

**THE ROLE OF MEMORIZATION (*MUFRADAT*) METHOD IN STUDENTS'
ENGLISH SKILL**

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana' Degree in English
Language Education



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Assalamu'alaikum Wr. Wb.

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Demikian permohonan ini kami ajukan, terima kasih.

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The purpose of writing this thesis is to fulfill the requirements for obtaining a bachelor's degree (S.1) at the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Curup. The author realizes that in the achievement of completing this thesis, it cannot be separated from the help of many parties. Therefore, the author would like to express gratitude and appreciation to:

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6. My great thanks to my beloved family, they are my father, and my mother, and also all of my family that always motivate, supports, hopes and your smile always increase my spirit.
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Finally, the researcher realizes about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

Wassalamualaikum warohmatullahi wabarokatuh

Curup, August 2024
The writer



Reza Dwi Anugrah
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MOTTO

“EVERYTHING WILL BE FINE IF YOU DO POSITIVE THINKING”

“SAY THE TRUTH EVEN IF IT IS BITTER”

“THE REAL DIFFICULTY IS OVERCOMING THE WAY YOU THINK ABOUT
YOURSELF”

“DON'T SAY IT'S IMPOSSIBLE BEFORE YOU DIE TRYING”

DEDICATION

With determination and hard struggle finally, I script and reached my ideals, and with a sense of love I decided my thesis to:

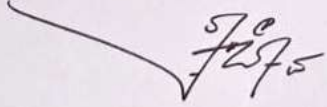
- Allah Subhanahu Wa Ta'ala The Mighty Lord, a place to complain, and ask for prayers, strength, and shelter, and who facilitates the process for me to complete this thesis.
- The Great Prophet Muhammad SAW became a role model and guide with his hadith, and provided intercession to his people
- My wonderful and beloved parents, my father (Mr. Zaenal Abidin) and my mother (Mrs. Nursanti Muna Putri) never stop supporting and asking me about my studies. Their phone and messages give me a reason to focus on finishing my studies as soon as possible, and I am grateful to have them in my life.
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PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle “*The Role of Memorization (Mufradat) Method in Students’ English Skill*”.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup, August 2024
The Researcher

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ABSTRACT

Reza Dwi Anugrah : *The Role of Memorization (Mufradat) Method in Students' English Skill*

Advisor : Jumatul Hidayah, M. Pd

Co-Advisor : Sarwo Edy, M. Pd

The aim of this study is to explore how the implementation of the Memorization (Mufradat) method works and to assess its impact on students' English skills. This research was conducted using a qualitative method. The researcher employed purposive sampling to select the research sample, which consisted of seventh-grade students at MTsS 01 Darussalam Kepahiang. The instruments used were observation, documentation, and interviews. The results of the study indicate that the teacher applies the Memorization (Mufradat) method in three stages: Opening activity, Main activity, and Closing activity. Based on the interviews, the researcher also found that, according to the students at MTsS 01 Darussalam Kepahiang, the Memorization (Mufradat) method has proven to enhance their English skills. Through the Memorization (Mufradat) method, students are able to construct their own sentences, write compositions, speak in English outside of class, and improve their listening skills, as the teacher consistently repeats correct pronunciation, which also aids in their communication.

Keywords: *Role, Memorization (Mufradat) method, English Skill*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Education is one of the most important indicators in living life. Education can change social strata for the better, but the most important thing about education is to achieve quality resources capable of thinking logically and critically¹. Education is defined as teaching, learning, and knowledge that is carried out from generation to generation and has become a tradition.² Knowledge is obtained through teaching, training and also self-taught. Juridical education in Indonesia has been regulated in Law number 20 of 2003, article 5 paragraph 1, that every citizen has the same right to obtain a quality education. It means that education is really important for all people around the world, especially for Indonesian people.

Education worldwide is categorized into two distinct types: General Education and Religious-based Education. General education encompasses the provision of fundamental knowledge and skills to individuals, without specialization in a specific topic. The objective is to cultivate individuals who possess comprehensive comprehension and versatile abilities that can be utilized

¹ Arif, M. (2020). Efektivitas Media Pembelajaran dalam Penguasaan Kosa Kata Bahasa Arab. `A Jamiy : Jurnal Bahasa Dan Sastra Arab, 9(1), 1. <https://doi.org/10.31314/ajamiy.9.1.1-15.2020>

² Umar, A. A., & Rosyid, M. A. (2019). Manajemen Pendidikan Karakter Dalam Mewujudkan Santri Progresif. *Khazanah: Jurnal Edukasi*, 1(2), 128–158.

in diverse life circumstances. Moreover, religious-based education is education which integrated with religion. Islamic education dominates the religious education landscape in Indonesia. When discussing Islamic Education, it is important to note that *Pesantren* is the oldest educational institution in Indonesia, with deep historical roots.

In the world of general education or Islamic-based education, every education has English learning in it because English is one of the skills that must be mastered not only for the world of education, but also for existing global challenges. According to Pustika, one of the important skills that some people must master to become global citizens is English.³ English serves as the international language since it is widely used by most countries in the world.⁴ So that, English is important skill to acquire according to the condition of the world where almost all of aspect need English skill. However, in acquiring English, there is one component that is an important thing needed, namely vocabulary.

Vocabulary mastery is one of the significant components in acquiring a second or foreign language and also is required to be learned in order to command of four important abilities, that is to say, reading, listening, writing and speaking, which cause to successful contact. In order to have successful communication, having acceptable knowledge of vocabulary is an inseparable portion of that

³ Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. Indonesian EFL Journal. <https://doi.org/10.25134/iefj.v7i1.3997>

⁴ Pustika, R., & Wiedarti, P. (2019). The Implementation of Reading Instruction in EFL Classroom. Eternal (English, Teaching, Learning, and Research Journal).

communication. Thus, without having good and acceptable knowledge, no effective contact can manage and successful communication relies massively on vocabulary knowledge. According to Fauziati in Atasheneh & Naemi, they stated that the lack of enough vocabulary is the problem for the people to transfer his/her message successfully or represent his/her views in both written and oral forms.⁵ It implies that vocabulary is the main aspect of learning English and vocabulary mastery is the first thing that the learner should acquire.

Regarding language learning, vocabulary acquisition is basic to language and of greater attention to typical language learner. Moreover, it carries a significant role in English language skills. The more word learners acquire, the better they accomplish their language. Based on Schmitt in Atasheneh & Naemi, the center of learning and communication is vocabulary.⁶ Limitation of vocabulary knowledge, the learners will face problems commanding English skill. The central effect of vocabulary storage in second or foreign language learning has been lately identified by researchers and theorists in the field. In the same line, some methods, techniques, styles, efforts and practice have been indicated in the area to train how to learn vocabulary.⁷ It has been proposed that teachers in the process of instructing vocabulary should not only include particular

⁵ Atasheneh, N., & Naeimi, M. (2015). Vocabulary learning through using mechanical techniques vocabulary learning strategy. *Theory and practice in language studies*, 5(3), 541.

⁶ Atasheneh & Naemi, Ibid., 541

⁷ Atasheneh & Naemi, Ibid., 541

vocabularies, but also aimed at making students familiar with strategies and techniques necessary to improve their vocabulary knowledge.⁸

There are several strategies that can be done by teachers in teaching vocabulary to students to support their English skills later. According to Fauziati, she presents several sample activities to promote vocabulary learning and to support language skill development, namely: semantic networks, memorization, guessing from context, the word wall approach and collocation.⁹ This research focuses on memorization methods. The memorization approach instructs students to remember vocabulary. Wang explained that the memorization process is a cognitive process that occurs in the human brain, before the memorization process is completed, the information must be repeated or re-examined periodically, in this way the memorization process can run well in the brain.¹⁰ Memorization strategy has several stages of the process such as categorization, visualization, repetition, and so on. These stages are very important for the success of the memorization process and if it is carried out more deeply on each individual this memorization process will become permanent. The Memorization method has a significant influence on students' vocabulary mastery. This method is applied in the mastery of vocabulary which is the basis for understanding language skills.

⁸ Morin, R. & Goebel, J. (2001). Basic vocabulary instruction teaching strategies or word? *Foreign Language Annals*, 34 (1), -16

⁹ Fauziati, Endang. 2014. *Methods of Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama

¹⁰ Wang, Y. (2009). Formal description of the mechanisms and cognitive process of memorization (Eds. M. L. Gavrilova et al.). Berlin: Springer-Verlag

The Memorization method is quite effective and efficient in learning vocabulary because it trains students to imitate, memorize and remember vocabulary. This method is used to make it easier for students to learn vocabulary and apply it in oral and written form.¹¹

In this study, the researcher focused on Islamic-based education or Islamic boarding schools (Pesantren). The Islamic boarding school that is the place of this research is The Modern Islamic Boarding School of Darussalam Kepahiang. During the implementation of initial observations, researcher found that this pesantren used the memorization method or they called it *Mufradat* in improving the English language skills of students. Based on the results of initial observations, *Mufradat* is an activity where students or students memorize English vocabulary every day. This activity is carried out every Monday, Wednesday, Thursday, and Saturday after the students finish carrying out the Shubuh prayer. Thus, researcher was curious about this *Mufradat* method to support students' English skills.

