THE IMPLEMENTATION OF ACTIVE RECALL METHOD
IN TEACHING VOCABULARY MASTERY
FOR EIGHT-GRADE STUDENTS'

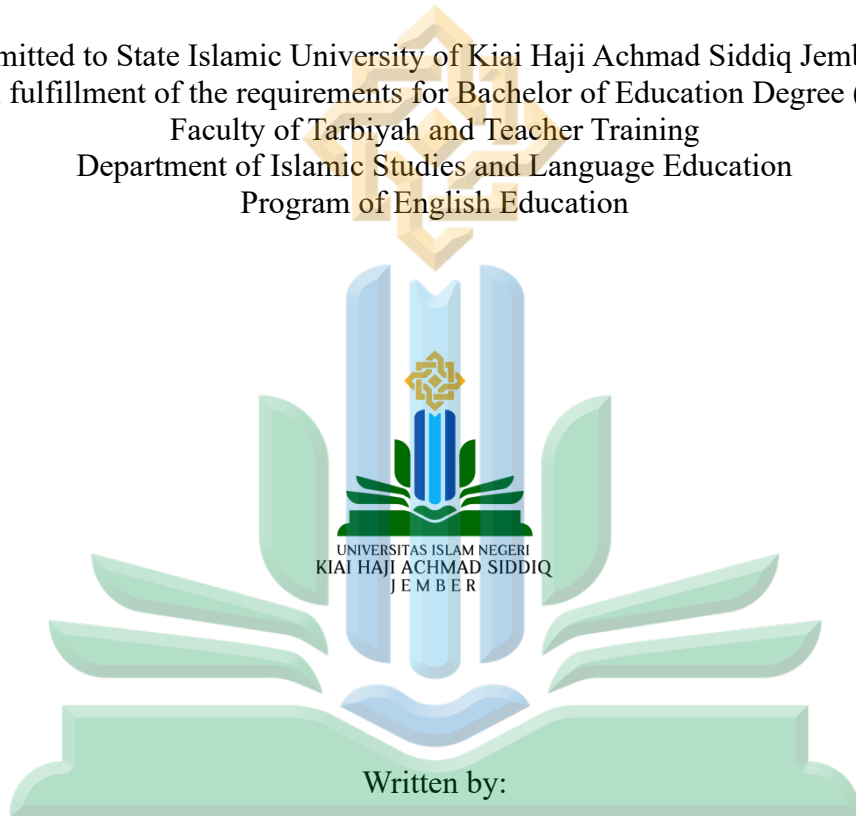## THESIS

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JULY 2025

THE IMPLEMENTATION OF ACTIVE RECALL METHOD
IN TEACHING VOCABULARY MASTERY
FOR EIGHT-GRADE STUDENTS'

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in
partial fulfillment of the requirements for Bachelor of Education Degree (S. Pd.)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

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KIAI HAJI ACHMAD SIDDIQ JEMBER
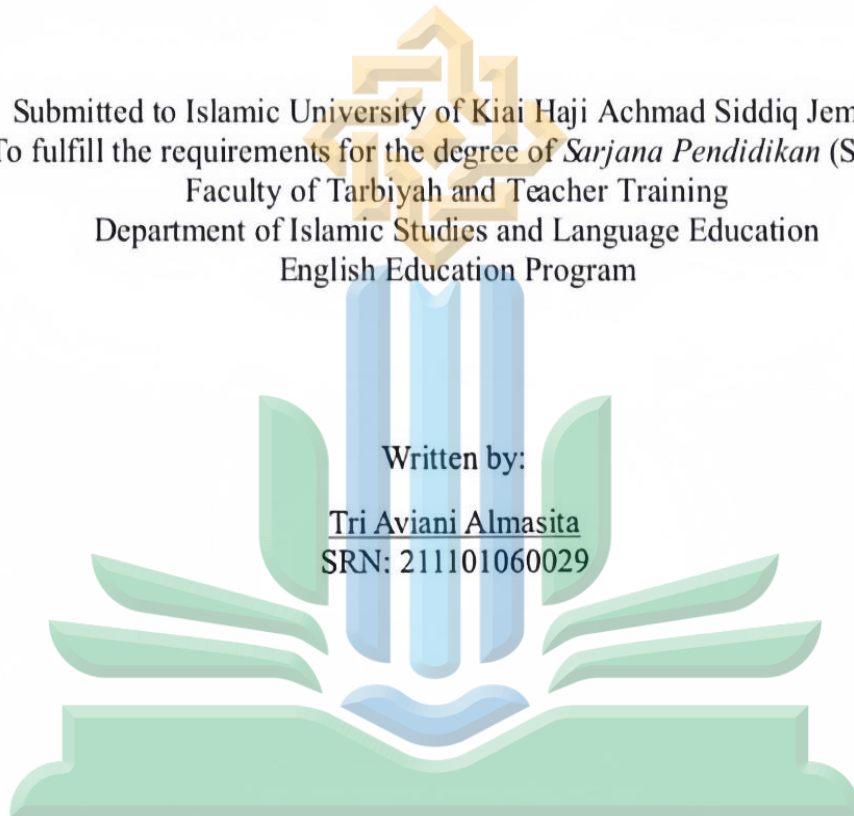FACULTY OF TARBIYAH AND TEACHER TRAINING
JULY 2025**

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THE IMPLEMENTATION OF ACTIVE RECALL METHOD IN TEACHING VOCABULARY MASTERY FOR EIGHT-GRADE STUDENTS'

THESIS

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements for the degree of *Sarjana Pendidikan* (S. Pd.)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
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THE IMPLEMENTATION OF ACTIVE RECALL METHOD
IN TEACHING VOCABULARY MASTERY
FOR EIGHT-GRADE STUDENTS'

THESIS

Has been examined and approved as the requirements to obtain a teachers'
To fulfill the requirement of Bachelor Degree (S. Pd.)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
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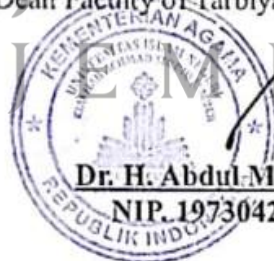
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MOTTO

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّن صَدَقَةٍ يَتْبَعُهَآ أَذًى ۗ وَٱللَّهُ غَنِيٌّ حَلِيمٌ ﴿٢٦٣﴾

"Kind words and forgiveness are better than charity followed by injury. And Allah
is Self-Sufficient, Most Forbearing." (Qs. Al-Baqarah:263)*

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* Noble Qur'an, Surah Al-Baqarah [263], retrieved from *https://quran.com/263*, accessed
on May 27, 2025.

DEDICATION

1. My beloved and dear parents, Mr. Sukarto and Mrs. Supiyanah who always encourage and support whatever their children do, both financially and mentally. Maybe this phrase is not enough to express my gratitude for everything you did for me. I can only say thank you and allow to always love you to the moon and back.

2. My beloved sisters, Firstly, thanks to Mrs. Inna Okta Kartika, Pradita Dwi Agatha, and Ica Dwi Nurmelani. Thank you also for all the support you have given the author's both mental and financial support. Also do not forget my beloved nieces Ararinda, Almahyra Zea, Barir, and Calandra Belva thank you for being a light and comfort in the midst of my struggle to pursue a degree.

3. Thank you to the author's college friends, thank you for the support you have given to the author so that the author can complete this thesis with a mentally stable. Do not forget also to Siti Nur Holifah who has helped a lot to pour ideas in writing this thesis.

4. Lastly, the author does not forget to also thank herself for not choosing to give up and always be responsible for whatever has been taken and given by God, thank you for being willing to process and for being willing to fight hard to complete this thesis without complaining often.

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At this point, the author would like to express her gratitude and appreciation for the following individuals who have helped, contributed, and encourage the researcher during this research:

1. Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM., as a rector of State Islamic University of Kiai Haji Acmad Siddiq Jember who has given me the opportunity to study in this university.

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Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching learning process, particularly in learning vocabulary.

Jember, July 1st, 2025

Researcher

ABSTRACT

Tri Aviani Almasita, 2025: *The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eighth-Grade Students'*

Keywords: Active Recall, Vocabulary Mastery, Teaching Vocabulary, Mind Mapping

Vocabulary is an essential component in learning English. Students with a rich vocabulary tend to perform better in speaking skills. However, many students still face difficulties, such as students' lack of confidence, differences in ability to recall vocabulary, limited class time, and learning anxiety. These issues are also evident at SMPN 2 Tamanan, where students often demonstrate limited vocabulary knowledge, low confidence, reluctance to speak, and minimal participation in classroom activities. To address these challenges, various learning methods can be employed, one of which is the active recall method.

The research questions were: 1) How is the implementation of Active Recall method in teaching vocabulary mastery for eighth-grade students at SMPN 2 Tamanan? and 2) What are the challenges of Active Recall method in teaching vocabulary mastery for eighth-grade students at SMPN 2 Tamanan? The research objective of this research is; 1) To describe the implementation of Active Recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan. 2) To know the challenges of Active Recall method in teaching vocabulary mastery for eight grade students of SMPN 2 Tamanan.

This research used qualitative case study on phenomenology. It was conducted in SMPN 2 Tamanan. English teacher and three eighth grade students were recruited as participant and selected by using purposive sampling. The data was collected by using observation, interview, and document review. Furthermore, researcher analyzed the data analysis technique which consists of data condensation, data display and conclusion drawing. To ensure data validity, this research used source and technique triangulation.

The result of this research was; 1) At the implementation stage, the teacher explained that the purpose of using the Active Recall method was to improve students' vocabulary retention and encourage creativity through interactive learning. The steps began with pre-activities such as ice breaking, then main activities the teacher guided the students to recall vocabulary by using mind mapping. Last activities is the evaluation stage, the teacher followed the learning module by giving feedback, asking students to make simple conclusions, and monitoring their learning. This method helped improve students' creativity, cooperation, and memory. 2) The challenges included students' lack of confidence, differences in ability to recall vocabulary, limited class time, and learning anxiety. Despite these challenges, the method proved effective and also increasing students' vocabulary mastery and promoting active participation in class.

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CHAPTER I

INTRODUCTION

In this chapter is provided the research, while the component in introduction consists of research background, research questions, research objectives, research significance, definition of key term, and systematic discussion.

A. Research Background

Vocabulary be able to be used for understanding English, especially in the context of foreign language learning. Vocabulary is one of linguistic components in learning English.[1] It allowed students to gain access to all forms of communication, both spoken and written, from a single word. Likewise, Faraj defined that vocabulary is central to English language teaching because, without sufficient vocabulary, students could not understand others or express their own ideas.[2] Furthermore, vocabulary is essential in teaching and learning, so that it could serve as a means to help students understand the lessons. A rich vocabulary enabled students to access and interpret information better, both in academic contexts and in everyday life. As stated by Tozcu & Coady, vocabulary is an important aspect of learning a foreign language, it is also necessary to have sufficient vocabulary in order to master academic learning.[3]

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[1] Moch. Imam Machfudi and Anissa'ul Afidah, "Students' Difficulties in Vocabulary Mastery," *CREW Journal* 1, no. 1 (2022): 01–12, https://doi.org/10.35719/crewjournal.v1i1.1359.

[2] Desi Andriani and Vera Sriwahyuningsih, "'Innovation in Islamic Education: Challenges and Readiness in Society 5.0' Student's Problem In Vocabulary Mastery Aa English Departement Of UPI YPTK Padang," 2019, 57–62.

[3] Tozcu and Coady in Iqlamadina Lailatul Fitria and Hepy Adityarini, "An Analysis on Factors Affecting Student Mastery Of," *Universitas Muhammadiyah Surakarta*, 2023, 1–20.

Besides that, vocabulary is paramount for effective communication. It is evident that an individual with a rich vocabulary be able to communicate more effectively. They could communicate thoughts, emotions, and opinions more precisely and clearly, which lowered the possibility of miscommunication. Additionally, having a strong vocabulary helped people better comprehend the context of discussions in both professional and informal settings. Students with a large vocabulary, for instance, were better able to follow discussions, comprehend the material, and confidently engage in presentations in an academic setting. It could be understood that a rich vocabulary also contributed to reading and writing skills. Individuals with a rich vocabulary tended to find it easier to understand complex texts and could write in a more varied and engaging style. Consequently, it is crucial to use vocabulary teaching strategies in order that students could successfully acquire vocabulary.

Masita also stated that teaching vocabulary had an important role in language acquisition, so for English teachers, an engaging method of teaching and learning English vocabulary is essential, as it could make students enjoy and become more interested in learning English.[4] Basically, learning vocabulary also stated in the Qur'an, Surah Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَاءَكُلَّهَاثُمَّ عَرَضَهُمْ عَلَى الْمَلِبكَةِفَقَالَ اَنْبِئُوْنِ بِاَسْمَاءِهٰوُٓلَاءِاِنْ كُنْتُمْ صٰدِقِيْنَ (٣)

And He taught Adam the names of everything; then He presented them to the angels, and said, "Tell Me the names of these, if what you say is true?" [5]

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[4] Maya Masita, "Teaching Vocabulary Using Blended Learning Method," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 1 (2020): 128–35, https://doi.org/10.30605/25409190.143.

[5] QuranEnc.com. Terjemahan makna Alquran Alkarim - Terjemahan Berbahasa Inggris - Pusat Terjemah Ruwwād. https://quranenc.com/id/browse/english_rwwad.

This is one of the most important verses in the Qur'an. In this verse, Allah teaches the Prophet Adam A.S the names of all things as a form of giving knowledge and a noble mission. It is also the main point to show the superiority of human beings over other creatures, including angels. Through this verse, teaching vocabulary is essential, as a strong vocabulary serves as the foundation for language learning. When students acquire and master a diverse range of words, they can express themselves more clearly and communicate more effectively, vocabulary instruction is important, and part of a teacher's job is to conduct classroom vocabulary instruction to help students develop the necessary depth of vocabulary knowledge so that they can use it effectively. However, the fact is that there are still many challenges faced in the vocabulary class.

The challenges of vocabulary acquisition for secondary school students are often a significant obstacle in English language skills. In the field of language learning, the interaction between inhibiting and supporting factors is crucial to develop language proficiency and vocabulary acquisition. Reskiawan et al., stated that many obstacles pupils' factors include pronunciation, lack of practice, spelling, and word meaning.[6] This factor that may challenge students in learning vocabulary, can inhibit their ability to speak as well as being a challenge to develop other skills. The students' struggles were essentially always with vocabulary mastery, including challenges with word pronunciation, word spelling, and word meaning

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[6] Bimas Reskiawan et al., "ISSN 0216 – 809X (Print) ISSN 2685 – 4112 (Online) A Study on Students ' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula" 19, no. 1 (n.d.).

determination.[7] These challenges frequently impeded their capacity to communicate effectively, comprehend texts accurately, and articulate ideas coherently. In the field of language learning, various factors contribute to the development of language proficiency especially for influence students' vocabulary mastery. According to Andriani & Sriwahyuningsih, there are the factors that hinder students' ability to learn English vocabulary, which show that internal and external influences can affect students' vocabulary mastery.[8] The influences from internal and external the student can affect not only the ability but also the learning outcomes that students received. Such as from the internal, namely students' lack of confidence, differences in ability to recall vocabulary, limited class time, and learning anxiety. As well as external can be in the form of support from the surrounding environment such as family, friends, which in the environment is less supportive.[9]

The problems are in line with the results of the observations conducted at SMPN 2 Tamanan, Bondowoso, particularly at eight grade students on 5 September 2024.[10] Based on the interview with the teacher who directly implemented the learning process in the classroom, the researcher identified several issues, there are: students' self-confidence, differences in ability to recall English vocabulary,

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[7] Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *Journal of Languages and Language Teaching* 11, no. 3 (2023): 489, https://doi.org/10.33394/jollt.v11i3.8404.

[8] Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *Journal of Languages and Language Teaching* 11, no. 3 (2023): 489, https://doi.org/10.33394/jollt.v11i3.8404.

[9] Nisrina Lutfiyah, Nuraeningsih Nuraeningsih, and Rusiana Rusiana, "The Obstacles in Learning Vocabulary of Efl Students," *Prominent* 5, no. 2 (2022): 114–25, https://doi.org/10.24176/pro.v5i2.8257.

[10] Observation in SMPN 2 Tamanan, 05 September 2024

students' anxiety, and limited of class make a lack of active participation in classroom activities. Through these observations, the researcher found that these factors primarily originate from within the students themselves. Therefore, it is necessary to implement more interactive teaching methods in vocabulary instruction to enhance student engagement.

Additionally, the role of the teacher is also an important aspect in creating a variety of more engaging and effective learning method. There are the various methods that can be applied in teaching English to improve students' learning outcomes, including the use of direct methods, interactive method, and active recall method. One of the methods that is applied is the Active Recall method, which is expected to help students remember and enrich their vocabulary with a unique method.

