

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of the research; statement of research and development; objective of the research and development; the specification of the product; the significance of the research and development; assumption and limitation of the research; and definition of key terms. Further explanation is described as follows:

### A. Background of the Research

Language is one of the variables that play an important role in human social life. This important role lies in the role of language itself as a tool in communicating and socializing in society. Language is a symbol for a person to express something that he/she wants to convey to another person or his/her interlocutor. Meanwhile, the communication process will run smoothly if person's language mastery is good, so that it will be more effective and efficient to convey messages to others or the interlocutor. This can minimize misconceptions in communication, so that what is received by others is in accordance with what is intended to be conveyed. On the other hand, language also plays a role in educating the nation's life through written language. This written language is used to convey various knowledge to students, so that students are able to learn and understand the knowledge taught. Therefore, language is one of the important subjects taught in schools.

Language - in it - contains several elements.<sup>1</sup> Sternberg & Sternberg (2017) project the four elements that make up language into a complex set of structures. One of these components is vocabulary.<sup>2</sup> Brown & Hatch (1995) provide an understanding of vocabulary that refers to a series of words in a particular language that person uses in helping to communicate with others. On the other hand, vocabulary can serve as a symbol in expressing

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<sup>1</sup> Robert J. Sternberg and Karin Sternberg, *Cognitive Psychology*, 7th Ed., Seventh. (Boston: Cengage Learning, 2017).

<sup>2</sup> Evelyn Hatch and Cheryl Brown, *Language, Vocabulary Semantics and Education* (Cambridge: Cambridge University Press, 1995).

ideas, and messages to others more clearly (Burton's, 1982)<sup>3</sup>. This means that the more person is able to master vocabulary, the better one's language skills become. This results in a person being able to express desires and give messages to others better and minimize misconceptions. In addition, mastery of vocabulary is also important so that students are able to absorb the knowledge conveyed by the teacher during learning (literacy). The more a student is able to master vocabulary well, the better his or her language literacy will be (Munibi, 2023)<sup>4</sup>. Therefore, vocabulary plays an important role in the processing of a person's language, especially for students in Indonesia who are still in the process of learning a foreign language (in this case is English). According to behaviorism, vocabulary acquisition also develops along with their observation of reality resulting from social interactions. (Arnianti, 2019)<sup>5</sup> said that children's vocabulary will increase from an average of 14.000 words at the age of 6 to around 40.000 words by the age of 11.

But in fact, children's mastery of English vocabulary in Indonesia experiences have various problems and challenges. Referring to the 2023 EF English Proficiency Index data, it shows that the level of proficiency of Indonesians in English is in the low category (Detik, 2023)<sup>6</sup> <sup>7</sup>. Furthermore, the data shows that Indonesia ranks 79th out of 113 countries in terms of English language skills, with a score of 469. The ranking and English proficiency scores of Indonesian children are quite lagging when compared to Indonesia's neighboring countries which are both developing countries. For

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<sup>3</sup> S. Burton, *Mastering in Education* (London: New Jersey Prentice Hall Inc., 1982).

<sup>4</sup> Ahmad Zaki Munibi, "Pengaruh Penguasaan Kosakata Dan Tata Bahasa Terhadap Kemampuan Membaca Bahasa Inggris," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (2023): 691–698, <https://edukatif.org/edukatif/article/view/4732>.

<sup>5</sup> Arnianti, "Teori Perkembangan Bahasa," *PENSA : Jurnal Pendidikan dan Ilmu Sosial* 1, no. 1 (2019): 139–152, <https://ejournal.stitpn.ac.id/index.php/pensa>.

<sup>6</sup> Detik, "Kemahiran Orang Indonesia Berbahasa Inggris Rendah, Ini Solusi Dari EF EFEKTA," *Detik.Com* (Jakarta, 2024).

<sup>7</sup> GoodStats, "Perbandingan Skor PISA Indonesia Dari Tahun Ke Tahun, Alami Penurunan Pada 2022," last modified 2023, <https://data.goodstats.id/statistic/perbandingan-skor-pisa-indonesia-dari-tahun-ke-tahun-alami-penurunan-pada-2022-TKKZ3>.

example, the Philippines, Malaysia, and Vietnam are ranked 20th, 25th, and 58th, respectively.

