

**VOCABULARY LEARNING IN THE SEVENTH GRADE STUDENTS'
WRITING CLASSROOM: AN INVESTIGATION INTO THE USE OF
VISUAL-BASED MNEMONIC TECHNIQUE**

UNDERGRADUATE THESIS



By:

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THESIS

It has been examined and approved by the board of examiners in fulfillments of the requirements for The Bachelor Degree of Education (S.Pd)
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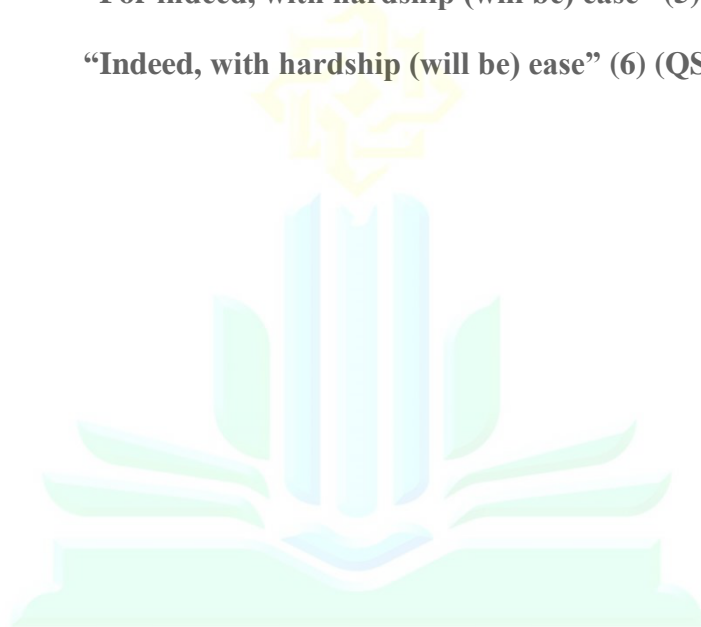
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Means: “For indeed, with hardship (will be) ease” (5)

“Indeed, with hardship (will be) ease” (6) (QS. al-Inshirah: 94)*



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* Ruwwād team, Al-Qur'an Al-Karim in English Translation (Markaz Taf̄s̄ir Li Ad-Dirasāt Al-Qur`āniyyah) 596. https://quranenc.com/id/browse/english_rwwad/94 accessed on 11 December 2023 at 13.34 WIB

DEDICATION

I dedicate this thesis to:

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Sholawat and *Salaam* always be given to our Prophet Muhammad SAW who has guided us from the darkness to the brightness, from stupidly era to the cleverness era, namely Islamic religion. The writer also can get this success because of the support of many parties.

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Jember, 27 November 2023

The Author



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ABSTRACT

Ayu Viandari, 2023: Vocabulary Learning in The Seventh Grade Students Writing Classroom: An Investigation into The Use of Visual-Based Mnemonic Techniques

Keywords: *Vocabulary, Writing Descriptive Paragraph, Mnemonic Technique*

Vocabulary learning in the context of English language teaching was a key aspect in forming students' language proficiency in the English material. Previous studies demonstrated that students with a limited vocabulary may encounter difficulties in understanding and learning material in English. Students frequently faced challenges in the domains of adjectives, verbs, and nouns. Previous studies demonstrate that students often showed an attraction to learn knowledge through visualization. This research emphasizes the potency of visuals as effective media and mnemonic techniques as tools for memory retention. Thus, the use of visual-based mnemonics assisted students in establishing connections between the visual image and the vocabulary word.

The research attempts to answer the following question: How visual-based mnemonic techniques are used to help the seventh grade students learn vocabulary for writing descriptive paragraphs. This research aimed to investigate the impact of visual-based mnemonic technique on the vocabulary retention and writing skills of seventh-grade students. The goal was to develop a more effective visual-based mnemonic technique that could be implemented to enhance the vocabulary learning and develops writing ability of seventh-grade students.

This study utilized a qualitative research method with an approach based on a case study design. The research was conducted at junior high school in Banyuwangi, involving the participation of 25 seventh-grade students. The researcher collected data through observations, interviews, and documentation. The analysis data technique used from data collection, data reduction, data display, and drawing conclusion involved identifying patterns and themes in the vocabulary learning process and in writing descriptive paragraphs using visual mnemonic techniques.

The research findings covered three key areas that visual-based mnemonic technique can help students: 1) maintain memory retention of vocabulary learning; 2) facilitate collaborative writing brainstorming; and 3) support descriptive paragraph drafting and development. In conclusion, the research demonstrated the effectiveness of visual-based mnemonic techniques in enhanced vocabulary learning and writing ability among seventh-grade students.

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CHAPTER I

INTRODUCTION

The research background, research question, research objective, research significance, and definition of key words are only a few of the themes included in this chapter that are associated to the current research.

A. Research Background

Vocabulary learning in the context of English language teaching was a key aspect in forming students' language proficiency in the English material. Vocabulary learning involved more than just recognizing words but it also required understanding of vocabulary means and the contexts in which students were employed. According to Khairunnisah (2018) mastering vocabulary is major constructing sentences and achieving proficiency in language highlighting important role in the some context of teaching English vocabulary. However, Students frequently encounter challenges in developing vocabulary, particularly in the domains of adjectives, verbs, and nouns. This difficulty arises from several primary factors, such as limited exposure and practice, which hinder their ability to comprehend the meanings of words and learning vocabulary through memorization proved to be short memory. Munir (2016) stipulates that learners with limited vocabulary will struggle to comprehend and express themselves in English. Major difficulties come to understanding complex English texts and expressing their thoughts coherently and fluently in the language.

Therefore, al-Qahtani (2015) suggests that students will learn more successfully when they experience and acquire the benefits of learning materials. Thus, Teachers need to be creative and innovative in their approach to teaching, and they should be willing to experiment with different teaching strategies that can mediate students develop their vocabulary. Vocabulary learning has been practiced since the arrival of Prophet Adam, and this occasion is recorded in verse 31 of the Quran's al-Baqarah.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Means: “and He taught Adam the names-all of them. Then He presented them to the angels and said, "Tell me of the names of these, if what you say is true". (QS. 2:31 al-Baqarah)

The verse presented above, as mentioned by Adam, illustrates that Allah given knowledge of the names of all things in the universe. Subsequently, Allah challenged the angels to identify these names, but they were unable to do. Highlights the exclusive knowledge possessed by Allah and underscores the distinctive characteristic of humanity: our ability to learn and assign names to various entities. It is imperative for human to be consistently truthful and refrain from feigning knowledge. The angels' honesty in admitting their lack of knowledge regarding the names serves as a valuable lesson. Surah al-Baqarah, verse 31, acts as a powerful reminder of Allah's boundless power and knowledge, while also emphasizing the importance of truthfulness and continuous learning.

Ample strategies were developed by teachers, practitioners, and researchers to assist students in build their vocabulary. Some of these strategies involved utilizing visual objects, such as computers, and visualization. Computer technology used audio-visual media to learn English easier. When learning English, having an audio-visual learning approach was extremely crucial, as English learners typically got the information they needed either in a visual or auditory mode, or a combination of both (Rassei, 2017). Therefore, it was possible to hypothesize that visual learners benefited more from visual information, such as written language and graphics, while auditory learners benefited more from auditory information, such as spoken language. Utilizing computer technology, it was hoped that audio-visual learning can be used to convey more engaging subject matter, including visualizations of teaching material that was more appealing to students.

Students tended to use a visual approach to learning information, both comprehending situation as a whole and logically about specific things. Conforming to Yaccob at al, (2019) that students were more actively involved in the learning process visually (with information presented primarily visually, such as pictures or black and white images, with color, etc.), or directly (with information presented both orally and in writing). Visual symbols, such as pictures, were also very effective for developing learning strategies that help students memorize vocabulary and improve their understanding. Therefore, learning involved structuring information to enhance student memorization of vocabulary. This could be achieved by using mnemonic techniques, as

recommended by Khairunnisah (2018), which helped with the memory of simple and interesting words. Mnemonic techniques were strategies used to help students remember information and improve their memory. These techniques existed by making associations between recently acquired knowledge and previously stored information in the memory, aiding in remembering the newly learned material when needed.

The mnemonic techniques comprised five methods, namely keywords, loci, peg words, rhymes, and acronyms. In this study, researcher used visual media as the main element in implementing vocabulary learning strategies for seventh-grade students. The influence of visual revealed by Ashoori and Moghadam (2015) demonstrated that acquiring words through visual (image) training has a greater and more effective learning impact. However, visuals only provided a general looks, learning vocabulary in depth requires a strong and enduring memory. Thus, researcher enhanced the mnemonic keyword method, associating keywords with images. As asserted by Azmi, Najmi, and Rouyan (2016) stated that strong associations can be formed through the use of keyword method mnemonics between new terms in vocabulary which allows students to more effectively remember the appropriate words. The researcher employed visual media and the keyword mnemonic method, linked as a vocabulary learning strategy known as visual-based mnemonic technique. This means implementing a mnemonic technique utilizing visuals in particular. The primary mnemonic technique in this research employed the keyword method, incorporating visual

images as the main element, with keywords associated to aid in remembering vocabulary. This activity was referred to as the visual-based mnemonic technique.

Visual-based mnemonic technique represented an integration of interesting teaching associations. Farrokh, Vaezi, and Ghadimi (2021) discovered that the use of visual mnemonics helped students retain information better in long-term memory. This supported by Kordjazi (2014) statement which argue that the main factor influencing the understanding and retention of written information is the use of visual mnemonics and its two sub-techniques, namely images and visualization, in motivating students. Enhancing student motivation for learning is important because it provided an environment for stimulating interest improving diligence, and achieving the best possible learning outcomes.

The application of mnemonic techniques for teaching vocabulary was carried out by several previous researchers. One study conducted by Salfani, Nggawu, and Agustina and entitled "*The Effect of Using Mnemonic Method on Teaching Vocabulary Mastery at The Seventh Grade Students,*" was published in 2020. This study focused on memory activities using verbal and visual technique. Students associate new words with familiar concepts or employ visualization techniques by imagining things related to the specified things. The research discussed vocabulary teaching, indicating that this method helps students remember and master vocabulary more effectively while also increasing their motivation to learn. Additionally, this method aids in the development of long-term memory skills. The research carried out at an SMPN in Buton revealed that the mnemonic method had a positive impact on students' vocabulary mastery,

showing significant differences in achievement before and after the teaching process.

Furthermore, there is research entitled "*Visual Mnemonic Technique: An Effective Learning Strategy*" which was published in 2021 by Farrokh, Vaezi and Ghadimi. The focus of this research is to investigate the gap in investigations into the effectiveness of visual mnemonic techniques as a learning strategy for young and adult English as Foreign Language (EFL) learners. The aim was to investigate the effectiveness of visual mnemonic techniques as a learning strategy for vocabulary teaching and long-term retention in foreign language learning. Research findings showed that the experimental group who received visual mnemonic technique instruction outperformed their peers in vocabulary post-tests. This shows that the use of visual mnemonic techniques significantly influenced young and adult Iranian English learners' vocabulary learning. However, there was no statistically significant difference between the effects of visual mnemonic techniques on young and adult learners who received special treatment. In other words, both young and adult learners benefit from visual mnemonic techniques in enhancing their vocabulary learning. The conclusion of this study is that the use of visual mnemonic techniques significantly improved vocabulary learning for young and adult Iranian English learners. The experimental group that received visual mnemonic technique instruction performed better in the vocabulary post-test compared to the control group. This suggests that learners can improve retention of new words by using visual mnemonic.

Other study, conducted by Gulo, Laia and Ndraha, published in 2022 entitled "*Improving Students' Vocabulary Mastery on Narrative Text through Mnemonic Method at The Seventh Grade*". Research focused on the Mnemonic Method as a learning strategy that effectively through the use of codes, and visual images. Research shows the visualization media used are mental images or mental images formed by the teacher as a visual mediator.

For example, the teacher could have formed a mental image of a cat eating a mouse as a visual mediator to associate the words "cat" and "mouse". In addition, teachers could have utilized verbal mediators, like constructing sentences such as 'Cats like to eat mice,' to connect these words effectively. This method was shown to enhance students' vocabulary mastery in narrative text material, as demonstrated by an increase in test scores after its implementation. In the process, students connect vocabulary with image information already in their memory, making vocabulary learning more interesting. The results of the research study indicated that the implementation of the Mnemonic method in teaching and learning improved students' vocabulary mastery. In the first cycle, 45.8% of students passed the vocabulary test, while in the second cycle, 87.5% of students passed the test. This indicates a significant improvement in students' vocabulary skills after using the Mnemonic method. The research concluded that the study was successful in improving students' vocabulary mastery.

Previous research showed that the use of mnemonic techniques could effectively enhance English vocabulary learning, leading to an expansion of students' vocabulary. However, substantial research on various vocabulary

learning strategies, there is a marked gap in understanding the effectiveness of visually based mnemonic techniques specifically designed for seventh graders. In this research, the focus was on learning vocabulary using mnemonic techniques in the context of writing classes. Previous research had explored mnemonic methods, but there is limited research dedicated to investigating their application in improving vocabulary acquisition among seventh grade students, especially in the context of writing practice. This study aimed to bridge this gap by examining the impact of visual-based mnemonic techniques on vocabulary learning in the seventh-grade writing classroom. Understanding the effectiveness of these techniques in the context of writing education is essential for educators and curriculum developers to improve vocabulary teaching strategies tailored to the unique needs and learning styles of seventh-grade students.

B. Research Question

Based on the problem in the background, the researcher formulated the following question: How visual-based mnemonic techniques are used to help the seventh grade students learn vocabulary for writing descriptive paragraphs?

C. The Objective of Research

Based on the background of the research problem, the aim of the research is formulated as follows: to explore how visual-based mnemonic techniques can be used effectively to learn vocabulary in writing descriptive paragraphs.

D. Significance of Research

In particular, the researcher expects that this research may bring some benefit to the English teaching learning process, especially to help seventh grade student especially at Banyuwangi to learn vocabulary in writing paragraph.

a) Empirical Significance

This researcher can contribute to the scientific understanding of English teaching by providing knowledge of learning methods for seventh-grade students to memorize English vocabulary.

b) Practical Significance

The results of this study are expected to contribute to education and can serve as an additional reference for seventh-grade students who are interested in learning methods to memorize English vocabulary.

a) For the teacher

The results of this study are expected to help teachers build vocabulary learning that researcher use, namely utilizing visual-based mnemonic techniques. In this study, the researcher provided information about how visual-based mnemonics were applied in the classroom for writing descriptive texts. The researcher also provided information to teachers about how to increase students' vocabulary after learning using visual-based mnemonic techniques.

b) For future researcher

Researcher hope that this research can be used as a useful reference and serve as an example for other researcher discussing similar topics on mnemonic techniques. There are many mnemonic technique methods that can be used in teaching students, making them more active and creating a lively atmosphere. Future researchers can creatively transform the passive learning system, as researchers are currently doing.

E. Definition of Key Terms

1. Vocabulary

Vocabulary is the set of words that a person knows. It is a necessary component of language and communication, aiding in the transmission of thoughts, ideas, emotions, and information. Vocabulary can be vocal, written, or active and passive. This study might focus on written vocabulary, such as adjectives, nouns, and verbs, adapted for use in descriptive text materials.

2. Descriptive Paragraph Writing

Descriptive text is a paragraph characterized by a collection of phrases centered a common theme and a single purpose. It is frequently utilized to portray an individual's appearance and behavior, as well as the characteristics of a setting or an object. This study focused on person description material, which was organized based on its structure—namely, identification, description, and conclusion.