The active recall method is one of several method that help the word recall abilities. According to Xu et al, explained that active recall there are categories of methods used in active recall, namely flashcards, word list, and mind mapping.[11] Then, they can be seen from the statement that the categories mentioned are common categories and definitely simple to apply to junior high school students during learning process, especially learning vocabulary. For this reason, the proper method is needed. One of the effective methods to overcome the challenges in vocabulary learning is by using mind mapping.

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[11] Joy Xu et al., "Corrigendum to 'Active Recall Strategies Associated with Academic Achievement in Young Adults: A Systematic Review' [J. Affect. Disord. 354 (2024) 191–198, (S0165032724004245), (10.1016/j.Jad.2024.03.010)]," *Journal of Affective Disorders* 361, no. June (2024): 798, https://doi.org/10.1016/j.jad.2024.06.030.

Mind mapping is a visual technique used to systematically and creatively organize information through a branching diagram. The main topic is placed at the center, from which key ideas branch out and further develop into sub-ideas or detailed points. This method, developed by Tony Buzan, aligns with how the human brain naturally processes information holistically and structurally. By incorporating colors, images, symbols, and lines, mind mapping with the natural way the human brain processes information.[12]

In educational contexts, mind mapping serves as an effective tool to stimulate creative thinking, improve comprehension and memory, and organize ideas logically.[13] It has been proven beneficial for summarizing materials, planning writing, and facilitating structured discussions. Learning techniques such as mind mapping be better than traditional technique, which is the teacher not be the centered, used this method and the students also active in learning process. By visualizing conceptual relationships, students be able to understand the overall structure of the topic. Therefore, with this method, it is constructive for students' vocabulary skill, especially in foreign language learning beginners. Otherwise, this method is most effective in learning because this method can make students remember in a long term. Bielawska also stated, active recall involves providing target words to be achieved.[14]

[12] Tony Buzan, *MIND MAP MASTERY The Complete Guide to Learning and Using the Most Poweful Thinking Tool in the Universe*, *Watkins* (Watkins, 2019).

[13] Tetiana Kachak and Khrystyna Kachak, "Mind Maps as a Tool for Visualization and Structuring of Linguistic and Literary Material in the Process of Teaching Students," *Journal of Vasyl Stefanyk Precarpathian National University* 9, no. 1 (2022): 92–100, https://doi.org/10.15330/jpnu.9.1.92-100.

[14] Elżbieta D Lesiak-Bielawska, "Exploring Factors Affecting Active Recall of Technical Terminology," *English for Specific Purposes World*, no. 54 (2021).

Based on the facts found by researcher in the field, related to vocabulary, one of which is the students' lack of confidence, differences in ability to recall vocabulary, limited class time, and learning anxiety. Specifically, Zhang & Lu conducted the research highlights the importance of strategic vocabulary learning and suggests that form focused and associative method are most beneficial for vocabulary acquisition. It also emphasizes the need for contextual learning in vocabulary instruction.[15]

Previous studies had explored various vocabulary learning methods, such as using shapes, associations, repetition, and visualization through pictures. Although Xiao's study addressed the use of active recall through mind mapping, it did not focus on vocabulary learning nor did it target junior high school students. However, they leave several gaps unaddressed: (1) no previous research had examined the implementation of active recall combined with mind mapping specifically for vocabulary instruction at the junior high school level, and (2) there was a lack of practical guidance for teachers on how to apply the active recall method in classroom settings. This study aimed to address both gaps by applying active recall through mind mapping for teaching vocabulary to eighth-grade students at SMPN 2 Tamanan.

Based on the identified research gap, there has been no prior study investigating the implementation of active recall using mind mapping for vocabulary learning at SMPN 2 Tamanan. In response to this gap, this study aimed

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[15] Xian Zhang and Xiaofei Lu, "The Relationship Between Vocabulary Learning Strategies (Active Recall) and Breadth and Depth of Vocabulary Knowledge," *Modern Language Journal* 99, no. 4 (2020): 740–53, https://doi.org/10.1111/modl.12277.

to explore how the active recall method, integrated with mind mapping, could be applied to improve vocabulary mastery for eighth-grade students. The selection of the research class was based on the recommendation of the English teacher at SMPN 2 Tamanan, considering the students' characteristics and learning needs. Based on the explanation above, the researcher attempted to conduct the research entitled**: "The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eight-grade Students"**

B. Research Questions

Based on the background of research above, the researcher presented the research focus as follows:

1. How is the implementation of Active Recall Method in teaching vocabulary mastery for eight grade students'?

2. What are the challenges of Active Recall method in teaching vocabulary mastery for eight grade students'?

C. Research Objective

1. To explore the implementation of Active Recall method in teaching vocabulary mastery for eight grade students'.

2. To explore the challenges of Active Recall method in teaching vocabulary mastery for eight grade students'.

D. Research Significance

The researcher expected that this study could provide several benefits, especially related to vocabulary. Several benefits as follows:

1. Theoretical significance

This research contributes to the field of English language teaching, particularly in vocabulary instruction. It provides an exploration of how to implement the active recall method through mind mapping, grounded in Harmer's theory of vocabulary teaching and Karpicke's theory of active recall. The findings of this study are expected to offer valuable insights for educators, especially in the development of academic learning strategies and in understanding the factors that influence students' vocabulary achievement.

2. Education practitioners

This research contributes to improving the quality of learning by using the right method, this can be a benchmark for some educator practitioners, especially how to support the quality of student learning.

3. English teacher

For English teachers, this is also provided very significant benefits where teachers who directly touch students who understand how the needs of students, so research on how the application of active recall methods for students will be an evaluation in order to the teaching and learning process, especially in the field of vocabulary.

E. Definition of Key Terms

The definition of key terms is an understanding related to the title or the focal point of the researcher in the research and this is a way to avoid misunderstandings when reading the material intended by the researcher. They are including 2 parts as follows:

1. Teaching vocabulary

Teaching vocabulary involves introducing words in the process of learning a new language. Vocabulary learning is essential for effective communication, as sufficient vocabulary is required to understand and express ideas. Without a strong vocabulary, individuals struggle to convey their thoughts and interact effectively.

2. Active recall

Active recall is an effective technique for improving long-term memory retention. This method is a form of information recall through practices such as flashcards, mind mapping, and word lists. By incorporating mind maps into active recall, it can significantly enhance students' vocabulary retention. By writing down new vocabulary and linking it to specific locations on a mind map, students can more easily memorize and recall words.

F. Systematic Discussion

Systematic discussion is the description of this undergraduate thesis sequences that start from the introduction chapter (Chapter I) to the closing chapter (Chapter V). The systematic discussion is descriptively written in narration,

not in the form of table or contents. Systematic Discussion of this research is as follow:

Chapter I : It is presented the undergraduate thesis introduction, such as research background, research focus, research objectives, research significance, key terms definition, and systematic discussion.

Chapter II : It is presented the review of related literature consisting of the previous research and this research theoretical framework.

Chapter III : It is presented the research method used in this current study that consists of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure.

Chapter IV : It is presented the description of research object, data presentation, discussion, and research result.

Chapter V : It is presented this current research conclusion and suggestion for further researches.

CHAPTER II

LITERATURE REVIEW

This chapter is provided a discussion about research related to literature review. It consisted of previous research and theoretical framework.

A. Previous Research

In this section the researcher mentions some previous research results which are relevant to the research conducted. Thus, extend can occur due to the existence of research conducted previously in which the research has been published. Below are some previous studies related to the implementation of teaching vocabulary with related the methods:

1. The first previous research from, Fathonah (2022), The study aims to the mnemonic strategy is more focused on keywords and images method that used in teaching vocabulary which is can help students remember vocabulary at a junior high school in Ceper. This research is a qualitative method, in which the participants from public junior high schools in Ceper, Klaten. The participant from class VII F with a total of 29 students which shows that the mnemonic strategy in teaching vocabulary used improves student participation and enthusiasm in the learning process.[17] The results of the implementation of this

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[17] E.S Fathonah. " The Implementation of Mnemoniacs Strategies of Teaching Vocabulary at the Seventh Grade Students of SMP N 2 Ceper in Academic Year 2021/2022 (Undergraduate Thesis). UIN Raden Mas Said Surakarta" 9 (2022)

method found that vocabulary teaching became more interesting and could improve students understanding and retention of new vocabulary more easily.

2. The second previous research from Syafrizal and Haerudin (2020), this study aims to the implementation of vocabulary building strategies to teach English to young learners at Islamic Boarding School Daar el-Qolam, Jayanti, Tangerang. This study also used the use of a qualitative descriptive approach. The participants in this study were seventh grade students at Islamic Boarding School Daar el-Qolam. The data collection used observation, interview, and document review. The findings from these previous studies that the strategy has several techniques used such as rote translation and singing as well as learning media such as pictures of objects, videos, and textbooks. The vocabulary building strategy in this study was used and successfully helped students understand the lesson well and still needs new innovations to overcome the challenges in the vocabulary learning process.[18]

3. The third previous research from Utami., et al (2020), this study aims to identify the process of applying the community language learning method in teaching vocabulary, with an emphasis on exploring and understanding in depth the application process and challenges in vocabulary learning.[19] This study

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[18] Syafrizal and Haerudin, "The Implementation of Vocabulary Building Strategy," *Journal of English Language Teaching* 5, no. 1 (2020): 40–48, http://ojs.ikipmataram.ac.id/index.php/joelt%0AVolume.

[19] Sudirman Utami, E O., Sukirlan, M., "Implementation of Communicity Language Learning (CLL) in Teaching Vocabulary," *Journal of Language Education Research* 8, no. Cll (2020).

used qualitative design. The participants the students of the second year of SMPN 1 Kalianda, the students of class VIII.10 consisted of 35 students. The data were collected by using observation sheet and questionnaire. The results of this research showed that the process of implementation of CLL in teaching vocabulary by using picture sequence ran well and the problems faced by students were the students felt difficult in using English directly because they did not know the meaning and pronunciation.

4. The fourth previous research from Masita (2020), In his study aimed at describing teaching vocabulary based blended learning method.[20] There were 30 students involved participants in this study. The data were taken using mixed methods by giving an interview and observation. From the data results and also the interview processes the researcher found that the significant difference after using Blended Learning method was effective in improving students' vocabulary acquisition and this method was effective at other levels of education and language skills.

5. The fifth previous research from Xian Zhang & Lu (2020), In this study aims to identify the use the study explores the effectiveness of various vocabulary learning strategies on vocabulary knowledge among first-year university students in southern China[21] The participants from all participants were first-

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[20] Masita, "Teaching Vocabulary Using Blended Learning Method."
[21] Zhang and Lu, "The Relationship Between Vocabulary Learning Strategies (Active Recall) and Breadth and Depth of Vocabulary Knowledge."

year students at a university in southern China. Data collection in this study was carried out through the administration of the Vocabulary Levels Test (VLT), Meaning Recall Task, Depth of Vocabulary Knowledge Test (DVKT), and Vocabulary Learning Strategies Survey (VLSS) to 150 university students, while the data analysis employed Exploratory Factor Analysis (EFA). The study highlights the importance of strategic vocabulary learning and suggests that form-focused and associative strategies are most beneficial for vocabulary acquisition.

Table 2. 1 Similarities and Differences Between Previous Study and This Research

No	Research Title	Similarities	Differences
1	2	3	4
1.	Ernanik Siti Fathonah (2022), Raden Mas Said State Islamic University of Surakarta, entitled *"The Implementation of Mnemoniacs Strategy for Teaching Vocabulary at the Seventh Grade Students of SMP N 2 Ceper in academic year 2021/2022"*.	Both the research has the same topic about method and strategy in teaching English vocabulary.	Previous research used the mnemoniacs strategy in teaching English vocabulary focused on the use of memory strategies such as keywords to recall vocabulary.
2.	Syafrizal and Haerudin (2020), entitled *"The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners"*.	Both the research has the same topic about method and strategy in teaching English vocabulary.	The previous research was applied to primary school students in an Islamic Boarding School.
3.	Esy Octa Utami ., et all (2020) . Entitled *"Implementation of Community Language*	Both the research has the same topic about method in	Previous research data were collected by using observation sheet and

	Learning (CLL) in Teaching Vocabulary".	teaching English vocabulary.	questionnaire for the students
4.	Maya Masita (2020) , The title *"Teaching Vocabulary Using Blended Learning Method"*	Both the research has the same topic about method in teaching English vocabulary.	Previous research the data were taken using mixed methods by giving an interview and observation.
5.	Xian Zhang & Lu (2020), entitled *"The Relationship Between Vocabulary Learning Strategies (Active Recall) and Breadth and Depth of Vocabulary Knowledge"*	Both the research has the same topic about teaching English vocabulary.	Previous research the participants from university in southern China. Data collection in this study was carried out through the administration of the Vocabulary Levels Test (VLT), Meaning Recall Task, Depth of Vocabulary Knowledge Test (DVKT), and Vocabulary Learning Strategies Survey (VLSS) to 150 university students, while the data analysis employed Exploratory Factor Analysis (EFA.

Based on the review of previous research above, this study shown that there are similarities and differences between this study and previous research. Specifically, this research has similarities with previous studies in terms of examining the topic of methods or strategies used for teaching English vocabulary. However, there are differences in this study compared to previous research, such as in terms of participant levels, types of research, methods, and data collection techniques used. This research adopts a phenomenological approach, emphasizing

the learning activities such as the materials and implementation of Active Recall method in teaching vocabulary for eight-grade students.

After reviewing previous studies, they demonstrated that the use of active recall method has been lately used and found to be effective in teaching vocabulary. However, the previous studies have several gaps unaddressed: first, no previous research had examined the implementation of active recall combined with mind mapping specifically for vocabulary instruction at the junior high school level, and second, there was a lack of practical guidance for teachers on how to apply the active recall method in classroom settings. This research aims to know how teacher implements the active recall method using mind mapping.

B. Theoretical Framework

1. Vocabulary

a. Definition Of Vocabulary

Vocabulary is a set of words that exist in a language. Vocabulary is an element in a language. Talking about vocabulary, vocabulary is an aspect that is needed in learning a language because without sufficient vocabulary, learners struggle to understand and produce the language.[22] Thus, having enough vocabulary is essential that make students are be able to communication with each other. According to Bozkurt cited by Hanifia,

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[22] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

vocabulary is a kind of personal dictionary where learners record the new words, they found along with the meaning it is an important aspect of learning a language.[23] From this statement, it can be seen that learning vocabulary in various ways, starting from the first step of listing the new vocabulary that is obtained. So, what students need to do is they start enriching new vocabulary, because before starting to learn a language it is essential to be familiar with the vocabulary in the language they will learn.

According to Harmer, Vocabulary is a crucial component of language proficiency, enabling learners to communicate meanings effectively.[24] It provides much of the basis for how learners speak, listen, read and write. Whereas Renandya & Richards said, vocabulary is defined as the core component of language proficiency.[25] Based on the explanation above, it can be concluded that vocabulary is a fundamental aspect of language mastery. Expanding their vocabulary allows students to enhance their speaking, listening, reading, and writing skills significantly.

b. Component of Vocabulary

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[23] fika Nurul Hanifia, "The Use of Vocabulary Journal in Enriching Students' Vocabulary," *The Journal of English and Education* 1, no. 1 (2014): 81–88.

[24] Jeremy. Harmer, *Learning the Language of Practice*, *Pearson Longman*, Fourth edi (Cambridge, UK: Pearson Longman, 1987), https://doi.org/10.1080/03626784.1987.11075294.

[25] Lutfiyah, Nuraeningsih, and Rusiana, "The Obstacles in Learning Vocabulary of Efl Students."

According to Lynne Cameron, vocabulary instruction should be contextual and relevant. The main components of vocabulary include: pronunciation, meaning, and spelling.[26]

1) Pronunciation

Pronunciation is a part of English which contain intonation and which are intimately connected with meaning. This can be seen that pronunciation is used as a reference for someone in conveying the meaning of a speech or language, as well as important components contained in pronunciation such as words, as well as sounds and syllables. Pronunciation is a way in which a language or a particular word or sound is spoken.[27]In addition, pronunciation is also related to phonetics, in learning English of course we need to pay attention to the components that need to be learned to make it easier for us when learning it and this is an important basis for someone who will learn a foreign language such as English.

2) Meaning

The meaning of something is what it expresses or represents. A word is certainly related to a meaning. When someone says a word or sentence, it has a certain meaning. Linguistics has an important role

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[26] Lynne Cameron, *Teaching Languages to Young Learners. L. Cameron*, *Cambridge University Press*, vol. 56 (United Kingdom, 2002), https://doi.org/10.1093/elt/56.2.201.