Therefore, researcher was interested in conducting research related to the *Mufradat* strategy. Thus, the researcher conducted a study with the title **”The Role of Memorization (*Mufradat*) Method in Students’ English Skill.”**

¹¹ Fatati, A., & Sutarjo, J. (2021). Implementasi Metode Mimicry Memorization (Mim-Mem) Dalam Pembelajaran Mufrodat. *An Nabighoh*, 23(1), 127-142.

B. Research Questions

According to the statement above, the researcher has a number of research questions, which include the following:

1. How is the implementation of memorization (Mufradat) method in students' English skill?
2. To what extent memorization (Mufradat) method affect students' English skill?

C. The Objective of the Research

Based on the existing research questions, the objectives of this research are as follows:

1. To know the implementation of memorization (Mufradat) method in students' English skill.
2. To know how far memorization (Mufradat) method affect students' English skill.

D. Definition of Key Terms

To avoid misconceptions, the researcher explains the key subjects used in this research:

1. Vocabulary

Vocabulary is a word that people use when they want to speak in any language, especially in English. Vocabulary is an important aspect in teaching English to support the other skills of English language learning, without the vocabulary the students will not be able to learn the material. Vocabulary knowledge is looked as the basic communication instrument, and usually labeled as the most problematic area by language instructors.¹² Although students command all grammar points in the language learning, they cannot make suitable communication when they do not have the enough word storage. The usage of strategies for learning of vocabulary has been explored by various researchers, scholars, linguists and language trainers in the previous decades. In this research, the researcher focused on the strategy in teaching vocabulary to improve students' English skill.

2. Memorization (Mufradat) Method.

The memorization process is a process that involves long-term memory (LTM) and short-term memory (STM). Wang explained that the memorization process is a cognitive process that occurs in the human brain, before the memorization process is completed, the information must be repeated or re-examined periodically, in this way the memorization process

¹² Celik, S. & Toptas, V. (2010). Vocabulary learning strategies of Turkish EFL learners. *Procedia - Social and Behavioral Sciences*, 3, 62-71.

can run well in the brain.¹³ According to Little and McDaniel, some students focus on abstraction rules while other students collect information about lessons by memorizing and some students do not summarize information during the learning process.¹⁴ Another factor that students must master when memorizing is confidence, with confidence students can easily transfer the lesson information in their brains and can use the information well. Memorizing can be done without all the pieces of information, it means that it is very possible for students that not every subject matter must be understood, but there are some materials that must be memorized in learning English. However, in this research, the memorization method is called as *Mufradat* because memorization is the same as *Mufradat*. *Mufradat* is a method used by English teacher in MTsS 01 Darussalam Kephiang to give vocabulary to the students.

3. English Skill

English skill is the ability to master English well in terms of speaking, writing, reading, and listening. English has become crucial as the primary communication faces competition in the industrial revolution 4.0 to win the

¹³ Wang, Y. (2009). Formal description of the mechanisms and cognitive process of memorization (Eds. M. L. Gavrilova et al.). Berlin: Springer-Verlag.

¹⁴ Little, J. L., & McDaniel, M. A. (2015). Individual differences in category learning: Memorization versus rule abstraction. *Memory & cognition*, 43, 283-297.

global match.¹⁵ Students who master English in this competitive era will get high appreciation if their foreign language skills are practiced in the world of work. Learning to master English language skills must be intensive but effective and efficient, considering that English is not the mother tongue in Indonesia. Therefore, a quality method is needed by the needs in the classroom to provide high and quality learning outcomes. On the other hand, English with verbal characteristics requires material organization strategies, message delivery strategies, and learning management strategies.¹⁶

E. Significant of the Research

It is anticipated by the researcher that this research would lead to some noteworthy theoretical and practical advances. The following points regarding the importance of this research are clarified:

1. Theoretical Benefits

- a. To assess the proficiency of students' language in the Modern Islamic Boarding School of Darussalam Kepahiang, a specific student class VII MTsS 01 Darussalam Kephiang was established.

¹⁵ Sujarwo, & Akhiruddin. (2020). Pendampingan Pembelajaran Ekstrakurikuler Bahasa Inggris Siswa dalam Menghadapi Revolusi Industri 4.0 pada Sekolah Dasar Inpres Gowa. *Jurnal Pengabdian Kepada Masyarakat MEMBANGUN NEGERI*, 4(2), 55–65.

¹⁶ Subiyantoro, S., & Mulyani, S. (2017). Kegunaan Multimedia Interaktif Dalam Pembelajaran Bahasa Inggris. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 2(2), 92–100.

- b. To understand the impact of vocabulary on enhancing English skill in Grade VII of MTsS 01 Darussalam Kepahiang.
- c. As an endeavor to utilize the knowledge acquired by researcher throughout college studies, specifically in the realm of educational research.

2. Practical Benefits

a. For Teachers

To enhance understanding and proficiency in the English language at Modern Islamic Boarding School of Darussalam Kepahiang.

b. For Students

This study aims to improve the student's English skill of the significance of using specialized English language method in improving the English skill of seven-grade students of MTsS 01 Darussalam Kepahiang.

c. For Researcher

The purpose of this research is to enhance the researcher's critical thinking skills and fulfill the necessary criteria for obtaining a Strata One (S1) degree at the State Islamic Institute (IAIN) Curup.

F. The Organization of Thesis

This section provides an overview of the research's organization from chapter one to chapter five. Chapter I contains the introduction. It contains background data, objectives, questions, and restrictions on the research as well as operational definitions and research relevance. The Chapter II contains a review of related literature. Reviews of connected studies and reviews of pertinent reviews are offered. Chapter III is devoted to Research Methodology. It addresses the research methodology, research question, research instrument, strategy for acquiring data, and method for analyzing data. In Chapter IV is finding and discussion. The research's data is provided via the findings and discussion. The last chapter would be Chapter V, which contains conclusion.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. English Skill

English is a global language that everyone uses to interact and communicate.¹⁷ Therefore, almost all people in the world learn English, starting from young learners until college or university level. The importance of mastery of academic English at the university level is becoming clearer than ever¹⁸. English is a significant topic in our educational system. It is clear from the concrete decisions made by the Indonesian government that English is being included in the curriculum. Besides, the world community requires English as an international language.¹⁹ Moreover, Pustika stated that to be globalized civilians, some people need English as an important skill.²⁰ This means that mastering English skills is very useful for today's development.

¹⁷ Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 150-158.

¹⁸ Wahyudin, A. Y., & Sari, F. M. (2018). The effect of Instagram on the students' writing ability at the undergraduate level. *The 1st International Conference on English Language Teaching and Learning (1st ICON-ELTL)*, 1-10

¹⁹ Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: An exploratory study of management and engineering students. *Premise: Journal of English Education and Applied Linguistics*, 7(2), 61-78.

²⁰ Pustika, R. (2021). A conversational analysis encountered by English young learners: A pedagogical experience. *Indonesian EFL Journal*, 7(1), 89-96. <https://doi.org/10.25134/ieflj.v7i1.3997>.

There are four skills in English. The first English skill is listening. When mastering English as a foreign language, listening is an essential skill for students to have.²¹ Kuswoyo & Wahyudin stated in their study that the functional listening course seems to be the prerequisite for many other listening classes, including conversational listening, critical listening, and academic listening.²² The second English skill is speaking. Mandasari & Aminatun stated that speaking ability becomes a crucial part of language learning. Several aspects must be dealt with while learning to speak, such as vocabulary, grammar, pronunciation, topic, and fluency.²³ The goal of developing speaking skills is for students to be able to communicate in English clearly and confidently.²⁴ The third skill in English is reading. Pustika & Wiedarti state that mastering reading skills are more crucial than getting students to pass the national English examination.²⁵ Reading is an important element of written statements,

²¹ Aminatun, D., Mulyah, P., & Haryanti. (2021). The effect of dictogloss on students' listening achievement. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, 5(2), 262-269. <http://dx.doi.org/10.33578/pjr.v5i2.8246>.

²² Kuswoyo, H., & Wahyudin, A.Y. (2017, October). Improving student's listening skills using a task-based approach in an EFL classroom setting. 4th Asia Pacific Education Conference, 118-123.

²³ Mandasari, B., & Aminatun, D. (2020). Vlog: A tool to improve students English speaking ability at university level. *Proceedings Universitas Pamulang*, 1(1).

²⁴ Mandasari, B., Aminatun, D. (2019). Uncovering students' attitude toward vlogging activities in improving students' speaking ability. *Journal of English Education and Applied Linguistics*, 8(2), 214-225.