3. Mnemonic Techniques

A mnemonic, a memory technique, is a method or strategy in memory aid that helps students recall knowledge. There are numerous forms of mnemonic techniques, but some of the most common include: keyword method, visualization, peg word, rhymes, acronym, and chunking. In this study, the researcher focused on the application of visual-based mnemonic techniques. Visual images were used as the main elements, along with associated keywords, to aid in remembering vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

The previous research and the theoretical framework are discussed in this chapter. Studies pertinent to the ongoing research are highlighted in the previous research section. Below is some information on the conversation.

A. Previous Studies

The researcher took a case study according to the title of the study from several previous sources. This is not the first study to use a visual object with a mnemonic technique to teach students vocabulary in writing text. The five previous studies listed below used visual object models and mnemonic approaches as a reference for vocabulary learning activities, with similarities and differences in their teaching approaches. The following explanation is derived from related research:

The first investigation of the research conducted by Ashoori and Moghadam (2015) "*The Effect of Instructing Mnemonic Devices on Immediate Versus Delayed Vocabulary Retention*". The researcher used experimental and a controlled, two-group, quantitative investigation with 30 participants. Mnemonics are a topic that research suggests EFL teachers and content developers should focus on, because they may provide effective methods for vocabulary learning, acquisition, and long-term retention in the context of improving foreign language proficiency. In this study, words gained through picture learning were integrated and memory processes using photographs as a vocabulary tool. In the post-test,

the experimental group performed better than the comparison group because they were able to create meaningful associations between the written words and pictures.

The second investigation of the research conducted by Azmi, Najmi, and Rouyan (2016) "*A Case Study on the Effects of Mnemonics on English Vocabulary*". The purpose of this study was to examine students' perceptions regarding memory technology and its efficacy and effects on the acquisition of English vocabulary in primary school children. The results following the teaching and learning session, the researcher employed visuals to symbolize words. Twelve students achieved a perfect score, followed by four students who scored twenty-nine, five students who scored twenty-eight, one student who scored twenty-seven, two students who scored twenty six and five students who scored twenty-five. The number of pupils who scored more than 25 increased from 14 to 29, demonstrating the efficacy of the use of visual mnemonics in the teaching and learning of English vocabulary.

The third investigation of the research conducted by Khairunnisah (2018) "*Development of Teaching Material Vocabulary with The Mnemonic Keyword*". This research uses an R&D research design with the aim of obtaining factual data in the research field. In this work, the researcher used mnemonic devices, notably the keyword method, to develop a textbook product complete with black and white pictures of vocabulary information. The textbooks were reviewed comprehensive and extensive, both evaluation in relation to the aspects of the books that were evaluated in the two evaluation (appropriateness of topic,

language, and presentation). The study's findings demonstrate that vocabulary learning using newly created memory techniques yields favorable outcomes. Vocabulary textbooks with mnemonic strategies are suitable for use seventh grade student. The results of the student response questionnaire analysis generally obtained an average percentage of 74.66 % means that students have been able to understand teaching materials that have been developed and effective for use in the learning process.

The fourth research investigation was conducted Salfani, Nggawu, and Agustina (2020) "*The Effect of Using Mnemonic Method on Teaching Vocabulary Mastery at The Seventh Grade Students*". The study's findings, researcher employed mnemonic keyword strategies and visual analysis with the discussion focused on the things around, food, and public structures. Students' vocabulary mastery improved after being taught utilizing the Mnemonic approach. It was due to the fact that by engaging in some routine tasks, students might memorize the words. Students who used the keyword technique created sentences by connecting words with similar sounds and their meanings. The student then visualized something connected to the words and drew it on the book. The researcher revealed that students experienced changes in motivation to become more active after learning had taken place.

The last research investigation was conducted by Farrokh, Vaezi, and Ghadimi (2021) "*Visual Mnemonic Technique: An Effective Learning Strategy*". This study utilized 48 Iranian EFL students in a quasi-experimental design, consisting of two experimental groups and two control groups. The control group

subsequently received the conventional vocabulary method after the test group had used the visual memory technique. According to the study's findings, participants who used visual memory strategies were better able to maintain the significance of information in their long-term memory. Additionally, as images have the potential to be a useful tool for vocabulary learning and long-term retention of foreign languages, both content developers and educators should give careful consideration to the selection of images.

Table 2.1 Similarities and Differences between Previous Study and Present Study

No	Name and title of research	Similarities	Differences
1	Ashoori, P., & Moghadam, M. 2015. The Effect Of Instructing Mnemonic Devices On Immediate Versus Delayed Vocabulary Retention.	<ul style="list-style-type: none"> Both apply visual object mnemonic 	<ul style="list-style-type: none"> In this study, different writing text types were employed. This study applied different research designs. The study focused on seventh-grade level.
2	Azmi, M. N. L., Najmi, M. H. S. M. & Rouyan, N. M. 2016. A Case Study on the Effects of Mnemonics on English Vocabulary.	<ul style="list-style-type: none"> Both apply visual object and mnemonic techniques especially keyword method Both using focus on level seven grade student 	<ul style="list-style-type: none"> In this study, different writing text types were employed. This study applied different research designs.
3	Khairunnisah. 2018. Development Of Teaching Material Vocabulary With The Mnemonic Keyword.	<ul style="list-style-type: none"> Both apply visual object and mnemonic techniques 	<ul style="list-style-type: none"> In this study, different writing text types were employed.

No	Name and title of research	Similarities	Differences
		especially keyword method	<ul style="list-style-type: none"> This study applied different research designs.
4	Salfiani. S., Nggawu. O. L., and Agustina. S. 2020. The Effect Of Using Mnemonic Method On Teaching Vocabulary Mastery At The Seventh Grade Students.	<ul style="list-style-type: none"> Both apply visual object mnemonic Both using focus on level seven grade student 	<ul style="list-style-type: none"> In this study, different writing text types were employed. This study applied different research designs.
5	Farrokh, P., Vaezi, H., & Ghadimi, H. 2021. Visual Mnemonic Technique: An Effective Learning Strategy.	<ul style="list-style-type: none"> Both apply visual object mnemonic 	<ul style="list-style-type: none"> In this study, different writing text types were employed. This study applied different research designs. The study focused on seventh-grade level.

Previous research used visual mnemonic techniques to teach vocabulary. However, these students often face challenges in learning due to limited vocabulary and relatively short memories. In this problem, researchers conducted a case study to investigate the effectiveness of a visual-based mnemonic approach in helping students remember vocabulary in certain of period time and improve their ability to represent concepts visually through written paragraph descriptions. The goal is to contribute to the current learning literature by focusing on mnemonic techniques for vocabulary acquisition and writing skill development on seventh grade students. This research aims to demonstrate the usefulness of

visual-based mnemonic techniques in improving the vocabulary and writing skills of seventh grade junior high school students through learning experiences and evaluating students' writing results.

B. Theoretical Framework

1. Teaching Vocabulary

a. English Language Teaching

English Language Teaching (ELT) was the process of teaching and learning English as a second or foreign language to people who did not have English as a mother tongue, ELT covered a wide range of skills, including listening, speaking, reading, and writing, as well as understanding grammar and vocabulary. According to Hall (2017) the primary goal of English Language Teaching (ELT) was to give students an extensive vocabulary of English language proficiency. This process includes several skill areas, such as comprehension, speaking, listening, reading, and writing thorough knowledge of vocabulary and grammar. Sutrisna (2021) stipulated teaching vocabulary was an integral part of ELT that focused on teaching and learning vocabulary in English. Mastering vocabulary was an important aspect of language skills because words were the basic ingredients in forming sentences and expressing thoughts.

Vocabulary was the set of words that a person knew. It was a necessary component of language and communication, aiding in the transmission of thoughts, ideas, emotions, and information. Based on the statement by Khafidoh and Carolina (2019) the emphasized the importance of mastering vocabulary for

students who were interested in learning a particular language because the ability to use a large vocabulary was very important for all language skills, including speaking, writing, listening, and reading. In addition, processing an extensive vocabulary also supported the understanding of sentence structure and provided a strong foundation for the development of more vivid writing skills. Thus, vocabulary learning was not only a first step but also a crucial foundation for achieving a more targeted level of language proficiency.

Vocabulary is important in English as noted by Yaacob et al. (2019) vocabulary is a fundamental component of all language-related skills. Gaining lots of vocabulary is crucial for effective writing, engaging in discussions, and comprehending challenging materials. It constitutes an essential aspect of language proficiency. Both teachers and students should prioritize vocabulary development, recognizing its significance in fostering strong language skills. Vocabulary plays an important role in any language acquisition procedure, additionally in writing ability; if students cannot recall words in written form, they may not know what to write about or generating topics. As described above, vocabulary is intrinsically linked to words. The aspect of learning a language is gaining knowledge of words, understanding their meanings, and incorporating them into sentences.

In conclusion by researcher, vocabulary consisted of the consonant words in a language that people used to communicate and convey ideas and feelings. The intended communication can be oral or written. Acquiring vocabulary might be difficult, particularly in assessing students' achievement during the vocabulary

acquisition process, which involves their ability to remember words and recognize them in both spoken and written forms. Therefore, it is important to implement strategies that can help students expand their vocabulary. Engaging students in writing practice using new vocabulary can help strengthen their mastery of those words. Thus, the application of this writing strategy can support students in overcoming the challenges of acquiring vocabulary.

b. The Importance Of Vocabulary

Vocabulary has huge significance as it forms a crucial foundation for the development of various language skills. A wide and varied vocabulary, student can more easily convey ideas, understand complex information, and communicate ideas effectively in various communication contexts. As reported by al-Qahtani (2015) Vocabulary knowledge is a critical tool for second language learners, as a limited vocabulary in a second language can hinder successful communication. Given the emphasis placed on the definitions of new terms, both in books and in classroom settings, vocabulary development is a vital component of learning a foreign language.

Vocabulary serves as the cornerstone for both effective communication and the ability to craft coherent spoken and written expressions. As maintained by Rassei (2017) the development of a strong vocabulary was crucial for effective second language use and was essential for creating coherent spoken and written forms. In conclusion, vocabulary played an essential part in the English learning journey for students, as proficiency in all language skills—listening, speaking,

reading, and writing—depended heavily on a thorough understanding of vocabulary. As a result, effective communication relied on a solid foundation of vocabulary. Language teachers were increasingly recognizing the significance of vocabulary learning and actively exploring more effective methods to foster it.

c. Kinds Vocabulary

According to Hiebert and Kamil (2005), the types of vocabulary are receptive and productive.

Receptive vocabulary refers to the words or lexical items that could be recognized and understood in the context of listening and reading. For example, learners listen to stories and try to understand the meaning of new vocabulary words that they hear. Receptive vocabulary is vocabulary that students can understand when they hear or read it. This means that students may be able to comprehend a word when they encounter it in isolation or independently. Similarly they may also be able to understand a word when they read it. For example, a person might be able to understand the word "superfluous" when they read it in a book, but they might not be able to use it in a conversation. This is because people are exposed to a wider range of words when reading and listening.

Productive vocabulary refers to the words used in speaking and writing. For instance, learners can enhance their usage of new vocabulary words by engaging in activities such as speaking in pairs or small groups. They can also practice by giving presentations or role-playing different scenarios. Additionally, learners can improve their usage of new vocabulary words by writing essays,

stories, or emails. Productive vocabulary was the vocabulary that learners could actively use when speaking or writing. This meant that learners were not only able to understand a word but were also capable of incorporating it into their own speech or writing. Productive vocabulary can be developed through various activities, including speaking practice (such as discussions, role play) and writing practice (such as creating stories).

Pursuant to Good in Hasan (2018) vocabulary is categorized into four types:

- 1) Oral vocabulary: These are words that a person actively uses when expressing ideas orally.
- 2) Writing vocabulary: These are words commonly used in writing.
- 3) Listening vocabulary: These are words that a person can understand when they hear them.
- 4) Reading vocabulary: These are words that someone can recognize when they encounter them in written form.

This study focused on vocabulary in descriptive material. When writing a paragraph descriptively, there are different kinds of vocabulary by Faisal and Suwandita (2013):

- a) Adjectives: These words describe the qualities of a person, place, or thing. Some examples of adjectives that are commonly used in descriptive text include:

- Physical appearance: big, small, tall, short, thin, fat, young, old, beautiful, ugly, handsome, pretty, cute, etc.
- Sensory qualities: bright, dark, loud, quiet, smooth, rough, hot, cold, sweet, sour, salty, bitter, etc.
- Behavioral qualities: friendly, shy, outgoing, talkative, quiet, kind, mean, helpful, lazy, etc.

b) Nouns: These words refer to people, places, things, or ideas. Some examples of nouns that are commonly used in descriptive text include:

- People: man, woman, child, boy, girl, adult, senior, teenager, etc.
- Places: house, apartment, school, park, beach, city, country, etc.
- Things: car, bike, book, computer, phone, food, drink, etc.
- Ideas: love, happiness, sadness, anger, fear, hope, etc.

c) Verbs: These words describe actions or states of being. Some examples of verbs that are commonly used in descriptive text include:

- Physical actions: walk, run, jump, climb, swim, eat, drink, sleep, etc.
- Verbs of perception: see, hear, smell, taste, touch, feel, etc.
- Verbs of emotion: feel, love, hate, like, dislike, happy, sad, angry, etc.

When employing descriptive vocabulary, it was important to be specific and vivid. This meant using words that accurately portrayed the person, place, or

thing being described. Additionally, incorporating a variety of words enhanced the richness of the description.

2. Writing Descriptive Paragraph

a. Notions of Descriptive Paragraph

Descriptive text was a paragraph described as a collection of phrases with a common theme and a single purpose. It was often used to describe an individual's appearance and behavior, as well as the appearance of a setting or an object (Faisal and Suwandita, 2013). Additionally, Siregar and Dongoran (2020) stated that a descriptive text is a piece of writing that aimed to evoke an image in the reader's imagination and impart meaning to the reader through sensory elements.

Descriptive text is a type of text with the purpose of providing information. The context of this type of text is the description of a particular thing, animal, person, or other. The text that describes a particular scene, animal, person, or something that occurs in nature (Panjaitan and Elga, 2020). The purpose of writing descriptive text was to create a piece of writing that represented a certain person, location, or thing so that the reader could picture it in their mind. The steps of the description included collecting ideas, information, or thoughts as the first step. Descriptions could be used in other situations, such as travel guides or product descriptions; this kind of prose was often employed in creative writing. Descriptive writing could also be an effective method for imbuing the reader's mind with a vivid image, making the reader feel as though they were experiencing

the person, location, or object being described by employing sensory details and vivid language.

b. Kinds of Descriptive Text

According to Knapp and Watkins (2013) there are five distinct types of descriptive writing, which are:

a) Describing Person

The first step in describing someone is to identify their distinguishing characteristics, such as eye color, hair color, etc. In addition to physical details, one can also describe a person's personality, emotions, and thoughts. This helped the reader to understand the person's character and to form a connection with them. For example, the writer might mention the person's smile, their laugh, their voice, or their mannerisms, as well as their hobbies, interests, and goals. Emotional words such as irritable, funny, etc. can also be used.

b) Describing Things/Object

To provide an accurate description of an object, it is important to mention its physical features, such as its size, shape, color, and texture. It was also important to note its function, purpose, and history. For example, one might mention how the thing is used, where it was made, or who invented it.

c) Describing Process

Describing a process was a useful tool for conveying knowledge about a variety of things. Telling about how something is done is just one aspect of explaining a process; it can also include explanations of why something is done as well as what is necessary to complete the process.

d) Describing Place

Talking about something actual is the finest approach to describe a place. The specifics are what matter most when describing an item. It is important to mention its physical features, such as its size, shape, color, and texture. Additionally, one can describe the place's atmosphere, such as its mood, atmosphere, and feeling. For example, one might mention the place's temperature, humidity, and noise level, or might also mention the smell of the air, the sound of the birds, or the feel of the sand between one's toes. Examples of places include beach, parks, schools, hospitals, offices, police station etc.

e) Describing Event

To describe an event, a writer must identify the purpose of the description, such as trying to inform, persuade, or entertain. They should then organize the information they have gathered, using a chronological order, a spatial order, or a topical order. Vivid language and sensory details should be used to help the reader visualize the event, and enough information should be provided for them to understand the writing.


