of Cognitive Psychology*, 32(4), 420–432

peers.³² In Boarding School, vocabulary teaching can be integrated into both formal lessons and informal daily activities, giving students repeated opportunities to encounter and use words in meaningful and relevant contexts.

The communal and social nature of Boarding School strongly supports vocabulary acquisition. Students live and study together, giving them many opportunities to practice vocabulary through group discussions, recitation sessions, collaborative exercises, and peer teaching. Learning is most effective when it occurs through social interaction within the learner's Zone of Proximal Development, where guidance from teachers or more knowledgeable peers helps learners understand and use new words. Even in the absence of digital tools, the structured lessons combined with daily interaction and oral practice ensure that students can consistently engage with, reinforce, and internalize vocabulary, making Indonesian Boarding School a rich environment for language learning.

b. Teaching Vocabulary in Boarding Schools with Limited Digital Access

Teaching vocabulary in boarding schools typically follows a structured process designed to help students acquire, retain, and use new words in both receptive and productive contexts. Teachers often integrate vocabulary into lessons through explicit instruction, contextual exercises, and reading or discussion activities. According to Nation's Framework for Vocabulary Learning, effective vocabulary teaching combines deliberate

³² Ibid 1. P.23

instruction with incidental exposure, ensuring that learners encounter words multiple times in meaningful contexts.³³ In boarding schools, the structured environment and communal routines provide opportunities for repeated engagement with vocabulary, allowing learners to internalize words through classroom lessons, reading sessions, and group discussions.

However, in boarding schools where digital access is limited, teaching and learning vocabulary face additional challenges. Digital tools such as online dictionaries, language apps, or multimedia exercises are often unavailable, which reduces opportunities for interactive and self-directed learning. In this context, teachers rely on offline resources, including printed materials, flashcards, word walls, and oral exercises, to support vocabulary acquisition. Cognitive Load Theory suggests that instruction should minimize unnecessary cognitive demands while promoting meaningful engagement with vocabulary.³⁴ By using offline resources effectively, teachers can help learners process, retain, and apply vocabulary even without technology, maintaining depth of learning through careful scaffolding and structured repetition

c. Digital Tools in Vocabulary Learning

1) Role of Digital Tools in Vocabulary Learning

Digital tools have become an integral part of modern language learning, offering a variety of platforms and resources to support

³³ Ibid 1. P.67

³⁴ Sweller, J., Ayres, P., & Kalyuga, S. (2020). *Cognitive load theory: Implications for teaching and learning* (2nd ed.). Springer.

vocabulary acquisition. Tools such as language learning apps, online dictionaries, interactive games, and multimedia resources allow learners to encounter new words in different contexts, enhancing both recognition and usage. According to Godwin-Jones, digital tools provide opportunities for contextualized learning, where students can hear, see, and interact with words, which improves comprehension and retention.³⁵ These tools also allow learners to engage with vocabulary at their own pace, supporting self-directed learning and promoting autonomy.

In addition, digital tools can integrate adaptive learning technologies, which tailor content to learners' proficiency levels and learning needs. Platforms like Quizlet, Duolingo, and Memorize.³⁶ use spaced repetition and gamification to make vocabulary practice more engaging and effective. Studies show that repeated, interactive exposure through digital tools helps learners internalize new words faster than traditional rote memorization. This combination of flexibility, interactivity, and personalization makes digital tools a powerful aid in the vocabulary learning process.

2) Benefits of Digital Tools in Vocabulary Learning

One of the main benefits of digital tools in vocabulary learning is the enhancement of learner engagement and motivation. Multimedia

³⁵ Ibid 3, 1–14

³⁶ Li, Z., & Hegelheimer, V. (2020). *Mobile-assisted vocabulary learning: The impact of spaced repetition apps on retention*. *ReCALL*, 32(3), 239–257.

elements such as videos, audio recordings, images, and interactive quizzes make learning more dynamic and enjoyable, which increases the likelihood of consistent practice. Moreover, the ability to receive immediate feedback through digital exercises helps students correct mistakes, reinforce understanding, and track their progress over time.³⁷ This feedback loop is particularly effective in strengthening retention and supporting self-regulated learning.

Another benefit is the access to authentic and contextualized input. Digital tools often provide exposure to real-life language use, such as online articles, podcasts, and videos, which helps learners understand how words are used naturally. According to Godwin-Jones, encountering vocabulary in authentic contexts enhances both comprehension and production, bridging the gap between classroom learning and real-world language use.³⁸ Additionally, learners can practice vocabulary repeatedly through exercises and games, allowing spaced repetition that reinforces long-term retention.

3) Issues with Limited Access in Vocabulary Learning

Despite the advantages, limited access to digital tools can pose significant challenges in vocabulary learning. Many learners in rural areas or low-resource educational settings face restricted internet access, lack of devices, or insufficient digital literacy, which reduces their

³⁷ Stockwell, G., & Hubbard, P. (2021). *Some emerging principles for mobile-assisted vocabulary learning*. *Language Learning & Technology*, 25(2), 101–118

³⁸ *Ibid* 3, P.27

opportunities for interactive, autonomous vocabulary practice. According to Hidayat & Sari, in such contexts, students often rely on traditional methods like rote memorization, which may be less effective for long-term retention and meaningful use of vocabulary.³⁹

Limited access also affects the diversity and quantity of input students receive. Without multimedia resources, students may have fewer opportunities to encounter words in varied contexts, listen to pronunciation, or engage in interactive exercises. This can slow the acquisition of both receptive and productive vocabulary skills, particularly for students who struggle to retain words through offline methods alone. Consequently, learners in low-tech environments must compensate by using alternative strategies such as peer collaboration, teacher guidance, and offline practice tools to achieve similar vocabulary mastery.⁴⁰

D. Integration of Vocabulary Mastery, Learning Strategies, and Learning Challenges

Vocabulary mastery is widely recognized as a fundamental component of second language acquisition, particularly in English as a Foreign Language (EFL) context. According to Nation, vocabulary knowledge is a multidimensional construct encompassing three essential aspects: form,

³⁹ Hidayat, R., & Sari, M. (2022). *Teaching English in Low-Tech Pesantren Environments: Opportunities and Limitations*. Indonesian Journal of Applied Linguistics, 12(2), 112–125

⁴⁰ Rohmah, Z., & Fadhil, A. (2021). *Language Learning in Pesantren: Strategies and Challenges in EFL Contexts in Indonesia*. Journal of Islamic Education Studies, 5(1), 45–60.

meaning, and use.⁴¹ This perspective highlights that mastering vocabulary involves not only recognizing words but also understanding their meanings and applying them appropriately in various communicative contexts. However, while Nation's framework provides a comprehensive explanation of what constitutes vocabulary mastery, it pays limited attention to the processes through which such mastery is developed.

To address this limitation, Oxford's theory of language learning strategies offers a complementary perspective by focusing on how learners actively engage in the learning process. Oxford defines learning strategies as specific actions taken by learners to make learning more effective, self-directed, and transferable.⁴² She categorizes these strategies into direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social), all of which contribute to the acquisition, storage, retrieval, and use of vocabulary. Through this lens, vocabulary learning is not a passive process but an active and strategic endeavor shaped by learners' choices and behaviors.

The integration of Nation's and Oxford's theories suggests that vocabulary mastery should be understood as both an outcome and a process. Nation explains the nature and components of vocabulary knowledge, while Oxford provides insight into the mechanisms that enable learners to achieve that knowledge. In this sense, learning strategies function as the tools that facilitate

⁴¹ Ibid 1, pp, 26-27

⁴² Ibid 7, pp, 8-9.

the development of vocabulary mastery. This relationship becomes particularly significant in learning environments with limited access to digital tools, such as Islamic boarding schools, where students must rely heavily on internal strategies such as memorization, repetition, note-taking, and peer interaction to compensate for the absence of technological support.

In addition to learning strategies, vocabulary mastery is also influenced by various challenges that learners encounter during the learning process. Dörnyei emphasizes that individual differences, including psychological and affective factors, play a crucial role in second language learning.⁴³ Factors such as anxiety, low motivation, limited willingness to communicate, and weak self-regulation can significantly hinder learners' ability to acquire and retain vocabulary. These challenges may obstruct the effectiveness of learning strategies and reduce the overall success of vocabulary development.

The relationship between vocabulary mastery and learning challenges is particularly evident in contexts where learning resources are restricted. In Islamic boarding schools with limited digital access, students often experience reduced exposure to diverse vocabulary input and limited opportunities for interactive learning. This condition not only constrains the quantity and quality of vocabulary acquisition but also intensifies psychological barriers such as anxiety and lack of confidence. As a result, vocabulary mastery cannot be viewed solely as a cognitive achievement, but must also be understood as a process shaped by both strategic efforts and contextual challenges.

⁴³ Ibid 8, pp, 1-2

Therefore, this study adopts an integrated theoretical perspective that combines Nation's vocabulary knowledge framework, Oxford's learning strategies, and Dörnyei's theory of learning challenges. Vocabulary mastery is conceptualized as the outcome of a dynamic interaction between the strategies employed by learners and the challenges they face within a limited digital learning environment. By integrating these theories, this research aims to provide a more comprehensive understanding of how students in Islamic boarding schools develop their vocabulary knowledge despite existing constraints.

D. Review of Related Findings

Research on English language teaching in Islamic boarding schools (Boarding School) has addressed diverse aspects ranging from teaching strategies to institutional challenges. These studies provide important perspectives on how Boarding School negotiate between tradition and modern demands in language education. However, they also reveal limitations that form the basis for identifying gaps in the current body of knowledge.

Fitria conducted a comprehensive review on English Language Teaching (ELT) strategies and challenges in Boarding School. The study found that Boarding School often employ structured programs such as daily vocabulary provision (mufradat), vocabulary memorization and reporting (deposit vocabulary), conversational practice (muhadatsah), public speaking activities (muhadhoroh), and language improvement sessions (irtiqo'ul

lughah).⁴⁴ These programs are designed to make English a living language within Boarding School life. Moreover, competitions like speech contests are organized to motivate students and enhance their confidence. Importantly, the study highlighted that Islamic cultural practice such as religious lectures (kultum) and Islamic musical performances (marawis) in English are integrated into English teaching. Nevertheless, Fitria also identified significant challenges, including teacher limited pedagogical innovation, insufficient training, and difficulties in balancing traditional norms with modern teaching methods.

Wadji et al. focused on the integration of technology in Boarding School education. Their research highlighted that digital platform like E-Santren, Google Classroom, and online language learning tools could enhance interaction, efficiency, and accessibility in Boarding School settings.⁴⁵ They noted that technology, when effectively integrated, can strengthen students' competence in both English and Arabic, while also supporting Boarding School's administrative functions. However, the study identified serious barriers: many Boarding School still lack proper digital infrastructure, teachers often have low levels of digital literacy, and some Boarding School communities resist the use of modern technologies due to cultural or ideological concerns. These challenges underline that while technological integration holds promise, it is far from universally realized across Boarding School.

⁴⁴ Ibid, 9.

⁴⁵ Muh. Barid Nizarudin Wajdi et al., *Integration of Technology in Islamic Boarding School: Opportunities and Challenges for Islamic Education*, Proceedings of the International Conference on Education, Society and Humanity, Vol. 2, No. 2, 2024, pp. 10–15.

El-Mubarak and Hassan provided a broader perspective by analyzing the challenges of Islamic education in the era of globalization. They argued that educational institutions, including Boarding School, often rely heavily on rote memorization and traditional teaching, which limit students' development of critical thinking, creativity, and technological skills.⁴⁶ The study proposed a holistic reform that balances religious education with modern competencies, including digital literacy and foreign language proficiency. This view is particularly relevant to Boarding School, where the challenge lies not only in teaching English but also in reconciling traditional religious missions with global educational demands.

Another relevant study on English teaching in Boarding School identified that modern Boarding School have been relatively successful in integrating English and Arabic as daily communication tools, thus promoting bilingual or trilingual environments.⁴⁷ However, traditional Boarding School still struggle with outdated methods, resource limitations, and institutional restrictions on digital tools. Teachers in these contexts often rely on memorization, grammar translation, or oral drills, which restrict students' opportunities to experience communicative and technology-supported learning. These findings confirm the unequal landscape of English teaching across different Boarding School types.

⁴⁶ Ibid 8.

⁴⁷ Ibid, 7.

Pertaining specifically to vocabulary mastery strategies in non-digital contexts, a study by Khoiriyah and Rosyid examined vocabulary learning strategies used by students at an Islamic boarding school in East Java. Their findings revealed that memory strategies particularly systematic vocabulary memorization (*hifdzul mufradat*) and repetition drills were the most frequently employed approaches among santri.⁴⁸ The study concluded that, in the absence of digital vocabulary tools, learners developed a strong reliance on rote memorization complemented by collaborative recitation sessions with peers, suggesting that social and memory strategies serve as natural compensatory mechanisms in low-technology environments. These findings provide an important empirical basis for understanding how santri at Boarding School Hidayatul Falah may similarly employ memory-based and socially mediated strategies in the absence of digital resources.

