

**APPLYING THE ACTIVE RECALL METHODS TO IMPROVE  
STUDENTS' ENGLISH VOCABULARY MASTERY**

**THESIS**

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# THESIS

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Bachelor of Education in English Language Teaching

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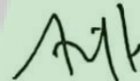
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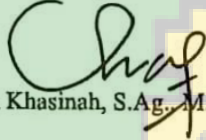
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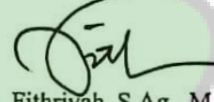
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

### **Applying the Active Recall Methods to Improve Students' English Vocabulary Mastery**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka saya akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 Maret 2025

Saya yang membuat pernyataan

  
Fikri Haikal



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## ABSTRACT

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In English learning, vocabulary is the most important component. English vocabulary learning often faces challenges, especially regarding lack of vocabulary, forgetting, and student understanding. Therefore, a method is needed to improve students' understanding of vocabulary, one of which is applying the active recall method. There are two active recall methods in this active recall: the flashcard method and the sharing method. This study aims to determine whether the active recall method can improve the vocabulary of class X students of SMK Negeri 1 Sinabang. This study is an experimental research design using the pretest and posttest two treatment designs with a quantitative approach. The sample of this study was 22 students of class X TBS and 31 students of class X OTKP SMK Negeri 1 Sinabang. The results of this study state that the average value of students after being taught with active recall (flashcard and sharing) is higher than before being taught using active recall. The t-test analysis shows Sig (2-tailed) of  $<.001$ , significantly smaller than  $\alpha = 0.05$ . It can be concluded that applying the method significantly improves students' vocabulary. Based on these findings, the active recall methods (flashcards and sharing) are recommended as a creative teaching strategy for learning English vocabulary.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

As we know, English is a language widely used in various countries. One way to learn English is by understanding and increasing vocabulary and memorization (Soedjito and Djoko, 2011). Vocabulary is the collection or wealth of words possessed by a language. Vocabulary is one of the main factors that supports students in mastering English. This research aims to improve students' English vocabulary. Vocabulary helps students understand the words in English because in English, one word can have many meanings, and when combined with other sentences, its meaning can also change. Vocabulary is necessary to improve language skills, namely reading, writing, listening, and speaking. Students must master English vocabulary and grammar rules in order to communicate with others.

Students' lack of vocabulary comprehension is caused by a cognitive process factor that aims to filter out less important information. This is useful for stabilizing a person's thinking process and making it more effective. The learning method that only passively inputs information into the brain and allows the learned information to enter the brain naturally is called the Passive Review method. However, over time, if that information is no longer considered important by our brains, it will be forgotten or automatically discarded by our brains. Therefore, we must inform our brains

that some information is important and should be remembered. However, students often need help remembering and understanding the material learned, especially in the context of more complex learning. Therefore, the development of effective learning methods becomes very crucial. One of the methods that has emerged and gained widespread attention in the world of education is Active Recall.

*Active Recall* is a learning technique that emphasizes actively recalling information instead of merely reading or listening to material passively. In this method, students are asked to remember and explain the information they have learned orally or in writing. This process strengthens memory and enhances a deeper understanding of concepts.

Previous research shows active Recall can enhance long-term memory and understanding of learning material. For example, Roediger and Butler's (2011) study revealed that "retrieval practice," which is the core of active Recall, has been proven to be more effective in helping students remember information than other learning techniques, such as reading or rewriting notes.

Moreover, Dunlosky's research also supports active recall's effectiveness as one of the strongest learning strategies. They state that "retrieval-based learning" can enhance long-term information retention and help students better understand the material being studied (Dunlosky, et al, 2013). This shows that by actively involving students in the recall process, they can more easily understand and remember the learning material.

Although many studies have proven the effectiveness of active recall, the application of this method in schools in Indonesia still needs to be improved. Many teaching methods still rely on traditional approaches, such as lectures or passive reading, which tend to be less motivating for students to truly remember and understand the material. Therefore, it is important to explore the application of active recall in Indonesia's education context to determine how this method can enhance students' understanding and engagement in learning.

This proposed research thus will investigate if applying the active recall method in learning can improve students' English vocabulary mastery. This research is expected to contribute to developing more effective teaching methods and improve the quality of education in Indonesia.

## **B. Research Questions**

This proposed study seeks to answer the following research question:

1. To what extent does the active recall ( type flashcard ) method application improve students' vocabulary mastery?
2. To what extent does the active recall ( type sharing ) method application improve students' vocabulary mastery?

### C. Research Aims

The following are the study's objectives, based on the research question above:

1. To determine whether the active recall method ( type flashcard ) can improve students' English Vocabulary Mastery.
2. To determine whether the active recall method ( type sharing ) can improve students' English Vocabulary Mastery.

### D. Research Benefit

#### a. For Teacher

Encouraging and motivating teachers to be more creative and innovative in their methods during the learning process.

#### b. For Students

- 1) To improve students' proficiency in English Vocabulary.
- 2) To help students understand strategies for making learning materials stick in their memory.