²⁵ Pustika, R., & Wiedarti, P. (2019). The implementation of reading instruction in EFL classroom. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 5(1), 75-87.

which also are frequently used as formal communication.²⁶ The last skill in English is writing. Writing is an essential language skill that must be taught at school. Writing is a communication skill that will not be overlooked or excluded from communicative pedagogy and studying.²⁷ Those skills are skills needed by learners if they want to master English.

2. Vocabulary Mastery

A vocabulary refers to a compilation of words that an individual must acquire to effectively communicate in a particular language. Vocabulary is essential for constructing sentences, communicating ideas, and expressing thoughts and emotions through speech or writing. The vocabulary contains clusters of words, with the words themselves being composed of subgroups. Vocabulary is a fundamental component that holds significant significance in language.²⁸ Every language necessarily consists of words, as words are an essential component of language. Every word possesses significance, a conceptual framework, and a certain function that is contingent upon its classification or kind, as well as its utilization inside a phrase.

²⁶ Ayu, M. (2021). Applying text feature walks strategy in higher education to improve student's critical reading comprehension. *JET (Journal of English Teaching)*, 7(3), 354-365.

²⁷ Ayu, M. & Zuraida. (2020). Enhancing descriptive paragraph writing of secondary students through shared writing. *Journal of Research on Language Education*, 1(1), 13-18.

²⁸ Fatati, A., & Sutarjo, J. (2021). Implementasi Metode Mimicry Memorization (Mim-Mem) Dalam Pembelajaran Mufrodat. *An Nabighoh*, 23(1), 127-142.

From this explanation, it can be concluded that vocabulary mastery is a person's ability to use words in communication. In addition to knowing the form and function of the vocabulary, students must be able to pronounce and write the vocabulary properly and correctly. Vocabulary learning is an essential factor for learning a language. Therefore, students must be able to understand vocabulary and use it both in oral and written terms. Because without a good mastery of vocabulary in the source language, it will not be able to absorb a message conveyed in the language text or the interlocutor.²⁹

In learning vocabulary, there are teaching methods, including: (1) the teacher gives vocabulary by saying it repeatedly, then the student imitates the vocabulary spoken by the teacher two to three times the vocabulary. (2) Then the vocabulary is written on the board in full along with punctuation. (3) After that, the teacher interprets the vocabulary but does not provide a translation as much as possible, unless this is not possible. (4) the teacher makes one or more sentences related to the vocabulary so that students are clearer and understandable. (5) students are asked to repeat one of the sentences they learned earlier. (6) Students are asked to write down the words they have learned and the teacher checks

²⁹ Khoirurrijal, D. (2019). Interpretasi Makna (Prosedur Penerjemahan Arab-Indonesia).

them. (8) Students are asked to read the vocabulary that has been written along with its meaning.³⁰

3. Method in Teaching Vocabulary

In teaching-learning process of English, the teachers use a variety of classroom methods to attract the attention of students in learning English especially vocabulary skill. Based on that phenomenon, the researcher interested to observe the implementation of classroom method used by the English teachers to develop students' vocabulary to improve students' English skill. Classroom method has the important in teaching learning process without classroom method the students can feel boring to study.³¹ The teacher should explore their knowledge about various methods in teaching especially in teaching vocabulary skill which appropriate the students' characteristic and learning style. Method is something that actually takes place in language teaching or learning in the classroom.

Correspond the description above on approach, method, and method. Celce-Murcia stated that an approach is general (e.g. cognitive

³⁰ Khoirotun Ni'mah, "Korelasi Penguasaan Kosakata Bahasa Arab Dengan Kemampuan Berpidato Bahasa Arab Mahasiswa PBA UNISDA Lamongan," DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora 4, no. 1 (2017): 121, <http://e-jurnal.unisda.ac.id/index.php/dar/article/view/689>.

³¹ Khotimah, K. (2016). CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH VOCABULARY SKILL AT SMP BATIK SURAKARTA IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY. MUHAMMADIYAH UNIVERSITY OF SURAKARTA

approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a method is very specific type of learning activity used in one or more methods (e.g. using colored rods of varying length to facilitate language practice in silent way).³² An approach is the natural characteristic that used in teaching and learning process, that a method is the way that used in approach, that a method is a classroom activity that teacher uses in teaching and learning process.

There are several methods in teaching vocabulary. Fauziati (2010: 66) present several sample activities to promote vocabulary learning and to support language skill development, namely: semantic networks, memorization, guessing from context, the word wall approach and collocation.³³ In this research, the researcher focusses on Memorization (*Mufradat*) method. According to Yu in Kiswardhani & Ayu, memorization strategies are very helpful and useful when learning English as a foreign language, this method directs students towards linguistics to gain achievement when learning a foreign language.³⁴

4. Memorization (*Mufradat*)

³² Celce- Murcia, M. (2001). Teaching English as a second or foreign language (3rd Ed). Boston: Heinle & Heinle.

³³ Fauziati, Endang. 2014. Methods of Teaching English as a Foreign Language (TEFL). Surakarta: Era Pustaka Utama.

³⁴ Kiswardhani, A. M., & Ayu, M. (2021). MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS'REVIEW. *Journal of English Language Teaching and Learning*, 2(2), 68-73.

In this study, the researcher focuses on this memorization strategy which will later look at students' United Kingdom language skills. Based on the initial observations made by the researcher at the Modern Islamic Boarding School of Darussalam Kepahiang, the researcher found that the *Mufradat* activities delivered were the same as this Memorization strategy. In detail, the researcher will use this memorization strategy as a theoretical reference. However, the term Memorization will be accompanied by the term *Mufradat* in this research.

Memorization (Mufradat) is one of the language learning methods that aims to master vocabulary by emphasizing imitation, memorization, and memorization of vocabulary. The Memorization Method (Mufradat) refers to the power of memory. A person's ability to remember can be measured in three ways. First, it begins with recall, which is recalling what he remembers. Students are asked to tell what they remember. Second, recognition, teacher ask the students to mention several items related to past lessons. Third, relearning is a way to be able to find out if students can easily learn the material delivered by the teacher.³⁵ A teacher can try several ways to make the process of remembering students better, namely by reading or other active learning methods. The Memorization method is

³⁵ Fatati, A., & Sutarjo, J. (2021). Loc. Cit. P. 130

an oral approach in language learning, therefore the teaching and learning process involves many activities in the form of oral or speech.

In addition to the activity, remembering this method emphasizes more on practicing vocabulary pronunciation which is done repeatedly. This repeated pronunciation of vocabulary is useful so that students can pronounce vocabulary properly and correctly. The Memorization method is often called the informant drill method, because the implementation of the Memorization method is carried out by a teacher and an informant of a speaker or native speaker.

The procedure for applying the Memorization (Mufradat) Method in language learning can be carried out in the following stages: (1) The first thing that is done is that the teacher forms several groups containing several members. (2) Furthermore, each group is divided into vocabulary to be memorized according to the order of vocabulary and group. (3) Then the teacher chooses one of the students to read the vocabulary and the other students follow him. Students must remember the vocabulary they pronounce. (4) The last step is for each student to restate their vocabulary memorization to the teacher.³⁶

In the application of the Memorization Method there are advantages and disadvantages, including: The advantages of the

³⁶ Fatati, A., & Sutarjo, J. (2021). Loc. Cit. P. 131

Memorization Method are: (1) the learning material will be easy for students to remember and not boring because with the application of this method students can be more active during learning. (2) students will understand the material more easily if the teacher delivers the material well. (3) By applying this method, students can memorize and pronounce vocabulary properly and correctly. (4) This method is effectively applied in a class with a large scale. (5) This method can also hone students' memory.³⁷

5. The Role of Memorization (*Mufradat*) toward Students' English Skill

The significance of vocabulary teaching and learning has been attracted by instructors, researchers and commentators, due to the fact that having acceptable knowledge of vocabulary has a significant role in learning a second or foreign language.³⁸ Using strategy in Language learning can guide and help English trainers get a clearer comprehending of their learners' expectations and satisfaction with their language classes.³⁹ It should be noted that sometimes the method of teaching applied by the English instructor may influence the learner' language

³⁷ Muhammad Iqbal, "Penggunaan Metode Mim- Mem Untuk Mengembangkan Keterampilan Berbicara," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2018): 113, <https://doi.org/10.35931/am.v1i2.48>.

³⁸ Atasheneh, N., & Naeimi, M. (2015). Vocabulary learning through using mechanical techniques vocabulary learning strategy. *Theory and practice in language studies*, 5(3), 541.