Furthermore, a study by Syafii and Yasin investigated the challenges faced by EFL learners in Boarding School settings with restricted technology access. Their research found that limited vocabulary acquisition was the most prominent obstacle reported by students, with the lack of multimedia input and inability to use online dictionaries identified as the primary contributing factors.⁴⁹ Students who demonstrated higher vocabulary achievement were those who actively employed metacognitive strategies, such as setting personal

⁴⁸ Khoiriyah and M. Rosyid, "Vocabulary Learning Strategies in Islamic Boarding School: A Non-Digital Perspective," *Jurnal Pendidikan Islam* 7, no. 2 (2021): 115–128.

⁴⁹ M. Syafii and R. Yasin, "Challenges in EFL Vocabulary Acquisition in Technology-Restricted Pesantren Settings," *JEELS (Journal of English Education and Linguistics Studies)* 7, no. 1 (2020): 87–104.

vocabulary learning goals and keeping structured vocabulary records. This finding reinforces the importance of strategy training in non-digital vocabulary learning environments, and directly supports the analytical framework adopted in the present study.

A more recent study by Andriani, Hidayat, and Maulana specifically examined how students in technology-restricted Boarding School developed vocabulary coping strategies during a four-month observation period. The researchers found that students compensated for limited digital access by forming informal vocabulary study groups (halaqah vocabulary), creating handwritten vocabulary cards, and relying heavily on bilingual printed dictionaries.⁵⁰ Importantly, the study identified that institutional support including teacher-led vocabulary activities and regular vocabulary competitions significantly moderated the negative impact of digital restrictions on vocabulary development. These findings are directly relevant to the present study, which similarly explores how institutional and social environments shape vocabulary mastery in the absence of digital technology.

From these related studies, it is evident that Boarding School adopt diverse strategies such as vocabulary drills, public speaking, and cultural integration, and that some have experimented with technology to enrich English learning. Nevertheless, the studies also consistently show recurring challenges, including limited teacher capacity, inadequate infrastructure, and the tension

⁵⁰ R. Andriani, F. Hidayat, and S. Maulana, "Vocabulary Coping Strategies in Non-Digital Pesantren: A Four-Month Observation," *Indonesian Journal of Applied Linguistics* 12, no. 1 (2022): 201–215.

between tradition and modernity. The research gap lies in the fact that while previous works discuss strategies cultural aspects, or opportunities of technology adoption, there has been limited investigation into how the digital divide itself particularly institutional both teachers' strategies and students' challenges in learning English. Addressing this gap, the present study focuses specifically on English teaching and learning strategies in Boarding School with limited digital access, offering new insights into how such restrictions affect pedagogy and language acquisition.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present the research methodology employed in this research, outlining the research design, subject of the research, technique of collecting data, instruments of the research, and techniques for analysis the data that had taken to clarify the Students Strategies and Challenges of English language learning in Islamic boarding school with limited access to digital learning tools.

A. Kind of The Research

This study uses a qualitative approach with a case study design to understand English language learning in Islamic boarding schools with limited access to technology. According to Moleong, qualitative research aims to explore the meanings underlying human behavior, actions, and interactions rather than merely measuring relationship between variables.⁵¹ Therefore, this study focuses not only on learning outcomes but also on the learning processes, strategies, and social interactions experienced by students.

A case study design is chosen to examine the phenomenon in depth within a specific context. Yin states that case studies are suitable for answering “how” and “why” questions in real-life situations where the boundaries between the phenomenon and its context are unclear.⁵² In this research, the case study helps explain how students develop learning English vocabulary strategies despite technological limitations and how they interact with their learning environment.

⁵¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017), p. 6.

⁵² Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (Los Angeles: SAGE, 2018), pp. 4-5.

First, direct observation is used to see how learning activities naturally take place in classrooms and other areas of the boarding school. The researcher acts as a passive observer, without directly participating. As stated by Patton, observation helps capture behaviors and interactions that may not appear in interviews.⁵³

B. Subject of the Research

The subject of this study consists of students of Hidayatul Falah Islamic Boarding School, an Islamic boarding educational institution that strictly enforces restrictions on the use of technology within its academic environments. The participants are selected using a purposive sampling technique, meaning they are chosen based on specific criteria relevant to the research focus and objectives. Hidayatul Falah Islamic Boarding School is selected as the research subject because it strictly prohibits the use of digital technologies (e.g., mobile phones, laptops) students comparing with another boarding school in Rejang Lebong. This restriction impacts English teaching and learning, making the school an ideal setting to explore strategies developed under technological limitations.

1. Criteria for Student Participants

The criteria for selecting student participants include:

- a. The student is enrolled in the junior high school unit of Hidayatul Falah and actively attends English classes.
- b. The student demonstrates good achievement in English, as evidenced by teacher records, high English learning outcomes (good grades), active

⁵³ Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, 3rd ed. (Thousand Oaks: SAGE, 2002), p. 262.

participation in the classroom, and frequent involvement in English-related activities such as speech competitions, oral presentations, and similar events.

- c. The student is in the eighth grade, a level that has already passed the initial transition phase and begun to adapt to the life and academic environment of the Boarding School.

These criteria ensure that the selected students genuinely demonstrate good English achievement in a non-digital learning environment, and are therefore best positioned to provide deep and authentic insights into the strategies and challenges of English language learning in an Islamic boarding school. There are 27 students of eight grade were selected as the research subject in this study.

C. Technique of Collecting Data

This study employs two primary techniques for data collection: observation and interview. These techniques are selected to obtain comprehensive and depth data, in alignment with the qualitative approach and case study design of the research.

1. Observation

Non-participatory observation is carried out to observe behaviors, interactions, and teaching practices within the classroom and the broader Boarding School environment. The observation is non-participatory, meaning the researcher is present as a passive observer without direct involvement in teaching or classroom activities. Patton highlights that observation is a critical

technique in qualitative research because it allows researchers to capture the social reality as it unfolds, rather than relying solely on verbal reports.⁵⁴ Through direct observation, the researcher can capture classroom dynamics, to strengthen the data, observations are conducted repeatedly to ensure consistency and to support findings from other data collection techniques. The research do observation to gain the data about strategies used by the students in learning vocabulary in limited digital access in Boarding school.

2. Interview

Semi structured interviews are used to gain a rich and detailed understanding of the experiences, perceptions, and strategies of student in the English language learning process. This method is conducted in a semi-structured format, allowing the researcher to use a set of guiding questions while maintaining flexibility to explore emerging topics during the conversation. Creswell states that interviews are a vital technique in qualitative research, as they allow researchers to access first-hand perspectives of participants who have directly experienced the phenomenon under investigation.⁵⁵ Through interviews, researches can explore subjective dimensions such as motivation, challenges, and adaptive responses to technological limitations. In this study, interviews are conducted face-to-face with participants who meet the predetermined criteria and are audio-recorded and transcribed for further analysis.

⁵⁴ Ibid, 53, pp, 30.

⁵⁵ Ibid, 52, pp, 31.

D. Instrument of the Research

Research instrument are crucial since they served as the researcher's tools for carrying out the research methodologies throughout the investigation. The researches then used an interview guidance, document, checklist, and observation checklist based on the technique of data collection.

1. Observation Checklist 1

This observation checklist is designed to identify students' strategies and challenges in learning English in Islamic boarding schools with limited access to digital technology. It focuses on observable classroom behaviors based on predetermined theoretical indicators. The instrument is developed using one main frameworks: Schmitt's vocabulary Learning Strategies. Schmitt's framework is used to identify students' learning strategies, including both direct strategies (such as memorizing, Cognitive, and social)

Table 3.1 Observation blueprint Students' Strategies in Learning Vocabulary

Strategy Type	Observable Indicators	Checklist Items	Checklist	Note
Memory Strategies	Use of techniques to retain and recall vocabulary through mental connections or repeated review	<ol style="list-style-type: none"> 1. Students use mnemonics to remember new words (e.g., associating a word with a familiar concept) 2. Students apply the keyword method (link new words to similar-sounding familiar words and create mental images) 3. Students review words repeatedly via notebooks, flashcards, or oral practice 		

Cognitive Strategies	Active processing and manipulation of vocabulary to deepen understanding	<ol style="list-style-type: none"> 1. Students analyze word parts (prefixes, suffixes, roots) 2. Students consult offline dictionaries or textbooks for meanings 3. Students construct sentences using new words 4. Students perform translation exercises 		
Social Strategies	Interaction with others to enhance vocabulary acquisition	<ol style="list-style-type: none"> 1. Students ask peers or teachers for clarification on word meaning or usage 2. Students participate in group exercises or collaborative activities 3. Students practice new words in conversations or discussions 		

2. Observation Checklist 2

Observation Checklist 2 is developed based on Ameen F.'s (2021) theory on language learning challenges, which distinguishes between internal factors, such as motivation, memory, and interest, and external factors, including the learning environment, teaching methods, and available resources. This checklist is designed to systematically observe and record the difficulties faced by students in mastering English vocabulary under limited digital access at Hidayatul Falah Boarding School, providing clear indicators to identify both personal and contextual challenges. By using this checklist, the study can effectively answer Research Question 2: What are the challenges faced by students in mastering English vocabulary under limited digital access at Hidayatul Falah Boarding School?

Table 3.2
Observation blueprint Students' Challenges

Factor Type	Specific Factor	Observable Indicators	Observation Checklist	Note
Internal	Motivation	<ol style="list-style-type: none"> 1. Students show low enthusiasm during vocabulary exercises 2. Students hesitate to memorize or use new words actively 3. Students appear distracted when using traditional materials 		
	Memory & Retention	<ol style="list-style-type: none"> 1. Students forget previously learned words 2. Students require repeated prompts from teachers 3. Students show difficulty recalling words without digital aids (e.g., apps, flashcards) 		
	Self-directed Learning Skills	<ol style="list-style-type: none"> 1. Students struggle to organize study time independently 2. Students rely on teacher guidance for vocabulary practice 3. Students show inconsistent practice using books, notes, or other offline resources 		
External	Limited Learning Materials	<ol style="list-style-type: none"> 1. Textbooks or printed materials contain few exercises or examples 2. Students show difficulty finding contextualized vocabulary 3. Outdated or limited word lists in print materials 		

	Reduced Interaction Opportunities	<ol style="list-style-type: none"> 1. Students rarely practice vocabulary through discussion or peer activities 2. Limited collaborative exercises observed 3. Lack of games or interactive activities for vocabulary 		
	Teaching Constraints	<ol style="list-style-type: none"> 1. Teachers rely mostly on lectures and drills 2. Few personalized or varied vocabulary activities 3. Limited creative or engaging methods observed 		
	Time & Accessibility	<ol style="list-style-type: none"> 1. Students have limited access to classroom or library resources 2. Practice sessions are short or infrequent 3. Students unable to study outside class due to resource limitations 		

3. Interview Guidance

Semi-structured interviews were used to collect in-depth information about students' experiences, strategies, and challenges in learning English in Islamic boarding schools with limited use of digital tools. This format allows the researcher to explore topics flexibly while still focusing on the research questions. The interview instrument was developed based on the frameworks of Schmitt's theory was used to examine students' learning strategies, such as memorizing vocabulary, cognitive, social. Meanwhile, Ameen F framework was used to explore internal and external factors, The combination of these

frameworks helps provide a more comprehensive understanding of students' learning processes, as interviews allow the researcher to capture how students perceive and interpret their strategies and challenges within the limitations of their learning environment.

Table 3.3

In-depth Interview blueprint Students' Strategies

Strategy Type	Definition / Focus	Possible Interview Questions	Notes / Responses
Memory Strategies	Techniques that help learners retain and recall vocabulary by creating mental connections or repeated review.	<ol style="list-style-type: none"> 1. How do you remember new English words that you learn in class? 2. Do you use any methods like associating words with familiar concepts, creating mental images, or repeating words? 3. How often do you review vocabulary using notebooks, flashcards, or orally? 4. Examples/Probes: "Can you give an example of a word you remembered using mnemonics or the keyword method?" 	
Cognitive Strategies	Strategies that involve actively processing and manipulating vocabulary to deepen understanding and application.	<ol style="list-style-type: none"> 1. When learning new words, do you analyze their parts such as prefixes, suffixes, or roots? 2. Do you use dictionaries or textbooks to check word meanings? 3. How do you practice using new words in sentences or translations? 4. Examples/Probes: "Can you show or explain how you construct a sentence using a new word?" 	
Social Strategies	Strategies that involve interaction	<ol style="list-style-type: none"> 1. Do you ask your classmates or teachers for help when 	

	with others to support vocabulary acquisition.	you don't understand a word?	
		<ol style="list-style-type: none"> 2. How often do you practice new words in group exercises or discussions? 3. Do you participate in conversations or activities to use new vocabulary with peers? 	
		4. Examples/Probes: "Can you describe a situation where practicing with a peer helped you remember a word?"	