#### c. For Institutions

- 1) Can be used as a reference in developing existing learning methods.
- 2) Can provide information on learning methods that can be used as material to enhance memory in understanding teaching materials in educational institutions.

## E. Hypothesis

In conducting this research to answer the question of whether or not the use of the active recall is effective in increasing the understanding of class X Student at SMK N 1 Sinabang, the researcher created an alternative hypothesis as follows:

H<sub>a</sub>: The use of Active recall ( type flashcard and sharing ) improve students' vocabulary

H<sub>o</sub>: The use of Active recall ( type flashcard and sharing ) does not improve students' vocabulary.

## F. Terminologies

In terminology, numerous concepts must be specified in this study to avoid misconceptions. The terms are as follows:

### 1. *Active Recall*

Active recall is a learning method where someone transforms information they receive into long-term memory. Using the active recall method, you indirectly take the information your brain has passively received and turn it into active memory. This method can turn information that is not very important to the brain into important information because some information that enters passively will be forgotten by the brain and become short-term memory. Therefore, we use the active recall method, changing the passive information the brain receives into important information and storing it in long-term memory. Many active recall methods



can be used to enhance our understanding. Some active recall methods are Space repetition, Flashcards, Drilling, Sharing materials, making notes, and so on. In this research, the researcher will focus on applying the Flashcard and Sharing materials methods to improve students' understanding of the learning material.

## **2. *English Vocabulary Mastery***

Vocabulary is all words that are known or used by someone (Oxford Dictionary, 2008). English Vocabulary Mastery is the ability to understand and use English vocabulary effectively in various communication contexts, both oral and written. Vocabulary Mastery Is comprehensive knowledge of an instrument or subject. Mastery comes from the word 'master,' which means to be skilled or proficient in the service to get complete knowledge through understanding. This mastery includes aspects of meaning, usage, pronunciation, spelling, and proficiency in the socio-cultural context of the word. According to Averil (2006), vocabulary is the central part of vocabulary language. From the explanations above, the author concludes that the increased vocabulary mastery of students helps them better grasp new words when learning a foreign language.

## **3. *Previous Studies***

Many previous studies have been carried out regarding previous research on a topic similar to this research, many of these experiments had varying results. There is research conducted by (Jonathan et al, 2012) comes about too gave vital knowledge concerning when understudies at first

utilized flashcards and who instructed understudies to utilize flashcards. Though composed flashcards were learned fundamentally in tall school from teachers/professors, computer flashcards were most frequently to begin with utilized in college and understudies learned almost them themselves. These discoveries likely in part reflect the expanded utilize of computers by understudies in all angles of college life. Since the show comes about demonstrate that utilizing flashcards may affect exam execution, it might be contended that guardians and instructors ought to instruct the utilize of flashcards (both composed and computer) at an prior time than demonstrated by the display comes about. In spite of the fact that the display consider offers critical data approximately the utilize of flashcards, there are three critical methodological impediments that should be famous. To begin with, since the included self-reporting there's the plausibility that understudies may have overstated or misremembered data around flashcard utilize. Still, the display consider is an vital to begin with step in understanding flashcard utilize that will ideally lead to more controlled test ponders. Moment, the study was as it were conducted with a single Brain research course. In spite of the fact that this lesson was expansive and driven to a moderately expansive number of information focuses, future investigate ought to look at flashcard utilize in other Brain research classes as well as classes from other disciplines. At last, the display think about did not incorporate data that might separate flashcard clients and

nonusers. For illustration, a pretest might have decided on the off chance that flashcard clients were way better test takers than nonflashcard clients.

Research by (Kathryn et al, 2012) discoveries concerning how and when understudies utilize flashcards have a few vital suggestions for instructive hone. Maybe most critically the comes about appearing a common need of understanding approximately how slack influences learning, which moderately few understudies viably execute slack either inside or between hone sessions, show that understudies ought to be taught around the benefits of slack and how to viably actualize slack when self-testing. Another unexpected but vital result concerns the degree to which understudies detailed utilizing flashcards for a generally confined run of materials (in Address 1B, 83% of understudies report utilizing flashcards for lexicon while as it were 29% report utilizing flashcards for key concepts). Hence understudies would moreover likely advantage from instruction approximately the utility of flashcards for learning a more extensive run of fabric. In expansion, reactions concerning how understudies assess the rightness of their answers (Address 2A) recommend that understudies ought to too be taught almost the significance of expressly checking their answers, especially when using flashcards to memorize complex fabric.

And lastly research about sharing by (Kaddoura, 2013) Think-Pair-Share was a procedure that contributed to the advancement of CT, examination, contention, prioritization, issue understanding, and determination aptitudes. These creators found out that agreeable learning had measurably critical impacts on the improvement of CT aptitudes of baccalaureate nursing understudies. Working in sets is most effortless to organize. It speaks to the foremost viable frame of

interaction and the most prominent level of cooperation with the slightest social issues.