³⁹ Suwanarak, K. (2012). English language learning beliefs, learning strategies and achievement of Masters students in Thailand. *TESOL IN CONTEXT*. Special Edition S3. 1-15 http://www.tesol.org.au/files/files/275_kasma_suwanarak.pdf

learning strategies.⁴⁰ Therefore, all English language teachers should explore different methods of teaching. Oxford illustrates that novel teaching capacities mentions the recognition of learners' learning strategies, administrating teaching on learning strategies, and guiding learners become to be more independent of their learning and thinking.⁴¹ According to Fatati and Sutarjo on their result, (1) Using the Memorization (Mufradat) method encourages students to be able to understand the material taught by the teacher well. (2) Vocabulary mastery is said to increase can be characterized by students' ability to master daily vocabulary. (3) By using the Memorization (Mufradat) method, students can use vocabulary both in oral and written form.⁴²

Based on some of the theories above, the researcher concluded that there are several roles of the Memorization (Mufradat) method in students' English skill, namely first, helping a learner to comprehend the material well. Second, guiding learners become more independent of their learning and thinking. Third, increase students' ability to master daily vocabulary. Fourth, students can use vocabulary both in oral and written form.

⁴⁰ Mohammad, Z. (2011). An Investigation of Curriculum Elements for the Enhancement of the Teaching-learning Process. *Higher Education Studies*, 1(1), 67-78.

⁴¹ Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publisher

⁴² Fatati, A., & Sutarjo, J. (2021). *Loc. Cit.* P. 131

B. Review of Related Studies

In compiling this study, the researcher found several previous studies that could be used as a reference in this study. First, there is a study conducted by Kiswardhani & Ayu with the title “*Memorization Strategy During Learning Process: Students' Review*”.⁴³ The results showed that the memorization strategy also made it easier for them to absorb lesson information. These findings can be used by teachers or lecturers to apply the memorization strategy as an effective learning strategy for the students.

The second research is conducted by Wahid et al. with the title “*The Memorize-Speak Up-Habituation Method as an Effort to Improve the Mastery of Foreign Language Skills*”⁴⁴. The results showed that the MSH method was applied with the stages of Memorizing new vocabulary and pronunciation, Speak Up, or integrating the use of new vocabulary in speaking activities, and habituation of foreign language activities. This study shows the implication that with the MSH method, LIPs members can master 4 English skills (listening, writing, reading, and speaking) correctly even though it requires high discipline.

The third research is conducted by Atasheneh & Naeimi with the title “*Vocabulary Learning through Using Mechanical Techniques Vocabulary*

⁴³ Kiswardhani, A. M., & Ayu, M. (2021). MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS'REVIEW. *Journal of English Language Teaching and Learning*, 2(2), 68-73.

⁴⁴ Wahid, A. H., Rozi, F., Baharun, H., & Safitri, S. L. (2021). THE MEMORIZE-SPEAK UP-HABITUATION METHOD AS AN EFFORT TO IMPROVE THE MASTERY OF FOREIGN LANGUAGE SKILLS. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 24(2), 328-344.

Learning Strategy”.⁴⁵ The results showed that using Mechanical Technique by the students in the experimental group is effective in enhancing their vocabulary storage. Measuring lexical improvement indicated that using Mechanical Techniques vocabulary learning strategy at pre- intermediate level can lead to higher achievement of vocabulary storage of Iranian pre-intermediate EFL undergraduate learners in reading comprehension skill.

The fourth research is conducted by Khotimah with the title “*Classroom Techniques Used by the Teacher to Develop Students’ English Vocabulary Skill at SMP Batik Surakarta in 2015/2016 Academic Year: A Naturalistic Study*”⁴⁶. The result showed that there are some classroom techniques used by the teacher to develop students’ English skill especially vocabulary skill such as: a word search puzzle, translation, reading aloud, memorization, and repetition. The teacher has roles as controller, teacher as organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer and teacher as model. The student has roles as planner, student as group, student as tutor, student as monitor and evaluator. There are some materials used by the English teachers such as English textbook, workbook, and dictionary. The conclusion of this research is that the English teacher at SMP Batik Surakarta used various classroom technique in teaching-learning process can developing the students’ English skill especially vocabulary

⁴⁵ Atasheneh, N., & Naeimi, M. (2015). Vocabulary learning through using mechanical techniques vocabulary learning strategy. *Theory and practice in language studies*, 5(3), 541.

⁴⁶ Khotimah, K. (2016). Classroom Techniques Used By The Teacher To Develop Students’ English Vocabulary Skill at SMP Batik Surakarta in 2015/2016 Academic Year: A Naturalistic Study. Muhammadiyah University Of Surakarta

skill. From the various classroom techniques make the students interested and enjoyed in teaching-learning English language. The student becomes more active and creative especially in teaching vocabulary skill. Based on the result, classroom technique used by the teacher is very important to make the students interested and enjoyed in teaching-learning process of English vocabulary skill.

Based on some of the previous studies above, there are several differences that occur in the current research. Previous research has only focused on developing students' vocabulary. Meanwhile, in this study, the researcher focused on the technique used when giving vocabulary to students, and the influence of the technique on students' English skills. In this study, the researcher focused on the Memorization (Mufradat) technique to see student' English skill. Moreover, the subject of this research is not a general school but the Islamic based school or as known as *Pesantren*.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research was qualitative method. It was further explained that the qualitative method has been a very common procedure to conduct research in education, psychology, and social sciences. In particular, English lessons were the focus of the purpose of this research into schooling. After doing an analysis of the gathered data, the researcher provided a description of the data by considering the research purpose. Finding the significance of a person or a group and investigating social or human issues can be done through the use of the qualitative technique.⁴⁷ The issue that has to be investigated in this study is to know the implementation of memorization (Mufradat) method and how far this technique affects in students' English skill.

The design of this research was a descriptive design. In using this design, the result of the data in the form of implementation of memorization (Mufradat) method and how far this method affect in students' English skill. According to Moleong in his book under the title *Metodologi Penelitian Kualitatif* stated that a

⁴⁷ Creswell, J. W. (2018). *Qualitative, quantitative, and mixed methods approaches+ a crash course in statistics*. Sage publications.

descriptive design research is a research method that attempts to visualize and interpret objects as if the fact in the field.⁴⁸

This design discusses several arguments that have been previously described and the researcher observed at the generalization of the problem in the discussion. The phenomenon studied in-depth is about teacher's efforts in improving students reading comprehension. The research was carried out in-depth and in real condition or in a real context. The descriptive design was chosen because the purpose of this research was to describe and to obtain data analysis on the implementation of memorization (Mufradat) method and how far this method affects in students' English skill.

B. Subject of the Research

The subjects of the research in this study were the students who received English lesson in MTsS 01 Darussalam Kepahiang by using Memorization (Mufradat) method. The researcher chose students to know the affect Memorization (Mufradat) method on their English skills. Moreover, the researcher also selected the teacher who teaches by using Memorization (Mufradat) method to see it implementation. The researcher used purposive sampling method to choose the study participants. Purposive sampling, sometimes referred to as intentional sampling, is a sampling strategy that selects people or

⁴⁸ Moleong, L. J. (2007). Metodologi penelitian kualitatif edisi revisi.

locations with the intention of discovering or comprehending the main phenomenon, as stated by Creswell.⁴⁹

As previously mentioned, the researcher chose English teachers who taught the students' vocabulary by using Memorization (Mufradat) method to find out the implementation of memorization (Mufradat) method and how far this method affect in students' English skill. The researcher chose seventh-grade students because they have just learnt English. In order to fully comprehend the occurrence and determine whether the knowledge is connected to what the teachers have provided, the researcher would require further in-depth details.

C. Technique of Data Collection

According to Neuman, in collecting qualitative data the researcher described in detail about people, actions, and events in society.⁵⁰ Based on the characteristics of qualitative research, the technique of data collection was carried out by observation, interview, and documentation. The following is the explanation of those instruments used for this research.

1. Interview

Interview method is one of the ways to obtain primary data.

Primary data is understood as data which was collected during the

⁴⁹ Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

⁵⁰ Neuman, L., W. (2014). *Social research methods: Qualitative and quantitative approaches*.

conduction of a particular research.⁵¹ Therefore, in order to obtain primary information, face-to-face interviews were employed. The researcher, with prepared written questions to the interviewees, used the structured interview. In this context, the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the study. This process encouraged the participants to respond to the questions as accurately as possible. The interview was used to how far Memorization (Mufradat) method affect in students' English skill.

The interview questions were designed in Indonesia Language to ensure proper responses from the participants, the interview process was also conducted using the mother tongue language (Indonesia). The responses were later carefully transcribed and translated to English. The use of the mother tongue language was used for those individuals who could not understand Indonesia thus enabling them to contribute relevant information in relation to the topic under study.