[27] D. O'Connor, *Better-English-Pronunciation Book*, Second Edi (USA: Cambridge University Press, 1967).

in a language development. There are four parts that exist in linguistics namely phonology, morphology, semantics and syntax and of the four have functions to develop language differently. Semantics is a major branch of linguistics which is concerned with how meaning is conveyed. within the linguistic system which consists of various structural units, namely, sentences, phrases, words, morphemes, and others.[28] According to Geoffrey Leech, states that in semantics there are two types of categories to dissect a sentence to find meaning, including connotative and denotative.[29]

1) Connotative

According to Leech's, connotative meaning is a part of meaning that refers to the term or non-literal, which can be influenced by the surrounding circumstances or individual feelings towards a word meaning.[30] connotative has an implied meaning, usually this kind of meaning can be found in works of poetry, songs, and novels. e.g word of "home" as we know that a

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[28] R Umagandhi, M Vinothini, and MPhil Mca, "Leech's Seven Types of Meaning in Semantics," *International Journal of Multidisciplinary Research and Development Www.Allsubjectjournal.Com* 4, no. 3 (2020): 71–72.

[29] Irfan Hadi, "Denotative and Connotative Meaning Analysis in the Greatest Showman AlbumHadi, I. (2021). Denotative and Connotative Meaning Analysis in the Greatest Showman Album. Jurnal Bahasa Indonesia Prima (BIP), 3(2), 181–189. Https://Doi.Org/10.34012/Bip.V3i2.1987," *Jurnal Bahasa Indonesia Prima (BIP)* 3, no. 2 (2021): 181–89.

[30] Umagandhi, Vinothini, and Mca, "Leech's Seven Types of Meaning in Semantics."

house is a building used for living, but in connotation meaning of "home" is A home represents warmth, family, and comfort. The sentence: "No matter where I go, my home will always be where my family is".

2) Denotative

Denotative meaning is the meaning of a word that refers to the original word or the actual meaning, as per the dictionary definition.[31] Denotation is a common meaning that we are used to hearing. It can be encountered in everyday conversation. e.g word of "home" Denotationally, a house is a residential building. The sentence: "My house has three bedrooms and a large backyard".

3) Spelling

Correct spelling are the essential parts of vocabulary teaching and learning. Spelling refers to the correct arrangement of letters in a word. Spelling as defined by the Oxford Dictionary, act of forming words correctly from individual letters, this ability to do spell word by word.[32] Spelling is an important skill in language learning because language is obviously related to words, and spelling is necessary for communication.

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[31] Umagandhi, Vinothini, and Mca.
[32] Oxford Learner's Pocket Dictionary Fourth Edition: Oxford University Press 2008.

c. Teaching Vocabulary

Teaching vocabulary is aspect of learning a second language, as it forms of foundation for mastering the four language skills: speaking, reading, writing, and listening. According to Harmer, in the process of teaching vocabulary, it is a major part of a teacher's art, because students need to see words in context and how they are used.[33]. Harmer emphasizes that vocabulary must be taught in context, allowing students to understand that used. Then, in order to speak well and correctly, we definitely need to pay attention to these things when learning a language.

The aims by Harmer's theory, also he stated recalling vocabulary using mind mapping is so important, by the time students get to upper intermediate level or beyond, we can be sure that some of them will know some of the vocabulary we are asking them to focus on.[34] Teaching vocabulary involves creating a context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Without sufficient vocabulary, students cannot communicate effectively or express their ideas both verbally and in writing.

d. Purpose of Teaching Vocabulary

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[33] Harmer, *Learning the Language of Practice*.

[34] Jeremy. Harmer, *Learning the Language of Practice*, *Pearson Longman*, Fourth edi (Cambridge, UK: Pearson Longman, 1987), https://doi.org/10.1080/03626784.1987.11075294.

The goal of teaching vocabulary extends beyond memorizing words. It includes understanding the meanings, pronunciation and grammatical usage. Vocabulary is one of the famous in English applied linguistics also Wilkins highlights "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[35] In order to that, the purpose of vocabulary teaching is to develop students' prospective knowledge of a word. Teaching vocabulary can help students use words in context and fluency in communication with others.

On the other hand, according to Harmer the goals of vocabulary teaching is to help students understand the meaning and use of word in the correct context, students also need to recognize word forms and pronunciation, and it is to develop long term retention then students can recall and apply the vocabulary that they have learned in communication situations.[36] This indicates that vocabulary teaching not only focused on the mastery of word meanings but also on students' ability to use vocabulary effectively and sustainably in real life context. In learning vocabulary, students need to recall the words. Therefore, students should be engaged in various activities that encourage them especially in the learning process.

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[35] Scott Thornbury, How to Teach Vocabulary, (Essex: Longman Pearson Education, 2002), p. 19.

[36] Harmer, *Learning the Language of Practice*.

Based on Rivers and Nunan explanation, the goal of vocabulary teaching as a second language is to be able to communicate successfully because without a broad vocabulary, we will not be able to use the structures and functions that we may have learned for understandable communication.[37] Overall, one of the keys to smooth communication is having a sufficient mastery of vocabulary, which is the goal of vocabulary teaching.

e. Steps in Teaching Vocabulary

According to Harmer, the steps in vocabulary instruction include:[38]

1. Introduction what mind mapping activity and how to learn with the method

2. Preparation Learn include: Material need, focus object material, instructional goal.

3. Teacher creating the mind map framework, the teacher begins by drawing a simple mind map on the board with central word "House". Two branches are initially added: "Kitchen" and "Bedroom".

4. Expanding the mind map, Students are invited to add more branches by suggesting other rooms.

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[37] Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

[38] Jeremy. Harmer, *Learning the Language of Practice*, *Pearson Longman*, Fourth edi (Cambridge, UK: Pearson Longman, 1987), https://doi.org/10.1080/03626784.1987.11075294 p. 236

5. Detailing the specific rooms, Students making group then giving the words and working with groups to expanding the mind map with the other vocabulary. They choose the rooms and elicit more specific words related to it, such as (e.g., bathroom: closet, soap, toothpaste).

6. Group work and competition, Students are divided into groups, each assigned a specific room. Using marker pens, they write as many related words as possible on their word maps. Groups compete to find the most words.

7. Monitoring and assistance, Students are encouraged to use dictionaries or ask the teacher for unfamiliar words. Teacher circulates to monitor progress and provide assistance.

8. Reflection and discussion, Students may be given a picture or floor plan of a house to decide what objects belong in each room. The teacher ensures students can pronounce the words correctly. The discussion follows on room functions and logical object placement (e.g., why television is not typically in bathroom).

f. Evaluation in Teaching Vocabulary

Learning evaluation an important role in measuring the achievement and effectiveness of students' learning strategies. Related to this, Karpicke put forward the theory about the process evaluation of active recall method in learning outcomes. According to Karpicke, active recall

is a method that also plays a role in evaluating students' perceptions of their own learning outcomes, particularly in predicting how well they are able to recall the material when facing a test.[39] Evaluation in the context of active recall can be applied through two main approaches as follows, evaluation conducted during the learning process, and evaluation that focuses on students' reflection and self-assessment of their mastery of the material

g. Challenges in Teaching Vocabulary

Vocabulary mastery is a fundamental aspect of language learning, which plays an important role in students' ability to communicate effectively, understand texts and express ideas fluently. However, teaching vocabulary presents many challenges for educators. Many students have difficulty in remembering vocabulary, lack the motivation to learn new words, and have limited exposure to English outside the classroom. In addition, teachers also often face difficulties in choosing effective teaching methods, managing student engagement in the classroom, and meeting students' diverse needs.

In teaching, teachers need creative ways of teaching vocabulary, teachers can use these techniques to engage students in learning.

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[39] Henry L. Roediger and Jeffrey D. Karpicke, "The Power of Testing Memory: Basic Research and Implications for Educational Practice," *Perspectives on Psychological Science* 1, no. 3 (2006): 181–210, https://doi.org/10.1111/j.1745-6916.2006.00012.x.

According to Thornbury, vocabulary learning is difficult, especially when use the traditional method like rote memorization.[40] In line with this, Shen also acknowledges that while memorization is necessary when students learn vocabulary and lack of motivation is the challenging too.[41] These challenges should be carefully examined to develop effective methods in teaching vocabulary.

2. **Active Recall**

   a. Definition of Active Recall

      Active recall method is an effective method that can be used to remember, especially in language lessons that require memorization of vocabulary, and this method is appropriate to use because it can produce long-term memories. Karpicke stated, the Active Recall method is a method that can help students transfer information from short-term memory to long-term memory.[42] The use of technique such as flashcards, word lists, mind mapping, etc. is part of the Active Recall method. The technique can help in the process of learning English vocabulary and also in mastering other skill areas such as speaking, listening, reading and writing.

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[40] Scott Thorrnbury, *How to Teach Vocabulary* (Pearson Education, 2002).

[41] Suci Noer Wulan Sari and Niken Anastasia Kusuma Wardani, "Difficulties Encountered By English Teachers in Teaching Vocabularies," *Research and Innovation in Language Learning* 2, no. 3 (2019): 183–95, https://doi.org/10.33603/rill.v2i3.1301.

[42] Roediger and Karpicke, "The Power of Testing Memory: Basic Research and Implications for Educational Practice."

b. Purpose of Active Recall

Active recall method also highlights the effectiveness of method in improving memory retention, particularly in the context of vocabulary teaching. According to Karpicke, the goals of active recall are related to learning and long-term retention, especially after the information can already be retrieved from memory.[43] It also aims to know the students' perceptions of their own learning, particularly in predicting their ability to recall when the teacher gives a test. Based on that, it can be concluded that the main goal of active recall is to strengthen learning and enhance long-term retention after the vocabulary has been successfully retrieved from memory.

Active recall, or retrieval practice, aims to strengthen memory and enhance learning efficiency by requiring learners to produce information from memory, which reinforces long-term retention and improves metacognitive awareness.[44] Active recall method also to highlight the effectiveness of method in improving memory retention, particularly in the context of vocabulary teaching. It aims to facilitate the recall of information from short-term memory to long-term memory, thereby improving students' ability to remember and use vocabulary during exams

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[43] Roediger and Karpicke.

[44] John Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology," *Psychological Science in the Public Interest, Supplement* 14, no. 1 (2013): 4–58, https://doi.org/10.1177/1529100612453266.

and class discussions. With these methods that utilize technique such as flashcards, word lists, and mind mapping.

c. Mind Mapping as technique in teaching vocabulary as Active Recall method

According to Xu et al., the use of the active recall method combined with mind mapping as a technique in teaching vocabulary can enhance students' learning outcomes. Xu states that one of the techniques that can be applied within the active recall method is mind mapping. Student that used active recall typically utilize techniques such as flashcards and mind maps, which require them to retrieve previously learned information from memory.[45] Moreover, the use of these techniques helps teacher deliver vocabulary learning more effectively, while enabling students to remember vocabulary more easily. The technique also contributes to the development of other language skills, such as writing, reading, listening, and speaking. Additionally, they make the learning process more engaging. In practice, many students spend a significant amount of time trying to memorize English vocabulary. However, the results are often disappointing, especially when traditional rote

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[45] Xu et al., "Corrigendum to 'Active Recall Strategies Associated with Academic Achievement in Young Adults: A Systematic Review' [J. Affect. Disord. 354 (2024) 191–198, (S0165032724004245), (10.1016/j.Jad.2024.03.010)]."

memorization often perceived can decreased motivation and enthusiasm.[46] Therefore, an effective and engaging technique, such as mind mapping, is considered beneficial in improving the student's vocabulary.

Mind mapping is a technique that visually organizes information, making it easier for learners to recall vocabulary. Buzan stated mind mapping is the powerful graphic take me which provides a universal key to unlocking the potential of the brain.[47] It shows mind mapping as a "thinking tool" for memory by structuring words in a meaningful way. In vocabulary learning, mind mapping involves, writing the main word in the center (e.g., "communication"), adding branches with related words (e.g., "speak," "listen," "write"), and using colors and images to strengthen associations.

d. Theory of Cognitive

    1) Definition of Cognitive

According to Mayer, meaningful learning occurs when learners engage in active cognitive processes such as selecting relevant verbal and visual information, organizing that information into coherent mental representations, and integrating

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[46] Henry L. Roediger and Andrew C. Butler, "The Critical Role of Retrieval Practice in Long-Term Retention," *Trends in Cognitive Sciences* 15, no. 1 (2011): 20–27, https://doi.org/10.1016/j.tics.2010.09.003.

[47] Buzan, *MIND MAP MASTERY The Complete Guide to Learning and Using the Most Poweful Thinking Tool in the Universe*.

it with existing knowledge. In the context of vocabulary learning, this aligns with the use of active recall and mind mapping, where students not only memorize vocabulary but are also required to actively select, structure, and connect new words to prior understanding. Therefore, vocabulary learning becomes a deep memorization process supported by techniques that promote active engagement with the material.

2) Indicator of Cognitive

Mayer explains that active processing in multimedia learning can be identified when learners are mentally engaged with the learning material. Based on this, the indicators of effective vocabulary learning through active recall and mind mapping include: (1) Logical thinking, shown through the organization of vocabulary into categories or maps, (2) Presenting content, when learners explain or illustrate vocabulary relationships, (3) Stimulating recall, through tasks that require retrieval from memory, and (4) Active learning, where students are cognitively involved in selecting, organizing, and integrating vocabulary in meaningful contexts.

CHAPTER III

RESEARCH METHOD

This current chapter is provided research method used in this study. It consisted of research approach and design, research location, research participants, data collection, data analysis techniques, data validity and research procedures.

A. Research Approach and Design

In this study, the researcher used a qualitative case study on phenomenology. As Creswell described, qualitative research started with underlying assumptions and utilizing interpretive or theoretical frameworks to guide the investigation of research problems.[48] It focused on understanding the meanings that individuals or groups assigned to social or human issues. Therefore, this study is categorized as qualitative research because it aims to explore in-depth understanding rather than quantifiable data.

In addition, this research is also considered descriptive because it is aligned with theory from Creswell that qualitative research is used to explore and describe a phenomenon in its natural setting by focusing on the views of participants. It allows researchers to present a detailed narrative without heavily interpreting or theorizing the data.[49] This method was chosen because the study aimed to explore

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[48] Cheryl N. Creswell, John W ., Poth, *Qualitative Inquiry & Research Design Choosing Among Five Approach*, Fourth Edi (Singapore: SAGE Publication, 2018).
[49] J.W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, *Writing Center Talk over Time*, 4th ed. (London: SAGE Publication, 2014).

the implementation of the Active Recall method in teaching vocabulary, which is used mind mapping as the technique.

B. Research Setting

This research was conducted at SMPN 2 Tamanan. The school was located in Karang Tengah, Kalianyar, Kec. Tamanan, Kab. Bondowoso, Jawa Timur. Which was purposively selected as the research site. The choice of research location played a crucial role in ensuring the success of data collection and understanding the learning context. Firstly, SMPN 2 Tamanan had good accreditation, which demonstrated the school's commitment to high educational standards and adequate teaching quality. This was one of the main reasons for selecting the site, as a quality educational environment tended to facilitate a more effective teaching and learning process. Secondly, the Active Recall Method had already been implemented in teaching vocabulary. Therefore, this research aimed to explore how the Active Recall Method could be used in English language learning, particularly in improving students' memorization the English Vocabulary. For these reasons, the researcher chose SMPN 2 Tamanan to explore the phenomenon of using the Active Recall by using mind mapping in the learning process.

C. Research Participants

In this research, the researcher used purposive sampling as the technique, this the ideal strategy for selecting acceptable research subjects in qualitative research. Purposive sampling was used to select individuals and sites to learn or

understand the central phenomenon.[50] The selection of participants followed the principles of purposive sampling, a technique in which participants were chosen based on specific characteristics relevant to the study. In the context of this research, the researcher involved the English teacher and the eighth-grade students as the main informants. Based on the established criteria, the sample was selected from class VIII A. The selection of this sample was also based on the teacher's recommendation. The participants consisted of students from one class, totaling 31 students. The reason for choosing these participants was to explore the implementation of the Active Recall Method by using mind mapping in teaching vocabulary.

D. Data Collection

The varied nature of qualitative form of data collection. The data collection in this study be utilized multiple techniques, including:

1. Observation

In qualitative research, observation is one of the main tools for data collection. This observation involves the act of noting phenomena in the field through the observer's senses, often using recording tools or devices.[51] The existence of observation is based on the objectives and questions in the

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[50] John W. Creswell, *Education Research, Planning, Conducting, Evaluating, Quantitative and Qualitative Research*, *Pearson Publication*, Fourth Edi (Buston, 2012).