MTsN 4 Tulungagung as one of the first secondary education institutions in Indonesia, is inseparable from similar problems. The mastery of English vocabulary of the students also experienced problems. The lack of mastery of English vocabulary of students at MTsN 4 Tulungagung causes children to be unable to absorb the information taught by their teachers properly. This fact is supported by the results of a brief interview conducted by the researcher with one of the teachers at MTsN 4 Tulungagung during the teaching practice program. The teacher revealed that the current challenge faced by MTsN 4 Tulungagung is the mastery of English vocabulary as an international foreign language. This statement is also supported by the results of the author's observation during teaching practice at the school. When the author give a short exam (pre-test) in the form of English vocabulary as a form of class survey, the author found the fact that there were still many students who did not know the meaning of the vocabulary tested. This problem can have an impact on students' literacy in receiving knowledge. In fact, most of the students of MTsN 4 Tulungagung include generation Z and alpha who are attached to digital media where information and science are very easy to access. This problem poses a challenge when they are inundated with the various information available from their main digital media which is foreign language. When they are not able to master vocabulary well, their ability to absorb information is also reduced. As a result, they often experience misconceptions, and they are even easily exposed to false information (hoaxes).

One of the factors that plays an important role in supporting students' English vocabulary mastery skills at school is the teaching method through the use of appropriate learning media. Based on the results of an interview conducted by the researcher with one of the teaching staff at MTsN 4 Tulungagung, it was revealed that currently the majority of English teachers at the school still use old methods that tend to be 'boring' for students. The

majority of the teachers only write the vocabulary on the board and tell the students to memorize the vocabulary that has been written by the teacher without follow-up. Therefore, an innovation of the right learning media is needed to be introduced to students at MTsN 4 Tulungagung to improve their mastery of English vocabulary.

One of learning media that can be used by teachers to teach English vocabulary is the use of card media. The author named this learning media as IMAGINCARD. This card contains pictures and words in English which are then packaged as attractively as possible. In addition, it also contains the meaning of Indonesian. Through this interesting media, students will be encouraged and more active to participate in learning, so that students will be more enthusiastic to learn English vocabulary (Saputra, et al., 2018)<sup>8</sup>. In addition, the existence of interesting media will make it easier for students to remember the vocabulary they learn.

In addition, the right learning strategies from students also play an important role in mastering English vocabulary. The strategy encourages students to actively learn new vocabulary independently, thereby increasing student involvement in learning English (especially in mastering new vocabulary) (Holidazia & Rodiyah, 2020)<sup>9</sup>. That way, through the right learning strategy, it will be easier for students to master as much English vocabulary as possible because of the encouragement from themselves.

One of the right strategies that can be introduced to students at MTsN 4 Tulungagung in learning their mastery of English vocabulary is Mnemonics. Mnemonics is a term in the field of psychology that refers to a person's memory strategy in remembering an object (Matlin, 2012)<sup>1</sup>. One type of mnemonics is using imaginary which allows a person to associate the object to be remembered by imagining it in mind. For example, when a person

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<sup>8</sup> Domi Saputra et al., "Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata," *Jurnal AS-SAID* 2, no. 1 (2022): 127–137.

<sup>9</sup> Rupina Holidazia and Rojab Siti Rodliyah, "Strategi Siswa Dalam Pembelajaran Kosa Kata Bahasa Inggris," *Jurnal Penelitian Pendidikan* 20, no. 1 (2020): 111–120.

<sup>1</sup> Margaret W. Matlin, *Cognition 8th Ed*, eighth. (United States of America: Wiley, 2013).

wants to remember where he puts the motorcycle key, to make it easier to remember, he/she puts it on the refrigerator. In this case, the object of the 'refrigerator' is used as another object to remember the motorcycle key, so that when the person forgets where the motorcycle key is, the first image that comes to mind is the refrigerator and he will look for it around the refrigerator. Therefore, this strategy is quite appropriate to be implemented and introduced to students in learning English vocabulary.

Several studies have proven that the use of appropriate learning media will be able to improve students' English vocabulary mastery. For example, research conducted by (Halim & Yaqin, 2023<sup>1</sup> ; Lindawati, 2018<sup>1</sup> ; Saputra et al., 2022<sup>1</sup> ; Warnijuita, 2021<sup>1</sup> ;<sup>3</sup> Irmayanti, 2021<sup>1</sup> ;<sup>4</sup> Ramadan, 2023<sup>1</sup> ; Novianti, 2020<sup>1</sup> ). These researches have proven that by using the right learning media, motivate students to learn English vocabulary, so that a student is able to master English vocabulary well. In addition, other research also shows that through learning strategies in a mnemonic way, it is able to increase the mastery of English vocabulary in students compared to other methods, such as the repetitive memorization method. For example, research

<sup>1</sup> M. Labib Al Halim and M. Ainul Yaqin, "Pelatihan Penguasaan Kosa Kata Bahasa Inggris Dengan Menggunakan Strategi Game Based Learning (GBL) Melalui Media Kartu," *Jurnal Abdimas Berdaya : Jurnal Pembelajaran, Pemberdayaan dan Pengabdian Masyarakat* 6, no. 2 (2023): 164.