2. Observation

According to Ary, et al., observation is the basic method to complete description of behavior in specific natural setting of

⁵¹ Hackett, P. (1998). *The selection interview*. CIPD Publishing..

occurrence or duration of observed behaviors.⁵² In this research, the researcher used non-participant observation to get the data because the researcher only observes the classroom activity without entering the field of study in the class. Non-participant observation is suitable because the researcher could observe all of the sections of teaching and learning activity. This observation aims to investigate the implementation of memorization (Mufradat) method in students' English skill. In observation method, the researcher uses some instruments to support, such as field note, check list, questionnaire, and video recorder. In this observation, the researcher used observation checklist as the instruments.

3. Documentation

Documentation is analogous to observation. As stated by Prawiyogi et al., documentation is a direct observation of the phenomenon under study, conducted by researchers in accordance with the discussion.⁵³ In layman's terms, documentation often means that this form of data collection is a photograph. However, the term "documentation" is used in a broad sense.

⁵² Ary, D., Cheser, L. J., & Sorensen, C. K. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning Bailey, DK (1978). *Methods of Social Research*.

⁵³ Anggy Giri Prawiyogi et al., "Penggunaan Media Big Book Untuk Menumbuhkan Minat Membaca Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (January 30, 2021): 446–52, <https://doi.org/10.31004/basicedu.v5i1.787>.

The researcher employed the documentation method to support the data from observation checklist to know the implementation of Memorization (Mufradat) method in students' English skill. The documentation examined data in the form of teacher performance evaluation reports, internal school documents, as well as documentary photographs. The documentation method can be employed by researcher to gain in-depth insight into the implementation of Memorization (Mufradat) method in students' English skill at MTsS 01 Darussalam Kepahiang. This can be achieved by extracting data from various documents.

D. Instruments of the Research

The instruments used by the researcher in this research were the questionnaire, the interview, and the observation. The observation was carried out in two classes to observe teachers' strategies on students' reading comprehension. There was the observation checklist as a guide in observing the learning process in the learning.

1. Interview

According to Tracy, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and

explanation.⁵⁴ In other words that the researcher has several questions for students about how far the Memorization (Mufradat) method affects students' English skill. The interviewees in this research were the seventh-grade students who received the Memorization (Mufradat) method in MTsS 01 Darussalam Kepahiang. In this research, the students as the source or interviewee from the interview. The researcher has prepared a list of questions as the guide and the interviewees have the flexibility regarding their answers. Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the research. This section discusses in-depth the efforts used by teachers to improve students' reading comprehension. The researcher conducted an interview on June 12th, 2024. The following is the list of questions for teachers.

Table 3.1. The Interview Blueprint of the Memorization (Mufradat) Affect Students' English Skill.

Aspect	Indicator	Questions
Help a learner to comprehend the material well.	<ul style="list-style-type: none"> • Students are able to identify vocabulary usage • Students are able to apply vocabulary • Students are able to 	<ol style="list-style-type: none"> 1. How does <i>Mufradat</i> method support you in identifying the correct usage of vocabulary in different contexts? 2. How does <i>Mufradat</i> method assist you in applying newly learned

⁵⁴ Tracy, S.J. (2013) Qualitative Research Methods. Wiley-Black Well, West Sussex.

	understand the vocabulary used	vocabulary in their speaking and writing activities? 3. How does <i>Mufradat</i> method assist you to understand how to read vocabulary and listen to it?
Guiding learners become more independent of their learning and thinking.	<ul style="list-style-type: none"> • Students are able to improve their English language skills independently • Students can improve critical thinking skills • Students have a great initiative to improve their English language skills 	<ol style="list-style-type: none"> 1. How does <i>Mufradat</i> method encourage you to improve your English language skills independently? 2. How does <i>Mufradat</i> method enhance your critical thinking skills in English language classes? 3. How does <i>Mufradat</i> method help you to identify and nurture to have strong initiative in improving English language skills?
Increase students' ability to master daily vocabulary.	<ul style="list-style-type: none"> • Students continue to use new vocabulary every day • Students are able to use vocabulary in real-life situations 	<ol style="list-style-type: none"> 1. How does <i>Mufradat</i> method encourage you to consistently use new vocabulary in daily conversations and writing? 2. How does <i>Mufradat</i> method help you to apply new vocabulary knowledge in real-life situations?
Students can use vocabulary both in oral and written form	<ul style="list-style-type: none"> • Students are able to apply vocabulary to their daily speaking • Students are able to write well by using the new vocabulary 	<ol style="list-style-type: none"> 1. How does <i>Mufradat</i> method make you apply new vocabulary effectively in daily speaking activities? 2. How does <i>Mufradat</i> method support you in developing strong writing skills in English?

2. Observation

In this research, the condition observes learning process to find out the how the teachers implemented the Memorization (*Mufradat*) method in students' English skill. The researcher used non-participant

	The teacher gives new vocabulary								
	The teacher gives the meaning of the vocabulary								
	The teacher read aloud the vocabulary								
	The teacher allows one student to read the vocabulary and the others follow him								
	Students try memorize the vocabulary by closing the book and speaking aloud								
	The students make sure that they have memorized the vocabularies by checking them to the teacher								
Closing Activity	The teacher tells the students what they should do in the next meeting								
	The teacher closes the class by greeting the students								

E. Technique of Data Analysis

The data that has been gained from observation, interview and questionnaire need to be analyzed further to decide how the data will be presented and discussed in the findings section. The researcher analyzed the data from observation, interview, and documentation by referring to the theory and the explanation by Nunan. The following is the explanation about the techniques of data analysis of this research.

1. Data Collection

In this research, researcher collected data using qualitative methods where structured interviews and non-participant observation as data collection instruments. The data collected the implementation of Memorization (Mufradat) method and how far it affects students' English skill.

2. Data Reduction

The first step before reducing the data is the researcher analyzed the result of the data from the instruments of the research. The data reduction process is summarizing, choosing the main or the core parts, focusing on the essential things, looking for themes and patterns, and removing pointless things. In data reduction, the researcher collected all results from the field and transcribed all items that the researcher found. After that, the researcher coded the transcription of the data collection.

3. Data Display

The process of displaying data in qualitative research is carried out through brief descriptions, charts, relationships between categories, flowcharts and others. The narrative text is the type that is often used to provide data. This research also uses the narrative text in presenting the data. After reducing the data, researcher collected the

data from the reduction data so that it resembles a conclusion and is displayed in paragraph form.

4. Conclusion Drawing/Verification

The final stage from the process of analyzing data is drawing conclusions. The researcher examined all data results from interview and observation and connected the data to the research problem of this research. So that, the researcher could conclude the points of all activities of this research and answered the research questions. The conclusion in qualitative research is the new discoveries that have never existed before. These discoveries could be in the form of the description of one object that was previously unclear and after being examined, the object becomes clear and it could be in the form of a hypothesis or theory.⁵⁵

⁵⁵ Nunan, D. (1991). *Language teaching methodology. A textbook for teachers* Prentice Hall.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

The researcher shared the findings obtained from the observation checklist and interviews. This study aims to find out how the application of the Memorization (Mufradat) method and how the Memorization (Mufradat) method affects the English language ability of students at MTsS 01 Darussalam Kepahiang. The research utilized a descriptive approach distinguished by a qualitative methodology.

1. The Implementation of Memorization (Mufradat) Method at MTsS 01 Darussalam Kepahiang

In looking for data on the implementation of Memorization (Mufradat) method at MTsS 01 Darussalam Kepahiang, the researcher used observation and documentation method to collect data. Observation and documentation were carried out in four meetings from May 27th – June 1st, 2024. Observation and documentation were carried out in the seventh-grade class. Here are the results of the observations:

Table 4.1. The Observation Results of the Memorization (Mufradat) Method Implementation

Implementation	Results
Opening Activity	During the four observation sessions, the teacher always began the class by greeting the students, such as asking how they were doing.

	Next, the teacher consistently inquired about the vocabulary the students had previously learned.
	Then, before starting the lesson, the teacher would ask about the material from the previous lesson. However, on some occasions, the teacher did not ask about it.
Main Activity	In the main activity, the teacher always divided the students into several groups first.
	Then, the teacher asked each group, in turn, to review the vocabulary they had learned. After that, the teacher introduced some new vocabulary.
	The teacher not only provided the vocabulary but also included its meaning and usage.
	Then, the teacher pronounced the vocabulary, and the students followed the pronunciation. Next, the teacher asked the students to take turns reading aloud, with the other students repeating afterward.
	The teacher asked the students to close their books and then requested them to recall the vocabulary that had been given.
	The teacher consistently reviewed the vocabulary that had been memorized each day.
Closing Activity	In the closing activity, the teacher sometimes informed the students about the material that would be covered the next day. Moreover, the teacher allows the students to conclude the material that have been done.

Based on the table above, it can be observed that the implementation of the Memorization (Mufradat) method involves three activities: opening, main activity, and closing. Each of these activities has its own methods for execution. The Mufradat method is conducted four times a week, specifically on Monday, Wednesday, Thursday, and Saturday.