[51] John W. Creswell & Cheryl N. Poth, Qualitative Inquiry & Research Design, Choosing Among Five Approaches, Fourth Edition (Sage Publications, Inc, 2018) p. 300

research., the collecting questions through interaction activities such as conversations and observations. Thus, the researcher can begin to observe the answers to the research questions.

In this research, the researcher employed the non-participant observation. This allowed the researcher to focus entirely on observing and recording without interrupting the participants' activities. The researcher observed the classroom, took field notes, and captured photos during the sessions. The observation covered the objective conditions at SMPN 2 Tamanan, as well as the implementation of Active Recall Method in Teaching Vocabulary. The first, the researcher noted the general conditions at the location, which was a crucial part of the observation. Second, the researcher observed the teacher when teaching in the classroom, which included greeting the students, leading a prayer, checking attendance, informed the purpose, and introducing the material to be taught. Third, the researcher observed how the teacher applied the Active Recall Method by using mind mapping, focusing on the how students' retention the vocabulary. This included forming groups, facilitating discussions with the groups, and having each group present their work. At the end of the presentations, the teacher provided feedback and comments on the students' performances, while the researcher also noted how the teacher evaluated the students work when they using this method.

From the observation activities conducted at SMPN 2 Tamanan during the implementation of Active Recall Method in teaching vocabulary, the researcher observed several important elements concerning both the teaching the implementation of this method. Based on the results of the observation, the researcher gained a clear understanding of how this method can be applied in the teaching process.

2. Interview

In this study, semi-structured interview will be conducted. A semi-structured interview is a method of interviewing that uses an interview guide, but still allows flexibility for the interviewer to explore responses more deeply.[52] The subject of this interview is English teacher and three of students eight grade A at SMPN 2 Tamanan. Through these interviews, the researcher obtained information from the open-ended questions posed to the teacher and students by noting their answers. In this research, the researcher used in-depth interviews in the form of semi-structured interviews. Before the semi-structured interviews, the researcher decided on the topic and prepared a list of questions to gather information from the teacher and students. That process in this interview, the researcher asked the questions, record the answers, and take a note. In the process, not only one on one interviews are very ideal for interviewing participants who are hesitant to

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[52] Creswell, *Education Research, Planning, Conducting, Evaluating, Quantitative and Qualitative Research*. 4th edition (Buston: Pearson Education, 2012), p. 218

speak, articulate, and can share the opinion more comfortably. The data collected from these interviews included information about the aims, steps, evaluation, and the challenges of implementation of Active Recall method by using mind mapping. Additionally, Creswell state that also during the interview the observer need to give some attention and be responsive to the response from the participants.[53]

3. Document Review

In this research document review used the collect data, that is consist of public and private records that in qualitative studies. Thes sources provide in helping researcher to deeper understanding of the central phenomena in qualitative research. In this study the data was collected, conducting a document review in qualitative research, there are various guidelines that can be effective.

First, researcher must determine the types of documents that will help them answer their research questions. Then, researcher should consider both public and private documents as sources of information. After finding the records, the researcher must obtain permission from the individual before using them. Next, the researcher must analyze the document after obtaining the data to check its accuracy, completeness, and relevance in addressing the study topic. For the research, collecting documents was an

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[53] Creswell.

important step in obtaining data that supported the research findings. Once the necessary documents had been identified, the researcher proceeded to request permission from their respective owners or custodians, especially when dealing with personal or confidential materials. In cases where participants were involved in producing documents, such as journals, the researcher gave clear guidance on the required content and format. After the documents were collected, their relevance to the research questions was carefully assessed. In this study, data was obtained from existing the documents is the teaching module.

E. Data Analysis Techniques

The researcher may be conducted the collected data analysis using Miles and Huberman's interactive model. The data analysis technique in qualitative research which consists of three stages namely, data condensation, data display, and conclusion drawing and verification.[54]

1. Data Condensation

Data condensation is an initial process in analyzing data in qualitative research that involves selecting, simplifying, and abstracting data. In the data condensation, ensure transcripts are clear, capture or field notes. with this step a data set that can be analyzed to conclusion, and ensuring the accuracy of the obtained data. This stage involves:

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[54] M. Miles, B M., Huberman, *Qualitative Data Analysis*, *SAGE Publication* (USA, 2014).

a. Collecting data

In this section, the researcher will collect the necessary data during the study, such as gathering documentation and collecting data from interviews.

b. Categorizing the data

In this section, the researcher will categorize the data according to the research needs, such as data used during observations, interviews, or document reviews, making it easier for the researcher to process the data.

2. Data Display

The next stage is data display, which is important for understanding what is happening and for planning the next actions. This step needs to be organized systematically and be easy to understand. By presenting it in the form of words, narratives, and charts to reach a suitable conclusion. The researcher uses essays and tables to present the findings in this research.

3. Conclusion Drawing and Verification

The last is conclusion drawing and verification, in this stage making conclusions based on the findings and validating the data. The conclusions here are still temporary and can change if in further research more substantial evidence is found that supports the next stage of data collection. Emphasize that qualitative research must establish credibility through ongoing verification, peer debriefing, and member checking.

Overall, after the collected data is presented and a deep understanding of the data is obtained, the researcher verifies the data by verifying the correlation between the information with the data that has been presented with new data to teach vocabulary through the active recall method.

F. Data Validity

The extent to which an instrument measures what it claims to measure is known as its validity. In qualitative validity the data is triangulation. To ensure the validity of the research in this study employed triangulation. Validity of data in triangulation divided into two categories namely, triangulation of data sources and triangulation technique.[55]

1. Source Triangulation

Source triangulation is used to determine the reliability of data. The source triangulation is the researcher determined valid data by cross-checking the same information from different sources and comparing both sources to find out whether the data obtained produced the same conclusion or not. In source triangulation, researcher conducted interviews with teachers and students for research.

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[55] Matthew B. Miles, A. Michael Huberman, Qualitative Data Analysis (USA: SAGE Publishing,2014), p. 20.

2. Technique Triangulation

The triangulation technique is used to determine the authenticity of data by comparing the same data using different techniques, such as data from interviews, observations, and document reviews used by the researcher. The triangulation technique is used to verify valid data by cross-checking the same information from different techniques and comparing the results to see if the data leads to the same conclusion.

G. Research Procedures

In this research procedure, the plan for implementing the research is outlined, starting from the preliminary equipment, the actual research design development, and continuing through to the writing of the report. The stages of the research are as follows:

1. Pre-field Stage

This stage is conducted before the research begins, including problem analysis, identifying the focus of the problem, observation, and starting the permission process. In this stage, after researcher identifying problem that occur, the researcher ask permission to the headmaster. after that researcher start to observe the students.

2. Implementation

Stage This stage involves data collection, data processing, and data analysis. After conducting observations for a sufficient amount of time, the

researcher then begins data collection. The data is collected directly from the English teacher. During the observation, the researcher had already informed the English teacher, and the research participants were also selected based on the teacher's recommendations. Therefore, when the data was requested, the teacher immediately sent it to the researcher. Once the data is gathered, the researcher focuses on the data analysis process.

3. Reporting Stage

This stage involves preparing the research results in the form of a thesis. After the researcher completes the series of research processes, the final stage is the reporting phase. Here, the researcher compiles a thesis consisting of five chapters.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. **Data Presentation and Analysis**

In this section, the researcher presented several data that were obtained during the research activities. The data were presented in detail according to the findings from the research location, including the results of observation, interview, and document review. The data collected based on research questions which are stated: (1) How is the implementation of Active Recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan? (2) What are the challenges of Active Recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan? The data described as follows:

1. **The implementation of active recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan**

   The implementation of the active recall method in the classroom has it an objective. In the pre-activity these purposes are shaped by the practical experiences and observations of the teacher during the learning process. The objective of applying active recall, based on the explanation given by the English teacher, are as stated:[56]

   > "This learning method is easy to apply, especially for eighth-grade students. For me, the goals of this method can encourage my students to be more creative in developing the vocabulary they have learned. Additionally, this method is also able to improve students' ability to work together effectively in groups."

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[56] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

Based on the teacher statement, the purpose of implementing the active recall method combined with mind mapping in this learning process can be identified in several points. First, this learning method is easier to apply to eighth-grade students as it aligns with their cognitive development, which is beginning to support a systematic thinking. Second, the method encourages students to be more creative in developing the vocabulary they acquire, especially when creating mind maps that are both engaging and meaningful. Third, this method enhances students' elaboration skills and group collaboration, as they are required to exchange ideas and build understanding together.

This is supported by an additional statement from Junior, an eighth grade A class student. He said the purpose of learning vocabulary through mind mapping is as follows:[57]

> "The purpose of this vocabulary learning is to enrich our vocabulary so that our language skills improve. It also aims to enhance our creativity by creating mind maps that connect vocabulary. Moreover, a better understanding of vocabulary enables us to communicate more effectively. Through this process, to boost our confidence in using the language in various contexts. In addition, vocabulary learning also improves our sense of collaboration with friends, as we can share and discuss the new vocabulary we have learned with each other."

From that, learning vocabulary through mind mapping not only enriches students' word knowledge and enhances their language skills, but also fosters creativity, easy to communication with English, builds confidence in

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[57] Junior Darmansyah Putra Interviewed by researcher, Bondowoso, May 2 2025.

using the language, and promotes collaboration through peer interaction and discussion. The objective of implementing this method to encourages active participation and deeper understanding, as students engage more personally with the vocabulary they learn. Furthermore, by connecting words visually, students are better able to remember and apply them in various contexts, making the learning process more meaningful and enjoyable.

Additionally, the implementation of this method to build students' confidence because they are actively involved in the learning process. Students are not merely passive recipients of new vocabulary, but also active learners who take responsibility for their own understanding. As a result, the learning process becomes more enjoyable, meaningful, and has a positive impact on students' learning outcomes. This active recall method has specific purpose in English language learning in the classroom, as supported by the English teacher.

From the teacher's statement above, it seems that the students are also enthusiastic in participating in classroom learning according to the goals conveyed by the teacher earlier. It is supported by the students:[58]

> "This learning method is easy to understand, especially for us eighth grade students. A recall method like this encourages us to be more creative and fuller of ideas, so we can learn various new vocabulary words. Of course, it is also fun to learn by creating mind maps. In addition, this method helps improve our ability to work together in groups, so we can learn more and enjoy the process."

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[58] "Observation," (Bondowoso, 16 April 2025)

From the students' statements above, it appears that student understand the material, describe it easily and interest to learn recall the vocabulary. Added information from the teacher related to step by step in teaching vocabulary as follows:[59]

> "When teach, especially in vocabulary class I use mind mapping as a technique in the Active Recall method. Before starting a new topic, I give they an ice breaking first then I ask the students to recall what they learned in the previous session. They try to mention the vocabulary they remember, then I write it in the form of a mind map on the board. This helps them visualize the relationships between vocabulary words, and they are more motivated to remember what they have learned. I also provide them with a blank mind map to fill in during group work"

He also added:

> "As I mentioned earlier, I always begin the lesson with an ice breaking activity. I have seen that my students really enjoy it, and when I applied this activity, they became more active and enthusiastic to start the lesson. The purpose is to create a more enjoyable learning atmosphere and, of course, to improve students' concentration"

At this stage, the preparation followed the steps outlined in the teaching module, beginning with the teacher greeting the students at the start of the lesson and ending with the closing activities. During this phase, the teacher prepared the vocabulary materials and blank mind maps to be used throughout the lesson. Students were encouraged to retrieve information from their memory without relying on prompts or notes. This process aimed to strengthen

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[59] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

their long-term memory and deepen their understanding of the material being taught. In line with the method, the teacher began the lesson by asking students to recall vocabulary from the previous lesson without referring to their notes or textbooks.

Based on the teacher statement regarding the use of ice breaking activities, it can be concluded that starting the lesson with an ice breaking activity has a positive impact on students' learning readiness. This strategy successfully creates a more enjoyable and engaging classroom atmosphere. As a result, students become more active and enthusiastic at the beginning of the lesson. The goals from the ice breaking activity also make they more concentration and focus on the material to be learned. Therefore, implementing ice breaking activities is an effective way to foster student motivation and participation in the learning process. It can see in picture 4.1 (See Figure 4.1)

Figure 4.1 Teacher conducted the purpose of the material and Ice breaking activities

The implementation of Active Recall in the main-activities. After found inform the learning purpose and making groups related to the step Association

in the teaching module: *"guru membentuk kelompok masing-masing terdiri dari 4 sampai 5 siswa."*[60] It could be seen in figure 4.2 those students on the picture conduct discussion with the groups in the classroom. And figure 4.3 from the teaching module (See Figure 4.2 and 4.3)

Figure 4.2 Students discussion with the groups
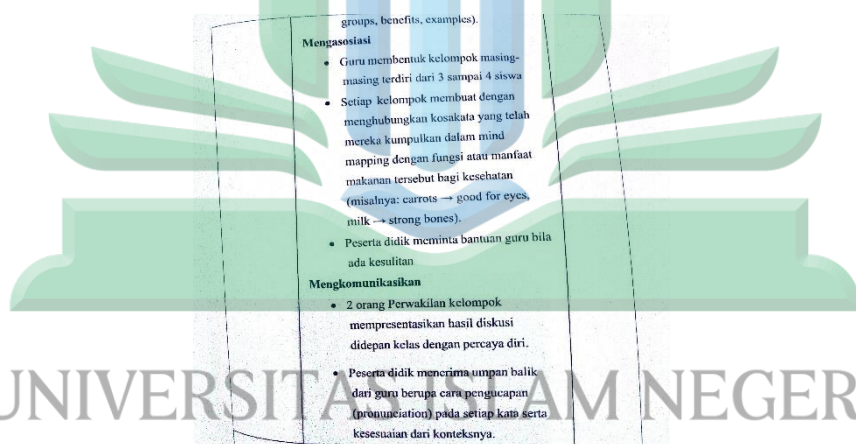

Figure 4.3 Teaching Module

The addition from Siti Sukoyna, student at Eight Grade A:[61]

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[60] "Teaching Module," Document Review, (Bondowoso, 2025)
[61] Siti Sukoyna Munawaroh Interviewed by researcher, Bondowoso, May 2 2025.

"Learning vocabulary using the active recall method is very enjoyable, especially when connecting words through mind mapping. It makes the class more engaging because we can discuss and share ideas with each other. We also find it easier to remember new vocabulary by linking it to other words. The atmosphere becomes livelier, and we feel more motivated to learn. With this approach, learning vocabulary is not boring. In fact, it becomes a fun and interactive activity with friends. We are happy because we get to learn while playing."

Based on the statement above, it can be concluded that using the active recall method combined with mind mapping makes vocabulary learning more effective and enjoyable. This approach not only helps students remember new words more easily but also creates a fun, interactive, and collaborative classroom environment. As a result, students feel more engaged, motivated, and confident in their learning process.

This method was used to teach vocabulary. The active recall method was very effective in providing students with an experience during the process of learning vocabulary. This was supported by the results of an interview with Mr. Agus Riwanto as English teacher at Eight Grade. The teacher discussed as follows:[62]

"I see students becoming more active when they are asked to remember and write down the words they have previously learned. They seem more confident because they feel they have a role in the learning process. Even some students who are usually passive started contributing ideas when creating the mind map. This greatly helps increase their participation"

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[62] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

This is supported by Siti Sukoyna from class VIII A the first student's statement regarding the implementation of this method in classroom learning:[63]

> "After greeting and doing some ice breaking, Mr. usually asks, 'Do you remember the words from yesterday?' We have to answer without opening our books. Then, the words are written on the board in the form of a mind map. After that, we create our own mind map in our notebooks. And Mr. also explains a little to help us understand and remember the material better. Then I discuss with my group members to add vocabulary that hasn't been written yet. Then we are asked to make sentences using the words from the mind map. In my opinion, the steps are fun and make it easier for me to remember the vocabulary."

Another statement from other student's, Junior from class VIII A:[64]

> "Mr. Agus usually starts the class with some ice breaking, and then we take turns being asked about regular and irregular verb vocabulary. He often asks us to recall the words from last week's lesson, and writes them on the board in the form of a mind map. We're encouraged to guess first, so we become more focused. After that, we are asked to make our own mind map. Sometimes we work with friends. Then we have to make sentences using the words we chose. I think it's a good method because it helps me remember the words more easily and understand their meanings too."

Based on classroom observations, teacher's explanations, and students' responses, it can be concluded that the implementation of the Active Recall method through mind mapping was effectively carried out and aligned with theoretical principles. The structured steps of recalling, visualizing, collaborating, and reflecting significantly contributed to improving vocabulary retention and student engagement in the classroom. Mr. Agus Riwanto, the

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[63] Siti Sukoyna Munawaroh Interviewed by researcher, Bondowoso, May 2 2025.
[64] Junior Darmansyah Putra Interviewed by researcher, Bondowoso, May 2 2025.