The researcher main focus was on exploring the descriptive aspects of the individual portrayed in the picture. In addition to adapting the ongoing material and focusing on person descriptions to deepen the nuances of character depiction, this research aimed to reveal the difficulties of descriptive language, capturing personality in clear detail. Through creative interpretation, the researcher aimed to offer a comprehensive vocabulary understanding of the techniques involved in crafting engaging and authentic descriptions of people.

c. Generic Structure Of Descriptive Paragraph

Report by Mayer (2011) descriptive paragraph has divided into three parts structure:

- a) Identification, the first paragraph of the text, introduced the topic of the description. It gave the reader a general idea of what the text was about, and it may have also included some background information.
- b) Description, the main body of the text, provided a detailed description of the topic. The writer used sensory details to bring the topic to life for the reader, and they used clear and concise language.
- c) Conclusion, the final paragraph of the text, summarized the main points of the description. It may have also included a personal reflection on the topic, or it may have simply ended with a final statement.

Table 2.2 Example of Descriptive Text of a Person

Title	Beautiful my new teacher
	<p>Identification :</p> <p>My new teacher's name is Salsabila, we usually call her Miss Bila. She is an English teacher.</p> <p>Description :</p> <p>Miss Bila is 25 years old. She has beautiful green eyes and long brown hair. Her trademark is wearing red glasses and being tall. When she smiles, she is very pretty. When teaching, she is very kind and patient.</p> <p>Conclusion :</p> <p>Her kind heart made miss Bila is a popular role model at my school. I admire her and I hope to be a favorite teacher like her when I grow up.</p>

3. Mnemonic techniques

a. Definition of mnemonic techniques

Mnemonics were memory-enhancing techniques, methods, or operations as devices that could be used by anyone to stimulate the brain and aid in the recall of important information (Farrokh, 2021). Additionally, mnemonics were a technique for making it easier for students to memorize material or words in order to make it simpler and more efficient (Salfani, Nggawu, and Agustina, 2020). Mnemonic techniques were memory aids that helped students retain information more easily. Mnemonics techniques involved remembering more complex information by making connections between easily recalled constructions such as pictures, acronyms, rhymes, or pegs. The goal of adopting mnemonic techniques

was to help students learn and recall more successfully, as well as to store information in their long-term memory. Mnemonic strategies linked a word's pronunciation to words that students were already familiar with in either their target language (Reduzan & Norzan, 2020). An example term *“tall”* in English may associate familiar words such as *“tol”* ' in Indonesia, the relationship that exists is the similarity in pronunciation. This method helped students remember the process by associating it with a combination of light and synthesis.

In reality, mnemonic instructions were one method teachers used to teach students how to stimulate their brains to remember. This education involved a wide range of strategies, including visual representation and placement, rhyme, poetry, and anything else that was directly relevant to students and their lives. These strategies helped students who struggle to remember something that they have learned. Furthermore, Mnemonics is defined as a system or technique that uses verbal or visual cues to help with the input, storage, and recall of new information (Khatoun, 2022). As previously stated, the purpose of mnemonics is creating memorable words by referring to sounds associated with the target language, which can be identified through imagery with visual aids.

b. Mnemonic Techniques Principles

There are five principles by Khatoun (2022) in applying any kind of technique of mnemonics.

- a) Previous experience of the students, as well as the subject they learned, was referred to as meaningfulness. In this case, the teacher had to take into account

the students' basic backgrounds as well as the purpose of the content being learned to develop a relationship and ensure that the students comprehended the subject in a meaningful way.

- b) The term "group" referred to the class's tasks. There could be a lot going on in the classroom, so, in order for the activities to run smoothly, specific procedures needed to be logically linked to one another.
- c) Visualization was essential for recalling the mnemonic. Picturing the situation or state was fundamental to the operation, and the technique's primary harmonic was visualization. Therefore, the teacher should have proceeded with caution during the visualizing phase.
- d) The purpose of the mnemonic was to capture people's attention and interest. By encouraging students to use their creativity and previous experiences, this technique would boost their attention and engagement.

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This research offered an illustration of a visualization activity based on previous research, particularly a specialized study conducted by Reduzan (2020) Teaching writing and vocabulary involves the application of the mnemonic technique to instruct Malay essay writing, the researcher used the mnemonic technique visualization things the topic "my house" by writing only one essay paragraph. This activity works by creating a visual image of a house and then associating each room in the house with a different object. For example, the living room can be connected to the television, the kitchen can be connected to the stove, and the bedroom can be connected to the bed. After students make these associations, they can use them to remember the names of rooms in their homes.

For example, if they watch a television, they may remember that the living room is the room with the television. Research proves this visualization mnemonic technique is able to help the majority of students to write essays in Malay Language.

c. The Advantages Of Mnemonic Techniques

Acknowledge by Khordjazi (2014) and Farrokh, Vaezi, & Ghadimi (2021)

here are some of the advantages of using mnemonic techniques:

- a) Mnemonic techniques helped students remember more information. Studies showed that people who used mnemonic techniques could remember more information than those who did not.
- b) Mnemonic techniques helped students remember information for longer periods of time.
- c) Mnemonic techniques helped students remember information more easily. They made it easier to remember information by creating associations between the information and something they already knew.
- d) Mnemonic techniques could be used to remember a wide variety of information. They could be used to remember names, dates, lists, formulas, and much more.

d. Types Of Mnemonic Techniques

The goal of a mnemonic is to help people remember information by using creativity in a fun and engaging way. There are many different kinds of mnemonic

techniques. In a while, the most widely used mnemonic techniques are grouped into five categories by (Khairunnisah, 2018) Others include:

1) Keyword Method

The mnemonic technique for remembering vocabulary involves using words as key. The keyword mnemonic is a memory-enhancing technique that involves identifying a keyword and using imagery to create a strong retrieval route. Learners identify or are provided with a familiar word (the keyword) within a foreign word they are learning. They then create an interactive image connecting the keyword. Example keyword “jam” the term for an object that shows time in Indonesian. The things visually associated with the word "jump" are nouns in English, and the relationship that exists is the similarity in pronunciation.

2) Acronym

An acronym is a word made up of the first letters of a series of words. According to the dictionary, an acronym is a type of abbreviation that is formed by combining letters or syllables to create a word that can be pronounced naturally. Its function is to remember more specifically certain information so that it is lighter, for example, from the word ASEAN, the meaning comes from an abbreviation Association of South East Asia Nation. Other example from word ASAP is from sentence As Soon As Possible.

3) Peg Word

Peg Word is a sequence of words that act as a "peg", and the items called are words that "fit" ("hang") to that benchmark. For example, components are formatted in pairs such as; red saga like blood, hot fire likes hell. The words are used to remember words that have the same characteristics.

4) Acrostic

Acrostics are a mnemonic technique that uses key letters to make abstract concepts more tangible and easier to remember. However, acrostics do not always use the first letter of each word, nor do they always result in one-word abbreviations. Information abbreviated in an acrostic can be in the form of a particular phrase or sentence. For example, to remember a conjunction, the FANBOYS acrostic is used: For, And, Nor, But, Or, Yet, So.

5) Rhyme Or Jingle

Rhymes and jingles are etched into one's audio memory and are useful for those who want to learn timbres, songs and poetry easily. Many people are much better at memorizing lyrics than they are at memorizing the subject, so for memorizing something this method is a good one to use. For example, if you remember information since you learned ABC, you can remember it with the number Twinkle-Twinkle Little Star.






The research described by Baleghizadeh and Ashoori (2010) investigate effect mnemonic technique, the research finds the important role of mnemonic

aids in improving vocabulary memorization. In particular, findings had a major influence on the efficacy of mnemonic technique, especially the keyword method. This method commendable is its ability to impart meaning to the memorization process. By linking new vocabulary to existing knowledge through vivid and imaginative associations, students are not just learning certain phrases; the students are building the cognitive framework necessary to develop new language skills. This approach goes beyond the boundaries of traditional memorization, encouraging a deeper understanding of the language and its nuances.

Previous research has shown that the use of mnemonic techniques can encourage positive behavior change in students, which personalize and reinforce positive behavioral expectations. A report by Kordjazi (2014) highlights the cognitive load-reducing properties of visual mnemonics and supports their use to create more enjoyable learning experiences. Visual-based mnemonic technique can be effectively incorporated into foreign language teaching curricula, as learning becomes more comprehensive with the increasing number and variety of cues in the learning environment. Also another use by Khairunnisah (2018) which states that the keyword is a learning methodology that is active, interesting and intellectually stimulating. In the field of mnemonic techniques, the keyword method is a testament to the power of innovative teaching techniques, offering deep insight into the complex workings of memory and cognition. The researcher of this study focused on the more recommended use of keyword and visualization methods, showing that these resulted in better retention than rote drill methods.

The study utilized keyword mnemonics and visualization as visual-based mnemonics. This technique involved using images representing objects resembling English keywords for vocabulary learning. For example, an image illustrating an object named *kain*, sounding similar to the English keyword *kind*, demonstrates the visual-based mnemonic learning technique between both words has association in similarities of sound/pronunciation. The researcher employed the *Visualization and Keyword Method mnemonic technique*, a mnemonic technique that involved creating interactive images with association keywords. This technique focused on the image's role in eliciting familiar associations related to naming objects and other concept.

Table 2.3 Example of Visual-Based Mnemonic Technique Keyword Method

Picture and key	Word	Focus vocabulary	Means
 Klason/ tin-tin-tin	Thin	Adjectives	Kurus
 Jam	Jump	Verb	Melompat
 So Klin	Clean	Verb	Membersihkan
 Pel	Feel	Verb	Merasakan
 Kain	Kind	Adjective	Baik

CHAPTER III

RESEARCH METHODOLOGY

This section outlines the steps involved in conducting a research project, including research design, research setting and participant, instructional procedure, data collections technique, data analysis, and thrush worthiness.

A. Research Design

This research methodology is qualitative research. Qualitative research aims to analyze in depth and capture the meaning of various phenomena, events, perceptions, attitudes, ideas, social actions, and thoughts (Arifin, 2018). According to Pahleviannur (2022) drawing new knowledge, principles, and understanding the meaning behind each phenomenon are examples of conclusions that can be derived from qualitative research. Qualitative research encompasses the collection of information from informants, including facts, data, and information. In this study, qualitative research was utilized to investigate vocabulary learning in seventh-grade writing classes, specifically when visual-based mnemonic techniques were employed. This approach allowed researchers to examine in depth students' experiences and perceptions during learning activities by collecting data through methods such as interviews, observations, and documentation. The researcher gathered contextual, qualitative data, to exposing how seventh-grade students engaged in vocabulary learning with visual and assessed the effectiveness of mnemonic techniques for vocabulary retention

within the a certain time period. The study utilized a case study research design within a qualitative methodology.

According to Chen and Yu (2019) case studies involve carrying out intensive, detailed and in-depth scientific activities to obtain comprehensive knowledge about a program, event or activity at the individual, group, institutional or organizational level with the aim of understanding and describing student experience meaning. This approach was chosen because of its suitability to the research objectives which aim to explore how visual mnemonic techniques can be used effectively to study vocabulary in writing descriptive paragraphs comprehensively in exploring perspectives, experiences, and the factors underlying certain phenomena.

In this research, the unit of analysis was seventh-grade junior high school students who had problems learning English subjects. The cases studied included students' inability to learn English, limited vocabulary, and lack of interest in learning, all of which resulted in non-conducive learning activities and low student achievement in English. The data collection process involved interviews with a purposively selected interview group, with structured questions to guide the conversation and allow for in-depth disclosure of their experiences. As part of the validation procedure, triangulation is carried out by comparing data from various sources and using checking techniques from the supervisor to ensure the accuracy of the results.

B. Research Setting and Participants

Mnemonic techniques were to help seventh grade students memorize, and learn new vocabulary applied to students' writing development skills in descriptive text person material. The goal is for students to become more aware of their around and recognize things that are in English or can be explained in English. The case study took place at the designated junior high school in Banyuwangi. The school was chosen because it provided research support facilities, such as LCD screens and other supplementary items (a library, lab, and others). The research activity had a different style from the teaching strategies of the English teacher there, and with her permission, the researcher was allowed to use mnemonic techniques for student as learning strategies that seventh-grade students had never tried.

The researcher focused on 25 students as participants. In this research, researcher employed a whole population sampling approach by including all seventh-grade students as participants. This sampling choice was made to ensure inclusivity, providing every student in the seventh grade with the opportunity to be part of the study. In this case, seventh-grade students were interviewed in a group to gather information about their ability to remember vocabulary and their writing skills. The researcher elaborated that the English material was not as difficult a lesson as they thought. The researcher wanted to change the students' point of view, making them believe that learning English is fun and easy. This way, at least students could enjoy English lessons and not think about skipping class.

During the implementation of the activities, the researcher collected data within a month through interviews, observations, and document analysis. Interviews were conducted with students to understand their vocabulary learning and writing skills from their perspective. Observations were made during class to assess how actively students recalled vocabulary and applied their knowledge when writing descriptive paragraphs. Last, document analysis was employed to evaluate students' written work and determine their proficiency in writing appropriate descriptive paragraphs.

C. Instructional Procedures

The case study in this study was aimed at finding out how well students were able to memorize vocabulary through visual-based mnemonic in writing classes material of descriptive texts person. In practice, learning activities include the pre-writing, whilst-writing and post-writing stages. In the early pre-writing activities is introduced to the vocabulary around student. This first action, students' enhance proficiency researcher as teacher provides them with foundational vocabulary knowledge about adjectives, nouns, and verbs. The application of mnemonic techniques, especially those associated with visual-based mnemonics.