In the **opening activity**, the teacher always begins by greeting the students, asking about the well-being of the MTsS 01 Darussalam Kepahiang students. Then, the teacher inquiries about the vocabulary that was learned in the

previous session. Additionally, the teacher sometimes reviews or repeats the material that was covered by the students on the previous day.

Moreover, in the **main activity**, the teacher always starts Mufradat by dividing the students into several groups. Following this, the teacher sometimes asks the students to review the previous vocabulary. However, it is not uncommon for the teacher to directly introduce new vocabulary along with its meanings and usage. After presenting the vocabulary, the teacher will read the vocabulary aloud and ask the students to repeat it. Then, the teacher asks each student, one by one, to read the vocabulary provided and instructs them to memorize it. Once the students feel they have memorized the vocabulary, the teacher will check their memorization.

In the **closing activity**, the teacher simply concludes the lesson as a standard closing procedure. Before leaving the class, the teacher sometimes informs the students about what will be covered in the next session. This is done to help the students prepare for the next meeting. Finally, the teacher says farewell as a sign that the class has ended.

Based on the observations described above, the researcher can conclude that the method for this vocabulary is carried out in three stages: Opening activity, Main activity, and Closing activity. From these three stages, the researcher observed that the teacher has implemented the method well. Next, the researcher

wants to examine how this method affects the English proficiency of students at MTsS 01 Darussalam Kepahiang.

2. The effect of memorization (Mufradat) method to Students' English skill

To determine the extent to which Mufradat influences students' English skills, the researcher conducted interviews with the seventh-grade students of MTsS 01 Darussalam Kepahiang on June 12th, 2024. The conclusions from the interviews can be seen in the table below:

Table 4.2. The Conclusion of Interview Results of the Effect of Memorization (Mufradat) Method on Students' English Skill

Aspects	Questions	Answers
Help a learner to comprehend the material well.	How does <i>Mufradat</i> method support you in identifying the correct usage of vocabulary in different contexts?	Using this method, I consistently incorporate newly acquired vocabulary into practice, ensuring regular use in conversations. This habituation helps me to become accustomed to employing these words during discussions.
	How does <i>Mufradat</i> method assist you in applying newly learned vocabulary in their speaking and writing activities?	The process of learning vocabulary piques my curiosity about new words, and I make it a habit to create my own sentences to practice with later. Repetition of vocabulary provided by the teacher, pronounced together as a group, enhances retention.
	How does <i>Mufradat</i> method assist you to understand how to read vocabulary and listen to it?	Having a strong vocabulary allows for practice anywhere, including inviting friends to join in improving English language skills. By maintaining interaction in English, constructing sentences, and

		continuously practicing the four language skills—reading, writing, listening, and speaking—I can effectively reinforce my language proficiency.
Guiding learners become more independent of their learning and thinking.	How does <i>Mufradat</i> method encourage you to improve your English language skills independently?	By independently expanding my vocabulary and consistently practicing it beyond the classroom, I strengthen my language abilities. Encouraging friends to use English regularly and persistently practicing sentence construction further aids in skill development.
	How does <i>Mufradat</i> method enhance your critical thinking skills in English language classes?	I incorporate the given vocabulary into daily activities and create sentences from newly acquired words. Active participation in English during class and building the courage to speak are essential strategies. The vocabulary I acquire is frequently used to craft essays or short stories.
	How does <i>Mufradat</i> method help you to identify and nurture to have strong initiative in improving English language skills?	Using this method, I consistently incorporate newly acquired vocabulary into practice, ensuring regular use in conversations. This habituation helps me to become accustomed to employing these words during discussions.
Increase students' ability to master daily vocabulary.	How does <i>Mufradat</i> method encourage you to consistently use new vocabulary in daily conversations and writing?	The process of learning vocabulary piques my curiosity about new words, and I make it a habit to create my own sentences to practice with later. Repetition of vocabulary provided by the teacher, pronounced together as a group, enhances retention.

	How does <i>Mufradat</i> method help you to apply new vocabulary knowledge in real-life situations?	Having a strong vocabulary allows for practice anywhere, including inviting friends to join in improving English language skills. By maintaining interaction in English, constructing sentences, and continuously practicing the four language skills—reading, writing, listening, and speaking—I can effectively reinforce my language proficiency.
Students can use vocabulary both in oral and written form	How does <i>Mufradat</i> method make you apply new vocabulary effectively in daily speaking activities?	By independently expanding my vocabulary and consistently practicing it beyond the classroom, I strengthen my language abilities. Encouraging friends to use English regularly and persistently practicing sentence construction further aids in skill development.
	How does <i>Mufradat</i> method support you in developing strong writing skills in English?	I incorporate the given vocabulary into daily activities and create sentences from newly acquired words. Active participation in English during class and building the courage to speak are essential strategies. The vocabulary I acquire is frequently used to craft essays or short stories.

Based on the table above, it can be observed that there are four aspects presented regarding the impact of the Memorization (*Mufradat*) method on students' English skills. In the first aspect, help a learner to comprehend the material well, the Memorization (*Mufradat*) method aids students in understanding the material effectively. The interview results indicate that this

method requires students to memorize each vocabulary word provided, allowing them to apply it in their daily activities, whether in speaking, writing, reading, or even listening. This was expressed by the students:

Student 1: *By memorizing, I can understand the vocabulary itself, allowing me to use it in daily activities.*

Student 3: *Not only do I memorize, but I also immediately practice the vocabulary I acquire through Mufradat.*

Student 7: *By listening to the pronunciation by the teacher, I can learn the correct sounds of the vocabulary. This helps me when someone speaks to me.*

Next, in the second aspect, guiding learners to become more independent in their learning and thinking, the researcher found that using Mufradat has sparked a sense of motivation within the students. They became eager to expand their vocabulary outside of class. Additionally, the students often practiced independently with their peers without being prompted. This was expressed by several students during the interview session:

Student 4: *With this vocabulary, I can use English anywhere and anytime.*

Student 9: *I add English vocabulary on my own outside of class time to improve my ability to communicate with my friends.*

Student 5: *I am motivated to keep practicing so that the vocabulary I've learned doesn't fade, and I always add new vocabulary independently*

In the third aspect, increasing students' ability to master daily vocabulary, the researcher found from the interviews that students were consistently enthusiastic about the Mufradat method. The students were motivated to seek out new vocabulary before class began. Furthermore, the students at MTsS 01

Darussalam Kepahiang practiced with their peers to ensure that if someone else had new vocabulary, they would learn it too. This was expressed by several students during the interview session:

Student 10: *With the Mufradat method, I have become accustomed to using vocabulary in daily activities because the quickest way to remember vocabulary is by using it.*

Student 8: *I always practice using the vocabulary I've learned since the Mufradat method was introduced.*

Student 11: *I encourage my friends to converse with me to learn new vocabulary.*

Lastly, the final aspect is students can use vocabulary both in oral and written form. In this aspect, the researcher found that students, having been given a set of vocabulary words, reported that they could practice it during conversations. Additionally, they also used the vocabulary to write stories or short compositions in English. This was expressed by several students during the interview session:

Student 12: *With the Mufradat method, I have become more active in class, eager to show that I can use the vocabulary I've learned.*

Student 14: *With this method, we are required to use English in class. Having vocabulary makes it easier for us to do so.*

Student 15: *When I learn new vocabulary, I often apply it by creating sentences or writing stories.*

Based on the results of these interviews, it can be seen that the Memorization (Mufradat) method has brought significant progress to the students at MTsS 01 Darussalam Kepahiang. It is evident that by acquiring a certain

amount of vocabulary, the students can independently practice using it when communicating with their peers in English. Moreover, they acknowledge that this method motivates them to learn new vocabulary daily. When they acquire new vocabulary, the students often try to create sentences or compositions. Through this method, students also learn to listen and pronounce vocabulary, which positively impacts their listening and communication skills.

B. DISCUSSION

In this section, the researcher discusses further the observations and interviews presented in the findings. This study was conducted at MTsS 01 Darussalam Kepahiang, focusing on the method used by the teacher with the seventh-grade students. The method in question is Memorization (Mufradat), which emphasizes the students' ability to memorize. Wang explained that the memorization process is a cognitive process that occurs in the human brain. Before the memorization process is complete, the information must be repeated or reviewed periodically; this allows the memorization process to be effectively retained in the brain.⁵⁶ The memorization method is also effective for students learning English. This has been proven by the research of Grenfell and Harris, who found that the results show that the memorization strategy is very helpful for students in using a language. Compared to students who do not use the

⁵⁶ Wang, Y. (2009). Formal description of the mechanisms and cognitive process of memorization (Eds. M. L. Gavrilova et al.). Berlin: Springer-Verlag.

memorization strategy, they have difficulty hearing and pronouncing words correctly. Overall, the memorization strategy is beneficial in the language learning process.⁵⁷ Moreover, memorization strategies are very helpful and useful when learning English language, this strategy directs students towards linguistics to gain achievement when learning a language.⁵⁸

The Implementation of Memorization (Mufradat) Method at MTsS 01 Darussalam Kepahiang

Memorization here is associated with the Mufradat method. This is because the method used at MTsS 01 Darussalam Kepahiang is Mufradat. After conducting observations, the researcher found that the Mufradat method is similar to the memorization method. Since the research site is an Islamic-based institution, the method is referred to as Mufradat. During the four observation sessions, the researcher found that the implementation of Mufradat consists of three stages: opening activity, main activity, and closing activity.