English teacher for Class 8A, emphasized that this method encouraged greater student involvement in the learning process. Based onto the students who were interviewed, they expressed that after greeting and participating in ice-breaking activities, the teacher asked them to recall vocabulary from the previous lesson without referring to their books, then wrote the words on the board in the form of a mind map. They continued by creating their own mind maps, discussing with peers, and forming sentences using the vocabulary, which helped them better remember and understand the words. They also mentioned that being prompted to guess first made them more focused and actively involved in the lesson, making the learning process more interactive and enjoyable.

In the implementation of this method, there was also an evaluation and reflection on the learning process is the form of post-activities. The use of the active recall method combined with mind mapping showed very positive results. This method not only enhanced students' understanding of vocabulary but also strengthened their ability to connect concepts. During the evaluation process, students demonstrated high enthusiasm and active engagement in learning activities. So that, indicated a significant improvement in vocabulary mastery compared to traditional methods. In addition, students reported feeling more confident in using the language after applying this method. Overall, the evaluation indicates that the combination of active recall and mind mapping is effective in improving student learning outcomes. This aligns with what is

presented in the teaching module, that these stages done during by the different time.

After implementing the method, the teacher also carried out an evaluation and the evaluation conducted as stated by the English teacher:[65]

> "I usually conduct evaluations at different stages of the learning process. During the lesson, I use formative evaluations such as observing students' participation in discussions and group activities, as well as giving short quizzes to check their understanding. At the end of the lesson, I ask students to reflect on what they have learned, share any difficulties they faced, and sometimes summarize the material. These evaluations help me understand their progress and adjust my teaching accordingly"

This is supported by the interview results as follows:[66]

> "As a teacher, I observe that the implementation of the active recall method combined with mind mapping in vocabulary learning has a positive impact on student engagement. Students become more active, enthusiastic, and able to collaborate well in groups. They appear more confident in using the vocabulary they have learned. Moreover, the learning process becomes more enjoyable and less monotonous because students can connect words through the visualizations, they create themselves. From the evaluation results, there is a noticeable improvement in their ability to remember and use vocabulary in the appropriate context. This method is very helpful in creating a more meaningful and deep learning environment."

Teacher also added:

> "From this method, the students become more active, enthusiastic, and able to collaborate well in groups. They also appear more confident in using the vocabulary they have learned, both orally and

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[65] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

[66] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

in writing. The evaluation of this method, I use formative assessments. Formative evaluation is conducted through observations during discussions and mind mapping presentations, as well as short quizzes that sharpen understanding and recall of vocabulary. In addition, I also give reflections at the end of the lesson by asking students about their feelings after the day's learning, their difficulties, and I also ask them to briefly summarize the lesson material. Therefore, I consider this method very effective and worthy of continuous implementation in English language learning."

From that, the active recall method combined with mind mapping significantly enhances student engagement and collaboration with each other's. It can boost students' confidence in using vocabulary both orally and in writing. The teacher use of formative assessments, including observations, quizzes, and reflections, effectively monitors student progress and understanding. Not only that, the teacher also gives the students a reflection. This method creates a more enjoyable and meaningful learning environment. Therefore, it is considered an effective method that should be continued in English language teaching.

These statements are also supported by the opinion of student, Junior Darmansyah:[67]

"I feel that this method is very helpful, especially when we create mind mapping and explain them to our groupmates. During presentations, I become more confident in using new vocabulary. In addition, the short quizzes given after the activities help me know whether I have really understood the material or not. my teacher also gives quizzes during the lesson, and they are not too difficult, but enough to test my memory."

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[67] Junior Darmansyah Putra Interviewed by researcher, Bondowoso, May 2 2025.

Furthermore, the student Chilla Margaretha added:[68]

> "I like it when we are asked to retell the material or our learning experience at the end of the lesson. It helps me become more aware of what I have learned and what I have not understood yet. When the teacher observes us during discussions, I feel more serious and want to show my abilities. In my opinion, this kind of evaluation is not boring and actually makes me more excited to learn."

Thus, the three statements from the teacher and students regarding the learning evaluation are aligned. Moreover, the evaluation applied is also based on the existing teaching module. Therefore, in the evaluation stage of implementing the active recall method with mind mapping, the teacher not only assesses the final results but also monitors the students' learning process as a whole. This ensures that each student receives constructive feedback and has the opportunity to improve their understanding continuously. This is supported by a picture, as shown in Figure 4.4 showed that English teacher conducted a reflection by giving feedback and ask students to summarize what they learned.[69] (See Figure 4.4)

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[68] Chila Margaretha. Interviewed by researcher, Bondowoso, May 2 2025.
[69] Document Review, The reflection of teaching active recall method by English teacher, May 2 2025

Figure 4.4 Teacher Evaluated by give reflection and asked students to summarize

In conclusion the implementation of Active Recall using mind mapping is highly appropriate, as it encourages students to retrieve information from memory without prompts, thereby strengthening long-term retention and understanding, especially in recalling vocabulary. The teacher's method of reviewing previous lessons through memory recall and visual representation is well suited for the students, demonstrating that these techniques can significantly enhance students' language acquisition. This is also supported by the document review that used by the teacher during the lesson.

2. **The challenges of Active Recall method in teaching vocabulary mastery among eight grade students of SMPN 2 Tamanan**

Based on observation by the researcher, the implementation of the Active Recall method in vocabulary learning at SMPN 2 Tamanan has provided significant benefits, especially in enhancing students' engagement and

retention of vocabulary.[70] However, its application in the classroom does not come without challenges. Based on interviews with the English teacher and several students of Class 8A, several issues were identified during the teaching and learning process using this method. These challenges are mainly related to the differences in students' abilities, limited classroom time, and students' dependence on prior knowledge.

Mr. Agus Riwanto, the English teacher of Class 8A, described several obstacles he encountered when applying the Active Recall method:[71]

> "One of the main challenges is that not all students can remember the vocabulary from previous lessons, especially those who do not study at home. When asked to recall, they become nervous and tend to remain silent. It takes time to encourage them to respond. In addition, time management in the classroom is also a challenge because the process of recalling and creating mind maps consumes a lot of the lesson time."

This statement reflects two major challenges: 1) students' readiness and 2) classroom time management. The Active Recall method requires students to remember previously learned vocabulary without the aid of notes, which can be difficult for low-achieving students or those lacking consistent study habits. The anxiety they feel when answering also hinders their participation.

Furthermore, Mr. Agus also pointed out challenges related to students' varying learning paces:[72]

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[70] "Observation," (Bondowoso, 17 February 2025)

[71] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

[72] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

"Some students can easily recall vocabulary and actively participate in creating mind maps, while others struggle to remember even basic words. It depends on their individual memory capacity. I often have to repeat the instructions or give hints, and that takes quite a lot of time. However, I usually handle this by giving a quick review at the beginning or asking the higher-achieving students first, which helps the others follow along more easily. Students at their age need to be prompted or 'triggered' first."

The differences in students' vocabulary mastery levels cause an imbalance in classroom dynamics. While some students are quick and active, others fall behind and struggle, which may lower their motivation.

The interviews with students also revealed the challenges they experienced. Chilla, a student from Class 8A, stated:[73]

"The challenges that I feel, sometimes I forget the words from last week. When the teacher asks us without allowing us to look at the book, I get confused and feel embarrassed if I answer incorrectly. I like the method, but I think it would be better if we had some review first before being asked to recall."

Chilla also added:

"Sometimes I feel not confident when I have to pronounce vocabulary in English. I am afraid of getting the pronunciation wrong and being laughed at by my classmates. So, even when I know the answer, I often hesitate to speak. I still feel nervous, especially when I have to answer in front of the class. But I think this method can help, because with mind mapping and recall practice, I get to practice more and slowly start to feel braver to try."

Chilla's response illustrates the emotional pressure and cognitive burden involved in the Active Recall method, especially for students who lack

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[73] Chila Margaretha. Interviewed by researcher, Bondowoso, May 2 2025.

confidence or strong memory skills. Without proper support or initial reviews, some students feel anxious and reluctant to participate.

Another student, Junior, also added:[74]

> "When vocabulary class I enjoy making mind maps, but when we are asked to recall the words at the beginning of the lesson, it's difficult if I haven't studied. Sometimes I just follow what my friends say. It would really help if we could review a little before being asked to recall."

In the stages of challenges faced, it is evident that some students still rely on their classmates and feel more comfortable with guided recall rather than being asked to retrieve information independently without prompts. This indicates that the success of the Active Recall method heavily depends on students' preparation outside the classroom, which cannot always be ensured. (See figure 4.5)

Figure 4.5 Students lack of confidence to recalling vocabulary in front of class

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[74] Junior Darmansyah Putra. Interviewed by researcher, Bondowoso, May 2 2025.

The additional interview statement with the teacher regarding students' lack of confidence:[75]

> "I realize that some students still lack confidence, especially when it comes to pronouncing vocabulary in English. They are afraid of making mistakes and feel embarrassed if their answers are incorrect. To address this, I try to create a more supportive and non-judgmental learning environment. I always emphasize that making mistakes is a natural part of the learning process. With the active recall and mind mapping method I can noticed that students are becoming more willing to try, as they feel more prepared and supported by the visualizations, they create themselves."

In the learning process, there are certainly challenges, such as students' lack of confidence in pronouncing English vocabulary. This can be addressed by creating a supportive learning environment that encourages students not to be afraid of making mistakes. Through the implementation of the active recall and mind mapping methods, students are provided with tools that help them understand and remember vocabulary more effectively, which gradually increases their confidence in speaking and actively participating in the learning process.

In implementing vocabulary recall activities, teachers often encounter various obstacles that can affect student participation and learning outcomes. One common issue is related to how well students can retrieve previously learned vocabulary. Then during the interview, the teacher stated that:[76]

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[75] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.
[76] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

"One of the biggest challenges is when students are asked to recall previously learned vocabulary many of them appear confused and remain silent. This usually happens with students who are not used to studying at home. They feel unsure about their answers and are afraid of making mistakes, so they choose not to speak. To overcome this, I usually start with easier questions or ask the more active students to answer first, so that the others can be helped and feel more confident."

In recalling previously learned vocabulary poses a significant challenge for many students, especially those who lack regular study habits at home. Their uncertainty and fear of making mistakes often lead to silence and hesitation. To address this, starting with simpler questions and encouraging more confident students to respond first helps create a supportive environment that boosts overall student confidence and participation.

Thus, the challenges from this method are managing classroom time effectively is essential, especially when using interactive and student-centered methods that can be time-consuming. Given that techniques like active recall and mind mapping often require extended periods for discussion and creation, it is important to understand how teachers handle these time demands. At the interview the teacher also stated:[77]

"Indeed, the activities of active recall and mind mapping take quite a lot of time, especially when students are discussing and creating their mind maps. To overcome this challenge, I usually prepare a simple format or template for the mind map so they do not spend too much time on the design. I also manage the time clearly by setting time limits for recalling, discussing, and constructing the mind map.

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[77] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

This helps ensure that the process remains effective and the material can be completed as planned."

From the statement the teacher, while active recall and mind mapping activities can be time consuming, effective time management strategies such as providing simple templates and setting clear time limits help maintain a productive learning process. These approaches ensure that students stay focused and the learning purpose are achieved within the available class time.

During the interview the teacher also stated about how to overcome student differences in terms of remembering, he also added:[78]

"Differences in students' abilities are indeed a challenge. To overcome this, I provide individual or small group guidance for students who have difficulties, as well as concrete examples when explaining mind mapping. I also utilize students who grasp the material more quickly to help their peers during group discussions. Additionally, I give extra time to those who need it so they can better understand and connect the vocabulary. This approach helps create an inclusive learning environment that supports all students to develop according to their abilities."

Furthermore, from what the teacher said, addressing the diverse abilities of students requires a flexible and supportive teaching approach. By offering individualized guidance, providing clear examples, encouraging peer support, and allowing additional time for those in need, teachers can foster an inclusive and effective learning environment. This ensures that all students have the opportunity to succeed and grow at their own pace.

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[78] Mr. Agus Riwanto S.Pd, Gr. Interviewed by researcher, Bondowoso, May 2 2025.

Overall, the successful implementation of active recall and mind mapping in vocabulary learning requires thoughtful handling of several key challenges. These include students' difficulties in recalling vocabulary due to lack of study habits, time constraints during classroom activities, and varying student abilities. However, through strategic approaches such as starting with simple prompts, managing time effectively with templates and clear time limits, and providing individualized support alongside peer collaboration, teachers can create a more inclusive, engaging, and productive learning environment. These methods not only help students retain vocabulary better but also build their confidence and foster collaborative learning.

Although the Active Recall method offers valuable pedagogical benefits, its implementation in vocabulary teaching at SMPN 2 Tamanan encounters several challenges. These include differences in student proficiency levels, limited instructional time, lack of home preparation, and emotional pressure stemming from low self confidence among students. Interview findings with both the teacher and students indicate that although this method promotes deeper learning, its implementation is often hindered by classroom realities and varying levels of student readiness. Therefore, it is recommended that the Active Recall method be accompanied by brief review sessions, differentiated instruction based on students' abilities, and strategies aimed at building students' confidence and memory skills. By addressing these

challenges, the method can be optimized to further enhance students' vocabulary mastery.

Thus, the interview findings from both the teacher and students indicate that while this method promotes deeper learning, it is important to understand that the challenges in implementing the Active Recall method are not solely related to students' academic abilities, but also involve emotional factors and the necessary preparation in the learning process. Some of the challenges include students' lack of self-confidence, learning anxiety, different levels of student ability, and insufficient classroom time management. This is supported by photos and videos in the learning activities that content the active recall method.

B. Discussion

In this section, the researcher focused on discussing the two main research focus as follows:

1) **How is the implementation of Active Recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan?**

In the first finding related to the implementation of the Active Recall method in teaching vocabulary through mind mapping on the recount text material with the theme of healthy food for eighth-grade students at SMPN 2 Tamanan, students were consciously encouraged to understand the concept of healthy food by sharing their personal experiences and knowledge. The

objective relevant to Harmer's theory, Harmer stated that recalling vocabulary using mind mapping is so important, by the time students get to upper intermediate level or beyond, we can be sure that some of them will know some of the vocabulary we are asking them to focus on.[79] That is supported by the step that Harmer theory, which consists of eight points: (1) Introduction what mind mapping activity and how to learn with the method. (2) Preparation Learn include: Material need, focus object material, instructional goal. (3) Teacher creating the mind map framework, the teacher begins by drawing a simple mind map on the board (4) Expanding the mind map, Students are invited to add more branches. (5) Detailing the specific rooms, Students making group then giving the words and working with groups to expanding the mind map with the other vocabulary. (6) Group work and competition (7) Monitoring and assistance (8) Reflection and discussion.

The students were guided not only to identify the types of healthy food but also to explain the benefits of the items they listed. Then, they were prompted to create mind maps. Students stated that recalling vocabulary through mind mapping made future recall easier. They also expressed that this method truly helped them both understand and remember vocabulary more easily. Moreover, they found it easier to grasp the meaning of the vocabulary

[79] Jeremy. Harmer, *Learning the Language of Practice*, *Pearson Longman*, Fourth edi (Cambridge, UK: Pearson Longman, 1987), https://doi.org/10.1080/03626784.1987.11075294

they wrote. The students did not find it difficult to generate ideas when creating the mind maps, as the technique that used in the process in interactive learning. This in line with the theory by Xian Zhang, the basic principle of active recall lies in how its application strengthens neural pathways through retrieval, making future recall easier. This can be achieved using various techniques such as shapes, associations, word lists or pictures as visualization tools, writing, or using mind mapping techniques.[80] This type of approach is highly effective in language learning, where vocabulary retention plays a crucial role in achieving fluency.

Mind Mapping as a technique for Applying the Active Recall Method, it can be a visual method for organizing information that allows learners to connect concepts and see relationships more clearly. When combined with the active recall method, mind mapping becomes a powerful tool for vocabulary learning. In this line with the theory from Buzan, mind mapping is a thinking tool used to aid memory in learning particularly vocabulary. By visualizing and connecting words, students can better understand and remember vocabulary[81].

At SMPN 2 Tamanan, this combined approach has been effectively implemented, as reflected in the experiences of teachers and students. This is relevant with Harmer that about the outlines and how lessons should begin with

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[80] Zhang and Lu, "The Relationship Between Vocabulary Learning Strategies (Active Recall) and Breadth and Depth of Vocabulary Knowledge."