Table 3.1 Activities Procedure

Stages	Writing approach	Mnemonic technique	Activities
Pre-writing: Text familiarity	<ul style="list-style-type: none"> - Identify writing organization - Understand the main idea 	<ul style="list-style-type: none"> - Introduce the keywords - Visualization 	Students learned about the structure of descriptive writing and examples of descriptive text that were

Stages	Writing approach	Mnemonic technique	Activities
			associated with specific keywords. The lesson also covered nouns, adjectives, and verbs, along with related vocabulary.
Idea generation	<ul style="list-style-type: none"> - Discuss/ brainstorm the writing idea - Idea presentation and outline 	<ul style="list-style-type: none"> - Keywords - Visualization 	The researcher used visual aids to help students understand the organization of descriptive writing, providing examples of descriptive texts that focused on vocabulary, such as nouns, adjectives, and verbs. The visuals assisted students in visualizing the items, making it easier for them to remember the vocabulary associated with descriptive writing. This process enabled them to develop their own descriptive writing skills.
While writing: Paragraph development	<ul style="list-style-type: none"> - organize paragraph ideas on pre-writing assignments 	<ul style="list-style-type: none"> - Keyword - Visualizations 	The researcher gave a topic and asked students to write a description based on the topic. Students were encouraged to organize their writing in a structured manner, following the principles of descriptive writing.
Revision and editing	<ul style="list-style-type: none"> - Self-Assessments & Peer-Assessments 	<ul style="list-style-type: none"> - Keyword - Visualization 	After students had completed their writing, they were guided to review and analyze their own work. They were encouraged to assess whether their writing was clear and well-organized and whether it effectively

Stages	Writing approach	Mnemonic technique	Activities
			<p>achieved the goal of providing an informative description. To facilitate this self-assessment, the researcher provided a list of statements about their own abilities. Additionally, students had the opportunity to seek assistance from a colleague who could provide feedback and help them further develop their writing skills.</p>
<p>Post writing: Writing publication</p>	<ul style="list-style-type: none"> - Student writing results researcher corrected for publication 	<ul style="list-style-type: none"> - Keywords - Visualization 	<p>The researcher revised and improved the descriptive writing produced by the students to enhance its quality for publication based on the result.</p>
<p>Reflection</p>	<ul style="list-style-type: none"> - Conclusion 		<p>This activity demonstrated that using visual mnemonics to learn vocabulary can enhance students' memory of words in their surroundings. If implemented effectively, this approach can be a valuable tool for English language teaching, particularly in developing students' writing skills through keyword visualization.</p>

Table 3.2 Example Descriptive Text Evaluation

illustration	Descriptive writing	Organization	Vocabulary focus
<p>TOPIC : IDOL</p> 	<p>Kim Jiwoong is my favorite idol in the Kpop boyband Zerobaseone. He debuted on July 10, 2023 and is a popular member of the group. He was born in Wonju Province, South Korea on December 14, 1998. Kim Jiwoong has a small and handsome face with twinkling black eyes and short black hair. He has thin lips that always smile, reflecting his kind, friendly, and handsome personality. Kim Jiwoong is an idol who inspires me to work hard in my studies, and I hope that one day, if we meet, he will be proud to have fans like me.</p>	<p>Identification</p> <p>Description</p> <p>Conclusion</p>	<p>Adjectives</p> <p>Favorite</p> <p>Small</p> <p>Handsome</p> <p>Thin</p> <p>Friendly</p> <p>Verbs:</p> <p>Work hard</p> <p>Smiles</p> <p>Noun:</p> <p>Face</p> <p>Eyes</p> <p>Hair</p> <p>Lips</p>

The purpose of these learning exercises is to assist seventh-grade students in enhancing their writing skills by focusing on vocabulary study and utilizing mnemonic visualization to develop descriptive paragraphs. Incorporating lesson plans that include learning stages, objectives, and activities, students can improve their ability and stability to remember new vocabulary and organized paragraphs using visual-based mnemonic techniques.

D. Data Collection Technique

The three main qualitative methods of data collecting used in this study are observation, interviews, and documentation by Yin (2014).

1. Observation

The data collected through observation was analyzed thematically to identify patterns and themes in learning vocabulary and writing descriptive paragraphs using visual-based mnemonic techniques. This analysis provides an overview of the effectiveness of the visualization and keyword method mnemonic in facilitating writing skills and vocabulary retention for seventh-grade junior high school students. The findings from the observation process were used to develop a more effective visual-based mnemonic technique that can be utilized to enhance seventh-grade students' writing and vocabulary learning skills.

2. Interview

To gather information about students' experiences and perceptions of learning vocabulary through creating descriptive paragraphs using a visual-based mnemonic technique, focus group interviews were conducted with the students. The interviews were conducted as focus group sessions. To facilitate further analysis, the interviews were audio recorded.

The interview involved seventh-grade junior high school students in a group interview based on their perspectives regarding their ability to recognize vocabulary before and after using the visual-based mnemonic technique. The questions consisted of a series of inquiries aimed at understanding how students'

vocabulary memory develops. The data obtained from interviews was analyzed thematically to identify patterns and themes related to the ability to remember vocabulary using visual mnemonic techniques to compose descriptive paragraphs. The findings from the interviews can be used to draw conclusions and make recommendations for future research in the area.

3. Documentation

The documentation reviewed in this study was presented as documented data containing personal information about students' experiences, which was not visible to anyone else. These documents could be accessed by the students themselves after the research concluded, serving as evidence of their learning outcomes. All the collected data documents were analyzed thematically in stages to identify patterns and themes in the ability to learn new vocabulary and the effectiveness of visual mnemonic techniques in writing descriptive paragraphs. Findings from the documentation process can be used to draw conclusions and make recommendations for future research. The collected data documents are adjusted for students participating in the study and the frequency of their writing assignments. The researcher carefully takes the documentation requirement, as showed by sample student learning outcome representations.

E. Data Analysis

The systematic data gathering is a crucial aspect of the research data analysis process (Saldana, 2014). Information is collected as a result of research activities, specifically from field notes, interviews, and searches for papers or

other media sources that present research findings in a thorough and understandable manner, enabling proper dissemination of knowledge. In this investigation, qualitative data analysis approaches by Miles and Huberman (2014) was employed as the analysis method.

According to Huberman and Miles (2014) here are four activities qualitative data analysis approaches:

1) Data collection

Data for this study was collected through observations, interviews, and students learning artifact. The extended data collection procedure ensured that an important quantity of data from various sources was collected. The verify of accuracy and alignment of the data with the actual circumstances, from interviews, including groups discussions and English teacher, were cross-referenced with data collected through observation and documentation.. This triangulation of data sources helped to validate and corroborate the findings of the study.

2) Data Reduction

Data reduction involves the selection, abstraction, and transformation of raw data obtained from written field notes. Analysis plays a crucial role in this process by classifying, categorizing, guiding, and eliminating irrelevant or extraneous data (Pahleviannur, 2022). The goal of data reduction is to carefully select relevant information from observations, interviews, and documentation, and then process and refine the raw data to increase its value and relevance. In

research study, the planning phase involves reviewing observation data related to student activities in vocabulary classes. This data provides insights into the students' engagement and participation in vocabulary learning activities. The document data, on the other hand, is derived from the students' achievements in understanding new vocabulary. This information is used to inform the preparation of descriptive paragraphs in writing.

3) Data Display

The researcher carried out data display to provide a clearer overview of specific parts or the entire research activities. Once the data have been analyzed, they are presented through descriptions, as well as additional formats such as tables, graphs, and diagrams (Pahleviannur, 2022). This helps the researcher better comprehend the conducted study. The focus of this study is to understand the patterns and themes that are identified during the data reduction phase. The main objective of this stage is to make the data more understandable and accessible, which will aid in analyzing it. The researcher creates data summaries using different tools like matrices, tables, or graphs. These visual representations can give an overview of the emerging patterns, themes, and correlations within the data, making them clear and easy to interpret.

4) Drawing Conclusion

In this study, drawing conclusions (data verification) is an ongoing process throughout the research. The final conclusion is the culmination of the entire research process and is derived from properly collected and analyzed research

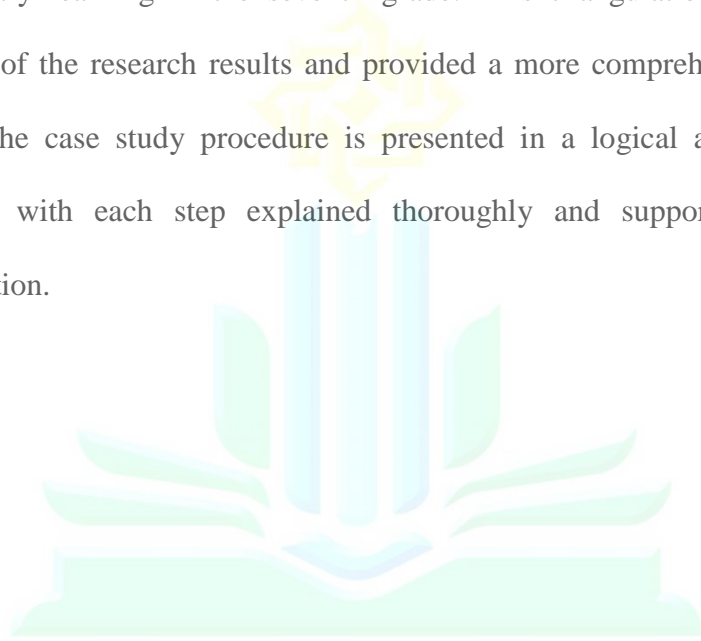
data (Pahleviannur, 2022). This conclusion represents a new finding that emerges from the processing of research results. It provides a clear description or image of an object or phenomenon that was previously unclear or unknown. The conclusion and verification stages of this thesis aim to determine the effectiveness of the visual-based mnemonic technique in acquiring new vocabulary for the improvement of writing skills in descriptive paragraphs. Triangulating data from various sources, including observation, documentation, and interviews, researcher confirm the results obtained.

F. Trustworthiness

Trust is a crucial aspect of qualitative research. Stahl and King (2020) assumption trustworthiness in the qualitative research using criteria terms such as dependability, conformability, transferability, credibility, and authenticity. To meet these criteria, researcher employed a triangulation strategy by collecting and analyzing data from multiple sources. In this study, researcher applied triangulation source to gain a deeper understanding of the use of visual-based mnemonic techniques in the seventh-grade students' vocabulary learning in writing paragraph descriptive.

The first source used was classroom observation, where the researcher directly witnessed how students interacted with visual learning materials and mnemonic techniques. The second source was group interviews, providing insight into how mnemonic techniques were applied in everyday teaching. The third source involved the analysis of the results of vocabulary development carried out

by students in paragraph description writing classes. Used data from three sources, researchers could obtain a comprehensive and valid understanding of the impact of using visual-based mnemonic techniques to enhance students' vocabulary learning in the seventh grade. This triangulation strengthened the validity of the research results and provided a more comprehensive view of the topic. The case study procedure is presented in a logical and comprehensive manner, with each step explained thoroughly and supported by additional information.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on analyzing the collected of data. The researcher presents the finding of the study and discussing the improvement of student remembering vocabulary by visual-based mnemonic and how process student can write it.

A. Research Findings

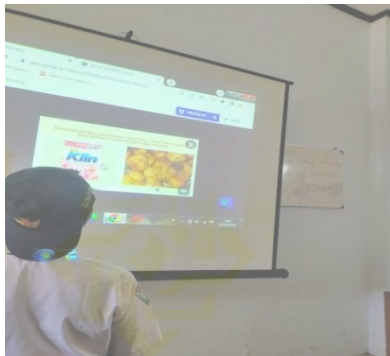
The researcher conducted investigations exploring how students could use visual-based mnemonic media as a learning technique for vocabulary terms in English and applying them in written paragraphs to describe people. Data were collected through observation, interviews, and documentation. Research conclusions were drawn and contextualized based on evidence derived from transcripts of group student interviews, student learning artifacts, and tables. The application of the visual-based mnemonic technique was substantiated by this evidence. The findings covered three key areas that visual-based mnemonic technique can help students: 1) maintain memory retention of vocabulary learning; 2) facilitate collaborative writing brainstorming; and 3) support descriptive paragraph drafting and development.

1. Maintaining Memory Retention of Vocabulary

Learning began with a comprehensive explanation of definitions and the identification of generic structures, which prepared students to compose descriptive paragraphs. The recall process started when the researcher provided visual stimuli in the form of colored pictures, taken from familiar objects or people within the students' surroundings. After delivering basic knowledge, the researcher introduced vocabulary commonly found in descriptive sentences. Table 2.3 described a technique as visual media-based mnemonics, which was the method of remembering vocabulary and associating it with visually appealing pictures. This approach not only enhanced students' vocabulary acquisition but also deepened their understanding of words through visual associations.

Employing visuals, students were able to connect words with concrete images, making the learning process more engaging and memorable. These visual associations served as mental triggers, enabling students to recall and apply the vocabulary effectively when constructing descriptive sentences. Basically, this teaching method capitalized on the power of visual imagery to improve language learning, making the acquisition of new vocabulary a dynamic and interactive experience for students.

Figure 4.1
Activities recalling visual-based mnemonic (11 September 2023)



In this activity, the researcher guided students to identify visual mnemonics, which were presented in sentence or paragraph form. At this stage, the students could find the keywords that matched the image on the screen. In this learning activity, the researcher prepared two different pictures, and the students were instructed to find the correct keywords and make a sentence using these keywords. Moreover, Figure 4.1 illustrates that when the screen was shown; in the figure, the student's picture showed two pictures of an object called *so klin* and a snack called *cimol*. The task instructions were for students to find the keyword *clean*. So, students chose between two images on the screen that had keywords that had been associated. Afterward, the students in the picture correctly chose the picture of the *so klin* object.

Seventh grade students were attracted by the visual display which stimulated their curiosity, from the researcher observation that there was excitement in the classroom. Apart showing a strong curiosity, their ready to participate and interact with the material also shows their desire to learn

dynamically and participative. This atmosphere of enthusiastic and lively participation not only energized the class but also highlighted the effectiveness visual elements into the learning process, turning regular lessons into engaging and interactive educational experiences for these seventh graders.

Table 4.1 Focus group interview (Friday, 15 September 2023)

Turn	Actor	Contribution
1	T	<i>Can you describe your learning experience when miss utilizes the visual mnemonic?</i>
2	S1	<i>I learn new vocabulary quickly using visual mnemonics, but I need to work on understanding the meaning of the words.</i>
3	T	<i>Yes.. me too, <u>There are items at home that are the same as in the picture shown by missyesterday</u></i>
4	S2	<i>Miss, when I playing my headphone I see coach shin tae-yong in my tiktok fyp, I might immediately think of the words young.</i>

Noted:

T: Teacher

S1: Student 1

S2: Student 2

Table 4.1 illustrates that students reveal their learning experiences using visual-based mnemonics. As discussed earlier, students can get quickly understand of new vocabulary through the utilization of visual-based mnemonics. These techniques utilize the power of association, linking abstract words or phrases to easily recognizable images, there by stimulating the brain and enhancing memory retention and recall. As example based on interview students without realizing it learned the vocabulary "*young*" from the social media platform TikTok, which show visual images of Coach Shin Tae-yong. Additionally, the researcher found that students could remember vocabulary learned in school even when they were at home. This did not increase the learning process but also ensured that the newly acquired vocabulary was stably developed in long-term memory. Consequently,

students can effortlessly remember and apply these words in various contexts, recognizing items, pictures, and familiar things through the visual-based mnemonic provided by the researcher. Visual mnemonics transform the process of learning new vocabularies into an enjoyable adventure, fostering a profound understanding of the language and enhancing communication skills.

In the second week's meeting, the researcher formed a discussion group in pairs with classmates to identify the structure of the descriptive text by examining various types of vocabularies (nouns, adjectives, and verbs) contained in the sentences of the paragraph. The aim of this learning activity is to increase students' understanding of the vocabularies in the paragraph. This is important so that students can understand the meaning of the paragraph well.

Figure 4.2 Student discussion identify descriptive paragraph (14 September 2023)



Student learning activity Figure 4.2 show a discussion group of two students in identifying paragraph structures, vocabularies and language features in descriptive text. Students can share their thoughts and ideas about what they have learned about descriptive paragraphs through discussions. In addition, this activity

can help students improve their ability to think critically and to solve problems. Students needed to identify the qualities of descriptive paragraphs, types of language, and the message presented in the paragraph. During discussion sessions, students had to practice critical thinking and problem-solving. Additionally, this exercise may advance the students' communication abilities. Outcome from Figure 4.2 it can be seen in *appendix 3*, the results are quite good where students can identify the description paragraph well.