In the opening activity, the researcher observed that the teacher began the class with common practices, such as greeting the students. Then, as a bridge to start the lesson, the teacher would always ask about the vocabulary the students had learned on their own. Sometimes, the teacher would also ask about the

⁵⁷ Grenfell, M., & Harris, V. (2015). Memorisation strategies and the adolescent learner of Mandarin Chinese as a foreign language. *Linguistics and Education*, 31, 1-13.

⁵⁸ Kiswardhani, A. M., & Ayu, M. (2021). MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS'REVIEW. *Journal of English Language Teaching and Learning*, 2(2), 68-73.

material covered in the previous session. This is similar to the findings of Fatati and Sutarjo, where the teacher reviews the previous material before starting the main activity and asks some questions to check the students' retention.⁵⁹ This is done when the previous material is relevant to the new material being taught. If the material to be studied is new, the teacher will explain the concept or meaning.

In the main activity, the teacher divides the students into several groups. Once divided, the teacher provides new vocabulary related to a specific theme along with its meaning. The teacher then reads the vocabulary, which is followed by the students so they can learn the correct pronunciation of the provided words. Moreover, the teacher asks the students to memorize the vocabulary and then pronounce it. This aligns with the research of Fatati and Sutarjo, where the teacher provides a set of vocabulary based on a specific theme and pronounces the vocabulary for the students.⁶⁰ Furthermore, they also mentioned that students should mimic the vocabulary pronounced by the teacher repeatedly and simultaneously. Students need to pay attention to each vocabulary item. Each student is required to memorize the vocabulary given by the teacher. In addition to understanding the vocabulary, students must also grasp the meaning and significance of each word. Once they understand, the teacher checks the students' memory by calling on several students to come forward and pronounce some

⁵⁹ Fatati, A., Sutarjo, J. (2021). Implementasi Metode Mimicry Memorization (Mim-Mem) Dalam Pembelajaran Mufrodat. *An Nabighoh* Vol, 23 No. 1: 127-142, DOI: <https://doi.org/10.32332/an-nabighoh.v23i1.2317>.

⁶⁰ Fatati, A., Sutarjo, J. (2021). *Ibid.*

vocabulary words randomly and in turn. This process helps students practice and reinforce their memory of the learned vocabulary.

In the final stage, the closing activity, the teacher always informs the students about what they will be doing in the next session to ensure they are prepared. The teacher then summarizes what the students have learned by asking the students themselves to summarize the lesson. The teacher provides motivation and praise for the students' performance to encourage them for the next session. This closing activity aims to help students review the material taught, with the expectation that it will enhance their memory and overall understanding of the content.

The effect of memorization (Mufradat) method to Students' English skill

Based on the interview results, the researcher found that Memorization significantly helps students improve their English skills. Memorization is a cognitive process that can reconstruct long-term memory by encoding and storing information in the metacognitive layer of the brain. In the learning process, each individual (student) employs different learning strategies depending on how comfortable and effective they find these strategies. As stated by Moore, students who memorize sentences in a foreign language can achieve the course goals.⁶¹

⁶¹ Moore, L. C. (2006). Learning by heart in Qur'anic and public schools in northern Cameroon. *Social Analysis*, 50(3), 109-126.

This is similar to what the students said during the interviews. They mentioned that with the Mufradat (Memorization) method, students can use English anywhere, it increases their motivation to create their own sentences, and they consistently practice vocabulary to ensure it is retained.

The Memorization (Mufradat) method has a significant impact on students' vocabulary mastery. Mastery of vocabulary is a crucial part of learning a foreign language, especially English. Students who have a strong grasp of vocabulary will find it easier to understand language learning. The various language skills are interconnected, and a good command of vocabulary facilitates effective communication.⁶² Vocabulary greatly assists learners in studying a foreign language, especially in mastering the four language skills: listening, speaking, reading, and writing.⁶³ Based on the interview results, the researcher found that the students were very enthusiastic about this method, as they continued to study even outside the classroom. The students also mentioned that they use the vocabulary they have learned in conversations with their peers. This is similar to what Fatati and Sutarjo reported, where students became more active and highly engaged during the learning process.⁶⁴

Furthermore, with the Memorization (Mufradat) method, students are able to improve their listening skills because they continuously hear vocabulary that

⁶² Fatati, A., Sutarjo, J. (2021). Opcit.,

⁶³ Aini, S., & Wijaya, M. (2018). Metode Mimicry-Memorization (Mim-Mem Method) Dalam Meningkatkan Penguasaan Mufrodad Peserta Didik Di Madrasah. *Palapa*, 6(1), 90-110.

⁶⁴ Fatati, A., Sutarjo, J. (2021). Opcit.,

initially seemed unfamiliar but gradually becomes familiar. This greatly aids them when communicating in English. Additionally, students apply the vocabulary they have learned by creating sentences or writing compositions. This indirectly helps improve their writing skills. The quality of a learner's language skills heavily depends on the quality and quantity of their vocabulary; the richer their vocabulary, the greater the likelihood of their language proficiency.⁶⁵

Therefore, it can be concluded that the Memorization (Mufradat) method applied to the seventh-grade students at MTsS 01 Darussalam Kepahiang can enhance their English skills. Mastery of a language begins with mastering vocabulary. Once vocabulary is mastered, language proficiency improves. Additionally, this strategy also helps students remember the information provided more effectively.

⁶⁵ Khalilullah, M. (2012). Permainan teka-teki silang sebagai media dalam pembelajaran Bahasa Arab (Mufradat). *An-Nida'*, 37(1), 15-26.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results obtained by the researcher, it can be concluded that the Memorization (Mufradat) method is implemented by the teacher at MTsS 01 Darussalam Kepahiang in three stages: Opening activity, main activity, and closing activity. Moreover, the application of Memorization (Mufradat) in English language learning can enhance the English skills of seventh-grade students at MTsS 01 Darussalam Kepahiang. This is evidenced by the students' ability to remember vocabulary and apply what they have learned, identify and explain items, recall and write about the material studied, use the learned material, have the confidence to use their knowledge, and further develop their understanding.

B. SUGGESTION

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion is:

1. To the school: The school should prepare more media for teacher and learner to teach and learn English. It will support the teaching and learning process. So that, the teaching and learning process could run well.

2. The teacher: Teachers should master various teaching models to make the learning process more diverse and avoid monotony. They should also create varied and more creative teaching materials for the learning activities.
3. To the students: Students should actively participate in creating a conducive classroom environment to foster a comfortable and harmonious learning climate.
4. Other researchers: It is hoped that other educational researchers will refine this study by addressing its shortcomings and developing generic memory-based learning methods.

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SK Pembimbing

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Tentang
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Mengundang	<ol style="list-style-type: none">a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
Mengingat	<ol style="list-style-type: none">1. Undang-Undang Nomor 20 tahun 2005 tentang Sistem Pendidikan Nasional;2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;5. Keputusan Menteri Agama RI Nomor 019558/B.3/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026;6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAMs Curup;7. Keputusan Rektor IAIN Curup 0704-In.34/R.KP.07.6-09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	<ol style="list-style-type: none">1. Permohonan Saudara Reza Dwi Anugrah tanggal 3 April 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi;2. Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024.

MEMUTUSKAN :

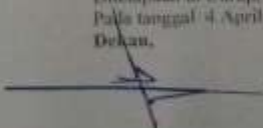
Menetapkan	
Pertama	<ol style="list-style-type: none">1. Jumatul Hidayah, M.Pd 19780224 200212 2 0022. Sarwo Edy, M.Pd 19810607 202321 1 011

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

N A M A	Reza Dwi Anugrah
N I M	17851051
JUDUL SKRIPSI	The Use of Vocabulary Transferring Method in Developing Students' Writing Skills for Second Grade Students of MAS 01 Darussalam

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


Ditetapkan di Curup,
Pada tanggal 4 April 2024
Dekan,


Sutarto

Tembusan
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2. Bendahara IAIN Curup
3. Ketua Akademi Ketarbiyahan dan Kesiswaan
4. Mahasiswa yang bersangkutan.

