MEMORY STRATEGIES USED IN IMPROVING ENGLISH VOCABULARY REPERTOIRE: A CASE STUDY OF THIRD SEMESTER STUDENTS AT DEPARTMENT OF ENGLISH EDUCATION UNIVERSITAS MUHAMMADIYAH SURAKARTA

RESEARCH PAPER

Submitted as a Partial Fulfilment of the Requirements

for Getting Bachelor Degree of Education

in English Department

by

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DEPARTMENT OF ENGLISH EDUCATION

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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APPROVAL

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ACCEPTANCE

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on February 27th, 2020

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TESTIMONY

I am the researcher, signed on the statement below:

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On this occasion, the researcher states that in this research paper there is no plagiarism of the previous literary work which have been made to get bachelor degree of a university, nor there are opinions that has ever been composed or published by other, except those in which the writing are refered or written in this research paper and mentioned in the bibliography.

If it is proved that there are mistakes in this writer's statement, I will hold fully responsible and will accept sanction in accordance with the applicable regulation.

Surakarta, February 27th 2020

The Researcher

Isma Rodhiyaty

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MOTTO

"No matter how slow you walk, the important thing is you never stop"

"People think of education as something they can finish." - (Isaac Asimov)

DEDICATION

This research paper is dedicated to:

Alloh SWT and prophet Muhammad SAW,

My support sistem My father, Mc Sodikin and My mother, Siti

Zulaichah, My brothers and all of my family,

My beloved husband, Surya Yudha Pratama,

My special daughter, Sheina Zia Salsabila

My bestfriends, Henik, Cahya, Dyah, Lia, Nandita, and

My classmate since first semester, Jone, Rapma FM.

ABSTRAK

Penelitian ini dilakukan untuk mendeskripsikan memori strategi yang digunakan untuk meningkatkan repertoar kosa kata bahasa inggris terhadap siswa kelas speaking semester tiga jurusan bahasa Inggris FKIP UMS. Tujuan dari penelitian ini: (1) mengidentifikasi tentang memori strategi yang digunakan oleh siswa kelas speaking semester tiga dari fakultas bahasa Inggris UMS, (2) mendeskripsikan tentang kecenderungan siswa di kelas speaking terhadap indikator dari memori strategi yang digunakan di kelas. Subyek dari penelitian ini adalah siswa kelas speaking semester tiga di UMS. Jenis dari penelitian ini adalah deskriptif kualitatif. Pada penelitian ini ada tiga metode yang digunakan untuk mengumpulkan data yaitu melalui observasi, wawancara, dan kuestioner. Penganalisisan data dalam penelitian ini melalui tiga tahapan yaitu data reduksi, tampilan data, dan penarikan simpulan data. Hasil penelitian menunjukkan: (1) ada empat strategi memori yang diterapkan oleh siswa dalam belajar kosa kata, yaitu: menciptakan hubungan mental, menerapkan gambar dan suara, meninjau dengan baik, dan menggunakan tindakan. (2) Preferensi siswa dalam menggunakan strategi memori di kelas, yaitu: menggunakan kata kunci, mengasosiasikan, menempatkan kata baru ke dalam konteks, melihat struktural, menggunakan respons fisik, menggunakan citra, dan pemetaan semantik.

Kata kunci : *memori strategi, tipe strategi dan kosa kata bahasa Inggris.*

ABSTRACT

This study aims at describing memory strategy used to improve English vocabulary repertoire, a case study of third semester students at Department of English Education UMS. The purpose of this study: (1) to identify the memory strategy used by students in speaking class of third semester Department of English Education UMS, (2) describe the students preferences in using memory strategy in the classroom of speaking class. The participants are the best six students of speaking class the third semester students in DEE UMS. The type of this research is descriptive qualitative. In this study there are three method to collect the data such as observation, interviews, and questionnaires. The data was analyzed in data reduction, data display, and drawing conclusions. The results showed (1) there are four memory strategies applied by the students in learning vocabulary, namely: creating mental linkages, applying images and sounds, reviewing well, and employing action. (2) The students preferences in using memory strategy in the classroom of speaking class, namely: using keyword, associating, placing new word into a context, structural viewing, using physical responses, using imagery, and semantic mapping.

Key Words: memory strategies, types of strategy, and English vocabulary.

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The researcher realized that this research paper is far from being perfect, so the researcher welcomes any criticism and suggestion from anyone. Hopefully, this research paper would help to other researchers and useful for the readers and prospective researchers.

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