

ANALYZING ENGLISH VOCABULARY MASTERY USING INVITATION CARD MEDIA FOR CLASS VIII MTs. DARUL HUDA 99 MUARA BURNAI I.

Indri Mawarni¹, Zainudin², Mar'atul Azizah,³

¹²³Institut Agama Islam Nusantara Ash-Shiddiqiyah/Muara Bunai I, Sumatera Selatan, Indonesia
Indonesia

¹indrimawarni597@gmail.com

²Zein2zainuddin.@gmail.com

³azizahmaratul48@gmail.com

Abstract

This research analyzes the mastery of English vocabulary using invitation cards as media among eighth-grade students at MTs Darul Huda 99 Muara Burnai I. The purpose of this research is to determine the application of English vocabulary mastery through the writing of invitation cards and the factors that influence it. This research uses a qualitative descriptive approach with a phenomenological study design, which focuses on the subjective experiences of individuals related to a phenomenon. Data were collected through observation, interviews, and documentation, with the researcher as the primary instrument. The research results show that the use of invitation cards is effective in helping students practice English vocabulary in real contexts. Students demonstrated a very good understanding of the general structure of invitation cards (average score 85) and a high ability to identify important information such as time, place, and purpose of the event (average score 88). However, the ability to distinguish between formal and informal vocabulary still needs improvement (average score 73). Factors influencing vocabulary mastery include the most dominant learning environment (score 83), age and high motivation to learn (score 73), as well as the ability to differentiate types of words in the moderate category (score 66). The conclusion of this study shows that the success of vocabulary mastery is not only determined by teaching methods/media but is also influenced by teacher support, student engagement, learning environment conditions, and appropriate individual approaches.

Keyword: Vocabulary Mastery, English, Invitation Card Media, MTs Darul Huda 99

Abstrak Penelitian ini menganalisis penguasaan kosakata dalam bahasa Inggris menggunakan kartu undangan sebagai media di antara siswa kelas delapan MTs Darul Huda 99 Muara Burnai I. Tujuan dari penelitian ini adalah untuk menentukan penerapan penguasaan kosakata dalam bahasa Inggris melalui penulisan kartu undangan dan faktor-faktor yang mempengaruhinya. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain studi fenomenologis, yang berfokus pada pengalaman subjektif individu terkait dengan suatu fenomena. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dengan peneliti sebagai instrumen utama. Hasil penelitian menunjukkan bahwa penggunaan kartu undangan efektif untuk membantu siswa berlatih kosakata bahasa Inggris dalam konteks nyata. Para siswa

menunjukkan pemahaman yang sangat baik tentang struktur umum kartu undangan (skor rata-rata 85) dan kemampuan tinggi untuk mengidentifikasi informasi penting seperti waktu, tempat, dan tujuan acara (skor rata-rata 88). Namun, kemampuan untuk membedakan antara kosakata formal dan informal masih perlu ditingkatkan (skor rata-rata 73). Faktor-faktor yang mempengaruhi penguasaan kosakata termasuk lingkungan pembelajaran yang lebih dominan (skor 83), usia, dan motivasi tinggi untuk belajar (skor 73), serta kemampuan untuk membedakan jenis kata dalam kategori sedang (skor 66). Kesimpulan dari studi ini menunjukkan bahwa keberhasilan dalam penguasaan kosakata tidak hanya ditentukan oleh metode/media pengajaran, tetapi juga dipengaruhi oleh dukungan guru, partisipasi siswa, kondisi lingkungan pembelajaran, dan pendekatan individu yang sesuai.

Kata kunci: Penguasaan kosakata, bahasa Inggris, media kartu undangan, MTs Darul Huda 99

1. INTRODUCTION

Mastering English vocabulary is a fundamental aspect of language learning that influences reading, writing, speaking, and listening skills. At the junior high school level, particularly at MTs Darul Huda 99 Muara Burnai I, students' vocabulary mastery is still considered low. Many students experience difficulty understanding the meaning of words, their usage in context, and their application in daily life. This is caused by various factors, such as low learning motivation, monotonous teaching methods, and the minimal use of contextual and engaging learning media. Conventional teaching methods that tend to be lecture- or memorization-focused do not provide sufficient space for students to understand and use vocabulary in real-world contexts. As a result, the learning process becomes less effective, and students find it difficult to remember and functionally apply vocabulary in communication.