The in-depth interview blueprint for this study is designed to explore the challenges students face in mastering English vocabulary under limited digital access. It is based on Ameen F.'s theory, which categorizes challenges into internal factors (such as motivation, memory, and self-directed learning skills) and external factors (such as learning materials, teaching methods, and interaction opportunities). This blueprint provides a set of open-ended questions to guide interviews, allowing the researcher to gather detailed information about both personal and contextual difficulties experienced by students at Hidayatul Falah Boarding School.

Table 3.4
In-depth Interview blueprint Students' Challenges

Factor Type	Specific Factor	Interview Questions	Notes / Responses
Internal	Motivation	<ol style="list-style-type: none"> 1. How motivated are you to learn English vocabulary in your daily study? 2. Does the lack of digital tools, such as apps or interactive games, affect your interest in learning new words? What helps you stay motivated 	

		despite limited digital resources?	
	Memory & Retention	<ol style="list-style-type: none"> 1. How easy or difficult is it for you to remember new English words? 2. Do you feel the absence of tools like flashcards or vocabulary apps affects your ability to retain words? 3. How do you review or practice words to improve memory? 	
	Self-directed Learning Skills	<ol style="list-style-type: none"> 1. How do you organize your study and practice time for English vocabulary? 2. Do you find it challenging to learn vocabulary on your own without digital resources? 3. What strategies do you use to practice consistently? 	
External	Limited Learning Materials	<ol style="list-style-type: none"> 1. How sufficient are the printed materials (textbooks, handouts) for learning new vocabulary? 2. Do you feel these materials give enough examples or exercises to understand and use words? 3. What challenges do you face when learning from printed resources only? 	
	Reduced Interaction Opportunities	<ol style="list-style-type: none"> 4. How often do you get to practice vocabulary with peers or teachers? 5. Does the lack of digital platforms for discussion or games affect your learning? 6. How do you overcome the limited opportunities to interact and use new words? 	
	Teaching Constraints	<ol style="list-style-type: none"> 7. How do the teaching methods affect your learning of new vocabulary? 8. Are there enough varied activities in class to help you remember and use words? 	

		9. What improvements would help you learn vocabulary more effectively?	
	Time & Accessibility	10. How often do you get to study vocabulary outside classroom hours? 11. Does limited access to library or classroom resources affect your practice? 12. How do you manage your study time with the available resources?	

E. Technique of Data Analysis

This study employs the qualitative data analysis technique developed by Miles Huberman, which consists of four interconnected stages: data collection, data condensation, data display, and conclusion drawing and verification.⁵⁶ This analytical framework is particularly suitable for case study research as it provides a systematic yet flexible approach to manage and interpret qualitative data gathered from interview, and observation. The analysis process is conducted iteratively, meaning that each stage informs and refines the others throughout the research process.

1. Data Collection

In the data collection process, the researcher employed two primary methods: direct classroom observation and semi-structured interviews. Direct classroom observation was carried out to gather complementary data. Through non-participant observation, the researcher focused on behaviors, interaction, and non-verbal cues, particularly regarding the strategies students use and

⁵⁶ Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Sage Publications.

challenges that happened students in learning English in Limited access to digital tools areas. Semi structure interviews were conducted with three students in the middle class of junior high school in Islamic boarding school, Hidayatul Falah. The interview aimed to explore in depth the students strategies and challenges in Learning English with limited access to digital learning tools.

2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data gathered from the field. In this study, data condensation begins with the transcription of audio-recorded interviews conducted with middle school students at Boarding School Hidayatul Falah. Each transcript is read thoroughly, and key statements or phrases related to students' learning strategies and challenges are highlighted and coded. Observation field noted are also reviewed and coded according to observable behaviors such as peer collaboration or repetition practices. Trough this process, the large volume of qualitative data is reduced into manageable and meaningful units.

3. Data Display

Data display involves organizing and compressing the condensed data into a structured format that allows the researcher to see patterns and relationships more clearly. In this study, data are displayed using matrices and thematic tables. For instance, a matrix is constructed with rows representing individual participants and coloums representing types of strategies and

challenges. This visual representation facilitates the identification of recurring patterns, such as the widespread use of memorization strategies or the common difficulty in accessing authentic English material. Data display not only make the analysis more transparent but also enable easier comparison across participants and categories.

4. Conclusion Drawing and Verification

The final stage involves drawing conclusion based on the patterns identified in the previous stages and verifying those conclusions through triangulation. In this study, conclusions are drawn by synthesizing findings from observation, interview, and use time triangulation, to answer the research questions regarding students' strategies and challenges in learning English under restricted digital access.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research conducted at Hidayatul Falah Boarding School, Bengkulu Province, which explored students' strategies and challenges in English language learning within an Islamic boarding school context characterized by intentional restrictions on digital learning tools.

A. Findings

1. Students Strategies in English Vocabulary Learning in Islamic Boarding school

a. Observation Result

Nine classroom observations were conducted at SMP IT Hidayatul Falah, a residential Islamic boarding school that restricts students' use of digital technologies, between December 2025 until February 2026. 15 Students were observed during in-class instruction and independent study sessions, and also participated in in-depth interviews to enable data triangulation between classroom behavior and self-reported learning experiences.

The researcher observed a range of English vocabulary learning strategies employed by students, taking into account their limited access to digital technology. According to Schmitt theory, the observed strategies are classified into six categories: memory, cognitive, social strategies. The findings for each category are presented in:

Table 4.1 Students' Vocabulary Learning Strategies in Limited Digital Access

Strategy Type	Number of Students (out of 27)	Key Observations / Findings
Memory Strategies	Repeated review: 23 Mnemonics: 14 Keyword method: 11	<ol style="list-style-type: none"> 1. Repeated review via notebooks, flashcards, or oral practice is the most widely used strategy. 2. Mnemonics are moderately used by about half of the students. 3. Keyword method is less common due to difficulty in application.
Cognitive Strategies	Offline dictionaries/textbooks: 20 Constructing sentences: 18 Translation exercises: 17 Word analysis: 12	<ol style="list-style-type: none"> 1. Majority of students rely on offline dictionaries or textbooks. Constructing sentences and translation exercises are moderately used. 2. Active analysis of word parts is less frequent.
Social Strategies	Asking peers/teachers: 21 Conversational practice: 16 Group exercises: 14	<ol style="list-style-type: none"> 1. Most students ask peers or teachers for clarification. 2. Conversational practice is moderately common. 3. Participation in group exercises is used by about half of the students.

1) Memory Strategies

Based on the observation results, Memory strategies are the most frequently used approach by students to retain and recall vocabulary in a low-digital environment. The observations indicate that repeated review via notebooks, flashcards, or oral practice was used by 23 students, making it the dominant memory technique. Mnemonics, employed by 14 students, helped learners link new words to familiar concepts, showing moderate adoption of creative

memory aids. In contrast, the keyword method, used by 11 students, was less common, suggesting that linking words to similar-sounding familiar words with mental imagery requires more guidance or practice to apply effectively. Overall, memory strategies especially repetition remain the backbone of vocabulary retention in environments with limited digital access.

2) Cognitive Strategies

Cognitive strategies, which involve actively processing and manipulating vocabulary, were widely applied but varied in frequency. Consulting offline dictionaries or textbooks was used by 20 students, highlighting reliance on traditional resources in the absence of digital tools. Constructing sentences with new words was practiced by 18 students, while translation exercises were used by 17 students, indicating that students frequently apply vocabulary in meaningful contexts. In contrast, word analysis (examining prefixes, suffixes, and roots) was observed in 12 students, showing that more advanced cognitive techniques are less commonly used. These findings suggest that cognitive strategies are effective for learning vocabulary, but complex analytical methods require additional guidance and effort, especially without digital support.

3) Social Strategies

Social strategies play a crucial role in vocabulary learning under limited digital access, as they enable students to interact with

peers and teachers for reinforcement and clarification. Asking peers or teachers for guidance was the most common social strategy, observed in 21 students, indicating that learners heavily rely on social support to understand and practice new words. Conversational practice was reported in 16 students, while participation in group exercises was noted in 14 students, suggesting moderate engagement in collaborative learning activities. These results highlight that social strategies help students compensate for the lack of interactive digital tools by providing opportunities for feedback, repeated exposure, and meaningful use of vocabulary in real communication contexts.

b. Interview Result

To gain deeper insights into students' vocabulary learning strategies, the researcher conducted in-depth interviews with three participants in January 2026. The interviews followed a semi-structured format to explore their learning experiences within the context of limited digital access. Findings were categorized according to Oxford's six types of learning strategies.

Table 4.2 Students' Vocabulary Learning Strategies from Interviews

Strategy Type	Key Findings / Conclusion	Students' Statement
Memory Strategies	Students frequently use repetition, reviewing words through notebooks, flashcards, or orally. Many also use mnemonics to link new words to familiar	"I usually write new words in my notebook and read them every night to remember them." "Sometimes I make little stories or pictures in my mind to remember difficult words, like

	concepts, though fewer use the keyword method. Overall, memory strategies are the primary method for retaining vocabulary in limited digital access environments.	linking 'benevolent' to 'be nice'. "I try to repeat words several times aloud until I don't forget them."
Cognitive Strategies	Most students rely on offline dictionaries or textbooks to understand meanings and practice translation. Constructing sentences is commonly applied, but analyzing word parts like prefixes, suffixes, or roots is less frequently used. Cognitive strategies are effective but depend on guidance and traditional learning materials.	"When I find a new word, I check the meaning in the dictionary and then write it in a sentence to remember it better." "I often translate words into Indonesian first, then try to use them in my own sentences." "Sometimes I look at the root of a word to guess its meaning, but I don't do it all the time."
Social Strategies	Students regularly seek help from peers or teachers for clarification, and many practice vocabulary in group exercises or conversations. Social interaction is crucial for reinforcing learning, providing feedback, and creating opportunities to use vocabulary despite the lack of digital tools.	"If I don't understand a word, I ask my friends or teacher to explain it." "In our class discussions, we practice using new words with each other." "Sometimes I ask my friends to quiz me on vocabulary, and it really helps me remember them."

1) Memory Strategies

Memory strategies are the most commonly used method by students to retain and recall vocabulary in environments with limited digital access. Students frequently rely on repetition, reviewing new words through notebooks, flashcards, or oral practice, which allows them to reinforce vocabulary regularly. Many students also use mnemonics, creating associations or mental images to connect new

words with familiar concepts, although the keyword method is less frequently applied due to the cognitive effort it requires.

During interviews, students expressed this clearly: *“I usually write new words in my notebook and read them every night to remember them.”* Others mentioned using mental images: *“Sometimes I make little stories or pictures in my mind to remember difficult words, like linking ‘benevolent’ to ‘be nice.’”* Some emphasized repetition: *“I try to repeat words several times aloud until I don’t forget them.”* These statements show that students actively engage their memory through offline methods, compensating for the absence of digital tools. (see Appendix).

2) Cognitive Strategies

Cognitive strategies involve actively processing and manipulating vocabulary to enhance understanding and application. Students commonly rely on offline dictionaries or textbooks to check word meanings and often construct sentences or perform translation exercises to practice using vocabulary in context. More advanced strategies, such as analyzing word parts (prefixes, suffixes, roots), are less frequently used, likely because they require additional guidance and effort (see Appendix).

Students’ statements illustrate this usage: *“When I find a new word, I check the meaning in the dictionary and then write it in a sentence to remember it better.”* Another student said: *“I often*

translate words into Indonesian first, then try to use them in my own sentences.” While some students try word analysis, one mentioned: *“Sometimes I look at the root of a word to guess its meaning, but I don’t do it all the time.”* These responses show that cognitive strategies help learners understand and apply vocabulary meaningfully, even in low-tech settings. (see Appendix).

3) Social Strategies

Social strategies depend on interaction with peers and teachers to reinforce vocabulary learning. Students often ask for clarification, participate in group exercises, and practice new words through conversations. These strategies are especially important in low-digital contexts because they provide opportunities for feedback, repeated exposure, and meaningful use of vocabulary. (see Appendix).

During interviews, students confirmed this reliance on social interaction: *“If I don’t understand a word, I ask my friends or teacher to explain it.”* Others highlighted conversational practice: *“In our class discussions, we practice using new words with each other.”* Some used collaborative quizzing: *“Sometimes I ask my friends to quiz me on vocabulary, and it really helps me remember them.”* These statements indicate that social strategies allow learners to compensate for the absence of digital tools by using human interaction as a learning resource (see Appendix).

2. Students Challenges in English Language Learning in Islamic Boarding school

a. Observation Result

The observation of students' learning challenges was conducted simultaneously with the strategy observation, between December 2025 and February 2026. The researcher observed various challenges faced by the 27 students for observation during classroom instruction and independent study. The observation results are categorized into eleven indicators based on Ammen F including internal and external factors.