<sup>1</sup> Ni Putu Lindawati, "Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card," *Jurnal Manajemen Pelayanan Hotel Akademi Komunitas Manajemen Perhotelan Indonesia* 2, no. 2 (2019): 59–65.

<sup>1</sup> Saputra et al., "Penggunaan Media Flashcard Dalam Pembelajaran Bahasa Arab Untuk Penguasaan Kosa Kata."

<sup>1</sup> Warnijuita, "Penggunaan Media Gambar Untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Pada Siswa Kelas V SDN Mentokan," *PENDIKDAS: Jurnal Pendidikan Sekolah Dasar* 2, no. 2 (2021).

<sup>1</sup> Andi Irmayanti, "Efektifitas Penggunaan Flash Card Games Dalam Penguasaan Kosakata Siswa Kelas XI IPA 1 SMAN 12 Sinjai" (IAI Muhammadiyah Sinjai, 2021), <https://repository.uiad.ac.id/id/eprint/1204/1/SKRIPSI ANDI IRMA.pdf>.

<sup>1</sup> SYEHA RAMADAN, "Penguasaan Kosakata Dengan Model Pembelajaran Card Sort Pada Keterampilan Menulis Teks Recount Bahasa Inggris," *ACTION : Jurnal Inovasi Penelitian Tindakan Kelas dan Sekolah* 3, no. 1 (2023): 56–65.

<sup>1</sup> Yesi Novianti, "Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Penggunaan Media Kartu Gambar Pada Siswa Kelas VII SMPN 1 Muara Bungo," *Jurnal Muara Pendidikan* 5, no. 1 (2020): 551–556.

conducted by Carney & Levin (2011)<sup>1</sup>, Hill (2022)<sup>1</sup>, and Verawati, et. al <sup>9</sup> (2024)<sup>2</sup>. The three studies prove<sup>8</sup> that the mnemonic strategy is able to help students learn new English vocabulary as well as in other languages.

Such basic research evidence has shown that the involvement of teaching methods and strategies in learning new vocabulary plays an important role. For this reason, applied research is needed to find the right media and learning strategies for students at MTsN 4 Tulungagung to enrich their English vocabulary. Through the collaboration of existing basic research results and in-depth analysis, it is hoped that an applied research can be found that produces a learning media product along with appropriate learning strategies. Through this product, it is hoped that it will be used to students in learning vocabulary at MTsN 4 Tulungagung.

Based on the explanation above, the author want to explore further related to learning media innovation and appropriate learning strategies in teaching vocabulary mastery for students at MTsN 4 Tulungagung through collaboration of learning media and the introduction of learning strategies to students. The learning media that will be used by the author is a card media based on mnemonics. The author named this learning media as IMAGINCARD. Through this applied research, it is hoped that it can practically find the right learning media innovations for students in learning vocabulary. In addition, theoretically, this research is expected to be able to improve the limitations of previous researches and add treasures and insights in educational research, so that the existing information is increasingly varied. The title proposed by the author is "**IMAGINCARD: An Innovative**

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<sup>1</sup> Russel N. Carney and Joel R<sup>8</sup> Levin, "Delayed Mnemonic Benefits for a Combined Pegword-Keyword Strategy, Time after Time, Rhyme after Rhyme," *Applied Cognitive Psychology* 25, no. 2 (2011): 204–211.

<sup>1</sup> Aryn C. Hill, "The Effectiveness of Mnemonic Devices for ESL Vocabulary Retention," *English Language Teaching* 15, no. 4 (2022): 6–15.

<sup>2</sup> Kezia Verawati, Rumiri Aruan, and Masyhur, "The Effectiveness of Mnemonic Strategy on the Students ' Vocabulary Mastery At the Eighth Grade of Mts Nurul Hakim Tembung," *JIIP (Jurnal Ilmiah-Ilmu Pendidikan)* 7, no. 10 (2024): 11907–11912.

## **Mnemonics-Based Learning as An Alternative Media in Teaching Vocabulary for Seventh Grade Students at MTsN 4 Tulungagung”**

### **B. Statement of Research and Development Problems**

Based on the presentation of the results of the identification and limitation of the problem above, the author formulates several problem formulations, including:

1. How is the procedure of developing innovative learning media IMAGINCARD based on mnemonics in learning vocabulary for seventh grade students at MTsN 4 Tulungagung?
2. What are the challenges or obstacles faced in the application of IMAGINCARD based on mnemonics as a media in learning vocabulary for seventh grade students at MTsN 4 Tulungagung?
3. How is the response or feedback from teachers and students in the application of IMAGINCARD based on mnemonics as a media in learning vocabulary for seventh grade students at MTsN 4 Tulungagung?