Amidst these challenges, an innovative and contextual learning approach is needed to improve students' vocabulary mastery. One medium with great potential that is still rarely utilized optimally is the invitation card. Invitation cards are a type of short functional text that is often encountered in students' daily lives, such as birthday invitations, school events, or family activities. This medium contains important vocabulary elements like time, place, type of event, as well as formal and informal expressions relevant in social communication. Using invitation cards in learning allows students to learn vocabulary contextually, actively, and enjoyably. Students not only learn new words but also understand how to use them in real-life situations. Reading, analyzing, and even creating their own invitation cards can increase student engagement in learning, strengthen memory, and boost confidence in speaking English.

Therefore, this research is important to explore the effectiveness of using invitation card media in improving the English vocabulary mastery of eighth-grade students at MTs Darul Huda 99 Muara Burnai I. The results of this research are

expected to contribute to the development of more contextual, applicable, and student-centered foreign language learning methods, while also addressing the need for innovation in English education at the junior high school level.

The objectives of this learning activity are: 1). To improve the English vocabulary mastery of eighth-grade students at MTs Darul Huda 99 Muara Burnai I, particularly in the context of writing invitation cards, and 2). To enhance students' ability to understand and apply vocabulary correctly in sentences and functional writing, through the use of contextual and engaging learning media. 3). Overcoming the limitations of conventional teaching methods by introducing innovative learning media in the form of invitation cards that are relevant to students' lives. 4). Exploring internal and external factors that influence the successful use of invitation card media in English vocabulary learning. 5). Providing practical recommendations for English teachers regarding strategies for improving vocabulary mastery through contextual and applicable learning media.

With the above objectives in mind, the following is the problem-solving plan for the learning challenges faced by class VIII MTs Darul Huda 99. This activity will be carried out through the following steps:

1. Activity Planning
 - a. Teachers will prepare various examples of invitation cards (birthdays, weddings, school celebrations, etc.) containing common vocabulary and invitation writing structures.
 - b. The material will be adapted to the students' ability levels and their daily lives.
2. Vocabulary Introduction
 - a. Students will be introduced to new vocabulary and common phrases that often appear in invitation texts.
 - b. Learning will be done through visual and contextual approaches for easier understanding.
3. Reading and Identification Practice
 - a. Students will read sample invitation cards and identify important parts and key vocabulary.
 - b. This activity trains contextual understanding and improves functional reading skills.
4. Writing Practice
 - a. Students will be asked to write invitations based on given examples or scenarios.
 - b. Teachers will provide guidance on using appropriate vocabulary and sentence structures.
5. Discussion and Reflection
 - a. The class discusses the students' writing results, focusing on vocabulary and structure.
 - b. The teacher provides feedback and corrections to improve understanding and writing skills.
6. Analysis of Supporting and Inhibiting Factors
 - a. Observations were made on students' motivation, interest, and learning styles (internal factors).
 - b. The effectiveness of media design, teacher strategies, and learning environment conditions were also analyzed (external factors).