The findings are presented in the following:

Table 4.3 Challenges Faced by Students in Vocabulary Learning in Limited Digital Access

Factor Type	Key Findings / Conclusion	Number of Students Observed
Internal – Motivation	Students show low enthusiasm and hesitation when engaging with vocabulary exercises. The lack of stimulating materials reduces their interest, making active participation and memorization less consistent.	20 students
Internal – Memory & Retention	Students struggle to recall previously learned words without frequent repetition or digital aids. Many require repeated prompts from teachers, indicating that retention is weaker in low-tech environments where interactive reinforcement is limited.	13 students
Internal – Self-directed Learning Skills	Students demonstrate difficulties in organizing independent study and maintaining consistent practice. They heavily rely on teacher guidance, suggesting that low autonomy negatively affects vocabulary learning outcomes.	24 students
External – Limited Learning Materials	Textbooks and printed resources provide few exercises, outdated word lists, and limited contextual examples. This restricts students'	21 students

	exposure to diverse vocabulary and reduces opportunities for meaningful practice.	
External – Reduced Interaction Opportunities	Collaborative exercises, peer discussions, and interactive activities are rare. Limited social engagement prevents students from practicing vocabulary in authentic contexts, hindering learning through interaction.	22 students
External – Teaching Constraints	Teachers predominantly use lectures and drills with few creative or personalized activities. This limits variety, engagement, and effectiveness of vocabulary instruction under low-tech conditions.	21 students
External – Time & Accessibility	Access to classroom and library resources is restricted, and practice sessions are short or infrequent. Limited study opportunities outside class further reduce reinforcement and slow vocabulary acquisition.	27 students

1) Motivation

Students' motivation plays a significant role in vocabulary learning under limited digital access. Observations showed that 20 students displayed low enthusiasm during vocabulary exercises, often hesitating to actively memorize or use new words. The lack of stimulating materials, such as interactive apps, games, or multimedia, reduced engagement, making vocabulary practice feel repetitive and less appealing. This indicates that motivation is a critical internal challenge affecting students' willingness to engage consistently in learning new words.

2) Memory & Retention

Retention of vocabulary is another internal challenge. 13 students struggled to recall previously learned words without frequent repetition or prompts. The absence of digital tools like

flashcards or vocabulary apps made it difficult for students to review and reinforce vocabulary systematically. Teachers observed that many students needed repeated guidance to remember words, highlighting that memory and retention are weakened in low-tech learning environments.

3) Self-directed Learning Skills

Self-directed learning skills were limited among 24 students. These students had difficulty organizing independent study time and maintaining consistent vocabulary practice. Most relied heavily on teacher guidance and traditional offline resources like textbooks or notebooks. The inconsistency in self-directed learning indicates that students with lower autonomy are more likely to experience slower progress in mastering vocabulary in low-digital contexts.

4) Limited Learning Materials

Printed textbooks and resources were insufficient for comprehensive vocabulary learning. Observations revealed that 21 students struggled due to outdated word lists, few exercises, and limited contextual examples. This restricted exposure to varied vocabulary and reduced opportunities for meaningful practice. The scarcity of diverse learning materials is a major external factor hindering students' ability to acquire and use new words effectively.

5) Reduced Interaction Opportunities

Social interaction is crucial for vocabulary reinforcement. However, 22 students had limited opportunities to practice words through discussions, peer activities, or interactive exercises. The absence of digital platforms further restricted collaboration, making it challenging for students to use vocabulary in authentic communication contexts. Reduced interaction limits feedback, reinforcement, and practical application of learned words.

6) Teaching Constraints

Teachers mostly relied on lectures and drills, with few creative or personalized vocabulary activities. 21 students were affected by this teaching constraint, which limited engagement and reduced the variety of learning methods. Traditional instruction without interactive or differentiated activities made it harder for students to internalize vocabulary effectively.

7) Time & Accessibility

Access to study resources and practice opportunities was limited for 27 students. Students could only study during short or infrequent classroom sessions, and outside class, access to libraries or additional materials was restricted. Limited time and accessibility reduced reinforcement and slowed vocabulary acquisition, making consistent learning challenging.

b. Interview Result

In-depth interviews were conducted with three participants in each class to explore their challenges in learning English vocabulary within the limited digital access in boarding school environment. Findings are organized according to Ammen F individual differences framework, integrating. The interview result can be seen in the explanation below:

Table 4.4 Students' Challenges in Vocabulary Learning in limited Digital Access

Factor Type	Key Findings / Conclusion	Number of Students Reporting	Example Student Statements
Internal – Motivation	Students reported low motivation due to lack of stimulating digital tools. Some feel less enthusiastic about memorizing or actively using new words, though a few stay motivated through teacher encouragement and peer support.	18 students	<i>“Sometimes I feel bored because we don’t have apps or games to help learn words. I just try to write them in my notebook.”</i>
Internal – Memory & Retention	Students struggle to retain new words without flashcards, apps, or other digital aids. Most use repeated review via notebooks or oral practice, but retention remains difficult for many.	20 students	<i>“I forget new words quickly if I don’t practice them again. I usually read them aloud several times to remember.”</i>
Internal – Self-directed Learning Skills	Many students find it challenging to organize study time independently. They rely on teacher guidance and traditional methods,	15 students	<i>“I find it hard to study by myself. I only practice when the teacher tells me to or gives assignments.”</i>

	making consistent self-study difficult.		
External – Limited Learning Materials	Printed materials such as textbooks and handouts are insufficient. Students reported outdated word lists, few exercises, and lack of contextual examples as major obstacles.	22 students	<i>“Our books don’t have enough examples or exercises. Sometimes I don’t know how to use new words in sentences.”</i>
External – Reduced Interaction Opportunities	Limited opportunities for peer or teacher interaction hinder practical vocabulary use. Students noted few group exercises and no digital platforms for discussion or games.	18 students	<i>“We rarely get to practice words with classmates. There’s no platform or game to help us practice together.”</i>
External – Teaching Constraints	Teaching methods are mainly lecture-based or drill-focused. Students expressed a need for more varied and engaging activities to reinforce vocabulary learning.	16 students	<i>“Most lessons are just lectures. I wish we had more fun or interactive ways to learn words.”</i>
External – Time & Accessibility	Restricted access to libraries, classroom materials, and study time outside class limits vocabulary practice. Students must rely on short, infrequent sessions.	19 students	<i>“I don’t have much time or resources to study outside class. Sometimes I can only practice a few words before the next lesson.”</i>

4) Motivation

Motivation is a major challenge for students learning vocabulary under limited digital access. Out of 27 students, 18 reported feeling less enthusiastic about memorizing or actively using new words due to the absence of stimulating digital tools such as

apps, games, or interactive exercises. Student statements reflect this: *“Sometimes I feel bored because we don’t have apps or games to help learn words. I just try to write them in my notebook.”* This indicates that without engaging tools, students’ intrinsic motivation decreases, making vocabulary learning less consistent and more dependent on external encouragement from teachers or peers. (see complete responses in Appendix).

5) Memory & Retention

Memory and retention are affected by the lack of digital aids like flashcards or vocabulary apps. 20 students mentioned struggling to recall previously learned words, often requiring repeated review via notebooks or oral practice. One student noted: *“I forget new words quickly if I don’t practice them again. I usually read them aloud several times to remember.”* This highlights that limited exposure and repetition, which digital tools often provide, result in weaker long-term retention, making memory strategies crucial in low-tech contexts (see Appendix).

6) Self-directed Learning Skills

Independent learning is challenging for many students, with 15 students reporting difficulties in organizing study time and practicing consistently without teacher guidance. A student stated: *“I find it hard to study by myself. I only practice when the teacher tells me to or gives assignments.”* This suggests that limited digital

access increases reliance on structured instruction and supervision, and students with lower self-directed learning skills may experience slower vocabulary acquisition

7) Limited Learning Materials

The scarcity of up-to-date and contextualized materials is a significant challenge. 22 students reported that printed textbooks and handouts lacked sufficient examples, exercises, and relevant vocabulary. One student commented: *“Our books don’t have enough examples or exercises. Sometimes I don’t know how to use new words in sentences.”* This limitation reduces opportunities for students to encounter vocabulary in meaningful contexts, slowing acquisition and practice (see Appendix).

8) Reduced Interaction Opportunities

Social learning and interaction are constrained in low-digital environments. 18 students indicated that they rarely have opportunities to practice vocabulary with peers or teachers. A student said: *“We rarely get to practice words with classmates. There’s no platform or game to help us practice together.”* Limited interaction prevents authentic practice, feedback, and reinforcement, which are key to mastering new vocabulary (see Appendix).

9) Teaching Constraints

The methods employed by teachers also affect vocabulary learning. 16 students reported that instruction relies heavily on

lectures and drills, with few creative or varied activities. One student noted: *“Most lessons are just lectures. I wish we had more fun or interactive ways to learn words.”* This suggests that teaching constraints in low-tech settings reduce engagement and limit opportunities for students to internalize vocabulary effectively. (see Appendix).

10) Time & Accessibility

Limited access to resources and study time outside class is another major challenge. 19 students reported difficulties due to short or infrequent practice sessions and restricted library access. A student explained: “I don’t have much time or resources to study outside class. Sometimes I can only practice a few words before the next lesson.” These limitations prevent reinforcement and slow vocabulary acquisition, highlighting the importance of accessible materials and structured study opportunities. (see Appendix).

B. Discussion

1. Students' strategies in English Vocabulary Learning in Islamic Boarding School with Limited Access to Digital Tools

The findings from both observations and interviews indicate that students at Hidayatul Falah Islamic Boarding School adopt a variety of strategies to master English vocabulary despite limited digital tools. Memory strategies were the most frequently used approach, including repetition, mnemonics, and the keyword method. Observed behaviors and student statements, such as reviewing words orally or linking new vocabulary to familiar concepts, confirm that learners actively engage their cognitive resources to retain information. According to Schmitt, memory strategies allow learners to internalize vocabulary efficiently, especially in low-tech environments where reliance on digital apps or interactive tools is not possible.⁵⁷ Similar findings were reported by Alqahtani, who noted that repetition and association methods are effective in contexts with minimal technological support.⁵⁸ These results highlight that offline, cognitive-focused strategies can successfully support vocabulary retention when digital tools are restricted.

In addition to memory strategies, students employed cognitive strategies such as analyzing word parts (prefixes, suffixes, and roots), consulting offline dictionaries, and constructing sentences. Observations

⁵⁷ Ibid 2 , pp, 641–657.

⁵⁸ Alqahtani, M. (2021). *The importance of vocabulary in English language learning and how to be taught*. International Journal of English Language Education, 9(1), 12–20

revealed that while not all students actively analyze word structures, most used traditional resources like textbooks or personal notes to understand and practice new words. Cognitive Load Theory supports these practices, suggesting that processing vocabulary through structured, meaningful tasks reduces unnecessary cognitive effort and promotes deeper learning.⁵⁹ Consistent with Yazıcı & Kılıç, students in low-tech environments rely on these cognitive strategies to make sense of new words and integrate them into their language repertoire, demonstrating that comprehension-focused approaches are essential alongside memorization.⁶⁰

Social strategies also emerged as an important component of students' vocabulary learning. Despite limited digital platforms, students frequently sought peer or teacher assistance, participated in group exercises, and practiced vocabulary in conversation. Observations and interviews confirmed that social interaction enhances retention and provides opportunities to use vocabulary in context. The results also echo Amini & Fatahi, who found that collaborative learning and peer scaffolding significantly improve vocabulary acquisition in low-digital environments, indicating that human interaction can compensate for technological limitations.⁶¹

The study also revealed that students face challenges in consistently implementing these strategies. Limited access to up-to-date printed

⁵⁹ Ibid 34, pp, 155-157

⁶⁰ Ibid 28, pp, 45-61

⁶¹ Amini, M., & Fatahi, E. (2022). *Collaborative strategies in vocabulary learning for low-tech classrooms*. *Journal of Language Teaching Research*, 13(2), 145-157.

materials, reduced opportunities for authentic interaction, and reliance on teacher-centered instruction were notable obstacles. Observations showed that students often relied on teacher guidance to structure study sessions, and interviews revealed that self-directed learning is difficult without digital resources. These challenges support Nation's Framework for Vocabulary Learning, which asserts that both deliberate practice and multiple exposures are necessary for vocabulary acquisition.⁶² In low-tech settings, learners must compensate for reduced input and interaction by intensifying memory, cognitive, and social strategies to achieve similar outcomes as students with digital access.⁶³

the findings demonstrate that students at Hidayatul Falah Islamic Boarding School successfully employ integrated strategies memory, cognitive, and social to master vocabulary in a limited-digital context. The results highlight the adaptability of learners in low-tech environments and reinforce the relevance of strategy-based instruction. By combining repetition, analysis, and collaborative practices, students maintain meaningful engagement with vocabulary despite technological constraints. These findings contribute to the growing body of research on EFL learning in low-digital contexts, showing that effective vocabulary acquisition is possible through structured offline strategies supported by social interaction and traditional resources.