### **C. Objectives of the Research**

Based on the problem formulations above, the objectives of the research are:

1. to describe the procedure of developing IMAGINCARD based on mnemonics as an innovative media in learning vocabulary for seventh grade students at MTsN 4 Tulungagung.
2. to find out the challenges or obstacles in the application of IMAGINCARD based on mnemonics as an innovative media in learning vocabulary for seventh grade students at MTsN 4 Tulungagung.
3. to know the teachers' and students' responses or feedbacks towards the applying IMAGINCARD based on mnemonics as an innovative media in learning vocabulary for seventh grade students at MTsN 4 Tulungagung.

#### **D. The Specification of the Product**

The learning media innovation developed by the author in this research is in the form of picture card media collaborated with students learning strategies through memory strategies (mnemonics). The card consists of a picture as the main vocabulary, English vocabulary, vocabulary meaning in Indonesia, a column that can be filled with words related to the main vocabulary, and a barcode containing how to pronounce in English linked to Google Voice.

#### **E. The Significance of the Research and Development**

The author hopes that this development research will have a positive impact and benefit on all faiths, especially in English education. The benefits that the author hopes through this development research are:

##### **1. Theoretical**

Able to refine the limitations of previous research and and insight in educational research, so that there is more varied information.

##### **2. Practical**

This study is expected to give contributions for students, teachers, and school institutions.

###### **a. For Students**

Through innovation in developing interesting learning media, it is hoped that students can be more enthusiastic in learning English vocabulary, so that students can be more active in the classroom.

###### **b. For Teachers**

Adding a selection of learning media that is more interesting and up to date to adjust to the needs and developments of the era in supporting learning activities in the classroom, so that learning becomes more interesting and not monotonous.

###### **c. For School Institutions**

Providing input and evaluation in determining appropriate classroom actions as an effort to improve services in the field of basic education

and products can be used as one of the teaching tools in English subjects at MTsN 4 Tulungagung.

## **F. Assumption and Limitation of the Research and Development**

### 1. Assumption of the Research

- a. IMAGINCARD based on mnemonics learning media is able to attract students' attention to be more enthusiastic in learning vocabulary.
- b. IMAGINCARD based on mnemonics learning media is more effective in memorizing English vocabulary than the repetitive memorization method.

### 2. Scope and Delimitation of the Research

Based on the results of the identification of problems that the author has found, then in-depth analysis step is taken to find the right solution, so that the author can limit the problems that will be studied in the research later. The author limits the scope of the problem to:

- a. develop learning media and vocabulary mastery learning strategies by collaborating the two. The vocabulary material raised based on the results of problem identification is related to noun and verb. As for the development of learning media, the author makes a product in the form of mnemonics-based picture cards in English subjects.
- b. conduct a validation test on expert who have expertise in the field of English and Design, while the reliability test was carried out by the author by conducting a test of learning products for junior high school/ MTs students outside MTsN 4 Tulungagung.

## **G. Definition of Key Terms**

### a. Vocabulary Mastery

Vocabulary refers to a series of words in a particular language that a person uses in helping to communicate with others (Brown & Hatch, 1995)<sup>2</sup>

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<sup>2</sup> Evelyn Marcussen Hatch and Cheryl Brown, "Vocabulary, Semantics, and Language Education," *Cambridge Language Teaching Library*, 1995.

b. Learning Strategies

Learning strategies refers to actions taken by a person to achieve maximum learning outcomes effectively and efficiently (Nasution, 2017)<sup>2</sup> .

<sup>2</sup>

c. Media

Media is one of the technologies in communication that can be utilized in the world of education for learning purposes, in this case the process of transferring knowledge from teachers to students (Syarifuddin & Utari, 2022)<sup>3</sup> .

<sup>3</sup>

d. Innovation

Innovation is defined as the result of the creative process of individuals and groups of people in creating a new and effective work to solve a problem (Levitt, 2014; Rogers, 2008).

e. Mnemonics-based Learning

Mnemonics is a term in the field of psychology that refers to a person's memory strategy in remembering an object (Matlin, 2012)<sup>4</sup> .

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<sup>2</sup> Wahyudin Nur Nasution, *Strategi Pembelajaran*, Pertama. (Medan: Perdana Publishing, 2017).

<sup>2</sup> Syarifuddin and Eka Dewi Utari, *Media Pembelajaran (Dari Masa Konvensional Hingga Masa Digital)*, Pertama. (Palembang: Bening media Publishing, 2022).

<sup>2</sup> Matlin, *Cognition 8th Ed.* <sup>4</sup>