Vocabulary mastery is a person's ability to effectively master, understand, and use vocabulary in a linguistic context. Vocabulary mastery is a fundamental foundation in English language skills, as without adequate vocabulary, individuals will struggle to convey ideas, understand messages, and interact effectively, both orally and in writing. According to Cameron, vocabulary mastery not only includes understanding the meaning of words, but also encompasses their context of use, collocations (words that frequently appear together), and the morphological forms of the words. Nation added that vocabulary mastery encompasses three main aspects: form, meaning, and use, which must be learned in an integrated manner. It also distinguishes between receptive vocabulary (words recognized when reading or listening) and productive vocabulary (words used when speaking and writing). In addition, reading (literacy) and spelling are also important foundations in the vocabulary acquisition process. Grammar also plays a role in supporting the accurate use of vocabulary, as words are easier to understand and remember when taught within the correct sentence structure (Thornbury). Akhadijah stated that vocabulary mastery is the most important aspect of language skills. Zhang also emphasized that most of the meaning in communication is lexical, making vocabulary mastery a key element in both second and foreign language teaching. In vocabulary learning, there are two types of vocabulary: a). Active Vocabulary: vocabulary that is frequently used in speaking or writing, b). Passive Vocabulary: vocabulary that is understood when reading or listening, but rarely used actively.

Ellis, Brewster, and Girard explain that vocabulary mastery encompasses four main aspects: Form: pronunciation, spelling, and recognition of word forms; Pronunciation: how words are pronounced when interacting; Word meaning: the meaning of words and their relationship to other vocabulary; Usage: how words are used in sentence contexts. As for the factors that influence vocabulary mastery, vocabulary mastery in English language learning is influenced by various factors, both internal (originating from within the individual) and external (originating from the surrounding environment). According to Mr. A, both of these types of factors play an important role in successful vocabulary acquisition:

- a. Age : Age has a significant influence on how and the results of vocabulary learning. Children tend to absorb language implicitly through everyday experiences, while adults learn more explicitly by utilizing higher-level learning strategies and metacognitive awareness.
- b. Individual Ability (Language Aptitude) : Individual language ability, such as working memory and sensitivity to language structure, significantly influences the ability to learn and remember new vocabulary. These differences in ability explain why the speed of vocabulary acquisition can vary between individuals.
- c. Motivation : Motivation is a crucial internal factor in the language learning process, including vocabulary acquisition. Students with high motivation tend to be more active in seeking and using new vocabulary in various contexts. Motivation also influences the amount of effort and strategies used in the learning process.
- d. Learning Environment : A learning environment rich in language input, such as authentic readings, conversations, and digital media, greatly supports vocabulary acquisition. A supportive, comfortable, and emotionally non-pressuring environment also strengthens memory of learned vocabulary.

An invitation is a request, either spoken or written, addressed to someone to do something or attend an event. The purpose of an invitation card is to invite someone to participate in a specific activity. In the context of English language learning, invitation cards are used as an effective medium to enrich students' vocabulary and improve their writing skills. According to Wadya Juli et al., an invitation is a type of letter created to invite someone to a specific event or celebration. Invitation cards come in two types: formal invitations (such as wedding invitations, graduation announcements, and official meetings) and informal invitations (such as party or dinner invitations), which can also be delivered via social media or text messages. Both types of invitations contain important information, such as the time, location, purpose of the event, and an invitation expression appropriate for the social context.

In the learning process, learning media plays an important role in supporting the success of teaching. According to Arsyad (2013), visual media such as invitation cards can increase students' motivation, interest, and learning outcomes. Through information visualization, students can more easily understand the structure of language, vocabulary, and expressions used in formal and informal contexts. Reading and writing invitation activities provide students with the opportunity to use vocabulary functionally in real-life situations. Furthermore, as explained by Hyland, the use of genre theory in text learning helps students understand the structure and communicative purpose of a text. In this case, an invitation card is one form of text that has a specific structure and linguistic features, such as the use of persuasive sentences, as well as information about the time, place, and purpose of the event. Understanding genre allows students to write and comprehend texts functionally and appropriately within a social context.

2. METHODS

This research uses a descriptive qualitative approach aimed at describing and explaining phenomena in depth. The research was conducted directly in the field (field research), where the researcher acted as the main instrument. The collected data is presented in narrative form and analyzed descriptively. The research design used is a phenomenological study, which focuses on students' subjective experiences in mastering English vocabulary through invitation cards. This study aims to explore the meaning of these experiences directly from the students' perspective. The research was conducted at MTs Darul Huda 99, located within the Darul Huda 99 Islamic Boarding School complex, Lintas Timur Street, Muara Burnai I, Lempuing Jaya District, Ogan Komering Ilir Regency, South Sumatra. The research will be conducted from February to May 2025, during the 2024–2025 academic year.