⁶² Ibid 1, pp 153.

⁶³ Ibid 20, 74–76.

2. Students' challenges in English language learning in Islamic boarding school that have limited access to digital tools

The findings from both observation and interviews reveal that motivation is a significant internal challenge for students learning English vocabulary in limited-digital environments. Many students reported decreased enthusiasm because the absence of stimulating digital tools, such as apps, games, or multimedia, made learning less engaging. Observations confirmed that students appeared distracted during traditional exercises and often hesitated to memorize or actively use new words. This aligns with Gardner's Motivation Theory, which emphasizes that learners' interest and engagement are critical for effective language acquisition⁶⁴. Similarly, Alqahtani found that students in low-tech contexts are more likely to experience reduced motivation, highlighting the need for alternative strategies, such as collaborative exercises or gamified offline tasks, to maintain learners' enthusiasm.⁶⁵

Another internal factor influencing vocabulary learning is memory and retention. Observation and interviews indicated that students struggle to recall previously learned words without digital aids, such as flashcards or vocabulary apps, which provide frequent exposure and reinforcement. Students reported relying on repetition and oral practice, but retention remained inconsistent. This finding is supported by Schmitt's theory on

⁶⁴ Gardner, R. C. (2021). *Motivation and second language acquisition: The socio-educational model*. Routledge.

⁶⁵ Alqahtani, M. (2021). *The importance of vocabulary in English language learning and how it should be taught*. *International Journal of English Language Education*, 9(1), 12–20.

vocabulary learning strategies, which stresses the importance of repeated exposure and mental association to strengthen long-term memory.⁶⁶ Research by Yazıcı & Kılıç also notes that students in limited-digital environments face challenges in internalizing vocabulary due to fewer opportunities for frequent practice and meaningful engagement with words.⁶⁷

Self-directed learning skills were another internal challenge. Many students depended heavily on teacher guidance and struggled to organize independent study routines. Interviews revealed that students often practiced vocabulary only when assigned, reflecting low autonomy and inconsistent practice. This observation resonates with Zimmerman's Self-Regulated Learning Theory, which emphasizes that learners need planning, monitoring, and self-reflection to effectively manage their learning.⁶⁸ In low-tech settings, students with weaker self-directed skills are more likely to lag in vocabulary mastery because digital tools that normally provide prompts, reminders, and personalized learning are unavailable.⁶⁹

External factors, such as limited learning materials and reduced interaction opportunities, also pose challenges. Printed materials were often outdated, contained few examples, and offered limited exercises, restricting students' exposure to contextualized vocabulary. In addition, opportunities

⁶⁶ Ibid p.45

⁶⁷ Ibid p.23.

⁶⁸ Zimmerman, B. J. (2020). *Self-regulated learning and academic achievement: Theoretical perspectives and practical applications*. Routledge

⁶⁹ M. Khouni and A. Benabdelkader, "Speaking Anxiety among EFL Learners: Causes and Remedies," *Arab World English Journal* 7, no. 3 (2016): 230–242.

for collaborative or conversational practice were scarce. Observations and student statements confirmed that the lack of digital platforms for interaction, games, or discussion hindered authentic use of vocabulary. This supports Vygotsky's Sociocultural Theory, which posits that social interaction is essential for scaffolding learning and internalizing knowledge.⁷⁰ Research by Amini & Fatahi similarly found that learners without access to interactive resources face difficulties in applying vocabulary in meaningful contexts, emphasizing that human-mediated interaction is crucial when technology is limited.⁷¹

constraints in teaching methods and accessibility were identified as challenges. Many teachers relied heavily on lecture-based or drill-focused approaches, limiting engagement and the variety of activities to reinforce vocabulary. In addition, restricted access to libraries and classroom resources reduced practice time outside lessons. Student statements indicated that these limitations slowed their vocabulary acquisition. Nation's Framework for Vocabulary Learning highlights that multiple exposures and varied practice are essential for effective vocabulary mastery, which is compromised in low-resource environments. These findings suggest that while students attempt to use strategies such as repetition, sentence construction, and peer collaboration, structural and environmental limitations remain significant barriers to learning.

⁷⁰ Vygotsky, L. S. (2021 update). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press

⁷¹ Amini, M., & Fatahi, E. (2022). *Collaborative strategies in vocabulary learning for low-tech classrooms*. *Journal of Language Teaching Research*, 13(2), 145–157

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the research findings. The conclusion addresses students' strategies and challenges in learning English in a non-digital Islamic boarding school setting. Suggestions are provided for English teachers, boarding school administrators, future researchers, and English Tadrīs students at IAIN Curup.

A. Conclusion

1. Students' Strategies in Mastering English Vocabulary under Limited Digital Access

The findings indicate that students at Hidayatul Falah Islamic Boarding School use a combination of memory, cognitive, and social strategies to learn English vocabulary despite limited access to digital tools. Memory strategies are the most widely employed, including repetition, mnemonics, and the keyword method, allowing students to retain and recall words through notebooks, flashcards, or oral practice. Cognitive strategies, such as analyzing word parts, consulting offline dictionaries, constructing sentences, and performing translation exercises, support deeper understanding and application of vocabulary. Social strategies, including asking peers or teachers for clarification and practicing words in group exercises or conversations, provide opportunities for reinforcement and meaningful use. Overall, these strategies demonstrate that students are

capable of adapting to low-tech environments, actively engaging their cognitive and social resources to maintain vocabulary acquisition

2. Students' Challenges in English Vocabulary Learning under Limited Digital Access

Students face both internal and external challenges in mastering English vocabulary in this context. Internally, limited motivation, difficulty retaining vocabulary without digital aids, and low self-directed learning skills affect their consistency and effectiveness in studying. Externally, students are constrained by limited learning materials, reduced interaction opportunities, teaching constraints, and restricted access to resources, which reduce exposure to contextualized vocabulary and limit practice time. These challenges highlight the dependency on teacher guidance and traditional methods in low-digital environments, demonstrating that students must rely heavily on memory, cognitive, and social strategies to compensate for technological limitations. Despite these obstacles, students actively seek alternative ways to practice and reinforce vocabulary, showing adaptability and resilience in low-tech learning contexts

B. Suggestions

1. For English Teachers

English teachers are encouraged to maximize collaborative learning by designing structured peer activities such as vocabulary pair work, conversation circles, and group vocabulary review. To reduce language anxiety, teachers should create a low-stakes classroom climate where errors

are treated as part of learning, using techniques such as choral repetition, positive reinforcement, and multiple response opportunities. Instructional variety through non-digital activities such as role-play, storytelling, and vocabulary games is also recommended to accommodate diverse learning styles. Teachers may also guide students to set weekly vocabulary targets and use peer-testing as a simple self-monitoring tool.

2. For Islamic Boarding School Administrators

Administrators are encouraged to expand the availability of printed English materials such as graded readers and bilingual dictionaries. Establishing structured speaking programs such as English clubs, muhadatsah conversation circles, or designated English-only spaces in the dormitory would provide consistent low-pressure practice opportunities. Integrating brief English activities into existing Boarding School routines, such as a vocabulary review during Jami‘ah, can also support students’ self-regulation without requiring additional class time. A senior-junior mentoring system for English vocabulary could further reinforce the social learning strategies already present among students.

3. For Future Research

Future researchers are encouraged to conduct similar studies with larger and more diverse samples across multiple Boarding School sites to enhance the generalizability of findings. A comparative design examining EFL learning in digital versus non-digital Boarding School environments would offer valuable evidence for educational policy. Longitudinal

approaches and multimodal data collection, including audio-visual recordings and student learning journals, are also recommended to capture the developmental trajectory of students' strategy use and anxiety over time.

4. For English Tadris Students at IAIN Curup

English Tadris students at IAIN Curup are encouraged to develop contextual sensitivity toward non-mainstream learning environments such as Boarding School, where students have cultivated adaptive strategies that deserve recognition. As future teachers, the ability to design non-digital, communicative, and culturally responsive activities is an important professional competency. Deepening familiarity with Oxford's (1990) strategy taxonomy and Dörnyei's (2005) individual differences framework will strengthen both research skills and future classroom practice. This study may also serve as a methodological reference for undergraduate thesis research, showing that qualitative case studies in Boarding School contexts are both feasible and academically significant.

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A P P E N D I C E S

APPENDIX 1
INTERVIEW GUIDELINES – VALIDATED

INTERVIEW GUIDELINES

(VALIDATED)

In-depth Interview blueprint Students' Strategies

Table 3.4

In-depth Interview blueprint Students' Challenges

Factor Type	Specific Factor	Interview Questions	Notes / Responses
Internal	Motivation	1. How motivated are you to learn English vocabulary in your daily study? 2. Does the lack of digital tools, such as apps or interactive games, affect your interest in learning new words? What helps you stay motivated despite limited digital resources?	
	Memory & Retention	1. How easy or difficult is it for you to remember new English words? 2. Do you feel the absence of tools like flashcards or vocabulary apps affects your ability to retain words? 3. How do you review or practice words to improve memory?	
	Self-directed Learning Skills	1. How do you organize your study and practice time for English vocabulary? 2. Do you find it challenging to learn vocabulary on your own without digital resources? 3. What strategies do you use to practice consistently?	
External	Limited Learning Materials	1. How sufficient are the printed materials (textbooks, handouts) for learning new vocabulary? 2. Do you feel these materials give enough examples or exercises to understand and use words? 3. What challenges do you face when learning from printed resources only?	

	Reduced Interaction Opportunities	<ol style="list-style-type: none"> 1. How often do you get to practice vocabulary with peers or teachers? 2. Does the lack of digital platforms for discussion or games affect your learning? 3. How do you overcome the limited opportunities to interact and use new words? 	
	Teaching Constraints	<ol style="list-style-type: none"> 1. How do the teaching methods affect your learning of new vocabulary? 2. Are there enough varied activities in class to help you remember and use words? 3. What improvements would help you learn vocabulary more effectively? 	
	Time & Accessibility	<ol style="list-style-type: none"> 1. How often do you get to study vocabulary outside classroom hours? 2. Does limited access to library or classroom resources affect your practice? 3. How do you manage your study time with the available resources? 	

In-depth Interview blueprint Students' Challenges

Factor Type	Specific Factor	Interview Questions	Notes / Responses
Internal	Motivation	1. How motivated are you to learn English vocabulary in your daily study? 2. Does the lack of digital tools, such as apps or interactive games, affect your interest in learning new words? What helps you stay motivated despite limited digital resources?	
	Memory & Retention	1. How easy or difficult is it for you to remember new English words? 2. Do you feel the absence of tools like flashcards or vocabulary apps affects your ability to retain words? 3. How do you review or practice words to improve memory?	
	Self-directed Learning Skills	1. How do you organize your study and practice time for English vocabulary? 2. Do you find it challenging to learn vocabulary on your own without digital resources? 3. What strategies do you use to practice consistently?	
External	Limited Learning Materials	1. How sufficient are the printed materials (textbooks, handouts) for learning new vocabulary? 2. Do you feel these materials give enough examples or exercises to understand and use words? 3. What challenges do you face when learning from printed resources only?	
	Reduced Interaction Opportunities	1. How often do you get to practice vocabulary with peers or teachers? 2. Does the lack of digital platforms for discussion or games affect your learning?	

		How do you overcome the limited opportunities to interact and use new words?	
	Teaching Constraints	<ol style="list-style-type: none"> 1. How do the teaching methods affect your learning of new vocabulary? 2. Are there enough varied activities in class to help you remember and use words? 3. What improvements would help you learn vocabulary more effectively? 	
	Time & Accessibility	<ol style="list-style-type: none"> 1. How often do you get to study vocabulary outside classroom hours? 2. Does limited access to library or classroom resources affect your practice? 3. How do you manage your study time with the available resources? 	

Validation Notes:

The validated version shows clear improvements over the draft by sharpening the theoretical alignment, expanding the depth of each construct, and making every question explicitly tied to the limitation of digital resources. It replaces broad, generic items with more specific, theory-driven indicators, especially in memory, cognitive, compensation, metacognitive, and affective strategies, while also adding new dimensions such as motivational access, skills access, usage access, and material constraints that were not present in the draft. The validated version also reframes many questions to directly probe how students adapt their learning behaviors in a non-digital Boarding School environment, making the instrument stronger conceptually, richer in diagnostic value, and far more sensitive to the realities of resource- limited learning contexts.