Izin Penelitian

Kartu Bimbingan Skripsi



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DOSEN PEMBIMBING II	<i>Sarwo Edy, M.Pd.</i>
JUDUL SKRIPSI	<i>The Use of Vocabulary Transferring Method in Developing Students' Writing Skills for Second Grade of MAS 01 Durussalam</i>
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.		<i>Bimbingan proposal</i>	<i>[Signature]</i>
2.		<i>Revisi proposal</i>	<i>[Signature]</i>
3.		<i>ACC proposal</i>	<i>[Signature]</i>
4.		<i>Revisi BAB I</i>	<i>[Signature]</i>
5.		<i>Revisi BAB II</i>	<i>[Signature]</i>
6.		<i>Bimbingan Data Types and Sources</i>	<i>[Signature]</i>
7.		<i>Bimbingan Data Collection Technique</i>	<i>[Signature]</i>
8.		<i>Revisi BAB III</i>	<i>[Signature]</i>
9.		<i>Bimbingan Finding and Discussion</i>	<i>[Signature]</i>
10.		<i>Revisi BAB IV</i>	<i>[Signature]</i>
11.		<i>Revisi BAB V</i>	<i>[Signature]</i>
12.		<i>ACC keseluruhan</i>	<i>[Signature]</i>

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

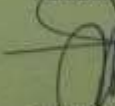
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- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



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FAKULTAS	<i>Tarbiyah</i>
PEMBIMBING I	<i>Sumatul Hidayah, M.Pd.</i>
PEMBIMBING II	<i>Sarwo Edy, M.Pd.</i>
JUDUL SKRIPSI	<i>The Use of Vocabulary Transferring Method in Developing Students' Writing Skills for Second Grade of MAS Di Durussalam</i>
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.		<i>Bimbingan proposal</i>	<i>[Signature]</i>
2.		<i>Revisi proposal</i>	<i>[Signature]</i>
3.		<i>ACC proposal</i>	<i>[Signature]</i>
4.		<i>Revisi BAB I</i>	<i>[Signature]</i>
5.		<i>Revisi BAB II</i>	<i>[Signature]</i>
6.		<i>Revisi BAB II & BAB III</i>	<i>[Signature]</i>
7.		<i>Bimbingan Research of Methodology</i>	<i>[Signature]</i>
8.		<i>Bimbingan Data Analysis Technique</i>	<i>[Signature]</i>
9.		<i>Revisi BAB IV</i>	<i>[Signature]</i>
10.		<i>Revisi BAB IV</i>	<i>[Signature]</i>
11.		<i>Revisi BAB V</i>	<i>[Signature]</i>
12.		<i>ACC kesimpulan</i>	<i>[Signature]</i>

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Table 3.1. The Interview Blueprint of the Memorization (Mufradat) Affect Students' English Skill.

Aspect	Indicator	Questions
Help a learner to comprehend the material well.	<ul style="list-style-type: none"> • Students are able to identify vocabulary usage • Students are able to apply vocabulary • Students are able to understand the vocabulary used 	<ol style="list-style-type: none"> 4. How does <i>Mufradat</i> method support you in identifying the correct usage of vocabulary in different contexts? 5. How does <i>Mufradat</i> method assist you in applying newly learned vocabulary in their speaking and writing activities? 6. How does <i>Mufradat</i> method assist you to understand how to read vocabulary and listen to it?
Guiding learners become more independent of their learning and thinking.	<ul style="list-style-type: none"> • Students are able to improve their English language skills independently • Students can improve critical thinking skills • Students have a great initiative to improve their English language skills 	<ol style="list-style-type: none"> 4. How does <i>Mufradat</i> method encourage you to improve your English language skills independently? 5. How does <i>Mufradat</i> method enhance your critical thinking skills in English language classes? 6. How does <i>Mufradat</i> method help you to identify and nurture to have strong initiative in improving English language skills?
Increase students' ability to master daily vocabulary.	<ul style="list-style-type: none"> • Students continue to use new vocabulary every day • Students are able to use vocabulary in real-life situations 	<ol style="list-style-type: none"> 3. How does <i>Mufradat</i> method encourage you to consistently use new vocabulary in daily conversations and writing? 4. How does <i>Mufradat</i> method help you to apply new vocabulary knowledge in real-life situations?
Students can use vocabulary both in oral and written form	<ul style="list-style-type: none"> • Students are able to apply vocabulary to their daily speaking • Students are able to write well by using the new vocabulary 	<ol style="list-style-type: none"> 3. How does <i>Mufradat</i> method make you apply new vocabulary effectively in daily speaking activities? 4. How does <i>Mufradat</i> method support you in developing strong writing skills in English?

Table 4.1. The Observation Results of the Memorization (Mufradat) Method Implementation

Implementation	Items	M1		M2		M3		M4	
		Y	N	Y	N	Y	N	Y	N
Opening Activity	The teachers open the class by greetings the students	✓		✓		✓		✓	
	The teacher asked the students the vocabulary they have known	✓		✓		✓		✓	
	Teacher asks several questions regarding the previous meeting	✓			✓		✓	✓	
Main Activity	The teacher separate students into several groups	✓		✓		✓		✓	
	The teacher asks the students to reread the previous vocabulary	✓			✓		✓	✓	
	The teacher gives new vocabulary	✓		✓		✓		✓	
	The teacher gives the meaning of the vocabulary	✓		✓		✓		✓	
	The teacher read aloud the vocabulary	✓		✓		✓		✓	
	The teacher allows one student to read the vocabulary and the others follow him	✓		✓		✓		✓	
	Students try memorize the vocabulary by closing the book and speaking aloud	✓		✓		✓		✓	
	The students make sure that they have memorized the vocabularies by checking them to the teacher	✓			✓	✓		✓	
Closing Activity	The teacher tells the students what they should do in the next meeting		✓		✓	✓		✓	
	The teacher closes the class by greeting the students	✓		✓		✓		✓	

Table 4.2. The Conclusion of Interview Results of the Effect of Memorization (*Mufradat*) Method on Students' English Skill

Aspects	Questions	Answers
Help a learner to comprehend the material well.	How does <i>Mufradat</i> method support you in identifying the correct usage of vocabulary in different contexts?	Using this method, I consistently incorporate newly acquired vocabulary into practice, ensuring regular use in conversations. This habituation helps me to become accustomed to employing these words during discussions.
	How does <i>Mufradat</i> method assist you in applying newly learned vocabulary in their speaking and writing activities?	The process of learning vocabulary piques my curiosity about new words, and I make it a habit to create my own sentences to practice with later. Repetition of vocabulary provided by the teacher, pronounced together as a group, enhances retention.
	How does <i>Mufradat</i> method assist you to understand how to read vocabulary and listen to it?	Having a strong vocabulary allows for practice anywhere, including inviting friends to join in improving English language skills. By maintaining interaction in English, constructing sentences, and continuously practicing the four language skills—reading, writing, listening, and speaking—I can effectively reinforce my language proficiency.
Guiding learners become more independent of their learning and thinking.	How does <i>Mufradat</i> method encourage you to improve your English language skills independently?	By independently expanding my vocabulary and consistently practicing it beyond the classroom, I strengthen my language abilities. Encouraging friends to use English regularly and persistently practicing sentence construction further aids in skill development.
	How does <i>Mufradat</i> method enhance your critical thinking skills in English language classes?	I incorporate the given vocabulary into daily activities and create sentences from newly acquired words. Active participation in English during class and building the courage to speak are essential strategies. The vocabulary I acquire is frequently used to craft essays or short stories.
	How does <i>Mufradat</i> method help you to identify and nurture to have strong initiative in	Using this method, I consistently incorporate newly acquired vocabulary into practice, ensuring regular use in

	improving English language skills?	conversations. This habituation helps me to become accustomed to employing these words during discussions.
Increase students' ability to master daily vocabulary.	How does <i>Mufradat</i> method encourage you to consistently use new vocabulary in daily conversations and writing?	The process of learning vocabulary piques my curiosity about new words, and I make it a habit to create my own sentences to practice with later. Repetition of vocabulary provided by the teacher, pronounced together as a group, enhances retention.
	How does <i>Mufradat</i> method help you to apply new vocabulary knowledge in real-life situations?	Having a strong vocabulary allows for practice anywhere, including inviting friends to join in improving English language skills. By maintaining interaction in English, constructing sentences, and continuously practicing the four language skills—reading, writing, listening, and speaking—I can effectively reinforce my language proficiency.
Students can use vocabulary both in oral and written form	How does <i>Mufradat</i> method make you apply new vocabulary effectively in daily speaking activities?	By independently expanding my vocabulary and consistently practicing it beyond the classroom, I strengthen my language abilities. Encouraging friends to use English regularly and persistently practicing sentence construction further aids in skill development.
	How does <i>Mufradat</i> method support you in developing strong writing skills in English?	I incorporate the given vocabulary into daily activities and create sentences from newly acquired words. Active participation in English during class and building the courage to speak are essential strategies. The vocabulary I acquire is frequently used to craft essays or short stories.