- a. The research procedure was carried out in several stages:
 - 1) Data collection through observation, interviews, and documentation.
 - 2) Data analysis using the Miles and Huberman model, including data collection, data reduction, data presentation, and drawing/verifying conclusions.
 - 3) Data validity was tested using triangulation, member checking, audit trails, and researcher reflexivity.
- b. Tools, Materials, and Media.

- 1) Learning Media: Invitation cards are used as a teaching aid to improve the English vocabulary mastery of eighth-grade students.
- 2) Materials: English vocabulary material related to the content and format of invitation cards.
- 3) Tools: Writing materials, a voice recording device for interviews, and a camera or mobile phone for visual documentation.

c. Research Instruments

The instruments in this qualitative research are:

- 1) Interviews: Conducted in structured, semi-structured, and unstructured formats to explore the perceptions of students and teachers.
- 2) Observation: Conducted directly to observe learning activities and student interaction with invitation card media.
- 3) Documentation: Includes photos, school documents, and student work relevant to the research.

d. Data Collection Techniques.

The three main data collection techniques are:

- 1) Direct interviews with students and teachers.
- 2) Participant observation of classroom learning activities.
- 3) Documentation, such as learning activity records, photos, and other archives.

e. Data Analysis Techniques.

Referring to the Miles and Huberman model, data analysis is conducted in four stages:

- 1) Data Collection from observations, interviews, and documentation.
- 2) Data Reduction to filter important and relevant information.
- 3) Data Presentation in the form of narratives, tables, or graphs for easier understanding.
- 4) Conclusion Drawing and Verification to find patterns and meaning from the analyzed data.

f. Data Validity

To ensure data validity, several approaches were used:

- 1) Data, theory, and researcher triangulation.
- 2) Member checking for validation from informants.
- 3) Audit trail, comprehensive documentation of the research process.
- 4) Researcher reflexivity and transparency regarding the influence of subjectivity.

3. RESULTS AND DISCUSSION

- a. Application of English Vocabulary Through Invitation Card Media. This research shows that using invitation card media effectively helps students practice English vocabulary in a real and functional context. Through visual elements, text structure, and writing activities, students experience active and enjoyable learning.

1) Understanding the General Structure of Invitation Cards.

Students demonstrated excellent understanding (average score of 85) of the structure of invitation cards. They understand essential elements such as opening greetings, event information, and closing remarks using various strategies like reading examples, taking notes, and memorizing. Teachers also play an active role by providing concrete examples and guiding the analysis of formal and informal structures.

2) Ability to Distinguish Formal and Informal Vocabulary.

Students scored high (73), but still struggled to distinguish between formal and informal vocabulary. They need additional practice and visual aids to clarify the differences in diction. The teacher responded with more varied strategies, including writing exercises and direct feedback.

3) Ability to Identify Important Information.

Students' ability to recognize core information (time, place, purpose) is very high (average score 88). Students use strategies such as checklists and rereading. Teacher support in emphasizing the importance of this information has been shown to improve student accuracy.

b. Factors Influencing English Vocabulary Mastery.

- 1) Age Factor : Adolescents are in a phase of cognitive development that supports vocabulary acquisition. However, not all students experience the same things, so learning approaches need to be adjusted individually.

2) Factor of the Ability to Distinguish Word Types.

A moderate score (66) indicates that students still have difficulty distinguishing between verbs, adjectives, and nouns. However, the visual context of the invitation card is very helpful for understanding the meaning, although explicit grammar instruction is still needed.

3) Motivational Factors.

Engaging media like invitation cards can increase students' learning motivation. However, some students suggest media variations such as games to prevent learning from becoming monotonous.

4) Learning Environment Factors.