[81] Buzan, *MIND MAP MASTERY The Complete Guide to Learning and Using the Most Poweful Thinking Tool in the Universe*.

mind mapping, followed by material preparation while sharpening students'
memory skills, and eventually having students form groups to create and
discuss mind mapping an approach also in line with the prepared teaching
module.[82] This method allows students to actively recall and organize
vocabulary through visual mapping, which aligns with the structured stages
outlined in the teaching module. These stages serve as a practical guide for
teachers in delivering vocabulary lessons effectively and systematically.

The steps for teaching vocabulary using mind mapping to eighth-grade
students at SMPN 2 Tamanan were summarized into eight points: (1) Opening
the lesson by greeting the students, followed by a short ice-breaking activity
related to the lesson topic. (2) Giving a brief explanation about the topic of
healthy food. (3) The teacher guiding students to categorize vocabulary based
on the types of food they identified. (4) Dividing students into groups of four
to five members. (5) Each group then began creating a mind map by connecting
the vocabulary they had collected with the functions or health benefits of the
food items. (6) Afterward, each group presented the results of their discussion
in front of the class. (7) The teacher provided feedback after all groups had
delivered their presentations. (8) In the final stage, the teacher gave reflection
or evaluation on the learning outcomes.

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[82] Jeremy. Harmer, *Learning the Language of Practice*, *Pearson Longman*, Fourth edi
(Cambridge, UK: Pearson Longman, 1987), https://doi.org/10.1080/03626784.1987.11075294

This is based on the teaching module that teacher used. In the teaching vocabulary using the Active Recall method through mind mapping made the learning process run smoothly and effectively, as the teacher clearly provided guidance on what the students needed to do. Not only that, the teacher also provides an evaluation during the lesson and gives a reflection at the end of the learning session by asking students about their feelings and asking them to summarize the material in a simple way. This is based on the theory by Karpicke that the evaluation this method also plays a role in evaluating students' perceptions of their own learning outcomes, particularly in predicting how well they are able to recall the material when facing a test.[83] Moreover, this method helped students stay more focused and contributed to increased engagement and motivation.

It is in line with previous research conducted by Fathonah, that applying the method that mnemoniacs can helps students to recall the vocabulary and when used this makes students more enthusiasm in the learning process, not only that this more interesting and could improve students understanding and retention of new vocabulary more easily.[84] Related to this study can supported of students' English vocabulary retention after the

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[83] Roediger and Karpicke, "The Power of Testing Memory: Basic Research and Implications for Educational Practice."

[84] Fathonah, *"The Implementation of Mnemoniacs Strategies of Teaching Vocabulary at the Seventh Grade Students of SMP N 2 Ceper in Academic Year 2021/2022"* (Undergraduate Thesis). UIN Raden Mas Said Surakarta."

implementation of the learning method. It shows that the use of interactive learning media, such as images and mind mapping, can improve students' memory of vocabulary.

The findings indicate that repeated exposure to vocabulary through enjoyable and contextual activities can help students retain vocabulary in the long term. Based on the findings and the theory, it was concluded that there was a consistency which indicated that teaching vocabulary using mind mapping active recall was very effective in vocabulary instruction.

2) **What are the challenges of Active Recall method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan?**

Active recall is an effective learning method, particularly for deliberately retrieving information from memory. It has been proven to enhance retention from short-term to long-term memory. This method requires learners to actively reconstruct information from memory rather than simply reviewing material passively, thereby strengthening the neural pathways associated with the learned content. In vocabulary mastery, active recall can significantly improve learners' ability to retrieve and use new words more easily by reinforcing memory traces through repeated recall practice.

The challenges of Active Recall and Mind Mapping in the Classroom. Alongside the use of active recall method, mind mapping is commonly applied as a supporting tool to visually organize vocabulary items and their

relationships, facilitating deeper understanding. However, the practical use of these strategies in real classroom settings may face challenges. At SMPN 2 Tamanan, interviews with English teachers and students revealed various obstacles stemming from differing levels of student preparedness, individual differences, and time constraints in teaching.

These findings are consistent with theory and prior research, especially those by Karpicke Theory of Active Recall emphasizes that active recall is effective in promoting long-term retention, but its effectiveness is strongly influenced by the learner's ability to retrieve information from memory without prompts.[85] This supports your finding that students who lack consistent study habits struggle more during recall activities. Xu et al, also mentioned that mind mapping as a technique within active recall works best when students are cognitively and emotionally engaged, which implies that readiness, confidence, and prior exposure to material are crucial for success.[86] However, they also highlight practical challenges that may not be fully addressed in theoretical discussions, reinforcing the importance of adapting active recall methods to the classroom context.

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[85] Roediger and Karpicke, "The Power of Testing Memory: Basic Research and Implications for Educational Practice."

[86] Xu et al., "Corrigendum to 'Active Recall Strategies Associated with Academic Achievement in Young Adults: A Systematic Review' [J. Affect. Disord. 354 (2024) 191–198, (S0165032724004245), (10.1016/j.Jad.2024.03.010)]."

The diversity in students' learning speeds adds to the complexity. The teacher stated, that while some students quickly recall vocabulary and actively contribute to mind mapping, others struggle even with basic terms. He often needs to repeat instructions or provide hints, which can be time-consuming, but starting with high achieving students helps others stay on track. This highlights the need for differentiated teaching method to meet the needs of a heterogeneous classroom.

On the other hand, from students' testimonies further illustrate these challenges, the teacher can provide tests related to this method in order to sharpen the students' vocabulary retention and make the teaching and learning process in the classroom more effective. According to the previous research conducted by Utami, when the process of applying the method in teaching vocabulary there are challenges that exist which are, the students lacked of confidence and has difficulties in remembering and pronounce the word.[87] Similar to the implementation of the Active Recall method using mind mapping in vocabulary teaching, which involves both students and teachers, there are still challenges faced by students in recalling words.

However, to overcome this, the teacher provides guidance and support to help students perform better in the learning process. This aligns with

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[87] Utami, E O., Sukirlan, M., "Implementation of Communicity Language Learning (CLL) in Teaching Vocabulary."

Thornbury's theory, which states that vocabulary learning is difficult, especially when use the traditional method like rote memorization[88]. While teacher guidance is beneficial, it can reduce the amount of available class time, limited students' opportunities to fully understand the material. Moreover, learning outside the classroom is perceived as less effective, as students still require direct guidance to better comprehend the lessons.

These findings illustrate that although active recall combined with mind mapping promotes active learning and deeper retention, its implementation in the classroom requires careful adjustments to accommodate the diverse needs of students. Challenges such as limited class time, uneven student preparedness, and emotional barriers like anxiety negatively affect the learning process. This is supported by Shen's, which states that recalling can be a challenge for students, especially those who lack motivation or have varying levels of academic ability.[89] To address these issues, integrating short review segments before recall activities and providing differentiated support can help balance time constraints and support learning at all proficiency levels. Building students' confidence through gradual challenges and positive reinforcement is equally important to encourage consistent engagement.

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[88] Thorrnbury, *How to Teach Vocabulary*.

[89] Sari and Wardani, "Difficulties Encountered By English Teachers in Teaching Vocabularies."

While the active recall method supported by mind mapping has clear pedagogical benefits for vocabulary learning at SMPN 2 Tamanan, effectively applying it involves overcoming several practical challenges. Differences in student ability, limited teaching time, and emotional factors such as anxiety require strategic instructional adaptations. Incorporating brief review sessions, tailored guidance, and confidence building techniques will help optimize this method and create a more inclusive and productive learning environment. Acknowledging these challenges ensures that educators can better support students, allowing the active recall approach to reach its full potential in enhancing vocabulary mastery.
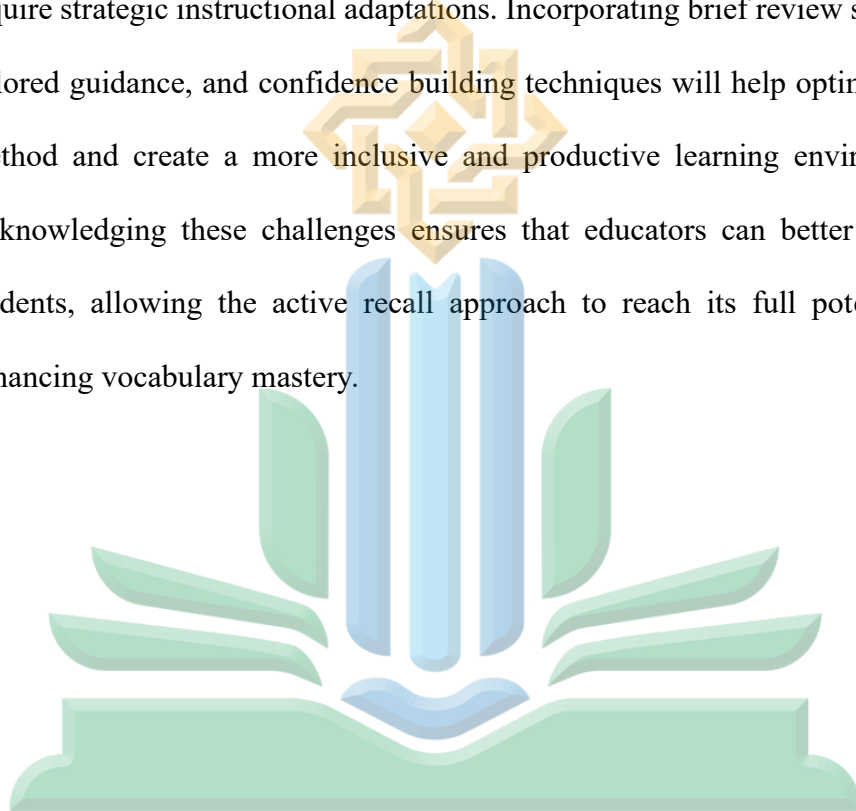
CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings and discussion in the chapter IV, there could be drawn two conclusions as follows:

The implementation of the Active Recall method combined with mind mapping in vocabulary teaching aims to strengthen students' memory and help them retain vocabulary for the long term. This method is particularly effective for eighth-grade students, as it matches their cognitive development and encourages creativity and collaboration. The process guides students not only to recall vocabulary but also to understand the meaning and context through personal experiences and visual mapping. With the support of interactive tools and structured activities, students become more engaged and confident in their learning. Overall, this approach creates a meaningful and enjoyable learning environment that supports long-term retention.

The challenges by the implementation of the Active Recall method combined with mind mapping at SMPN 2 Tamanan has effectively improved students' vocabulary retention, engagement, and confidence. The structured method used by the teacher starting from greetings, recall sessions, and collaborative mind maps made learning more interactive and student cantered. application of this method also faced several challenges. Differences in student proficiency, limited classroom time, and students' lack of preparation at home affected the overall effectiveness. Some students felt anxious or unprepared during recall activities,

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while others relied on their peers for answers. Despite these challenges, with additional support such as brief review sessions, differentiated guidance, and confidence building strategies, the combination of Active Recall use mind mapping remains a practical and impactful approach for vocabulary learning.

B. Suggestion

Based on the research conclusion above, the researcher has suggestions for the teacher and also other researchers as follows:

1. Teacher

Teachers are encouraged to continue using the Active Recall method integrated with mind mapping as it has proven effective in enhancing vocabulary retention, engagement, and learner confidence. To address challenges such as varying student proficiency levels and anxiety during recall, it is recommended that teachers provide brief review sessions before recall activities and gradually train students in retrieval practice. Using differentiated instruction strategies can also help accommodate diverse learners. Furthermore, promoting a supportive classroom environment and giving positive reinforcement will help reduce students' fear of making mistakes and increase their willingness to participate.

2. Other Researcher

Future researchers are encouraged to explore the implementation of Active Recall and mind mapping across different educational levels and subjects to examine its broader applicability. It is also suggested to investigate long-term impacts on vocabulary mastery and retention. Moreover, further

studies could focus on comparing the effectiveness of Active Recall with other vocabulary learning strategies, or integrating digital tools to support mind mapping and recall activities. Including a larger and more diverse sample may provide deeper insights into how this method can be optimized for different learner profiles.

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APPENDIX 1 RESEARCH MATRIX

MATRIX

Title	Variable	Indicator	Data Sources	Research Method	Research Questions
THE IMPLEMENTATION OF ACTIVE RECALL METHOD IN TEACHING VOCABULARY MASTERY FOR EIGHT GRADE STUDENTS' AT SMPN 2 TAMANAN	1.Teaching Vocabulary	1. Purpose of Teaching Vocabulary 2. Steps by Steps of Teaching Vocabulary 3. Evaluation in Teaching Vocabulary 4. Challenges in Teaching Vocabulary	1. Primary data: English Teacher and students eighth grade of SMPN 2 Tamanan 2. Secondary data: Observation, related to document review	1. Research Design: a. Qualitative case study on phenomenology 2. Data Collection: • Observation • Interview • Document review 4. Data analysis: Miles and Huberman: • Data Condensation • Data display • Conclusion 5. Validity of data: Source triangulation and technique triangulation	1. How is the implementation of Active Recall Method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan? 2. What are the challenges of Active Recall method in teaching vocabulary mastery for eight grade students of SMPN 2 Tamanan?
	2. Active Recall Method	Mapping Strategy: 1. Repiting the Vocabulary 2. Translating the Vocabulary 3.Drawing the Vocabulary			

APPENDIX 2 LEARNING MODULE

LEARNING MODULE

MODUL AJAR KURIKULUM MERDEKA
KELAS VIII
FASE D

I.   INFORMASI UMUM

A. Identitas Modul

Teacher's Name   : Agus Riwanto S.Pd. Gr

Satuan Pendidikan   : SMP Negeri 2 Tamanan

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / 2

Pokok Bahasan   : Describing and Presenting Vocabulary in
Healthy Food text using mind mapping method.

Tema   : Healty Food

Alokasi Waktu   : 1 pertemuan (2JP)

B. Kompetensi Awal

1. Capaian Pembelajaran - Elemen Capaian:
Writing - Speaking – Presenting

Pada akhir Fase D, peserta didik **mengomunikasikan** ide yang
mereka temukan secara sederhana dan terstruktur, menunjukkan
perkembangan dalam penggunaan kosakata spesifik dan struktur
kalimat sederhana mengenai materi **Healty Food**. Menggunakan
contoh, mereka menyusun perencanaan, menulis, dan menyajikan
teks informasi, imajinasi dan persuasi dengan menggunakan **mind
mapping tentang materi Healty Food** kemudian
mempresentasikan hasilnya di depan kelas.

C. Profil Pelajar Pancasila

1. Beriman dan bertakwa kepada tuhan yang maha esa dan berakhlak mulia
2. Bergotong royong
3. Kreatif
4. Mandiri
5. Berkebhinekaan Global

D. **Sarana dan Prasarana**
   1. Ruang Kelas
   2. Pendukung lainnya sesuai situasi dan kondisi sekolah.

E. **Target Peserta Didik**

   Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. (bukan berkebutuhan khusus)

F. **Media / Alat, Sumber, dan Metode pada Pembelajaran**
   - Media / Alat:
      ➢ Spidol
      ➢ Papan Tulis
      ➢ Lembar Kerja Siswa
   - Method / Technique: Active Recall Method
   - Pendekatan   : Scientific Learning (mengamati, menanya, mengumpulkan informasi, mengasosialisasi, mengkomnunikasikan).
   - Sumber belajar:
      ➢ Text from teacher
      ➢ Dictionary
      ➢ Vocabulary application such as Google translate or U-dictionary

II. **KOMPETENSI INTI**
   A. **Tujuan Pembelajaran**
      1. Peserta didik mampu menyebutkan kosakata baru yang telah dipelajari melalui teknik active recall secara mandiri.

2. Peserta didik mampu menjelaskan arti dari kosakata dalam konteks kalimat yang berbeda menggunakan peta pikiran.

3. Peserta didik mampu mengelompokkan kosakata berdasarkan kategori tertentu (kata benda, kata kerja, kata sifat, dll.) dalam bentuk mind mapping maupun lisan.

4. Peserta didik mampu membandingkan penggunaan kosakata yang tepat dan tidak tepat dalam kalimat dan memberikan alasannya.

5. Peserta didik mampu menyusun mind mapping yang kreatif berisi kumpulan kosakata tematik yang telah dipelajari (contoh: deskripsi diri, tempat, atau aktivitas sehari-hari) secara benar dan sesuai konteks.

B. **Pemahaman Bermakna**

Pembelajaran menggunakan active recall method memberikan pengalaman yang mendalam bagi peserta didik dalam pembelajaran. Berikut adalah pemahaman bermakna dari pembelajaran tersebut:

1) Meningkatkan Retensi Informasi: Siswa dilatih untuk mengingat materi dari memori mereka sendiri, bukan hanya sekadar membaca ulang. Ini membantu memperkuat jaringan ingatan jangka panjang.