As an outcome of the learning exercises, Students gained knowledge about descriptive paragraphs and were able to identify paragraph structure, vocabulary, and language features. Through the discussion sessions, they also developed critical thinking and problem-solving abilities. The students' ability to communicate with one another and exchange ideas led to an improvement in their communication abilities. To enhance student understanding during the learning process, they expressed their ideas in group discussion interview sessions, as shown in Table 4.2 below.

Table 4.2 Focus group interview (Thursday, 14 September 2023)

Turn	Actor	Contribution
1	T	<i>After you can identify the person description in paragraph, can you make it yourself?</i>
2	S1	<i>It depends on the topic, Miss.</i>
3	T	<i>How about family?</i>
4	S2	<i>It can be very easy</i>
5	T	<i>Aw.. really..? why?</i>
6	S3	<i>Yes... because we with our family every day, so it's <u>very easy to recognize them</u> Miss. For example, my mother name is Titin. And then I remember the word "thin" which means kurus</i>
7	S1	<i>Also my sister name is fatimah, I call her "fat" I remember the word "fat" which means gemuk.</i>

Both data of figure and the table illustrate that students' were able to create descriptive paragraphs depending on the topic especially about their family. This is indicated by the fact that students in the early stages of learning English found certain topics challenging to master immediately. Before the lesson, the researcher prepared several descriptive topics related to family or famous people, such as public figures and those around them. This preparation enabled students to more easily understand descriptive text about people.

In the last two sentences of Table 4.2, students' statements indicated their ability to recognize familiar individuals in their daily lives. As illustrated, students learned the words "thin," which means "kurus," and "fat," which means "gemuk," just through a visual illustration of the names mother, Titin, and sister, Fatimah. This demonstrated the students' competence in employing vocabulary learning strategies, particularly visual-based mnemonics, which were developing well. The vocabulary learning activities that utilized visual-based mnemonics allowed students to enhance their vocabulary and memory in the long term. The students demonstrated significant improvement and development in their ability to apply, understand, and remember vocabulary related to descriptive texts. Classroom activities involving visual media and interactive learning methods through discussions proved effective in enhancing vocabulary retention, achieved by identifying keywords from a visual image. The lively and enthusiastic classroom atmosphere, demonstrated by the students' participation in these exercises, suggested that these learning opportunities were delightful and could be used for vocabulary-building activities. Overall, the integration of visual-based mnemonics

significantly helped to build an accurate and dynamic learning environment for seventh-grade students.

2. Facilitating Collaborative Writing Brainstorming

The effectiveness of learning descriptive text was improved with various activities aimed at increasing students' ability in learning vocabulary and writing. In this study, students were guided in the end to develop their writing skills. Writing was considered one of the best ways to release students' imaginations. To explore the formation of students' imagination towards figures, the researcher conducted an investigation into the students' projects about the figures, as well as conducting a semi-interview discussion with a group of students. This activity of developing students' imagination and creativity is through the formation of student discussion groups. In this activity, the researcher asks students to describe two famous figures, namely Mr. President Joko Widodo and Coach Shin Tae-yong.

During the pre-writing stage, students discuss to generate ideas about the figure they describe. These ideas can be in the form of physical descriptions, personalities, backgrounds, achievements, and others. Next, students choose a picture of the figure they describe. Finally, students write the results of the description on the blackboard and present it. The researcher gives each discussion member the freedom to determine their contribution role in the group. The group consists of three members, with the following tasks: 1) Organize the text structure and write a description of the figure, 2) Write the description on the blackboard and search for information about the figure, and 3) Revise or edit the text to make

it better. After the group is ready with the text structure, the activity of developing the description of the figure is carried out. The focused discussion group interview in Table 4.3 provides information on how students chose pictures. The conversation turned to the reasons why students were interested in two figures, President Joko Widodo and Coach Shin Tae-Yong.

Table 4.3 Focus group interview (Monday, 17 September 2023)

Turn	Actor	Contribution
1	T	<i>Between these two pictures, which one do you guys choose?</i>
2	S1	<i>We choose Mr. President Joko Widodo miss</i>
3	T	<i>Why?</i>
4	S2	<i>Because information about him is easy to access, miss</i>
5	T	<i>What words can you share with me as written in your writing?</i>
6	S3	<i>He is a kind president. I remember the word kind from Indonesian word kain.</i>
7	S2	<i>He is my favorite person, I admire him so much. eh! When I say "favorite" I Immediately imagining visual of kaporit in my mind hahaha....</i>

The conversation addressed in Table 4.3 above, students emphasize the use of vocabulary they have learned. Specifically, the adjectives vocabulary "*kind*" and "*favorite*" serve as the primary means of expressing students' admiration for the characters they describe. In this context, the words "*kind*" and "*favorite*" are used to depict the positive aspects and values appreciated by students regarding the characters. Students' ability to remember vocabulary is attributed to the use of visual-based mnemonic media embedded in their minds. For example, when encountering the adjective vocabulary "*favorite*" students depict the word with an object called "*kaporit*" in Indonesian, which sounds almost similar to the word *favorite*. This process is known as word association, where students link new

words to familiar concepts or objects to facilitate memory. Implementing visual-based mnemonic learning strategies positively enhances students' ability to learn vocabulary. This approach not only enhances students' memory but also enriches how they associate new words with more concrete visual experiences.

Interviews with the group of students who chose an image of Mr. President Joko Widodo in Table 4.3 revealed that it was easier for these students to get information as material for developing a paragraph describing Mr. President Joko Widodo. Students engaged in discussions with group members to generate a brainstorm, sharing ideas, imagination, and creativity to craft detailed descriptions of President Joko Widodo. The interesting and lively descriptions are demonstrated in student learning artifact #1, which they drafted according to the guidelines for structuring descriptive texts.

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President Joko Widodo

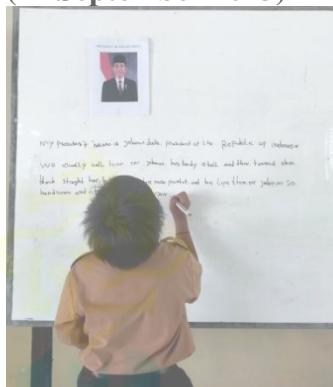
*My president name is Joko Widodo, President of the Republic of Indonesia. We usually call him Mr. Jokowi. His body is tall and thin, tanned skin, black straight hair. His eyes big, his nose pointed, and his lips thin, Mr. Jokowi so handsome and charismatic. His personality is diligent, **kind**, and polite. He is our **favorite** person that motivates our self. When we grow up, we will to be the person who has a lot of love from many people like him. (Student learning artifact #1, 17 September 2023)*

Based on Student Learning Artifact #1, the student discussion group successfully composed a paragraph expressing their admiration and thoughts about

President Joko Widodo. The brainstorming process within the group aided them in detailing the physical aspects and the characteristics of the figure, and the resulting paragraph clearly conveys the students' impression of the President by displaying him as "handsome and charismatic." This expression provides a sincere depiction of the students' admiration for the president.

Emphasizing the development of students' memory, data from Table 4.3 indicates that students effectively placed the words "*kind*" and "*favorite*" in appropriate sentences. The use of the word "*kind*" in the student learning artifact indicates the character of the individual, while the word "*favorite*" illustrates a special reverence for President Joko Widodo, serving as a source of motivation. From the results of this student group collaboration, researcher pointed out that the implementation of visual-based mnemonics has a positive impact. This technique not only enhances students' understanding of language but also stimulates their creativity in expression. They explore various ways to convey ideas through collaborative brainstorming sessions, expressing emotions, especially admiration. The representation of the student learning artifact is evident in Figure 4.4, where students write their reflections about Mr. Joko Widodo on the whiteboard.

Figure 4.3
Student learning artifact describing Mr. President Joko Widodo
(17 September 2023)



As usual, students are asked to express their thoughts about how they feel while taking writing classes. The following is a translation of the interview script.

Table 4.4 Focus group interview (Monday, 17 September 2023)

Turn	Actor	Contribution
1	T	<i>How do you feel while learning in descriptive text about Mr. President Joko Widodo?</i>
2	S1	<i>I think interesting enough we exchanged ideas on managing information.</i>
3	T	<i>Good...., How do you select vocabulary in the paragraph text?</i>
4	S2	<i>Uh... we are choose <u>simple vocabulary</u> and follow the sentence structures as demonstrated earlier, Miss</i>
5	S3	<i>We discuss and match suitable words. As the draft editor, I am explore new experiences</i>
6	S1	<i>Umm... I think, my personal vocabulary has improved, it's better than before.</i>

Based on result Student #1 Learning Artifact and interview representation, students find learning about Mr. President Joko Widodo in descriptive text interesting and engaging. They exchange brainstorming ideas on managing information, select simple vocabulary, and follow sentence structures as

demonstrated earlier. Through discussions, the editor refines and revises, this shows that the communication established among students significantly influences collaboration in composing the paragraph text. The effectiveness of the students' group collaboration highlights the significance of encouraging creativity in writing. Students work together to harness creativity through productive brainstorming sessions, idea exchanges, and conversations, building upon each other's views. The collaborative group, students investigate several viewpoints, analyze different aspects of the topic, and try out a range of writing emphases and approaches.

The researcher pointed out that the collaborative group and brainstorming improved writing abilities and additionally built an attitude of solidarity and respect among the group members. This exploration enabled them to create compelling descriptions that evoked intense emotions and vivid visuals. The students' ability to learn vocabulary developed with the utilization of visual-based mnemonic strategies. Employing this technique, students could memorize vocabulary more effectively and place it into meaningful sentences. At this stage, the use of visual-based mnemonics demonstrated its effectiveness in supporting the development of students' writing skills in personal descriptions. This technique not only helped students enhance their memorization but also provided a solid foundation for constructing coherent and meaningful sentences. Thus, this technique not only impacted the development of vocabulary but also had a positive effect on students' overall descriptive writing abilities.


3. Supporting Descriptive Paragraph Drafting and Development

The researcher introduced a descriptive paragraph describing a new teacher to the class during the writing orientation session. The researcher then went on to explain the sentence structure and identified vocabulary based on adjectives, nouns, and verbs before having the students write the generic structure of the paragraph. Students in this class began learning to write texts using text-based teaching. Initial writing, self-evaluation, peer assessment, and amended writing were the phases of the writing exercise. They immediately turned in their written work to the researcher.

The purpose of pre-writing was to help students acquire the abilities needed to write effectively. The researcher interpreted the material and examined its organizational structure and communicative intent. The students then received a writing assignment that required them to consider the subject of their draft. To aid in visualizing the visuals that have been produced for them, mind maps could be created. The following represents the initial step of student actions in crafting their own descriptive paragraph about themselves. The structural pattern was depicted in Table 4.4, captured on September 18, 2023.

Table 4.5 Student pre-writing activity of self description

(Monday, 18 September 2023)

Illustration	Student artifact of descriptive text	organization	Vocabulary focus
	<p>My name is Ladzuardi Falilah Akbar, my friend call me Ardi. My dream, I want to be football player. My body short and thin, I have straight hair. My face is small, my eyes is black and tanned skin. I am a person who is <i>intelligent</i> and <i>diligent</i>. In my future I will be better and have many friends.</p>	<p>Identification</p> <p>Description</p> <p>Conclusion</p>	<p>Adjectives: Intelligent Diligent</p> <p>Verb: Want</p> <p>Noun: Friend Body Hair Face Eyes</p>

As seen in Table 4.4, students tried to compose a description of themselves. The student explained himself using simple, straightforward sentences. The student named Ardi described his physical appearance and character. The arrangement of descriptive sentences was quite simple but directly led to points about him as a whole. For example, Ardi mentioned his physical shape as tall and thin, the color of his eyes and hair, and his character. The simplicity in organizing Ardi's descriptive sentences made the depiction of him clear and straightforward, delivering a short but informative message, providing an understanding of both the physical appearance and personality aspects. The description in Table 4.4 is based on students' experiences when writing descriptive paragraphs about themselves.


Table 4.6 Focus group interview (Tuesday, 18 September 2023)

Turn	Actor	Contribution
1	T	<i>How was your experience in writing class in first time?</i>
2	S1	<i>Describing my self is difficult. Writing in English is also difficult, but I am practicing.</i>
3	S2	<i>I asked to my friends about myself hahaha....</i>
4	S3	<i>I also asked how my personality hihhi....</i>
5	T	<i>So have you guys understood of adjectives, verbs and nouns?</i>
6	All	<i>Yes....</i>
7	S1	<i>I use adjective word <u>intelligent</u> and <u>diligent</u> before add in work, I imaginary visual an <u>intel</u> that I remember as word <u>intelligent</u>, and <u>dirigen</u> as word <u>diligent</u>.</i>

Writing sentences was a challenging task for seventh-grade students as they attempted to develop their learning. This was due to limited vocabulary and a somewhat lacking understanding of the material, which gradually impacted students' learning outcomes over time. Table 4.5 data illustrated how students described their personalities using the words "Intel" and "dirigen," which referred to the English words "intelligence" and "diligent." The students employed a learning technique of visual-based mnemonics, where the researcher presented visual representations of an Intel figure, associated with the term "intelligence" due to the similarity in key words, namely "Intel." Similarly, for the word "diligent," the researcher displayed a visual image of a musical group, the term associated with the word "diligent" because of the similarity in pronunciation. The researcher highlighted that students could easily complete the task of remembering the words and using them in a sentence or paragraph. This assertion was justified by the fact that the last sentence in the descriptions in Table 4.4 referred to the description of the students' characters themselves.

In the paragraph development task, students evolved their ideas from brainstorming and outlined their assignments from previously written tasks into complete paragraphs. In this session, the researcher accompanied the students in developing their paragraph writing. The researcher assisted the students in identifying the main ideas of the paragraph by answering questions from students to stimulate their thinking. Subsequently, the researcher provided guidance and directions to the students in paragraph development. Table 4.6 below illustrates the results of the students' writing development on the theme of their classmate.

Table 4.7 While-writing development student (Friday, 22 September 2023)

illustration	Student artifact of descriptive text	organization	Vocabulary focus
	<p>My classmate name is Aditiya Putro, I call him Adit. He lives in Jayengan, Sempu, his hobby is playing football. I am very close with him. He has <i>thin</i> body than me, tanned skin, black straight hair. His eyes very big, his nose <i>pug</i>, and his lips <i>thick</i>. He so kind to me, talk active, and humorist. He also accompanies me wherever I going. He is a person closest to me in school and home. I will feel lonely without him because with him so fun. I hope we can stay together until high school at the same school.</p>	<p>Identification</p> <p>Description</p> <p>Conclusion</p>	<p>Adjectives: Thin Pug Thick Kind Talkative Humorist</p> <p>Verbs: Playing Going</p> <p>Nouns: Classmate School Home</p>

The topic used by students was to describe classmates who are close to them. From the results of their writing, they try to put words that fit the person

they are describing and are appropriate. Students' efforts to create descriptive paragraphs about their classmates are an expression of friendship and respect. Therefore, as a demonstration of their responsibility, students write well. Table 4.6 illustrates the figure of a close and kind classmate who provides comfort towards friends as well. The messages and expressions toward this classmate indicate a strong sense of friendship, and the above description conveys the hope to continue being together. These expressions reflect a deep respect for the close friend. The focus group interview dissects student progress writing in Table 4.7 developing paragraph about their classmate.