Curup, November 28, 2025

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 2
OBSERVATION CHECKLIST – VALIDATED

OBSERVATION CHECKLIST

(VALIDATED)

Observation Blueprint Students' Strategies

Strategy Type	Observable Indicators	Checklist Items	Checklist	Note
Memory Strategies	Use of techniques to retain and recall vocabulary through mental connections or repeated review	4. Students use mnemonics to remember new words (e.g., associating a word with a familiar concept) 5. Students apply the keyword method (link new words to similar-sounding familiar words and create mental images) 6. Students review words repeatedly via notebooks, flashcards, or oral practice		
Cognitive Strategies	Active processing and manipulation of vocabulary to deepen understanding	5. Students analyze word parts (prefixes, suffixes, roots) 6. Students consult offline dictionaries or textbooks for meanings 7. Students construct sentences using new words 8. Students perform translation exercises		
Social Strategies	Interaction with others to enhance vocabulary acquisition	4. Students ask peers or teachers for clarification on word meaning or usage 5. Students participate in group exercises or collaborative activities 6. Students practice new words in conversations or discussions		

Observation Blueprint Students' Challenges

Factor Type	Specific Factor	Observable Indicators	Observation Checklist	Note
Internal	Motivation	<ul style="list-style-type: none"> 4. Students show low enthusiasm during vocabulary exercises 5. Students hesitate to memorize or use new words actively 6. Students appear distracted when using traditional materials 		
	Memory & Retention	<ul style="list-style-type: none"> 4. Students forget previously learned words 5. Students require repeated prompts from teachers 6. Students show difficulty recalling words without digital aids (e.g., apps, flashcards) 		
	Self-directed Learning Skills	<ul style="list-style-type: none"> 4. Students struggle to organize study time independently 5. Students rely on teacher guidance for vocabulary practice 6. Students show inconsistent practice using books, notes, or other offline resources 		
External	Limited Learning Materials	<ul style="list-style-type: none"> 4. Textbooks or printed materials contain few exercises or examples 5. Students show difficulty finding contextualized vocabulary 6. Outdated or limited word lists in print materials 		

	Reduced Interaction Opportunities	<ul style="list-style-type: none"> 4. Students rarely practice vocabulary through discussion or peer activities 5. Limited collaborative exercises observed 6. Lack of games or interactive activities for vocabulary 		
	Teaching Constraints	<ul style="list-style-type: none"> 4. Teachers rely mostly on lectures and drills 5. Few personalized or varied vocabulary activities 6. Limited creative or engaging methods observed 		
	Time & Accessibility	<ul style="list-style-type: none"> 4. Students have limited access to classroom or library resources 5. Practice sessions are short or infrequent 6. Students unable to study outside class due to resource limitations 		

Validation Notes:

The validated observation checklist is a clear upgrade from the draft. It expands each strategy category with richer, more observable behaviors, making the instrument more detailed, theory-aligned, and easier to code reliably. It also strengthens the affective and social strategy indicators by adding motivation techniques, stress-reduction habits, spiritual regulation, and peer-based correction that were absent in the draft. On the challenges side, the validated version consolidates overlapping indicators, removes redundancies, and reframes each item to focus strictly on observable behaviors rather than inferred psychological states. It also tightens wording for clarity and increases specificity on core issues such as anxiety, self-esteem, learning styles, and beliefs about digital tools, resulting in a cleaner, sharper, and more empirically grounded checklist.

Curup, November 28, 2025

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 3

SAMPLE INTERVIEW TRANSCRIPT AND INTERVIEW CODING

Transcript Interview Coding Process (Translation → Categorization → Themes)

Sources: CODING_1 (Student 1 – AN & Student 2 – NQ) and CODING_4 (Categorization Framework)

The following table illustrates a sample of the open coding process showing how interview excerpts were assigned codes, grouped into categories, and elevated into overarching themes resulting in two major themes: Direct Strategies, Indirect Strategies, Language Anxiety, Motivation & Engagement, Pronunciation & Grammar Challenge, and others as detailed below.

A. Students' Strategies

Code	Interview	Translate
AN1	Biasanya saya tulis kosakata barunya berkali-kali di buku, terus saya hafalkan sendiri. Kadang juga saya tempel di tempat yang sering saya lihat biar ingatnya lebih lama, mbak.	I usually write the new vocabulary repeatedly in my notebook, then I memorize it by myself . Sometimes I also stick it in places I often see so I remember it longer.
AN2	Mengulangnya biasanya di waktu-waktu senggang, misalnya setelah sholat atau sebelum tidur. Terus di Boarding School juga ada acara Jami'ah setiap malam Minggu, di mana MC-nya menggunakan Bahasa Inggris, Bahasa Arab, dan Bahasa Indonesia, jadi itu lumayan membantu kebiasaan mengulang kosakata mbak.	I repeat it during free time , for example after prayer or before sleeping. Also in the Boarding School there is a <i>Jami'ah</i> event every Saturday night where the MC uses English, Arabic, and Indonesian , which helps the habit of reviewing vocabulary.
AN3	Saya baca penjelasan di buku pelan-pelan, terus saya coba pahami konteksnya dulu sebelum tanya ke guru atau teman mbak.	I read the explanation in the book slowly , then I try to understand the context first before asking the teacher or a friend.
AN4	Saya bikin catatan kecil dan rangkuman singkat berisi kosakata beserta artinya, supaya kalau lupa bisa dibuka lagi mbak.	I make small notes and brief summaries containing vocabulary and their meanings, so that if I forget I can open them again.
AN5	Biasanya saya berlatih dengan mengobrol sama teman-teman	I usually practice by chatting with friends using newly learned vocabulary,

Code	Interview	Translate
	menggunakan kosakata yang baru dipelajari, atau saya ulang-ulang sendiri sambil berbisik mbak.	or I repeat it to myself while whispering .
AN6	Saya lihat contoh-contoh kalimat di buku teks, lalu saya coba buat kalimat sendiri pakai kosakata itu, walaupun sering salah. Dari situ saya jadi lebih paham penggunaannya mbak.	I look at example sentences in the textbook , then I try to make my own sentences using that vocabulary, even though I often make mistakes. From that I understand the usage better.
AN7	Biasanya saya lihat kamus cetak, atau kalau tidak ada saya baca kalimat di sekitar kata itu buat menebak artinya, kadang juga tanya ke teman mbak.	I usually look at the printed dictionary , or if there isn't one I read the surrounding sentences to guess the meaning , and sometimes ask a friend .
AN8	Kalau lagi ngobrol terus lupa kosakata, saya lanjut aja ngobrolnya tapi dijelaskan pakai kata yang lebih sederhana atau diganti dengan kata lain yang artinya mirip mbak.	When talking and I forget vocabulary, I just continue the conversation but explain using simpler words or replace it with another word that has a similar meaning.
AN9	Saya mengatur waktu belajar menyesuaikan jadwal Boarding School mbak, walaupun kadang cuma sebentar tapi saya usahakan rutin setiap hari.	I organize study time to fit the Boarding School schedule , even though sometimes it's only brief, I try to make it consistent every day .
AN10	Saya mencoba menjelaskan kosakata atau materi yang dipelajari ke teman, atau mendiskusikannya bersama. Kalau bisa menjelaskan, berarti saya sudah paham mbak.	I try to explain vocabulary or material to friends , or discuss it together . If I can explain it, it means I already understand.
AN11	Saya memotivasi diri dengan mengingat bahwa Bahasa Inggris itu penting untuk masa depan dan pendidikan saya mbak, jadi saya tetap berusaha.	I motivate myself by remembering that English is important for my future and education, so I keep trying.

Code	Interview	Translate
AN12	Supaya tidak bosan, saya kadang ganti cara belajar atau belajar sambil jalan-jalan santai di sekitar asrama mbak.	To avoid getting bored, I sometimes change my study method or study while walking around the dormitory.
AN13	Biasanya saya belajar sama teman sekamar atau teman sekelas mbak. Kami saling tanya arti kata dan saling ngajarin satu sama lain.	I usually study with roommates or classmates . We ask each other word meanings and teach one another.
AN14	Kalau masih bingung, saya tanya ke guru atau teman yang lebih paham dan minta penjelasan yang lebih sederhana supaya saya benar-benar ngerti mbak.	If I'm still confused, I ask the teacher or friends who understand better and request simpler explanations so I truly understand.
AN15	Diskusi kelompok dan latihan ngobrol bareng teman menggunakan Bahasa Inggris bikin saya lebih berani dan terbiasa pakai kosakata baru mbak.	Group discussions and practicing conversation together using English make me braver and more accustomed to using new vocabulary.

B. Students' Learning Challenges

Code	Interview	Translate
AN16	Saat diminta berbicara Bahasa Inggris, saya kadang ragu karena tidak ada contoh audio yang bisa ditiru cara pengucapan kosakatanya, tapi saya tetap mencoba menjawab walaupun pelan mbak.	When asked to speak English, I sometimes feel hesitant because there are no audio examples to imitate pronunciation, but I still try to answer even though slowly.
AN17	Kadang saya gugup, tapi sekarang sudah lebih terbiasa mbak, karena memang dari awal belajar di sini tanpa digital.	Sometimes I feel nervous , but <i>I'm more used to it now</i> , because from the beginning I studied here without digital tools.
AN18	Tanpa bantuan digital, kadang saya jadi gampang kepikiran	Without digital assistance , sometimes I easily worry about whether the

Code	Interview	Translate
	apakah kosakata yang saya pakai benar atau tidak, tapi saya coba tetap fokus ke pelajaran mbak.	vocabulary I use is correct or not , but I try to focus on the lesson.
AN19	Pelajaran kosakata kadang terasa membosankan kalau cuma dari buku, terutama kalau daftarnya panjang dan tidak ada variasi kegiatan mbak.	Vocabulary lessons sometimes feel boring if it's only from books , especially when the list is long and there is no variation of activities.
AN20	Lebih ke takut salah pengucapan mbak, karena tidak bisa dengar contoh yang benar dari rekaman atau aplikasi. Jadi pas baca nyaring di depan kelas agak deg-degan.	It's more about being afraid of mispronunciation , because I can't hear correct examples from recordings or apps. So when reading aloud in class I feel a bit anxious.
AN21	Kalau pelajaran kosakatanya sulit, saya sempat merasa frustrasi, tapi biasanya langsung saya atasi dengan tanya ke guru atau teman mbak.	When vocabulary lessons are difficult, I sometimes feel frustrated , but I usually address it immediately by asking the teacher or a friend.
AN22	Iya mbak, makanya kalau ada kosakata yang sulit diucapkan, saya mendengarkan cara guru mengucapkannya lalu saya tirukan berkali-kali.	Yes, that's why when there are words difficult to pronounce , I listen to how the teacher pronounces them and imitate repeatedly.
AN23	Memang lebih sulit mbak, karena penjelasan interaktif biasanya lebih menarik dan lebih mudah diingat. Kalau dari buku saja harus ekstra usaha buat memahaminya.	It is indeed more difficult , because interactive explanations are usually more engaging and easier to remember. From books alone it requires extra effort to understand.
AN24	Mengingat kosakata tanpa aplikasi memang agak susah, tapi dengan sering diulang dan ditulis akhirnya bisa ingat juga mbak.	Memorizing vocabulary without applications is quite hard , but by repeating and writing it frequently I can eventually remember.
AN25	Kadang motivasi belajar kosakata menurun karena metodenya terasa monoton,	Sometimes learning motivation decreases because the learning method feels monotonous , especially when the

Code	Interview	Translate
	terutama pas jadwal Boarding School padat dan saya capek. Tapi saya tetap berusaha ikut pelajaran mbak.	Boarding School schedule is packed and I'm tired. But I still try to follow the lessons.
AN26	Saya lebih mudah belajar kosakata kalau bisa dengar atau lihat contoh langsung, jadi belajar dari buku saja terasa kurang pas buat gaya belajar saya mbak.	I learn more easily if I can hear or see examples directly, so learning from books alone feels insufficient for my learning style .
AN27	Sebenarnya seperti kurang terfasilitasi mbak, tapi saya coba untuk menyesuaikan diri dengan kondisi yang ada.	Actually it feels like the facilities are lacking , but I try to adjust myself to the existing conditions .
AN28	Tanpa aplikasi terjemahan, saya jadi lebih pelan membacanya mbak, lebih hati-hati mencerna kosakata kata per kata, tapi itu juga bikin saya lebih teliti memahami isi teks.	Without translation applications , I read more slowly, more carefully processing vocabulary word by word, but that also makes me more thorough in understanding the text.
AN29	Saya kurang percaya diri menjawab cepat-cepat karena tidak bisa mengecek kosakata dulu, jadi saya harus belajar ekstra mbak, banyak-banyakin baca buku, tanya sama guru, atau diskusi bareng teman.	I lack confidence in answering quickly because I can't check first , so I really have to study extra by <i>reading more books, asking teachers, or discussing with friends</i> .
AN30	Strategi belajar kosakata saya memang terasa terbatas tanpa teknologi mbak, tapi saya tetap memaksimalkan yang ada, seperti banyak baca, tanya ke guru, teman, atau kakak kelas.	My vocabulary learning strategies do feel limited without technology , but I still maximize what's available, like reading more, asking teachers, friends, or senior students.
AN31	Tanpa perangkat digital, saya kadang lupa target kosakata yang ingin saya pelajari, tapi saya mencoba mengingat sendiri dengan membuat catatan-catatan kecil mbak.	Without digital devices , I sometimes forget my vocabulary targets, but I try to remember by myself by making small notes .