2) Mendorong Keterlibatan Aktif: Proses mengingat kembali informasi membuat siswa lebih aktif dalam pembelajaran, bukan menjadi penerima pasif informasi.

3) Mengembangkan Kemampuan Berpikir Kritis: Saat siswa mencoba mengingat dan menjawab pertanyaan tanpa melihat catatan, mereka terdorong untuk berpikir secara logis dan menganalisis materi.

4) Membantu Identifikasi Kekurangan Pemahaman: Dengan mencoba mengingat secara mandiri, siswa dapat mengetahui

bagian mana yang belum mereka kuasai dan fokus memperbaikinya.

5) Menumbuhkan Kemandirian Belajar: Active recall mendorong siswa belajar secara mandiri, memperkuat kepercayaan diri, dan meningkatkan motivasi intrinsik.

C. Pertanyaan Pemantik

➢ What is your favourite food?

➢ Could you mention your favorite food?

➢ Do you know about healty food? Why is it important to eat healthy food every day?

D. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memulai pelajaran dengan didahului berdoa • Memberi sapaan kepada siswa • Memeriksa kehadiran peserta didik • Melakukan ice breaking • Guru menyampaikan tujuan pembelajaran • Guru menyampaikan secara singkat tentang materi yang akan disajikan selama pembelajaran	5 Menit
Kegiatan Inti	**Mengamati** • Peserta didik mengamati penjelasan guru terkait apa itu "Healty Food". **Menanya**	65 Menit

| | • Guru menyampaikan pertanyaan pemantik untuk menggali pengetahuan awal siswa dengan menjawab secara lisan berdasarkan ingatan mereka sendiri (recall).

   • What is your favourite food?
   • Could you mention your favorite food?
   • Do you know about healty food? Why is it important to eat healthy food every day?

• Guru memandu siswa untuk mengelompokkan kosakata berdasarkan jenis makanan (fruits, vegetables, protein, etc.)

Mengeskplorasi

• Peserta didik secara berkelompok mencari dan menuliskan kosakata baru yang berkaitan dengan healthy food dari bacaan pendek yang disediakan guru
• Peserta didik mendiskusikan makna kosakata tersebut dan memperluas mind mapping yang telah dibuat sebelumnya dengan menambahkan kategori baru (misalnya: food | |

	groups, benefits, examples).	
	Mengasosiasi	
	• Guru membentuk kelompok masing-masing terdiri dari 3 sampai 4 siswa	
	• Setiap kelompok membuat dengan menghubungkan kosakata yang telah mereka kumpulkan dalam mind mapping dengan fungsi atau manfaat makanan tersebut bagi kesehatan (misalnya: carrots → good for eyes, milk → strong bones).	
	• Peserta didik meminta bantuan guru bila ada kesulitan	
	Mengkomunikasikan	
	• 2 orang Perwakilan kelompok mempresentasikan hasil diskusi didepan kelas dengan percaya diri.	
	• Peserta didik menerima umpan balik dari guru berupa cara pengucapan (pronunciation) pada setiap kata serta kesesuaian dari konteksnya.	
Penutup	• Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran yang berlangsung	10 Menit
	• Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil	

	pembelajaran	
	• Guru menyampaikan informasi tentang rencana kegiatan pembelajaran pada pertemuan berikutnya	
	• Menutup pelajaran dengan berdoa dan salam	
	Reflection	
	• What interesting things did you find while learning today's material?	
	• Are there any difficulties in learning today's material?	
	• What did you do to maximize your learning outcomes?	

E. **Lampiran**
   Materi

Text 1	Text 2
My Favorite Healthy Food	**My Bad Experience with Unhealthy Food**
I like eating healthy food. My favorite healthy food is banana. Bananas are sweet and full of vitamins. I eat bananas in the morning for breakfast. I also like carrots and spinach. They are good for my eyes and my body. Healthy food helps me stay strong and active. I drink milk every day because it is good for my bones. I try not to	Last Friday, I was very hungry after school. I didn't want to cook, so I bought some fried chicken and french fries from a fast-food restaurant near my house. I also ordered a large soda. The food looked tasty, and I ate everything quickly. After a few hours, I started to feel sick. My stomach hurt, and I felt very tired. I went to bed early and didn't

| eat too much candy or fast food. Eating healthy makes me feel happy and full of energy.	eat dinner. The next day, I still felt unwell, so my mother made me some warm soup and told me to drink more water. It was a bad experience, and I learned a lesson. Now, I try to eat healthy food and avoid junk food, especially when I'm very hungry.

How to Create your Mind Mapping?

Begins by drawing a simple mind map on the board with central word "Healty Food". Two branches are initially added: "Vegetable" and "Fruit"
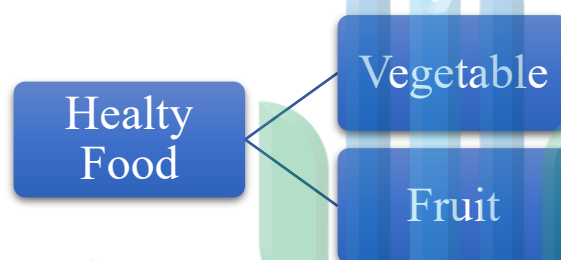
Expanding the mind map, Students are invited to add more branches by suggesting other foods.
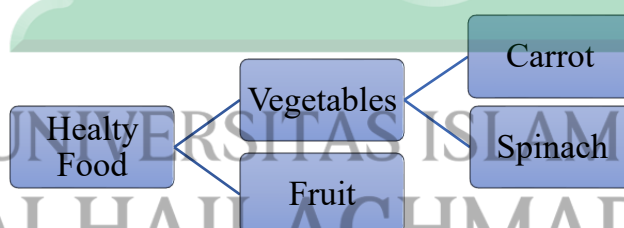
Detailing the specific foods, Students making group then giving the words and working with groups to expanding the mind map with the other vocabulary. They choose the kind of food and elicits more specific words related to it.
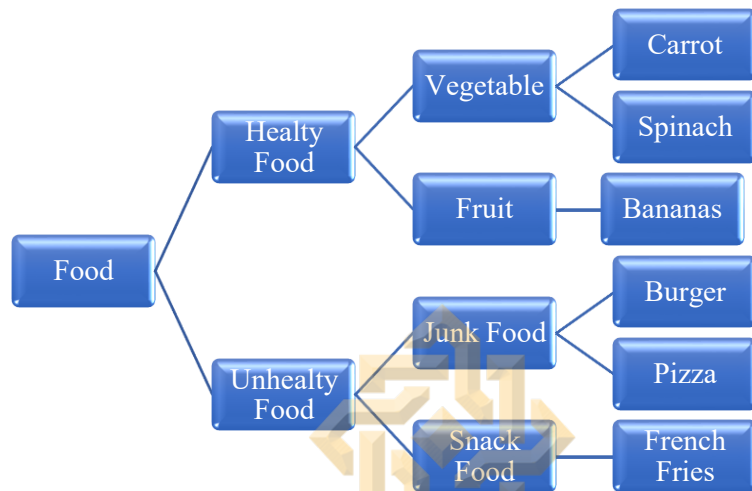
F. **Penilaian**

1. **Penilaian Sikap**

Kriteria Sopan	Poin
Selalu bertindak sopan saat mengikuti materi pembelajaran ini	4
Sering bertindak sopan saat mengikuti materi pembelajaran ini	3
Terkadang bertindak sopan saat mengikuti materi pembelajaran ini	2
Tidak pernah bertindak sopan saat mengikuti materi pembelajaran ini	1

Kriteria Percaya Diri	Poin
Selalu percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	4
Sering percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	3
Terkadang percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	2

Tidak pernah percaya diri dalam menggunakan bahasa Inggris di kelas dan berani presentasi didepan kelas	1

Kriteria Tanggung Jawab	Poin
Selalu melaksanakan tugas individu atau tugas kelompok dengan baik	4
Sering melaksanakan tugas individu atau tugas kelompok dengan baik	3
Terkadang melaksanakan tugas individu atau tugas kelompok dengan baik	2
Tidak pernah melaksanakan tugas individu atau tugas kelompok dengan baik	1

Pedoman Penilaian Sikap

$$\frac{Jumlah\ skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100$$

Catatan:

Kode nilai / predikat

4 = Sangat baik (A)

3 = Baik (B)

2 = Cukup Baik (C)

1 = Kurang (D)

2. **Penilaian Keterampilan**

ASPEK	KETERANGAN	SKOR
Pronunciation	Sangat tepat dalam menggunakan kosa kata	5
	Ada beberapa kesalahan namun tidak mempengaruhi makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan mempengaruhi makna	1
Fluency	Sangat lancar tanpa mengalami kesulitan	5
	Lancar	4
	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar dan kesulitan dalam melafalkan kata	1
Accuracy	Sangat teliti	5
	Lancar	4
	Cukup lancar	3
	Kurang lancar	2
	Tidak lancar	1

Teknik penilaian   : tes tulis dan praktik

Tes tertulis   : worksheet (written test)

ASPEK	KETERANGAN	SKOR
Vocabulary	Sangat tepat dalam menggunakan kosa kata	5
	Tepat dalam menggunakan kosa kata	4
	Terkadang menggunakan kosa kata yang tidak tepat dan mempengaruhi makna	3
	Banyak kesalahan dalam menggunakan kosa kata dan mempengaruhi makna	2
	Terlalu banyak kesalahan dalan mempengaruhi makna	1
Grammar	Hampir sempurna	5
	Ada beberapa kesalahan namun tidak mempengaruhi makna	4
	Ada beberapa kesalahan dan mempengaruhi makna	3
	Banyak kesalahan dan mempengaruhi makna	2
	Terlalu banyak kesalahan dan memoengaruhi makna	1

Tes praktik : presentatation (oral test)

Pedoman penilaian

$$\frac{Jumlah\ skor\ yang\ diperoleh}{Skor\ Maksimal} \times 100$$

Skor Penilaian

No	Huruf	Angka
1.	Sangat Baik	86-100
2.	Baik	71-85
3.	Cukup	56-70
4.	Kurang	<55

Mengetahui,	Bondowoso, 20 Mei 2025
Kepala Sekolah	Guru Mata Pelajaran
Samsju, S.Pd, M.M, Pd.	Agus Riwanto, S.Pd. Gr
NIP. 1963030619980211003	NIP. 199008012023211018

APPENDIX 3 RESEARCH INSTUMENT

Interview with Mr. Agus Riwanto as English Teacher in VIII A.

R: Researcher   **T**: Teacher

R: Assalamu'alaikum warahmatullahi wabarakatuh.

T: Wa'alaikumussalam warahmatullahi wabarakatuh.

R: Good morning. Let me introduce myself, my name is Tri Aviani Almasita, I'm a student from Universitas Islam KH Achmad Siddiq Jember. Thank you very much for taking the time to participate in this interview.

T: Good morning, you're welcome.

R: Before we begin, may I know your full name and position, sir?

T: Sure. My name is Agus Riwanto, and my students call me Mr. Agus. I'm an English teacher at SMPN 2 Tamanan.

R: Thank you, Mr. Agus. So, the purpose of this interview is to collect data for my research entitled "The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eighth Grade Students at SMPN 2 Tamanan."

T: Oh, I see. I understand.

R: This interview from all the information you provide will be kept confidential and used only for academic purposes. Do you agree to continue with the interview?

T: Yes, I agree.

R: Thank you very much, sir. So, I will start with the first question. This question is about the implementation of this method. What do you think about the applicability of this learning method for eighth-grade students, and how does it impact their creativity and collaboration skills?

T: "This learning method is easy to apply, especially for eighth-grade students. For me, the goals of this method can encourage my students to be more creative in developing the vocabulary they have learned. Additionally, this method is also able to improve students' ability to work together effectively in groups."

R: Okay, so this method is very effective, and one of its goals is to help students expand their vocabulary and enhance their creativity, right sir?

T: Yes, that's absolutely right, Miss.

R: So sir next question, how does the implement of active recall and mind mapping affect for student participation in the classroom?

T: "I see students becoming more active when they are asked to remember and write down the words they have previously learned. They seem more confident because they feel they have a role in the learning process. Even some students who are usually passive started contributing ideas when creating the mind map. This greatly helps increase their participation"

R: Oh, so at the beginning of the lesson, the students review the previous material, right sir? That's very good.

R: Alright, moving on to the next question, sir. How are your steps in implementing this method?

T: "When teach, especially in vocabulary class I use mind mapping as a tool in the Active Recall method. Before starting a new topic, I give they an ice breaking first then I ask the students to recall what they learned in the previous session. They try to mention the vocabulary they remember, then I write it in the form of a mind map on the board. This helps them visualize the relationships between vocabulary words, and they are more motivated to remember what they have learned. I also provide them with a blank mind map to fill in during group work" and "As I mentioned earlier, I always begin the lesson with an ice breaking activity. I have seen that my students really enjoy it, and when I applied this activity, they became more active and enthusiastic to start the lesson. The purpose is to create a more enjoyable learning atmosphere and, of course, to improve students' concentration"

R: Do you apply those steps based on the teaching module, sir?

T: Yes, of course, Miss.

R: Alright, moving on to the next question. When do you conduct evaluations on students?

T: "I usually conduct evaluations at different stages of the learning process. During the lesson, I use formative evaluations such as observing students' participation in discussions and group activities, as well as giving short quizzes to check their

understanding. At the end of the lesson, I ask students to reflect on what they have learned, share any difficulties they faced, and sometimes summarize the material. These evaluations help me understand their progress and adjust my teaching accordingly"

R: That's really great, sir. The variety helps keep the students from getting bored, right..

R: For the next question, sir What evaluation stages did you conduct for this learning?

T: "As a teacher, I observe that the implementation of the active recall method combined with mind mapping in vocabulary learning has a positive impact on student engagement. Students become more active, enthusiastic, and able to collaborate well in groups. They appear more confident in using the vocabulary they have learned. Moreover, the learning process becomes more enjoyable and less monotonous because students can connect words through the visualizations, they create themselves. From the evaluation results, there is a noticeable improvement in their ability to remember and use vocabulary in the appropriate context. This method is very helpful in creating a more meaningful and deep learning environment."

T: So sir, What about your suggestions and opinions from the implementation of this method?

T: "From this method, the students become more active, enthusiastic, and able to collaborate well in groups. They also appear more confident in using the vocabulary they have learned, both orally and in writing. The evaluation of this method, I use formative assessments. Formative evaluation is conducted through observations during discussions and mind mapping presentations, as well as short quizzes that sharpen understanding and recall of vocabulary. In addition, I also give reflections at the end of the lesson by asking students about their feelings after the day's learning, their difficulties, and I also ask them to briefly summarize the lesson material. Therefore, I consider this method very effective and worthy of continuous implementation in English language learning."

R: Alright, Mr. Agus. Next, regarding the challenges in implementing this method What challenges do you face when implementing the active recall and mind mapping method in the classroom, particularly in terms of student participation and time management?

T: "One of the main challenges is that not all students can remember the vocabulary from previous lessons, especially those who do not study at home. When asked to

recall, they become nervous and tend to remain silent. It takes time to encourage them to respond. In addition, time management in the classroom is also a challenge because the process of recalling and creating mind maps consumes a lot of the lesson time."

R: Then, How do you manage differences in students' memory abilities and participation when using active recall and mind mapping in your vocabulary lessons?

T: "Some students can easily recall vocabulary and actively participate in creating mind maps, while others struggle to remember even basic words. It depends on their individual memory capacity. I often have to repeat the instructions or give hints, and that takes quite a lot of time. However, I usually handle this by giving a quick review at the beginning or asking the higher-achieving students first, which helps the others follow along more easily. Students at their age need to be prompted or 'triggered' first."

R: And sir in this section, How do you support students who lack confidence in pronouncing vocabulary and are afraid of making mistakes during vocabulary learning activities?

T: "I realize that some students still lack confidence, especially when it comes to pronouncing vocabulary in English. They are afraid of making mistakes and feel embarrassed if their answers are incorrect. To address this, I try to create a more supportive and non-judgmental learning environment. I always emphasize that making mistakes is a natural part of the learning process. With the active recall and mind mapping method I can noticed that students are becoming more willing to try, as they feel more prepared and supported by the visualizations they create themselves."

R: Okay Mr, What is the biggest challenge you face when students are asked to recall previously learned vocabulary?

T: "One of the biggest challenges is when students are asked to recall previously learned vocabulary many of them appear confused and remain silent. This usually happens with students who are not used to studying at home. They feel unsure about their answers and are afraid of making mistakes, so they choose not to speak. To overcome this, I usually start with easier questions or ask the more active students to answer first, so that the others can be helped and feel more confident."

R: When teaching in the classroom, How do you manage time in class when active recall and mind mapping methods require a long duration?