Table 4.8 Focus group interview (Friday, 22 September 2023)

Turn	Actor	Contribution
1	T	<i>How is your progress on developing a paragraph descriptive?</i>
2	S1	<i>Good miss, I am done</i>
4	T	<i>Great !. Can you tell me, how do you describe your classmate friend?</i>
5	S2	<i>I describe adit</i>
6	T	<i>Why do you describe adit?</i>
7	S2	<i>Because Adit is my cloest friend, looking at his body. I remember the word <u>tin-tin</u> sound horn as word <u>thin</u>. <u>pek</u>-empek as <u>pug</u>, and machin <u>tik</u> as his <u>thick</u> lips</i>

During in the paragraph development session, students were able to construct a descriptive paragraph about their classmates effectively. Both data Tables 4.6 and 4.7 indicate that the students' writing abilities have improved. According to the interview data in Table 4.7, students revealed the process of describing their classmates by observing their physical appearance. The students used visual-based mnemonics to aid in organizing vocabulary for physical

descriptions in sentences. Students learned the words "*thin*," "*pug*," and "*thick*" to explain the physical form of their classmates. The word "*thin*" was learned through the visual imagination pattern of "*tin-tin*" from the sound of a horn. Next, the word "*pug*" originated from the visual imagination of a food named "*pek-empek*," and finally, the word "*thick*" came from the visual imagination of a typewriter commonly referred to as a "*typewriter*". All three vocabulary words were associated based on the similarity in pronunciation. Therefore, visual-based mnemonics supported students in developing detailed physical descriptions to make their overall descriptions more comprehensive.

Last meeting, students measured their ability in understanding, writing, and composing texts through self-assessment and peer-assessment. The researcher actively encouraged students to self-assess their work, aiming to help them become more aware of their writing habits. By the end of this self-assessment process, students gained a comprehensive understanding of the various stages of the writing process they had gone through. The results of this pre-writing work were intended to aid students in their development over time and stimulate reflection on their writing. Table group interviews in Table 4.8 highlight student perspectives on self-assessment and peer-assessment, as well as the feedback they received from the researcher.


Table 4.9 Focus group interview (Monday, 25 September 2023)

Turn	Actor	Contribution
1	T	<i>Are you guys have heard about self-assessments and peer-assessments in class?</i>
2	S1	<i>Yes, I have! It's when we evaluate our own work and assess our classmates' work, right?</i>
3	S2	<i>Exactly! Self-assessment helps us recognize our strengths and weaknesses. Peer-assessment allows us to learn from each other and give constructive feedback</i>
4	T	<i>Good, what is your feeling about that?</i>
5	S3	<i>I find it really helpful. I get different perspectives on my work, and it's not just the teacher's feedback.</i>
6	T	<i>What you learn from your friend work?</i>
7	S2	<i>I remeber word character <u>Sai</u> in Naruto series as word shy, car rubber pad in Indonesia it is often called <u>supot</u> as word <u>support</u> and word <u>fair</u> that I remember the picture <u>per</u> mattress.</i>

The interview data indicated that peer-assessment, teacher feedback, and self-assessment were various ways of measuring student learning abilities. This gives students the ability to participate actively in their work, gain knowledge from their teachers, and learn from others. If integrated, these components provide a comprehensive learning system that improves student work quality and improves up the process of student learning in a comprehensive way. Through active participation in self-reflection, individuals can reflected on their own weaknesses and aspects requiring improvement, highlighting the importance of self-awareness in self-directed learning.

Students select up new adjectives in the last line of table 4.8, and their effort is displayed in the table below.

Table 4.10 Student describes his favorite person as a Self Assessments & Peer-Assessment (Monday, 25 September 2023)

illustration	Student artifact of descriptive text	organization	Vocabulary focus
	My best brother in my life, his name is Hessen, I call him Mas. He lives at home with me, his hobby football. He is a student. He is body tall than me, tanned skin, black hair. His eyes very brown, nose pug and lips thin. He so <i>shy, supportive</i> , and very <i>fair</i> . He also takes care of me in every moment I love him so much. His advice to me, if I want to be an athlete, I have to work hard and not give up in the future because he believes that when I grow up I will make my family very proud, for that he is my favorite person ever.	<p>Identification</p> <p>Description</p> <p>Conclusion</p>	<p>Adjectives: Tall Shy Supportive Favorite</p> <p>Verbs: Takes care Advice Grow</p> <p>Nouns: Brother Student Home Hobby</p>

The students' fourth week assignment had been to create a paragraph describing their favorite person. Table 4.9 provides an example of the results of a student creating a paragraph about their older brother, serving as a benchmark for both peer and self-assessment in the paragraph illustration, the student states that his older brother is a role model for him. Students wrote essays about it and illustrated that having an older brother is not always a something bad. Assessments made by peers and students themselves in *appendix 4*.

In the context of writing instruction, peer assessment tasks, like giving and receiving peer comments, have proved to be beneficial in helping students refine their ideas and improve their writing. This demonstrates how engaging in reflective practice and becoming aware of their own writing vocabulary can be facilitated for students when writing skills are taught through peer and self-assessment. By encouraging continuous self-assessment and peer-assessment, these practices enable students to explore the various phases of the writing process more thoroughly. Through this assessment process, students have been able to develop stronger composition skills while gaining a deeper understanding of their individual strengths and weaknesses. Moreover, this active participation fosters a sense of responsibility and ownership of their education in students, ultimately leading them to become more competent and self-aware writers. An illustration of a peer evaluation comment was provided in Table 4.9.

*Your task description of your brother is good, clear and detailed. I found a few words that are either incorrect or incomplete, but they can still be understood. keep practicing bro! From your writing, I've learned new vocabulary such as **shy**, **support**, **fair** and others. Keep up the good work, friend! Don't skip classes too often, hahaha...(student learning artifact #2, 25 September 2023)*

Based on classmates' comments, errors were identified, and constructive feedback was provided. Students offered support and input on their peers' paragraph writing, contributing to the improvement of their friends' descriptions. Students can learn to develop students' writing skills to become better. Peer assessment is effective in building cooperation between students to communicate

with each other, that is make students and their classmates will become closer to each other. Both data tables 4.8 and 4.9 students learn new vocabulary from their friends' work. In this learning process, they use the associative between text and image. For example, students describe adjective word in English using a picture of a character from the Naruto anime, where students visualize *Sai* as adjective *shy*. Furthermore, there is also a word associative between Indonesian and English. For example, in Indonesian, car rubber pad called *supot* is similar to *support* in English, but word *per* in Indonesian is the equivalent of the word *fair*. The similarity between the two words occurs because of their pronunciation in both languages Indonesian and English. This approach helps students understand and comprehend the meaning of the words more easily through visual associative learning and shared linguistic structures between Indonesian and English. With this task, students be able comprehend and use the words more easily because of the simple and clear images that test their retention of information.

At the end of class, after completing assessment based on self-reflection and peer evaluation, students present their work to the researcher in order to determine whether further corrections are needed. Researcher as teacher give feedback function is to give students the trust they need to complete their assignments. In addition to this, the researcher reads the students' writings then give feedback is very important for students, because it gives them the opportunity to improve students and review. The written instruction in the classroom helps students improve their work output on a regular basis. Under this

task, students can create original work and then refine it based on input from researcher and students.

The researcher took over and edited students' final drafts of their writing before submitting them for publication. This meticulous review ensured that the writing was of the highest standard before it was seen by a wider audience. By editing and revising the content, the researcher increased the text's overall coherence, corrected any grammatical errors, and clarified ideas. This attention to detail not only maintained professional standards but also improved the quality of student work and the school's reputation. In Table 4.10 below, students expressed their thoughts and experiences throughout the writing class.

Table 4.11 Focus group interview (Friday, 29 September 2023)

Turn	Actor	Contribution
1	T	<i>From the beginning of the writing class, which stage of pre-writing, developing writing, revision, and self-assessment stage was the most difficult for you?</i>
2	S1	<i>For me umm.... when developing writing, because I'm not familiar to writing</i>
3	S2	<i>All stages really helped me develop my English vocabulary</i>
4	T	<i>How your vocabulary developed during writing class?</i>
5	S3	<i>Miss really increased, for example I remember the word pel in English refers to the word feel</i>
6	S2	<i>The vocabulary is interesting and easy to remember</i>

The interview data indicated that students' writing skills can develop with continued practice, and they can also increase their vocabulary retention through activities that utilize visual-based mnemonics. Students retained imaginative memories of an object called *pel*, which was associated with the English word *feel*. Based on the research findings, the use of visual mnemonics has proven

effective in improving students' ability to memorize and learn vocabulary, as it encourages them to develop strong descriptive skills.

Table 4.12 Student describes her best friend as a publishing task

illustration	Student artifact of descriptive text	organization	Vocabulary focus
	My best friend's name is Resya Silvi, and I call her bestie. She lives in Lider, and her hobbies play volleyball. I am very close to her. She had fat, a larger body than me, and fair skin. Her nose was pug and her lips were thin. She so kind to me, she like giving me silver-queen chocolate and calm. She and I like to spend a lot of time together. I play at her house, and she often comes to my house too. I <i>feel</i> lonely without her because she is my only friend; she and I have the same dream—we want to become a doctor. So fun with her, I hope we can stay together until high school at the same school.	<p>Identification</p> <p>Description</p> <p>Conclusion</p>	<p>Adjectives</p> <p>Fair</p> <p>Kind</p> <p>Lonely</p> <p>Verbs</p> <p>Feel</p> <p>Become</p> <p>Stay</p> <p>Noun</p> <p>Friend</p> <p>Bestie</p> <p>Doctor</p> <p>school</p>

In Table 4.12, a student described their closest friend and expressed their emotions of affection through their words. The student conveyed sincere gratitude, not only for the thoughtful gift their friend gave them, but also for their unwavering support. Despite struggles with language and structure, the student wrote the following paragraphs with great trust and happiness. This demonstrates the strong desire to write that students possess, even amidst difficulties. Active participation in the writing process becomes crucial in this setting. By providing

vocabulary support and direction, the researcher can help students develop confidence in their work and empower them to become competent writers. Through these experiences, students learn valuable skills that enhance their abilities in all aspects of their lives.

B. Discussion

This case study investigated vocabulary learning using visual mnemonics in a writing class of seventh-grade students. This investigation was conducted to address the issue of seventh-grade students struggling to remember English vocabulary and build their motivation to learn English. To solve this, visual-based mnemonic media were used as vocabulary teaching material that was easier for students, and this investigation showed whether the use of visual mnemonic media addressed vocabulary learning problems in seventh-grade students. Researchers drew the findings that covered three key areas where visual-based mnemonic techniques can help students: 1) maintaining memory retention of vocabulary learning; 2) facilitating collaborative writing brainstorming; and 3) supporting descriptive paragraph drafting and development.

The first finding in learning vocabulary using visual mnemonics is the potent impact of visual aids on the learning process. According to Khordjazi (2014) investigated the influence of vocabulary recalling exercises using visual-based mnemonics, the repetitive reminders of information helped students retain the memory effectively throughout the research. This statement is supported by Mayer's (2014) statement emphasizes that the brain remembers visual information

more easily than verbal information. The abilities that students have developed enable them to engage in effective learning and help them remember information, enhance their creativity, motivation, and learning outcomes. This means that by associating information with images or visualizations, students can strengthen their memories and recall the information more effectively. Supporting effective learning techniques, a study conducted by Farrokh, Vaezi, and Ghadimi (2021) demonstrates that students can enhance their long-term memory retention through the use of visual mnemonics. This approach proves successful because the visual objects employed are familiar to students, making it effortless for them to notice and remember key information. Moreover, when students engage their imaginary visualizations associated with the material, it improves the cognitive connection between the information and the visual. Consequently, using visual-based mnemonics is effective in teaching vocabulary because associating words with visual representations, students can improve their memory of vocabulary, making the learning process interesting with the connection between words and meaning providing knowledge and experience of self-development. Learning vocabulary can be made easier and more memorable by using visual-based mnemonics.

The second finding, the development of students' writing skills was guided through group discussions known as collaboration, focused on preparing descriptive texts about famous figures, namely President Jokowi. The research findings emphasize the importance of collaboration and communication among students. According to Ferdiansyah (2018), collaborative writing involves student participation and cooperation to create certain written compositions to maintain

social relations between students. In this process, students collaborate, brainstorm ideas, and support each other to achieve common goals. This creates an effective learning environment and supports the development of writing and social skills. Report by Chen and Yu (2019) more people worked more productively than one, encouraged productive interaction patterns, and maximized learning opportunities during the collaborative writing process, collaborative writing was more effective to improve the quality of writing, increase creativity and build relationships. Student collaboration activities in writing contain a visual-based mnemonic technique which has a significant impact because it increases ideas that refer to the order of students' vocabulary in sentences.

In developing paragraph writing, collaboration students group were actively involved in drafting descriptions directly and compose vocabulary, this activity which directly contributes in development of their writing skills. Students also utilize mnemonic strategies in vocabulary learning. For example, when student encounter adjective vocabulary "*favorite*," students associate the word with an object called "*kaporite*" in Indonesian. This approach allows students to make strong associations between English words and their meanings in Indonesian, improving their understanding and retention of vocabulary. At this stage, the use of visual-based mnemonic technique showed its effectiveness in supporting the development of students' collaboration description writing skills. This technique not only helps students improve their memorization but also provides for constructing coherent and meaningful sentences. Thus, this technique not only has an impact on vocabulary development but also has a positive impact

on students' overall descriptive writing abilities. A review by Pham (2021) shows that collaborative writing activities can help improve students' writing fluency, as seen from the number of words in collaboratively written drafts. In addition, through discussion, joint writing, and exchanging ideas in groups, students can express clearly and creatively in their descriptions. The result is the significant development of student writing to convey a structured and interesting descriptive text of the topic discussed, showing the development of their creative description abilities through collaborative activities.

The third finding emphasizes the methodical approach used in the descriptive writing class process. Every step of writing activities were thoughtfully organized, starting with pre-writing and progressing through writing development to the stages of final publication. The writing stages included self-assessment, peer assessment, and revised writing. Throughout this process, students faced challenges, particularly in struggling to connect words and identify pronouns. To aid their vocabulary retention, visual mnemonics were employed. In the development stage, the researcher as teacher played a vital role in guiding students through paragraph development, helping them organize their ideas effectively.

Students' writing skills appear to improve when a comprehensive approach to teaching writing is implemented, as shown by the various activities and stages provided. Writing and creating descriptive text becomes easier through the application of visual-based memory techniques. Reduzan (2020) conveyed the effectiveness of utilizing visual mnemonics to organize thoughts systematically

and ensure a logical and informative flow of ideas to help students' writing develop. Throughout the drafting and revision phases, visual-based mnemonic support makes it easier for students to remember certain vocabulary details. This improves the writer's ability to create detailed explanations and capture the essence of the topic. Along with their enhanced language abilities, the students showed a strong interest in the subject matter and an ability to express themselves creatively. As stated by Kumar (2021) the function of developing creative writing involves utilizing emotions and thoughts to enhance writing skills and explore semantic self-expression. Writing skills are further developed and an attitude of confidence and pride in an individual's work is developed through using visual mnemonics, collaborative assessment, and researcher guidance. A multifaceted approach to teaching writing has proven to be an effective way to develop students' writing skills and encourage creativity in expressing themselves through words. In conclusion, this study highlights the importance of interactive teaching methods, including visual aids and collaborative activities, in developing students' descriptive writing skills. The incorporation of self-assessment, peer assessment, and teacher feedback creates a supportive environment, encouraging students to actively participate in the learning process and enhance their writing abilities. The students' persistence, enthusiasm, and collaborative efforts underscore the significance of interactive teaching approaches in improving language skills and nurturing a love for writing.