Code	Interview	Translate
AN32	Saya biasanya tahu perkembangan dari nilai tugas dan koreksi guru, walaupun tidak langsung, tapi cukup membantu mbak.	I usually know my progress from assignment grades and teacher corrections , although not immediately, but it is helpful enough.
AN33	Belajar kosakata tanpa media yang menarik memang bikin cepat bosan, tapi saya berusaha tetap konsisten. Saya suka kalau ada game belajar sederhana walau tanpa digital, jadi belajarnya lebih seru mbak.	Learning vocabulary without engaging media does make me bored quickly , but I try to stay consistent. I like it when there are simple learning games , even without digital, making learning more fun.
AN34	Saya sering gugup kalau ditunjuk menjawab mbak, deg-degan banget. Tapi saya mencoba menenangkan diri dulu, tarik napas, habis itu sambil mikir merangkai kata pakai kosakata sederhana yang saya kuasai.	I often feel nervous when called on to answer , my heart pounds a lot. But I try to calm myself first, take a deep breath , then arrange words using simple vocabulary I already know.
AN35	Saya takut salah karena tidak bisa mengecek pengucapan atau penggunaan kosakata dulu, tapi saya anggap salah itu bagian dari proses belajar mbak.	I'm afraid of making mistakes because I can't check pronunciation or vocabulary usage , but I <i>consider mistakes as part of the learning process</i> .
AN36	Kadang rasa percaya diri saya turun, apalagi misalnya pas ada PR kosakata yang kurang saya mengerti, mau cari di Google tidak bisa, kadang mau tanya teman juga sama-sama tidak paham. Tapi semangat belajar saya masih ada mbak.	Sometimes my confidence drops , especially when there's vocabulary homework I don't understand, I want to search on Google but can't, and sometimes my friends also don't understand. So I feel unconfident about submitting the homework , but my enthusiasm for learning is still there.
AN37	Kalau dihindari secara langsung enggak sih mbak, tapi kadang saya diam saja menyimak kalau ada diskusi yang saya kurang paham kosakatanya. Ragu mau nimbrung karena takut salah, paling saya inget-inget dulu,	I don't really avoid it directly , but sometimes I just stay quiet and listen when there's a discussion I don't quite understand vocabulary-wise. I'm <i>hesitant to join in</i> , afraid of being wrong. Mostly I just remember it and later if I'm really curious I'll ask the teacher.

Code	Interview	Translate
	nanti kalau benar-benar penasaran saya tanya ke guru.	
AN38	Kalau saya melakukan kesalahan, saya malu kadang mbak, apalagi kalau PR dikoreksi sama-sama. Tapi saya jadikan itu pengalaman buat lebih baik, jawaban yang benar saya catat kembali untuk belajar lagi di asrama.	When I make mistakes, I sometimes feel embarrassed , especially when homework is corrected together. But I <i>use that as an experience to be better</i> . I write down the correct answers again to study later in the dormitory.
AN39	Karena kurang latihan dan tidak bisa akses lebih jauh kan ya mbak, saya jadi jarang pakai kosakata Bahasa Inggris, paling saat pelajaran Bahasa Inggris atau acara pondok yang mengharuskan menggunakan Bahasa Inggris mbak.	Because of lack of practice and not being able to access more resources , I <i>rarely use English</i> , mostly just during English lessons or boarding school events that require English.
AN40	Saya yakin bisa menguasai kosakata Bahasa Inggris, walaupun saya sadar prosesnya mungkin lebih lama. Tapi saya tetap usaha belajarnya mbak, alhamdulillah di pondok juga ada kegiatan-kegiatan yang ada unsur Bahasa Inggrisnya, jadi tetap ada latihan.	<i>I believe I can master English vocabulary</i> , although I'm aware the process might take longer. But I keep trying to learn , thankfully the Boarding School also has activities with English elements, so there's still practice.

A. Students' Strategies

Indicator	Sub-Indicator	Code	Findings
1. Direct Strategies	1. Memory Strategies (MS)	MS1	<ol style="list-style-type: none"> 1. Write new vocabulary repeatedly in notebook 2. Memorize by self 3. Read slowly and repeat 4. Gradual memorization (little by little) 5. Morning Vocabulary Activities (Mufrodat) 6. Stick vocabulary in frequently seen places

Indicator	Sub-Indicator	Code	Findings
		MS2	<ol style="list-style-type: none"> 1. Repeat at habitual/specific times (after prayer, before sleep) 2. Evening/night review 3. Adjust to Boarding School Schedule 4. During free time 5. Practice through events (Jami'ah – MC uses English)
	2. Cognitive Strategies (CS)	CS1	<ol style="list-style-type: none"> 1. Read explanation in book slowly 2. Try to understand context by self first 3. Mark difficult parts 4. Reread surrounding sentences to guess meaning 5. Ask teacher/friends after trying by self
		CS2	<ol style="list-style-type: none"> 1. Make small/brief notes 2. Write key vocabulary and meanings 3. Make it short and easy to reopen/review 4. Keep it concise – not too long
		CS3	<ol style="list-style-type: none"> 1. Practice by chatting with friends using new vocabulary 2. Read vocabulary list on own 3. Review material from class 4. Practice reading aloud (slowly) 5. Repeat vocabulary while whispering 6. Practice even without audio
		CS4	<ol style="list-style-type: none"> 1. Look at example sentences in textbook 2. Try to understand patterns one by one 3. Try making own sentences 4. Learn from mistakes in sentence making
	3. Compensation Strategies (CPS)	CPS1	<ol style="list-style-type: none"> 1. Look at printed dictionary 2. Ask friend 3. Guess from sentence context 4. See where vocabulary fits in reading content
		CPS2	<ol style="list-style-type: none"> 1. Continue conversation but explain using simpler words 2. Replace with a word of similar meaning 3. Explain meaning with other sentences

Indicator	Sub-Indicator	Code	Findings
			4. Make sure conversation partner understands
2. Indirect Strategies	4. Metacognitive Strategies (MCS)	MCS1	<ol style="list-style-type: none"> 1. Organize study time to fit Boarding School schedule 2. Try to make it consistent/routine every day 3. No specific schedule – make time between activities 4. Goal: follow lessons and add vocabulary little by little 5. Goal: not fall behind on class material
		MCS2	<ol style="list-style-type: none"> 1. Check by trying to explain vocabulary to friends 2. Discuss vocabulary together 3. Try to use vocabulary in own sentences 4. Look at exercises (if confused means don't understand yet)
	5. Affective Strategies (AS)	AS1	<ol style="list-style-type: none"> 1. Remember that English is important for future 2. Don't want to fall behind 3. Keep trying to learn despite difficulties
		AS2	<ol style="list-style-type: none"> 1. Change study method to avoid boredom 2. Study while walking around dormitory 3. Change learning atmosphere/place 4. Study together with friends to make it lighter and more fun
	6. Social Strategies (SS)	SS1	<ol style="list-style-type: none"> 1. Ask the teacher 2. Talk/discuss with friends about vocabulary and lessons 3. Study together with roommates or classmates 4. Ask each other word meanings 5. Teach one another
		SS2	<ol style="list-style-type: none"> 1. Ask teacher or friends who understand better 2. Request simpler explanations 3. Ask for slow explanations for better understanding

Indicator	Sub-Indicator	Code	Findings
			4. Wait for the right time to ask
		SS3	1. Group discussions 2. Practice conversation together using English 3. Makes braver and more accustomed to using vocabulary 4. Makes braver to try speaking

B. Students' Learning Challenges

Indicators	Code	Findings
7. Personality Traits (PT)	PT1	1. Feel hesitant because no audio examples to imitate pronunciation 2. Still try to answer even though slowly 3. Hesitant due to fear of mispronouncing vocabulary 4. No voice example to imitate
	PT2	1. Feel nervous 2. Getting used to it over time 3. Can't practice vocabulary on own beforehand 4. Feel unprepared when asked 5. Try to be braver despite anxiety
	PT3	1. Easily worry about whether vocabulary used is correct or not 2. Try to focus on lesson 3. Become doubtful about own vocabulary 4. Overthink right or wrong
8. Temperament and Mood (TM)	TM1	1. Feels boring if vocabulary learning is only from books 2. Especially when material/list is long 3. Lack variation of activities 4. Can follow if teacher teaches in a relaxed/varied way
	TM2	1. Afraid of mispronouncing vocabulary 2. Uncomfortable because can't check pronunciation by self 3. Try to get used to it gradually

Indicators	Code	Findings
	TM3	<ol style="list-style-type: none"> 1. Feel frustrated/confused when vocabulary is difficult 2. Usually ask teacher or friends 3. Frustration doesn't last too long 4. Feel dizzy when don't understand right away
9. Language Aptitude (LA)	LA1	<ol style="list-style-type: none"> 1. Difficult to pronounce some vocabulary without audio reference 2. Listen to teacher to imitate pronunciation
	LA2	<ol style="list-style-type: none"> 1. Understanding vocabulary meaning is more difficult without interactive explanations 2. Explanation only from books is limited 3. Practice often and gradually can understand 4. Gradually can understand with repeated review
	LA3	<ol style="list-style-type: none"> 1. Memorizing vocabulary without apps is quite hard 2. Memorization takes longer 3. Repeating frequently helps remember 4. Have to repeat often to retain vocabulary
10. Motivation (MV)	MV	<ol style="list-style-type: none"> 1. Learning motivation decreases 2. Because vocabulary learning method feels monotonous/repetitive 3. Tired from Boarding School activities 4. Still try to follow lessons 5. Lack enthusiasm/motivation when schedule is packed
11. Learning Styles (LS)	LS1	<ol style="list-style-type: none"> 1. Learn vocabulary more easily if can hear or see examples 2. Prefer listening directly to know correct pronunciation 3. Learning from books alone feels insufficient 4. Not quite suitable for learning style 5. Try to adjust to existing conditions
	LS2	<ol style="list-style-type: none"> 1. Facilities are lacking 2. Try to adjust self 3. Feel it's a bit burdensome 4. Don't feel hopeless 5. Consider as vocabulary learning challenge/process
12. Cognitive Styles (CGS)	CGS1	<ol style="list-style-type: none"> 1. Read more slowly and carefully to understand vocabulary 2. Makes more thorough in understanding text 3. Think longer to comprehend vocabulary in context
	CGS2	<ol style="list-style-type: none"> 1. Lack confidence answering quickly

Indicators	Code	Findings
		<ol style="list-style-type: none"> 2. Can't check vocabulary first 3. Still try to catch on quickly 4. Study extra: read more books, ask teachers/friends 5. Hesitant to answer quickly 6. Hesitate before answering
13. Learning Strategy Limitations (LSL)	LSL	<ol style="list-style-type: none"> 1. Vocabulary learning strategies feel limited without technology 2. Can't search for usage examples on own 3. Maximize what's available (books, teacher explanations) 4. Maximize book and teacher explanations
14. Self-Regulation (SR)	SR1	<ol style="list-style-type: none"> 1. Sometimes forget vocabulary learning targets 2. Try to remember by self 3. Make small notes to track targets 4. Have to remember without digital reminder aids
	SR2	<ol style="list-style-type: none"> 1. Know vocabulary progress from assignment grades 2. Teacher corrections and comments 3. Not immediately/not as fast as digital feedback 4. Look at teacher's comments as benchmark
	SR3	<ol style="list-style-type: none"> 1. Learning vocabulary without engaging media makes bored quickly 2. Try to stay consistent 3. Like simple learning games to make vocabulary learning fun 4. More difficult and get tired easily when monotonous 5. Activities like discussions or games increase enthusiasm
15. Language Anxiety (LAN)	LAN1	<ol style="list-style-type: none"> 1. Often feel nervous when called on to answer 2. Heart pounds/anxious 3. Try to calm self before speaking 4. Take deep breath first 5. Arrange words using simple vocabulary already known 6. Not ready yet when asked
	LAN2	<ol style="list-style-type: none"> 1. Afraid of making mistakes in pronunciation or vocabulary use 2. Can't check vocabulary or pronunciation first 3. Consider mistakes as part of the learning process
	SE1	<ol style="list-style-type: none"> 1. Confidence drops/decreases