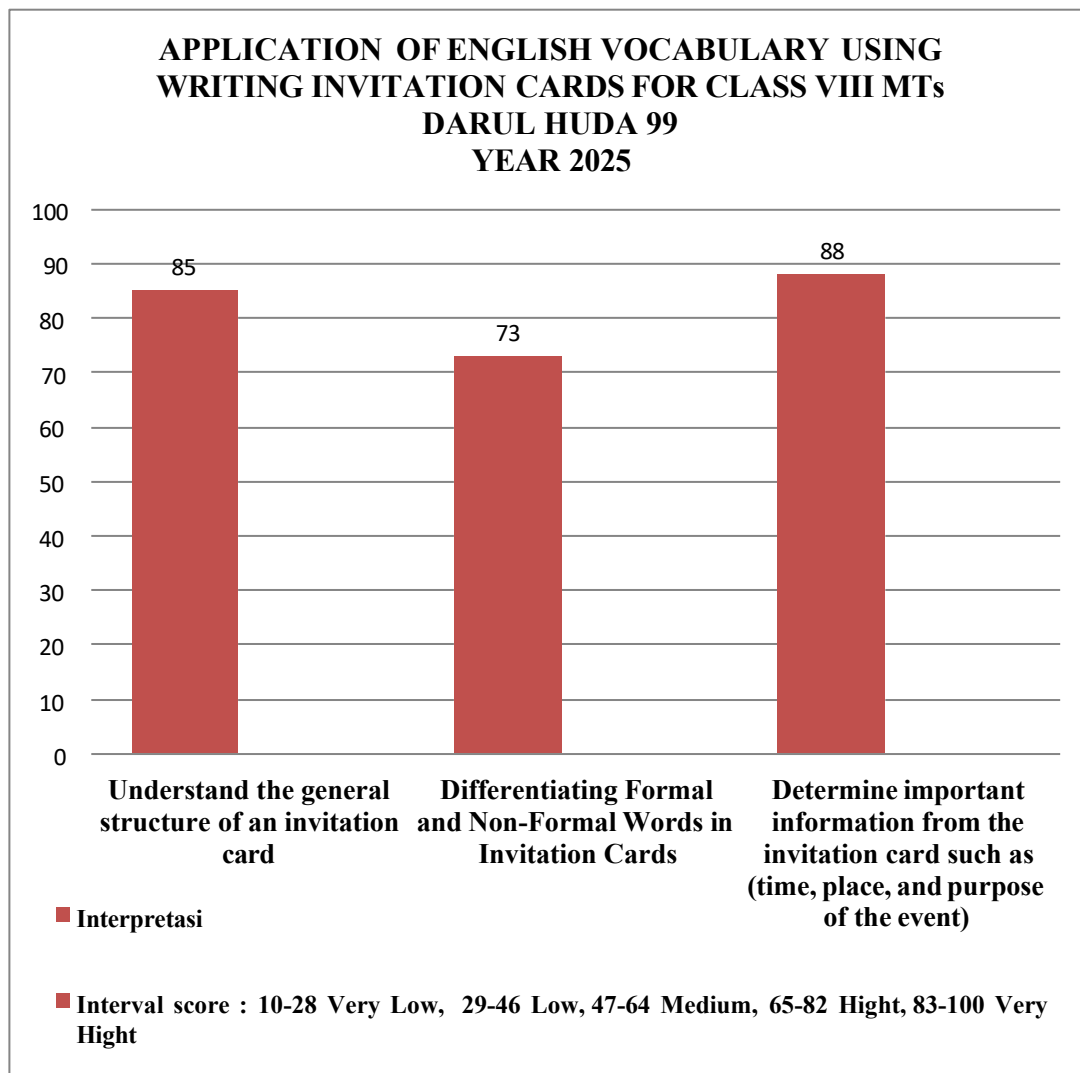
This factor received the highest score (83). A supportive classroom environment, communicative teachers, and collaborative

learning are very helpful for students in understanding and using vocabulary effectively.