This study, despite providing important and fascinating insights into English language teaching and learning techniques, has two limitations. Firstly,

there are has limited time to investigate additional vocabulary that can be memorized using mnemonic techniques. Because the time permitted by the school was only a month, the researchers could not confirm how long students could remember the vocabulary they had learned, this not evaluate memory retention in depth and maximal. Secondly, researcher not prepare scoring rubric were made in evaluating students' writing results. It is recommended that future studies examine student work in greater detail to ensure coherence and organization.



CHAPTER V

CONCLUSION AND SUGGESTION

For final stage of the research, a conclusion and a suggestion have been laid down. A proposition and a condensed summary of the entire research chapter have been included at the end in an effort to provide guidance for aspiring researcher. The crucial elements of the conclusion and suggestion are described in detail in the following sections.

A. CONCLUSION

This study investigated the effectiveness of visual-based mnemonic techniques in helping seventh-grade students learn vocabularies for writing descriptive paragraphs. The researcher employed a technique to teach vocabulary that was associated with images. Colored pictures of familiar objects or people were provided to facilitate student understanding and engage their memories. The students were guided to identify vocabulary based on visual-based mnemonics. The vocabulary was presented in sentence or paragraph form, allowing the students to make association between the images and the words. This approach aimed to make vocabulary learning more embedded in the students' memory retention. The findings indicate that visual-based mnemonic techniques can significantly enhance students' ability to memorize, understand, and use new vocabulary words in their writing. Specifically, students who used visual-based mnemonic techniques demonstrated improved memory retention of vocabulary, increased participation in collaborative writing activities, and enhanced

descriptive paragraph drafting and development. These results highlight the effectiveness of visual-based mnemonic methods as a valuable instructional tool for enhancing vocabulary acquisition and writing proficiency in seventh-grade students. Educators are encouraged to incorporate visual-based mnemonic techniques into their writing instruction to foster students' vocabulary development and enhance their descriptive writing skills.

This study put into practice both theoretical and practical teaching methods for vocabulary development using visual mnemonics in writing classes. Students' capacity to retain English vocabulary, comprehend the meaning, function, and proper word arrangement, as well as their writing skills, can all be improved through the use of visual-based mnemonics. As a means of achieving professional competency in the learning process, teachers might use visual-based mnemonic tactics in the classroom to help students remember information. In addition, by transforming the learning process activities into more action through the use of strategies like visual-based mnemonics, this research can be an educational innovation. As a result, the lesson becomes more engaging and student instructors can enjoy learning that is not boring. Due to the availability of media to practice students' vocabulary memory, it is hoped that the use of interesting learning strategies will make it less difficult for students to learn English.

B. SUGGESTION

The researcher will offer the following advice for applying the visual-based mnemonic below as a vocabulary learning technique at the conclusion of this study.

a) For English teacher

One technique for achieving language instruction could be the use of learning vocabulary techniques. The researcher contend that adopting visual-based mnemonic techniques can be an alternate tool for teaching pupils speaking fluency in order to provide fresh learning and teaching tactics.

b) For future researcher

The researcher believe that the results will be useful to other researchers who are considering introducing vocabulary learning into writing classes to enhance students' writing abilities. The findings of this study also provide a basis for comparison with related research projects that are currently in the planning phases.

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*Appendix 1***DECLARATION OF OUTHORSHIP**

The undersigned below:

Name : Ayu Viandari
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Faculty : Education and English Training
Program : English Education

State that thesis entitled “Vocabulary Learning in the Seventh Grade Students’ Writing Classroom: An Investigation into The Use of Visual-Based Mnemonic Techniques “is truly my own work. It does not include any writings or publications that have already been authored or published by another individual, except for those cited in the quotation and bibliography. I am the only person who will be responsible, if anyone objected.

Jember, 30 November 2023

The Author



Ayu Viandari
NIM T20196145

Appendix 21

Matrix of Research

Title	Variable	Indicator	Data sources	Research method	Problem formulation
<p>Learning Vocabulary in Seventh Grade Students Writing Classroom: An Investigation into The Use of Visual-Based Mnemonic Techniques</p>	<ul style="list-style-type: none"> • Visual-Based Mnemonic techniques • Vocabulary in descriptive paragraph 	<ol style="list-style-type: none"> 1. Provide Visual Object 2. Vocabulary grouping according to the keyword 3. identify keywords 4. Organizing keyword groups to be used as a paragraph description 1. Verb 2. Noun 3. Adjective 	<ol style="list-style-type: none"> 1. Interview 2. documentation 3. Observation 	<ol style="list-style-type: none"> 1. Research Approach : Qualitative Approach 2. Research participant : 25 student from seventh grade 3. Research Type : Case Study 4. Data collection methods : <ol style="list-style-type: none"> 1) Interview data 2) Observation 3) Documentation data 5. Analysis of data : Interactive Model <ol style="list-style-type: none"> 1) Data collection 2) Data reduction 3) Data display 4) Conclusion 	<p>How visual-based mnemonic techniques used to help seventh grade students learn vocabulary for writing descriptive paragraphs?</p>

*Appendix 2***MODUL AJAR KURIKULUM MERDEKA****SMP KELAS VII****A. INFORMASI UMUM MODUL**

Jenjang Sekolah	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas	: 7
Materi Pokok	: Deskriptif Text
Sub Materi	: Describing Person
Alokasi Waktu	: 2X40

B. KOPETENSI SISWA

1. Siswa memahami fungsi sosial dari teks deskriptif
2. Siswa memahami fitur bahasa yang digunakan dalam teks deskriptif
3. Siswa memahami kosa kata teks deskriptif yakni adjective, verb and noun
4. Siswa dapat menyusun teks deskriptif dalam sebuah paragraf

C. PROFIL PELAJAR PANCASILA

Karakter profil pelajar pancasila yang dikembangkan dalam modul ini:

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia selama proses pembelajaran,
2. Gotong royong melalui kegiatan membuat teks deskriptif dengan teknik visual-based mnemonic dalam kelas menulis.
3. Bernalar kritis dalam menuangkan ide menyusun paragraf,
4. Mandiri melalui kegiatan kelas menulis.

D. SARANA DAN PRASARANA

1. Buku Pegangan Guru Bahasa Inggris Kelas 7
2. Media pembelajaran (visual media)

E. MODEL PEMBELAJARAN

Pembelajaran tatap muka: tanya jawab, diskusi, kolaborasi, dan unjuk kerja.

F. TUJUAN PEMBELAJARAN

1. Melalui kegiatan pengamatan gambar, peserta didik dapat mengidentifikasi orang.

2. Melalui kegiatan diskusi, kolaborasi dan tanya jawab, peserta didik mengidentifikasi susunan paragraf serta dapat mengclassifikasikan kosa kata seperti: kata benda, kata kerja dan kata sifat.
3. Peserta didik dapat menulis teks deskriptif tentang diri sendiri, orang terdekat, dan tokoh penting dalam bahasa Inggris.

G. KEGIATAN PEMBELAJARAN

Kegiatan minggu ke 1	Aktifitas	Waktu
Kegiatan Awal	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru mengucapkan salam pembuka • Guru memeriksa kehadiran <p>Apersepsi dan motivasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan • Guru berinteraksi dengan memperkenalkan materi yang akan dibahas 	5 menit
Kegiatan Inti	<p>Pengamatan</p> <ul style="list-style-type: none"> • Guru menjelaskan materi “teks deskriptif” dengan tema mendeskripsikan guru. • Siswa mengamati penjelasan guru <p>Mencoba</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi kosakata baru, struktur teks dalam teks deskriptif bertema mendeskripsikan orang. • Guru memberikan kesempatan kepada siswa untuk bertanya dan menjawab pertanyaan siswa. • Guru menyediakan visualisasi media gambar. • Guru memperkenalkan mnemonik media visual <p>Merefleksikan</p> <ul style="list-style-type: none"> • Guru meminta siswa mengasosiasikan media visual mnemonik yang diberikan ke dalam suatu kosa kata • Guru menumbuhkan semangat siswa dengan memberikan gambar kepada siswa untuk menebak kosa kata 	30 menit
Kegiatan Akhir	<p>Penutupan</p> <ul style="list-style-type: none"> • Guru akan mengajukan pertanyaan dan memberikan umpan balik terhadap proses dan hasil pembelajaran. 	5 menit

	<ul style="list-style-type: none"> • Guru akan meninjau kembali kegiatan pembelajaran yang telah dilaksanakan. • Kegiatan ditutup dengan doa dan salam 	
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Kegiatan minggu ke 2	Aktifitas	Waktu
Kegiatan awal	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru mengucapkan salam pembuka • Guru memeriksa kehadiran <p>Apersepsi dan motivasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan • Guru berinteraksi dengan menjelaskan aktifitas dalam kelas menulis melalui diskusi dan kolaborasi 	5 menit
Kegiatan inti	<p>Pengamatan</p> <ul style="list-style-type: none"> • Guru menjelaskan struktur kepenulisan materi “teks deskriptif” dengan tema mendeskripsikan kakak perempuan dan tokoh publik. • Siswa mengamati penjelasan guru. <p>Mencoba</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk mengidentifikasi kosakata baru, struktur teks dalam teks deskriptif bertema mendeskripsikan . • Guru memberikan visualisasi gambar sesuai topik. • Guru membagikan topik untuk diuraikan. <p>Merefleksikan</p> <ul style="list-style-type: none"> • Siswa akan bekerja sama dengan membentuk grup diskusi/kolaborasi 3 orang anggota kemudian membedah gambar-gambar yang akan dibagi menjadi kosa kata rinci tentang topik mendeskripsikan seseorang. • Guru memberikan instruksi kepada siswa membuat paragraf utuh sesuai topik yang telah didiskusikan. • Siswa mempresentasikan tugas didepan kelas. 	30 menit
Kegiatan Akhir	<p>Penutupan</p> <ul style="list-style-type: none"> • Guru mendampingi siswa dalam kegiatan kolaborasi • Guru akan mengajukan pertanyaan dan memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru akan meninjau kembali kegiatan pembelajaran yang telah dilaksanakan. • Kegiatan ditutup dengan doa dan salam 	5 menit

Kegiatan minggu ke 3	Aktifitas	Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru mengucapkan salam pembuka • Guru memeriksa kehadiran <p>Apersepsi dan motivasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan • Guru berinteraksi dengan memperkenalkan aktifitas dalam kelas menulis 	5 menit
Kegiatan inti	<p>Pengamatan</p> <ul style="list-style-type: none"> • Guru menjelaskan struktur kepenulisan materi “teks deskriptif” dengan tema mendeskripsikan diri sendiri dan teman kelas. • Siswa mengamati penjelasan guru <p>Mencoba</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk mengidentifikasi kosakata baru, struktur teks dalam teks deskriptif bertema mendeskripsikan diri sendiri dan teman kelasnya. • Guru memberikan kesempatan kepada siswa untuk bertanya dan menjawab pertanyaan siswa. <p>Merefleksikan</p> <ul style="list-style-type: none"> • Siswa membuat outline ide sesuai topik. • Siswa menguraikan ide menjadi paragraf utuh. • Guru mendampingi siswa dalam persiapan kegiatan pra-menulis dan development paragraf teks deskriptif • Guru mengoreksi pekerjaan siswa. 	30 menit
Kegiatan Akhir	<p>Penutupan</p> <ul style="list-style-type: none"> • Guru akan mengajukan pertanyaan dan memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru akan meninjau kembali kegiatan pembelajaran yang telah dilaksanakan. • Kegiatan ditutup dengan doa dan salam 	5 menit

Kegiatan minggu ke 4	Aktifitas	Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru mengucapkan salam pembuka • Guru memeriksa kehadiran <p>Apersepsi dan motivasi</p> <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran dan kegiatan yang akan dilaksanakan • Guru berinteraksi dengan memperkenalkan kegiatan kelas menulis 	5 menit
Kegiatan inti	<p>Pengamatan</p> <ul style="list-style-type: none"> • Guru menjelaskan struktur kepenulisan materi “teks deskriptif” dengan tema mendeskripsikan orang yang paling disukai. • Siswa mengamati penjelasan guru. <p>Mencoba</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk menguraikan paragraf dengan ide topik yang mereka buat. <p>Merefleksikan</p> <ul style="list-style-type: none"> • Siswa membuat paragraf tentang topik mendeskripsikan orang yang paling disukai untuk bahan menilai kempuannya. • Siswa menilai kemampuannya dalam rangkaian kelas menulis • Pekerjaan siswa akan dinilai oleh teman sejawat 	30 menit
Kegiatan Akhir	<p>Penutupan</p> <ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru akan meninjau kembali kegiatan pembelajaran yang telah dilaksanakan. • Kegiatan ditutup dengan doa dan salam 	5 menit

H. PENILAIAN

1. Penilaian Sikap

NO	Nama siswa	Aspek yang dinilai												Jumlah skor	Nilai sikap
		Kerjasama				Keaktifan dalam kelompok				Menghargai perbedaan pendapat					
		SB	B	C	PP	SB	B	C	PP	SB	B	C	PP		
1															
2															
3															
4															

2. Penilaian Keterampilan Menulis

No	Nama siswa	Aspek yang dinilai								Jumlah skor	Nilai keterampilan
		Content				Grammar					
		SB	B	C	PP	SB	B	C	PP		
1											
2											
3											
4											

Kriteria penilaian :

Sangat Baik (SB) = 4

Baik (B) = 3

Cukup (C) = 2

Perlu Pendampingan (PP) = 1

Mengetahui

Sempu, 11 september 2023

Guru Bahasa Inggris

Mahasiswa

Dewi Novitasari, S.S.

Ayu Viandari
T20196145

Appendix 3

Learning Material: Descriptive Text

Descriptive text learning allows students to develop their English skills in describing objects, people, or places in a clear and detailed way. In this material, students will understand the descriptive structure of text, the linguistic characteristics used, and how to create interesting and concise descriptive text.

1. Learning objectives:

After following this lesson, students are expected to be able to:

1. Identify descriptive characteristics of text.
2. Understand sentence structure and use of words in descriptive text.
3. Write clear and concise descriptive text.
4. Read and analyze descriptive texts with good understanding.

2. Characteristics of Descriptive Text:

- a) Use of Adjectives: Descriptive texts use adjectives to describe the characteristics of objects, people, or places.
- b) Use of Nouns: Nouns are used to provide information about what is being described.
- c) Verb Usage: Verbs are used to provide additional information or context to the description.

3. Descriptive Text Structure:

- 1) Introduction: Introducing the object to be described.
- 2) Development: Provide details about the object, using adjectives, nouns, and adverbs.
- 3) Conclusion: Conclude the description with a short sentence that strengthens the overall impression.

4. Example of Descriptive Text:

Example 1: Descriptive Text about yourself

My name is Ayu Viandari, my friends usually call me Vian. I live in a housing complex in Resomulyo village. I go to junior high school PGRI 3 Sempu,

seventh grade. My body is short, thin and has brown skin. I have straight black hair and wide black eyes. My face shape is oval and I think I am very beautiful. My personality is cheerful, humorous and chatty. I dream of becoming a famous teacher and the students like me. Therefore, I will study well from now on and become an outstanding child so that my parents will be proud of me.