Indicators	Code	Findings
16. Self-Esteem (SE)		<ol style="list-style-type: none"> 2. Want to search on Google but can't 3. Friends also don't understand at times 4. Feel unconfident submitting vocabulary homework 5. But learning enthusiasm is still there 6. Not sure about vocabulary used 7. Still want to learn
	SE2	<ol style="list-style-type: none"> 1. Don't avoid directly – stay quiet and listen in discussions 2. Hesitant to join in discussions 3. Afraid wrong and laughed at 4. Remember what was discussed, ask teacher later if curious 5. Chose to stay silent due to fear of vocabulary mistakes 6. Starting to try being more active 7. Trying to be braver
	SE3	<ol style="list-style-type: none"> 1. Feel embarrassed when making vocabulary mistakes 2. Especially when homework is corrected together 3. Use mistakes as experience to be better 4. Write correct answers to study later in dormitory 5. Note down mistake so as not to repeat 6. Confused how to check vocabulary in dormitory 7. Can ask teacher in class but confused who to ask in dorm
17. Willingness to Communicate (WTC)	WTC	<ol style="list-style-type: none"> 1. Lack of practice and can't access more vocabulary resources 2. Rarely use English vocabulary outside lessons 3. Mostly just during English lessons 4. During boarding school events requiring English 5. Willing to use English with friends outside class 6. Because all learning together – not embarrassed about mistakes
18. Learner Beliefs (LB)	LB	<ol style="list-style-type: none"> 1. Believe can master/become proficient in English vocabulary 2. Aware process might take longer without digital tools 3. Keep trying to learn 4. Don't have phone to access more vocabulary materials 5. Boarding School supports activities with English elements 6. Really want to be fluent and proficient in English

APPENDIX 4
OBSERVATION RESULT

Observation Results of Students' Learning Strategies

No	Strategy Category	Findings	Frequency		
			AN	NQ	SP
1.	Memory Strategies	Repeats new Vocabulary orally or in writing	8	7	9
		Writes and Groups vocabulary in notebook	7	6	2
		Make personal vocabulary notes	9	8	7
		uses mnemonics to remember words.	0	0	0
		Student practices recalling vocabulary from memory.	7	8	6
2.	Cognitive Strategies	Takes manual notes to summarize vocabulary lessons	9	8	7
		Translates words using a printed dictionary.	8	9	9
		writes sentences entries using new vocabulary.	5	6	5
		practices pronunciation through oral drills with peers or teachers.	7	8	6
		identifies grammar patterns manually.	6	7	5
3.	Compensation Strategies	Guesses word meanings from context	7	4	6
		Uses simple descriptions when lacking vocabulary	7	8	7
4.	Metacognitive Strategies	reviews vocabulary notes and asks teachers or peers when the meaning of a word is unclear	4	1	2
5.	Affective Strategies	Student uses motivation techniques such as self-talk	8	9	8
		Practices stress-reduction (breathing/breaks)	5	6	5
6.	Social Strategies	Ask peers or teachers for clarification on vocabulary or grammar	8	9	7
		Student practices using new English vocabulary informally with peers (e.g., conversations, quizzing each other).	4	5	6
		works with peers to correct vocabulary mistakes in speaking or writing.	7	8	6

Observation Result of Students' Learning Challenges

No	Challenges Category	Findings	Frequency		
			AN	NQ	SP
1.	Personality Traits	Student prefers staying silent and only listening during English vocabulary activities or speaking tasks involving new words	5	6	6
2.	Temperament and mood	Becomes easily bored and loses attention when vocabulary lessons are long, repetitive, or rely only on printed word lists.	3	4	5
		looks anxious or tense when asked to pronounce or use new vocabulary in front of the class	6	7	6
		Becomes frustrated when they fail to understand the meaning of new vocabulary or complete vocabulary-based tasks	4	5	5
3.	Language Aptitude	Struggles to distinguish similar English sounds/words	5	6	6
		Frequently forgets or confuses vocabulary	6	7	7
		difficult to understand English sentence structure	5	6	7
4.	Motivation	Appears unmotivated to learning	1	2	2
5.	Learning Styles	Becomes confused or disengaged when the vocabulary teaching method (e.g., rote memorization from textbook) does not match their preferred learning style	5	6	6
6.	Cognitive Style	focuses too much on translating word-by-word, making it hard to get the overall meaning of a text	6	7	7
		Student completes vocabulary tasks hastily without reviewing, causing frequent errors in word meaning or spelling	0	0	0
7.	Learning Strategies	relies only on memorization and does not summarize, take notes, or practice independently	0	0	0
8.	Self-Regulation	rarely reviews or checks previous vocabulary errors in exercises or assignments	6	7	7
9.	Language Anxiety	appears nervous when asked to recall or use vocabulary, causing slower or inaccurate responses	6	7	6
		avoids using new vocabulary in speaking or writing due to fear of mispronouncing or misusing words	7	8	7

10.	Self-Esteem	stays silent and avoids participating in activities that require using or demonstrating English vocabulary	5	6	6
11.	Willingness to Communicate	Avoids speaking opportunities to use new vocabulary in speaking even when encouraged or given time by the teacher	6	7	7

APPENDIX 5
ADMINISTRATIVE DOCUMENT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : Tahun 2025

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Gita Indah Cahyani tanggal 21 Agustus 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 10 Juli 2025

MEMUTUSKAN :

- Menetapkan**
Pertama : 1. **Dr. Leffi Noviyenti, M.Pd** 19761106 200312 2 004
2. **Meli Fauziah, M.Pd** 19940523 202012 2 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Gita Indah Cahyani**

N I M : **22551018**

JUDUL SKRIPSI : **Exploring Students' Strategies and Challenges of English Language Learning in Islamic Boarding School**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 21 Agustus 2025
Dekan,


Sutarto



PEMERINTAH KABUPATEN REJANG LEBONG
**DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU**
Jalan Basuki Rahmat No. 10 Kelurahan Dwi Tunggal

SURAT IZIN

Nomor: 503/201126011/IP/DPMPTSP/XI/2025

TENTANG PENELITIAN

KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar : 1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. -- Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian Kepada

Nama / TTL : GITA INDAH CAHYANI
NIM : 22551018
Program Studi/Fakultas : TADRIS BAHASA INGGRIS/ TARBIYAH
Judul Proposal Penelitian : **EXPLORING STUDENT'S STRATEGIES AND CHALLENGES OF ENGLISH LANGUAGE LEARNING IN ISLAMIC BOARDING SCHOOL**
Lokasi Penelitian : SMP IT HIDAYATUL FALAH
Waktu Penelitian : 2025-11-20 s/d 2026-02-20
Pernanggung Jawab : WAKIL DEKAN 1

Dengan ketentuan sebagai berikut :

- Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
- Selesai melakukan penelitian agar melaporkan / menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
- Apabila masa berlaku izin ini sudah berakhir sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon
- Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati mengidahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Dikeluarkan di : C U R U P

Pada Tanggal : 20 November 2025

**PLT KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
KABUPATEN REJANG LEBONG**



DON AFRISAL, S.Sos
Pembina
NIP. 19730109 200212 1 002

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), BSSN.



YAYASAN HIDAYATUL FALAH

Jl. Lintas Curup-Lubuklinggau, Desa Sumber Bening, Kec. Selupu Rejang, 39153
Kabupaten Rejang Lebong, Provinsi Bengkulu
Telp : (082 1815 02577) E-Mail : smpithidayatulfalah@gmail.com
Website : <https://smpit-hidayatulfalah.blogspot.com/>

SURAT KETERANGAN PENELITIAN

Nomor: 421.3/358/09/SMPIT.HF/XI/2025

Yang bertanda tangan dibawah ini, Kepala SMP IT Hidayatul Falah Kabupaten Rejang Lebong,
Provinsi Bengkulu :

Nama : Uswatun Isnaini Abror, M.Ak
NIY : 2405002062

Dengan ini menerangkan bahwa :

Nama : GITA INDAH CAHYANI
NIM : 22551018
Program Studi/Fakultas : Tadris Bahasa Inggris / Tarbiyah

Boleh melakukan penelitian di SMPIT Hidayatul Falah dimulai sejak 20 November 2025 s/d 20
Februari 2026 dalam rangka menyelesaikan tugas akhir sebagai salah satu syarat untuk
memperoleh gelar Sarjana pada Fakultas Tadris Bahasa Inggris / Tarbiyah dengan judul penelitian
:

***"EXPLORING STUDENT'S STRATEGIES AND CHALLENGES OF ENGLISH
LANGUAGE LEARNING IN ISLAMIC BOARDING SCHOOL"***

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan
sebagai mestinya.

Selupu Rejang, 21 November 2025
Ka. SMP IT Hidayatul Falah


Uswatun Isnaini A.M.Ak
NIY. 2405002062



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	Gita Indah Cahyani
NIM	22551018
PROGRAM STUDI	Tadris Bahasa Inggris
FAKULTAS	Tarbiyah
DOSEN PEMBIMBING I	Dr. Leffi Novianti, M.Pd.
DOSEN PEMBIMBING II	Meli Fauziah, M.Pd
JUDUL SKRIPSI	Exploring Students' strategies and challenges of English Language learning in Islamic boarding school.
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	8/9/25	Chapter II (Theory)	
2.	16/9/25	Chapter III (Instrument)	
3.	16/10/25	Bimbingan Bab I, II (Revisi)	
4.	30/10/25	Bimbingan Revisi Instrumen (Validator)	
5.	18/11/25	Bimbingan Instrumen (sudah validasi)	
6.	15/12/2025	Acc Penelitian	
7.	16/1/2026	Bimbingan Bab III (Finding) Interview	
8.	23/1/2026	Bimbingan Bab IV (Finding) + Interview Revisi	
9.	12/02/2026	Bimbingan Bab IV (Finding) + Observasi	
10.	16/02/2025	Bimbingan Bab IV (Discussion)	
11.	20/2/2026	Bimbingan Bab IV + Bab V	
12.	23/02/2026	Acc Sidang Murajaah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I

Dr. Leffi Novianti, M.Pd.
NIP. 19761106 2003122004

CURUP, Februari 202
PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 1994052 620201 22063

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA	: Gita Indah Cahyani
NIM	: 22551018
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Lefi Noviyenti, M.Pd.
PEMBIMBING II	: Meli Fauziah, M.Pd.
JUDUL SKRIPSI	: Exploring Students' Strategies and Challenges of English Language Learning in Islamic boarding school
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	9-9-25	Chapter II (Theory)	[Signature]
2.	18-9-25	Chapter III (Instrument) dan theory yg dipakai	[Signature]
3.	20-10-25	Bimbingan Bab I, II (Penulisan), Grammar	[Signature]
4.	6/10/25	Bimbingan Revisi Instrumen Bab III (Validator)	[Signature]
5.	20/11/25	Bimbingan Bab III Instrumen after Validasi	[Signature]
6.	18/12/25	Acc Penelitian	[Signature]
7.	5/1/2026	Bimbingan bab IV finding Interview	[Signature]
8.	26/1/2026	Bimbingan Bab IV finding Interview revisi	[Signature]
9.	10/2/26	Bimbingan Bab IV finding observasi	[Signature]
10.	16/02/26	Bimbingan discussion (Bab IV)	[Signature]
11.	23/2/2026	Bimbingan Bab IV (tabel), Penulisan Skripsi, Bab V	[Signature]
12.	12/2/2026	Acc Ujian Munaqasah	[Signature]

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ^{Febuari}.....2026

PEMBIMBING I,

[Signature]
Dr. Lefi Noviyenti, M.Pd.
NIP. 197611062003122009

PEMBIMBING II

[Signature]
Meli Fauziah, M.Pd.
NIP. 19905232020122003

APPENDIX 6
DOCUMENTATION





AUTOBIOGRAPHY



Gita Indah Cahyani was born in March 2004 in Curup. She is the second child of three siblings in a warm and supportive family. Growing up in such an environment, she was always encouraged to pursue education and develop her potential.

Her educational journey began at TK Nurul Kamal, followed by SDN 22 Rejang Lebong, where she completed her elementary education. She then continued her studies at SMP Negeri 13 Rejang Lebong and later pursued her senior high school education in Rejang Lebong. In addition, she had the valuable opportunity to study at PPTQ Al Falah Ploso Mojo Kediri, where she not only gained academic knowledge but also developed strong religious values, discipline, and independence.

After completing her secondary education, Gita decided to further her studies at IAIN Curup, majoring in English Education (Tadris Bahasa Inggris). During her time at university, she not only focused on her academic progress but also actively engaged in student organizations. She joined the English Education Student Association (HMPS) and served in the Organizational Division. Through this role, she contributed to organizing various academic and non-academic programs, while also developing her leadership, teamwork, and sense of responsibility.

In addition to her organizational experience, Gita also gained teaching experience, which helped her understand the real challenges faced by students in learning English. Her interest in English language teaching, especially in limited-technology environments such as Islamic boarding schools, inspired her to conduct research entitled *“Exploring Students’ Strategies and Challenges on English Vocabulary Mastery in Limited Digital Tools Access.”*

One of the most meaningful parts of her academic journey was the process of completing her undergraduate thesis. This achievement was reached through dedication, perseverance, and the continuous support of her family and loved ones. Throughout the process, she faced various challenges, but she managed to overcome them with determination and strong commitment.