T: "Indeed, the activities of active recall and mind mapping take quite a lot of time, especially when students are discussing and creating their mind maps. To overcome this challenge, I usually prepare a simple format or template for the mind map so they do not spend too much time on the design. I also manage the time clearly by setting time limits for recalling, discussing, and constructing the mind map. This helps ensure that the process remains effective and the material can be completed as planned."

R: Last Question sir..How do you overcome the differences in students' ability to remember and connect vocabulary when using active recall and mind mapping methods?

T: "Differences in students' abilities are indeed a challenge. To overcome this, I provide individual or small group guidance for students who have difficulties, as well as concrete examples when explaining mind mapping. I also utilize students who grasp the material more quickly to help their peers during group discussions. Additionally, I give extra time to those who need it so they can better understand and connect the vocabulary. This approach helps create an inclusive learning environment that supports all students to develop according to their abilities."

R: Alright, that's all. Thank you for your time and for helping with this interview, sir.

T: You're welcome, Miss. I am glad I could help you with your thesis.

Interview with student 1: Junior Darmansyah Putra From VIII A

R: Researcher   **SJ**: Student

R: Assalamualaikum warahmatullahi wabarakatuh

SJ: Waalaikumsalam warahmatullahi wabarakatuh

R: Good morning. Let me introduce myself, my name is Tri Aviani Almasita. Thank you for taking the time to participate in this interview.

SJ: Good morning, Miss. You're welcome.

R: Before we begin, could you please introduce yourself?

SJ: Sure, my name is Junior Darmansyah Putra, you can call me Junior. I'm from class 8A.

R: Alright. So, I'm here to conduct an interview to gather information about classroom learning, specifically about recalling vocabulary.

SJ: Okay, Miss. I understand.

R: Alright, let's start with the first question..In your opinion, what are the main purposes or benefits of learning vocabulary using methods like mind mapping and active recall in your class?

SJ: "The purpose of this vocabulary learning is to enrich our vocabulary so that our language skills improve. It also aims to enhance our creativity by creating mind maps that connect vocabulary. Moreover, a better understanding of vocabulary enables us to communicate more effectively. Through this process, to boost our confidence in using the language in various contexts. In addition, vocabulary learning also improves our sense of collaboration with friends, as we can share and discuss the new vocabulary we have learned with each other."

R: And How does your teacher usually teach vocabulary in class? Can you explain the process and how you feel about it?

SJ: "Mr. Agus usually starts the class with some ice breaking, and then we take turns being asked about regular and irregular verb vocabulary. He often asks us to recall the words from last week's lesson, and writes them on the board in the form of a mind map. We're encouraged to guess first, so we become more focused. After that, we are asked to make our own mind map. Sometimes we work with friends. Then we have to make sentences using the words we chose. I think it's a good method because it helps me remember the words more easily and understand their meanings too."

R: Next question...How do you feel about the learning activities in class, such as making mind maps, group presentations, and doing quizzes? Do they help you improve your vocabulary?

SJ: "I feel that this method is very helpful, especially when we create mind mapping and explain them to our groupmates. During presentations, I become more confident in using new vocabulary. In addition, the short quizzes given after the activities help me know whether I have really understood the material or not. my teacher also gives quizzes during the lesson, and they are not too difficult, but enough to test my memory."

R: So Junior...What challenges do you face when using the mind mapping and active recall method in vocabulary class?

SJ: " When vocabulary class I enjoy making mind maps, but when we are asked to recall the words at the beginning of the lesson, it's difficult if I haven't studied. Sometimes I just follow what my friends say. It would really help if we could review a little before being asked to recall."

R: Okay Junior, thank you for your participation in this interview

SJ: You're welcome miss.

Interview with student 2: Siti Sukoyna Munawaroh From VIII A

R: Researcher   **SK:** Student

R: Assalamualaikum warahmatullahi wabarakatuh

SK: Waalaikumsalam warahmatullahi wabarakatuh

R: Good morning. Let me introduce myself, my name is Tri Aviani Almasita. Thank you for taking the time to participate in this interview.

SK: Good morning, Miss. You're welcome.

R: Before we begin, could you please introduce yourself?

SK: Sure, my name is Siti Sukoyna Munawaroh you can call me Keke, you can call me Junior. I'm from class 8A.

R: Alright. So, I'm here to conduct an interview to gather information about classroom learning, specifically about recalling vocabulary.

SK: Okay, Miss. I understand.

R: Alright, let's start with the first question..In your opinion, what are the main purposes or benefits of learning vocabulary using methods like mind mapping and active recall in your class? SK: "Learning vocabulary using the active recall method is very enjoyable, especially when connecting words through mind mapping. It makes the class more engaging because we can discuss and share ideas with each other. We also find it easier to remember new vocabulary by linking it to other words. The atmosphere becomes more lively, and we feel more motivated to learn. With this approach, learning vocabulary is not boring. In fact, it becomes a fun and interactive activity with friends. We are happy because we get to learn while playing."

R: And How does your teacher usually teach vocabulary in class? Can you explain the process and how you feel about it?

SK: "After greeting and doing some ice breaking, Mr. usually asks, 'Do you remember the words from yesterday?' We have to answer without opening our books. Then, the words are written on the board in the form of a mind map. After that, we create our own mind map in our notebooks. And Mr. also explains a little to help us understand and remember the material better. Then I discuss with my group members to add vocabulary that hasn't been written yet. Then we are asked to make sentences using the words from the mind map. In my opinion, the steps are fun and make it easier for me to remember the vocabulary."

R: Okay Junior, thank you for your participation in this interview

SK: You're welcome miss.

Interview with student 3: Chilla Margaretha From VIII A

R: Researcher   **SC**: Student

R: Assalamualaikum warahmatullahi wabarakatuh

SC: Waalaikumsalam warahmatullahi wabarakatuh

R: Good morning. Let me introduce myself, my name is Tri Aviani Almasita. Thank you for taking the time to participate in this interview.

SC: Good morning, Miss. You're welcome.

R: Before we begin, could you please introduce yourself?

SC: Sure, my name is Chilla Margaretha you can call me Chilla, you can call me Junior. I'm from class 8A.

R: Alright. So, I'm here to conduct an interview to gather information about classroom learning, specifically about recalling vocabulary.

SC: Okay, Miss. I understand.

R: Alright, let's start with the first question..How do you feel about the learning activities in class, such as making mind maps, group presentations, and doing quizzes? Do they help you improve your vocabulary?

SC: "I like it when we are asked to retell the material or our learning experience at the end of the lesson. It helps me become more aware of what I have learned and what I have not understood yet. When the teacher observes us during discussions, I feel more serious and want to show my abilities. In my opinion, this kind of evaluation is not boring and actually makes me more excited to learn."

R: Okey next Chilla..Have you ever felt confused or embarrassed when doing vocabulary recall activities? What would help you feel more prepared?

SC: "Yes I have miss, the challenges that I feel, sometimes I forget the words from last week. When the teacher asks us without allowing us to look at the book, I get confused and feel embarrassed if I answer incorrectly. I like the method, but I think it would be better if we had some review first before being asked to recall." SC: "Sometimes I feel not confident when I have to pronounce vocabulary in English. I am afraid of getting the pronunciation wrong and being laughed at by my classmates. So, even when I know the answer, I often hesitate to speak. I still feel nervous, especially when I have to answer in front of the class. But I think this method can help, because with mind mapping and recall practice, I get to practice more and slowly start to feel braver to try."

R: Okay Chilla, thank you for your participation in this interview

SC: You're welcome miss. Success for your thesis

R: Thank you Chilla.
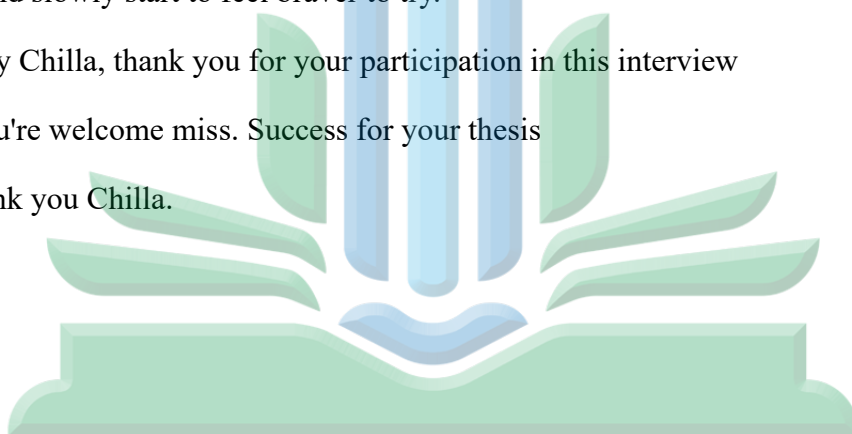
APPENDIX 4 RESEARCH JOURNAL

RESEARCH JOURNAL

THE IMPLEMENTATION OF ACTIVE RECALL METHOD IN TEACHING
VOCABULARY MASTERY FOR EIGHT-GRADE STUDENTS AT SMPN 2
TAMANAN

No.	Day / Date	Activity	Signature
1.	14th of April 2025	The researcher confirms the research permission	
2.	16th of April 2025	Observe How is the implementation of Active Recall Method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan?	
3.	21th of April 2025	Observe How is the implementation of Active Recall Method in teaching vocabulary mastery for eight grade students at SMPN 2 Tamanan?	
4.	05th of May 2025	Interview with the English teacher at eighth grade of SMPN 2 Tamanan	
5.	05th of May 2025	Interview with the students teacher at eighth grade of SMPN 2 Tamanan	
6.	14th of May 2025	Complete the research data and document review	
7.	20th of May 2025	The researcher ask a letter of research finishing	

Mengetahui,

Kepala Sekolah

Bondowoso, 20 Mei 2025

Guru Mata Pelajaran

Samsul, S.Pd, M.M, Pd.
NIP. 197303061998021 1003

Agus Riwanto, S.Pd. Gr
NIP. 199008012023211018

APPENDIX 5 PERMISSION RESEARCH LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH 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-11668/In.20/3.a/PP.009/04/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 02 Tamanan
Karang Tengah, Kalianyar, Kec. Tamanan, Kabupaten Bondowoso, Jawa Timur

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

NIM	:	211101060029
Nama	:	Tri Aviani Almasita
Semester	:	Semester Delapan (8)
Program Studi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eight Grade Students at SMPN 2 Tamanan " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Samsul S.Pd, MM.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 April 2025
Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 6 LETTER OF HAVING CONDUCTED RESEARCH

PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN
UPTD SPF SMP NEGERI 2 TAMANAN
Jl. Sumber Kemuning 27 Tamanan, ☎ 0331 – 7717404 Kode Pos 68263
KECAMATAN TAMANAN
BONDOWOSO

<u>**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**</u>
Nomor : 423.8 / 123/430.9.9.3.031/2025

Yang bertanda tangan dibawah ini :

Nama	:	SAMSUL, S.Pd, M.M.Pd
NIP.	:	19730306 199802 1 003
Pangkat / Golongan Ruang	:	Pembina Tk.1, IV/b
Jabatan	:	Kepala UPTD SPF SMP Negeri 2 Tamanan

Dengan ini menerangkan bahwa :

Nama	:	Tri Aviani Almasita
NIM	:	211101060029
Program Studi / Universitas	:	S-1 Tadris Bahasa Inggris / UIN KHAS Jember

Telah melakukan penelitian di UPTD SPF SMP Negeri Tamanan dengan judul "The Implementation of Active Recall Method In Teaching Vocabulary Master For Eight-Grade Students at SMPN 2 TAMANAN".

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Bondowoso, 28 Mei 2025
Kepala Sekolah,

SAMSUL, S.Pd, M.M.Pd
Pembina TK I/IV b
NIP. 19730306 199802 1 003

APPENDIX 7 LETTER OF TURNITIN SIMILARITY CLEARANCE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	: Tri Aviani Almasita
NIM	: 211101060029
Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eight Grade students at SMPN 2 Tamanan

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 10%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

BAB I	= 7%
BAB II	= 11%
BAB III	= 30%
BAB IV	= 2%
BAB V	= 0%

Jember, 28 Mei 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, B. Sos., L., M. Pd.)
NIP. 19830811202321201

APPENDIX 8 DOCUMENTATION

Teacher explained the material

Students do discussion and create mind mapping, and the teacher goes around in each group

Students presented their work in front of class

Interview with English Teacher and students

APPENDIX 9 OBSERVATION WORKSHEETS

Name:

Tanggal Observasi:

Kelas:

Topik: Observasi kegiatan belajar di kelas

No.	Pertanyaan	Keterangan	
		Ya	Tidak
1.	Apakah siswa merasa senang dan nyaman saat pembelajaran berlangsung?		
2.	Apakah sarana dan prasarana di kelas memadai Dalam proses pembelajaran?		
3.	Apakah siswa menemukan kesulitan saat belajar?		
4.	Apakah kesulitan tersebut berkaitan dengan mengingat kosakata?		
5.	Apakah guru menggunakan bahan ajar saat kegiatan pembelajaran?		
6.	Apakah guru menerapkan metode dalam kegiatan pembelajaran?		
7.	Apakah metode itu seperti kegiatan mengingat kosakata dengan aktif mengingat (Active Recall)?		
8.	Apakah metode tersebut sudah digunakan sejak lama?		
9.	Apakah guru menerapkan materi pembelajaran dengan sangat baik?		
10.	Jika ditemukan kesulitan dalam pembelajaran apakah guru memberikan solusi dalam belajar?		
11.	Apakah guru mengimplementasikan metodenya dengan memberikan umpan balik?		
12.	Apakah umpan balik tersebut membantu siswa memperbaiki kemampuan mengingat kosakata mereka?		

APPENDIX 10 FIELD NOTES

Wednesday, 16-09-2025. 09.15.

Kelas VIII A

Day 1.

* Pendahuluan (opening):

Guru Memulai Pembelajaran dengan salam, doa, kemudian Mengecek absensi, guru melakutan ice breaking dengan (continue the word), guru Mengapresiasi siswa setelah ice breaking karena kosakata yang didapat/di ingat siswa cukup Meningkat, guru Memberi Pertanyaan tentang kosakata dan healty food, guru Menyebutkan tujuan pembelajaran kosakata.

* Kegiatan Pembelajaran:

Guru menjelaskan Mengenai materi healty food, dan guru Menyampaikan pertanyaan yang terkait dengan itu, guru meminta siswa Menyebutkan apa macam: healty food, Manfaatnya dan

Mention apa yg disuka, guru kemudian Membuat mind mapping di depan kelas tujuannya untuk Mengelompokkan apa yg di sebutkan siswa, guru Menjelaskan tentang kegiatan Pembelajarannya, kemudian guru Membentuk siswa Menjadi 3-4 org dan Meminta siswa untuk Memperbaiki Mind Mapping dengan Menuliskan kosakata baru yang di diskusikan dengan kelompoknya. Guru berkeliling dan Memberi arahan serta bimbingan pd setiap kelompok serta diskusi bersama-sama, Perwakilan kelompok maju kedepan untuk Mempresentasikan hasil diskusi Mereka, kemudian guru Memberi umpan balik pd hasil presentasinya.

* Penutup:

Guru Memberi refleksi pembelajaran dengan meminta siswa Merangkum materi yang di pelajari, guru menutup pembelajaran dengan giving motivation, menutup dengan do'a dan salam.

APPENDIX 11 DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSIP

The undersigned below:

Name	: Tri Aviani Almasita
Place, date of birth	: Banyuwangi, June 13, 2003
Address	: Dsn. Sumber Asri, Ds. Songgon, Kab. Banyuwangi
Faculty	: Education and Teacher Training
Program	: English Education

State that thesis entitled **"The Implementation of Active Recall Method in Teaching Vocabulary Mastery for Eight-grade Students at SMPN 2 Tamanan"** is truly my authentic word. Except for those cited in quotation and references, it does not include my writing publications that have previously been authored or published be another person. Due the fact, I handle the thesis, if there is any objection or claim for other.

Jember, July 1, 2025

Author

Tri Aviani Almasita

NIM. 211101060029

APPENDIX 12 RESEARCHER'S BIOGRAPHY

CURRICULUM VITAE

Personal Information

- Full name : Tri Aviani Almasita
- NIM : 211101060029
- Gender : Female
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- Address : Dsn. Sumber Asri, Ds. Songgon, Kec. Banyuwangi
- Religion : Islam
- Faculty : Tarbiyah and Teacher Training Faculty
- Major course : English Department
- Email address : triavianialmasita@gmail.com

Education background

- TK Pertiwi
- SD Negeri 2 Songgon
- SMP Negeri 2 Songgon
- MA Nurul Fata Bondowoso