Example 2: Descriptive Text about Friends

My friend, Ali, is an extraordinary person. He has a warm smile and enthusiastic eyes. Ali is very intelligent and studious, always ready to help his friends in trouble. He also has a hobby of reading, and his knowledge of the world is impressive. Ali was a true friend, always loyal and reliable, making every moment with him enjoyable and meaningful.

5. Learning Activities:

Group Discussion: Students discuss in groups about the descriptive characteristics and structure of the text. Each group identifies examples of descriptive text.

Reading and Analysis: Students read a descriptive text given and analyze its structure and use of words.

Writing Descriptive Text: Students choose a person to describe. They write descriptive texts based on the structures they have learned.

Presentation: Students present their descriptive text in front of the class.

6. Evaluation:

Assessment of this material can be carried out according to the teacher's needs, namely by observing attitudes, tests, knowledge and performance achievements or work/project results using an assessment rubric.

7. Closing:

Descriptive text learning gives students the opportunity to hone their writing and reading skills. By understanding the characteristics and descriptive structure of text, students can write more detailed writing and describe objects, people or places clearly. Hopefully this learning material can help students develop their English skills better.

The following is an example of the results of vocabulary identification illustration in a descriptive paragraph

identifications
 this is my cousin. her name is usuwatun kharsinah, i call her uswa in daily. she is an sosial studies teacher

description
 my cousins body is thin and tall. has big black eyes, thick lips, pointed nose, brown eyebrows. she is a beautiful smile, friendly, patient, and hardworking. she wears a hijab and her favorite hijab is dark blue and pink. her hobbies are cycling and going around the beach while drinking coconut water. reading novels is also his favorite activity. i really love her so much.

conclusion
 her hard working, makes me really admire her, never giving up is her life motto. when i grow up i want to follow her footsteps.

carilah vocabulary sesuai adjective, verb and noun !!

adjective	verb	noun
friendly	body	want
dark	cousin	love
favorite	hijab	follow
real	beach	going
brown	novels	wears

Appendix 4

SELF AND PEER ASSESMENT

STUDENT NAME : *Aqit*

Penilaian Diri

No	deskripsi	score				
		1	2	3	4	5
1	Seluruh tahapan proses menulis telah saya ikuti					✓
2	Ide penulisan saya cukup menarik					✓
3	Saya menulis kalimat topik dengan jelas			✓		
4	Saya telah menggunakan kata-kata yang tepat dalam setiap kalimat yang saya tulis.					✓
5	Saya memeriksa ulang setiap elemen tata bahasa dalam penulisan saya.					✓
6	Paragraf deskripsi saya memiliki gagasan yang jelas dan tersusun baik				✓	
7	Ilustrasi yang diberikan guru familier bagi saya, tidak membuat saya bingung untuk menyusun paragraf					✓
8	Tulisan saya asli, tidak mencontoh kalimat dari siapapun.					✓
Total						34

Keterangan:

36-40	Saya senang dengan tulisan saya. Saya yakin ini cukup jelas dan pembaca juga akan memahami bagian ini dengan mudah
31-35	Saya senang tulisan. Tapi, saya masih khawatir apakah pembaca akan memahaminya dengan mudah. Saya perlu memperbaiki kembali.
16-30	Saya cukup puas dengan tulisan saya. Saya merasa masih kesulitan dalam mengembangkan kepenulisan saya.
<15	Saya sama sekali tidak percaya diri dengan tulisan saya. saya merasa tidak berkembang dan saya masih merasa cukup kesulitan saat menulis dalam bahasa inggris.

Penilaian Classmate

No	Deskripsi	Score				
		1	2	3	4	5
1	Tulisan teman saya bagus dan sesuai topik					✓
2	Saya melihat bahwa teman saya menyusun struktur paragraf dengan tepat dalam tulisannya			✓		
3	Teman saya telah menggunakan kata-kata yang tepat dalam tulisannya. tidak ditemukan kesalahan kepenulisan.			✓		
4	Topik deskripsi teman saya mudah dipahami					✓

Tolong berikan komentar pada tulisan temanmu min 50 kata.

Paragraf deskripsi mu tentang kakak kandungmu sudah bagus, jelas dan detail. Aku menemukan beberapa kata yang kurang lengkap dan typo tapi masih bisa dipahami. Terus lah an ya bro! Dari julukanmu aku blajar kata shy, support, fair dll. Mafu terus gaes! ojo mbolos kelas ae ukurukuk

Appendix 5

Media of Visual-Based Mnemonic Technique

No	Picture	Word	Focus vocabulary	Arti
1	 Fatimah	Fat	Adjectives	Gemuk
2	 Cimol	Small	Adjectives	Kecil
3	 Klason/ tin-tin-tin	Thin	Adjectives	Kurus
4	 Kaporit	favorite	adjective	kesukaan
6	 Kain	kind	adjective	baik
6	 Per	fair	adjective	adil
7	 Sai	Shy	Adjective	Malu
8	 Tol	tall	Adjective	Tinggi
9	 Intel /mata-mata	Intelegant	Adjective	Cerdas
10	 Shin tae-yong	Young	Adjective	Muda

11	 Supot/bantalan karet mobil	Supportive	Adjective	Mendukung
12	 Pel	Feel	Adjective	Merasakan
13	 Walkie-talkie	Walk	Verb	Berjalan
14	 Jam	Jump	Verb	melompat
15	 So Klin	Clean	Verb	membersih
16	 Tes	Tease	Verb	Rasa
17	 Kolam	Call	Verb	Memanggil
18	 IT film	Eat	Verb	makan
19	 Sepatu slip	Sleep	Verb	Tidur
20	 Paman	Man	Noun	Laki-laki dewasa
21	 Pir	Fear	Noun	Khawatir
22	 Bik'a ambon	Bike	Noun	bersepeda
23	 ibuk	Book	Noun	Buku

Appendix 6

The Result of Interview

Time and place of interview:

1. Day/date : 8th september 2023
2. Place : teacher office
3. Time : 08.00-selesai

Respondent:

1. English teacher

Note:

R: researcher

T: teacher

The Script of Interview with English Teacher

R : bagaimana siswa kelas tujuh selama pelajaran bahasa inggris mrs?

T : siswa kelas tujuh itu hampir keseluruhan isi anak-anaknya masih awam dengan bahasa inggris mbak.

R : mengapa bisa begitu mrs? Apa permasalahan mereka?

T : sebabnya karna siswa belum mengenal bahasa inggris sejak sd, baru berjumpa pelajaran bahasa inggris di tingkat smp ini. Hal ini terjadi juga karna faktor tempat tinggal dan tempat belajar mereka sebelumnya mbak. Lokasi tempat tinggal siswa sebagian besar ada diplosok seperti di jayengan, sidomulyo yang ada dipucuk-pucuk sana mbak.

R : maka jika begitu kosa kata siswa sangat lemah kan mrs.

T : iya sangat mbak, mangkanya sampeyan fokuskan pada kosa kata saja, saya pun fokus mengenalkan vocabulary dalam bahasa inggris

R : apakah siswa bisa menulis dalam bahasa inggris mrs?

T : kalau menulis gak terlalu kayaknya mbak, masih sulit mereka. Biasanya saya cuman mengenalkan kosa kata setelah itu siswa menghafalkannya. Tapi ya gitu kadang masih salah-salah kebolak-balik.

R : lantas apa yang panjengenan lakukan untuk mengatasi kesulitan penulisan siswa mrs?

T : saya membiasakan siswa untuk mencatatat vocabulary disetiap pertemuan mbak. Misalnya materi introduction ya, jadi saya tuliskan vocabulary-vocabularynya setelah itu dicatat, kemudian siswa akan saya minta untuk menuliskan perkenenalannya.

R : baik mrs, terimakasih banyak atas waktunya nggeh. Sebelumnya saya ingin meminta izin panjengan untuk menjadi pembimbing saya selama penelitian disekolah ini nggeh. Sejujurnya saya masih sangat kaku untuk mengajar, mohon bimbingan dan nasehatnya ngge mrs.

T : oh, iya mbak boleh. Insyallah saya bantu dalam kegiatannya.

R : terimakasih banyak mrs, saya pamit nggeh

T : nggeh, sama-sama mbak, monggo. Silahkan sampeyan susun dulu aktifitasnya, bila ada kesulitan atau membutuhkan saya, temui saja saya dikantor.

R : nggeh bu, terimakasih.



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J E M B E R

The Result of Interview

Time and place of interview:

1. Day/date : 08th September 2023
2. Place : class
3. Time : 09.00-selesai

Respondent:

1. S 1
2. S 2
3. S 3

Note:

R: researcher

S1: Student 1

S2: Student 2

S3: Student 3

The Script of Interview with group student interview

R: berikan satu kata yang mewakili tentang bahasa inggris seperti untuk kalian?

S1: sulit

S2: gak ngerti

S3: gak bisa bahasa inggris

R: mengapa respon kalian seperti itu?

S1: karna memang sesulit itu miss, saya gak bisa bahasa inggris

S2: sulit di kosa katanya, gak apal dan gak ngerti sama sekali

R: seberapa banyak kosa kata bahasa inggris yang kalian tau?

S3: gak tau miss

R: coba ini bahasa inggrisnya apa (menunjuk nama benda didalam kelas)

Baik sepertinya kalian memang harus tau kosa kata dulu agar lebih mudah memahami pelajaran bahasa inggris.

S1: baik miss.

R: sebelum itu, apakah kalian pernah belajar bahasa inggris ditingkat elementary (sd)?

S3: saya tidak sama sekali miss

S2: saya hanya kelas 6 miss, itu pun sebentar

S1: sama saya juga

R: jadi waktu elementary kalian belum pernah mempelajari kosa kata sama sekali ya?

S1,S2,S3: nggeh miss.

S3: tapi saya masih belajar lewat game miss, kan ada bahasa inggrisnya.

R: oiya bagus dong, menurut kalian, belajar yang menarik itu seperti apa?

S1: pakai tebak-tebak an miss, biar lebih fokus

S2: iya miss game tebak-tebak an, atau nonton, atau diluar kelas

R: oke, nanti miss manfaatkan lcd dan lab sekolah untuk belajar ya..

S1,S2,S3: yeahh!!

R: minggu depan miss mulai ngajar, mohon kerja samanya....

S3: siap miss

Appendix 7

The Observation Student Participant Checklist

Title : Vocabulary Learning in the Seventh Grade Students' Writing Classroom: An Investigation into the Use of Visual-Based Mnemonic Techniques

Researcher : Ayu Viandari

Object of Research : Seventh Grade Students

No	Statements	Yes	No	Note
1	Student pay attention to the researcher as teacher give explanation	✓		
2	Student understanding the researcher as teacher explanation	✓		
3	Student become active during lesson	✓		
4	Students are brave to ask and answer		✓	
5	Students understand use visual-based mnemonic in lesson	✓		
6	Student understanding of visual-based recalling activity	✓		
7	Students memorize new vocabulary	✓		
8	Students active in collaboration and discussion	✓		
9	Student are noisy during the lesson		✓	
10	Students can develop a paragraph descriptive	✓		
11	Students skip class when researcher teach material		✓	
12	Students do assessment	✓		
13	Students active in class	✓		

Appendix 8

JOURNAL RESEARCH

Name : Ayu Viandari
 Nim : T20196145
 Title : Learning Vocabulary in The Seventh Grade Students Writing Classroom: An Investigation into The Use of Visual-Based Mnemonic Techniques
 Location : SMP PGRI 3 SEMPU

No	Tanggal	Aktivitas	TTD
1.	7 September 2023	Penyerahan surat izin penelitian ke smp PGRI 3 sempu	
2.	8 September 2023	Interview dengan guru mata pelajaran bahasa Inggris	
3.	11 September 2023	Peneliti menerapkan media visual-based mnemonic dipertemuan pertama	
4.	18 September 2023	Peneliti menerapkan media visual-based mnemonic dalam bentuk penulisan dipertemuan kedua	
5.	25 September 2023	Peneliti menerapkan media visual-based mnemonic dalam bentuk penulisan dipertemuan ketiga	
6.	2 Oktober 2023	Peneliti menerapkan media visual-based mnemonic dalam bentuk penulisan dipertemuan keempat	
7.	9 Oktober 2023	Peneliti mengumpulkan data dan interview group diskusi siswa	
16	16 Oktober 2023	Peneliti meminta surat selesai penelitian dan berpamitan kepada kepala sekolah serta staf dewan guru.	



16 Oktober 2023
 Kepala Sekolah

Appendix 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3478/In.20/3.a/PP.009/09/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP PGRI 3

JL. Kalisetail Nomor 159, Sempu, Kec. Sempu, Kab. Banyuwangi Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196145
Nama : AYU VIANDARI
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ; LEARNING VOCABULARY IN WRITING CLASSROOM:

AN INVESTIGATION INTO THE USE OF VISUAL-BASED MNEMONIC TECHNIQUES FOR SEVENTH GRADE STUDENTS selama 31 (tiga puluh satu) hari di lingkungan lembaga wewenang Bapak/Ibu kepala sekolah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 27 September 2023


an, Dekan

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 10


**YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH
PERSATUAN GURU REPUBLIK INDONESIA (YPLP DASMEN PGRI)**
SMP PGRI 3 SEMPU
 TERAKREDITASI "B"
 Jl. Kalisetail No 159 Sempu – Banyuwangi ☐ (0333) 846511 e-MAIL : smppgri3_sempu@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 110/SMPPGRI/26/XI/2023

Yang bertanda tangan di bawah ini :

Nama : SUNAPIAH, S.Pd
 NPA PGRI : 13332000317
 Jabatan : Kepala Sekolah
 Unit Kerja : SMP PGRI 3 SEMPU
 Alamat Unit Kerja : Jl. Raya Kalisetail No. 159 Sempu-Banyuwangi



Menerangkan Bahwa :

Nama : AYU VIANDARI
 NIM : T20196145
 Jenis Kelamin : Perempuan
 Status : Mahasiswa UIN KHAS Jember
 Judul Penelitian : **LEARNING VOCABULARY IN THE SEVENTH GRADE STUDENTS WRITING CLASSROOM : AN INVESTIGATION INTO THE USE OF VISUAL-BASED MNEMONIC TECHNIQUES**

Yang bersangkutan benar – benar telah melakukan penelitian di SMP PGRI 3 SEMPU mulai tanggal 8 September 2023 sampai 16 Oktober 2023 dengan judul berikut :

“Learning Vocabulary in The Seventh Grade Students Writing Classroom : An Investigation into the Use of Visual-Based Mnemonic Techniques”

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

16 Oktober 2023
Kepala Sekolah


 SUNAPIAH, S.Pd
 NPA PGRI 13332000317

Appendix 12

DOCUMENTATION



Interview with english teacher



Interview with students'



Students' recalling vocabulary

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JEMBER



Students' collaboration

Appendix 13

RESEACHER BIOGRAPHY



PERSONAL INFORMATION:

- Full Name : Ayu Viandari
- SRN : T20196145
- Gender : Female
- Place,Date of Birth : Banyuwangi, 14 September 2000
- Address : Dusun Resomulyo, Perumahan Permata Puri 3,
Genteng Wetan, Banyuwangi.
- Religion : Islam
- Faculty/Program : FTIK/English Education
- Email : ayuviandari14@gmail.com

EDUCATIONAL BACKGROUND:

- 2006-2007 TK KHADIJAH 77
- 2007-2009 SDN 5 GENTENG WETAN
- 2009-2013 SDN 1 KEMBIRITAN
- 2013-2016 MTS KEBUNREJO
- 2016-2019 MAN 2 BANYUWANGI