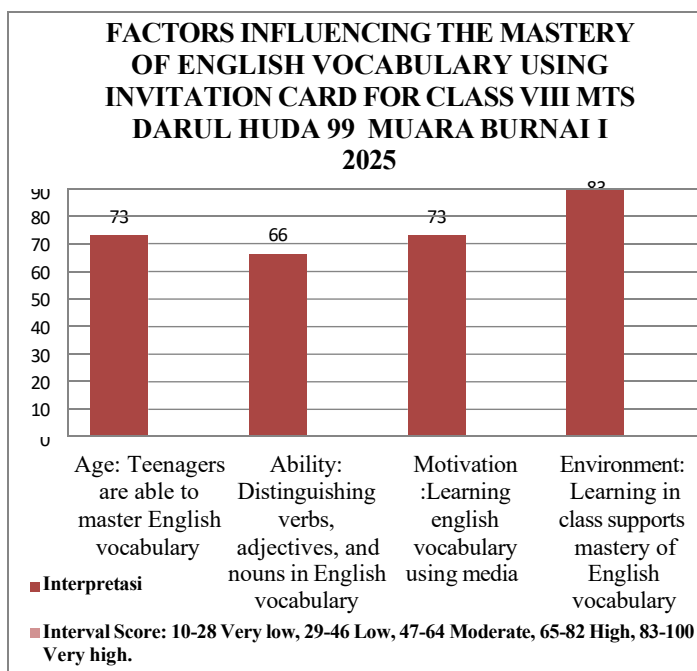
c. Relationship between Media Implementation and Supporting Factors.

The successful use of invitation card media does not stand alone, but is highly influenced by factors such as age, motivation, ability, and the learning environment. Therefore, synergy is needed between engaging learning media, appropriate teaching strategies, and a conducive learning environment to achieve optimal results in mastering English vocabulary.

Graph 3.1 Of Student Questionnaire Percentage Results



Graph 3.2 Of Student Questionnaire Percentage Results



Observation English vocabulary learning in Class 8 MTs. Darul Huda 99



Observation Learn to write with Invitation Card Media

Image 3.3 Obsevation learn in the class VIII MTs. Darul Huda 99

4. CONCLUSION AND SUGGESTIONS

a. Conclusion

The application of English vocabulary through the writing of invitation cards has proven effective in improving the vocabulary mastery of eighth-grade students. Students demonstrated a very good understanding of the general structure of invitations and were able to identify important information such as time, place, and purpose of the event very well. The ability to distinguish between formal and informal vocabulary remains a challenge, even though the understanding is quite high. This indicates the need for an improvement in grammatical and contextual understanding in vocabulary learning.

Several factors influence students' success in mastering vocabulary, namely:

- 1) The learning environment factor is the most dominant (very high category),
- 2) Age and learning motivation factors fall into the high category,
- 3) The factor of the ability to differentiate types of words falls into the moderate category.

The success of vocabulary mastery is not only determined by the teaching method/media but is also influenced by teacher support, student involvement, learning environment conditions, and the appropriate individual approach.

b. Suggestions

- 1) For English Teachers:
 - a) Increase the variety of learning media, especially to strengthen the understanding of the difference between formal and informal words.
 - b) Use a differentiated approach according to the needs and abilities of the students to make learning more inclusive and effective.
 - c) Conduct regular reflection and evaluation on the use of learning media for continuous improvement.
- 2) For Students:
 - a) Improve your reading and writing habits in English with real-life contexts.
 - b) Use dictionaries and visual resources (such as pictures or videos) to reinforce understanding of word meanings.
 - c) Utilize discussions with teachers and friends to overcome confusion regarding vocabulary usage.
- 3) For the School:
 - a) Provide more contextual learning resources such as English invitation cards, flashcards, and educational videos.
 - b) Facilitate teacher training to be more creative in using project-based learning media or authentic materials.
 - c) Encourage the creation of a collaborative and communicative learning environment, both inside and outside the class

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