

**LEARNING STRATEGIES USED BY TWELFTH GRADE STUDENTS OF ENGLISH  
TUTORIAL PROGRAM TO DEVELOP VOCABULARY REPERTOIRE  
(A CASE STUDY ON RIRIN BIMBEL, PLOSOREJO)**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree  
of Education in English Department School of Teacher Training and Education**

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**APPROVAL**

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ACCEPTANCE

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Accepted and Approved by Board of Examiner  
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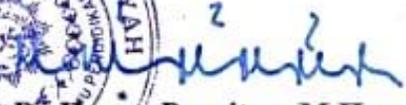
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## TESTIMONY

Herewith, I testify that in this Publication Article, there is no plagiarism from previous study which has been raised to obtain bachelor degree, nor there are opinions or masterpiece which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography.

If it is proved that there are some untrue statements in this testimony, I will hold full responsible.

Surakarta, September 10<sup>th</sup> 2020

The Researcher



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**Abstrak**

Penelitian ini mempelajari tentang strategi memori yang digunakan oleh siswa kelas dua belas Program Tutorial Bahasa Inggris untuk mengembangkan perbendaharaan kosakata (Studi kasus pada Ririn Bimbel, Plosorejo). Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi memori yang digunakan oleh siswa kelas dua belas Program Tutorial Bahasa Inggris di Ririn Bimbel untuk mengembangkan makna, bentuk, dan penggunaan kosakata. Data penelitian ini adalah strategi memori siswa yang digunakan oleh siswa kelas XI program Tutorial Bahasa Inggris di Ririn Bimbel. Sumber data dalam penelitian ini adalah informan yang terdiri dari siswa kelas XI program Tutorial Bahasa Inggris di Ririn Bimbel. Pengumpulan data dilakukan dengan menggunakan kuesioner strategi memori dan wawancara. Analisis data dilakukan melalui beberapa tahapan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa: (1) strategi memori yang digunakan siswa dalam mengembangkan makna adalah menciptakan keterkaitan mental, mengaplikasikan gambar dan suara, dan mereview dengan baik; (2) strategi memori yang digunakan siswa dalam mengembangkan bentuk adalah menciptakan keterkaitan mental, menerapkan gambar dan suara, meninjau dengan baik, dan menggunakan tindakan; (3) strategi memori yang digunakan siswa dalam mengembangkan penggunaan meliputi menciptakan keterkaitan mental, menerapkan gambar dan suara, dan menggunakan tindakan. Dapat disimpulkan bahwa semua strategi tersebut digunakan oleh siswa dalam frekuensi yang berbeda, namun strategi yang dominan diterapkan adalah keterkaitan mental dan penerapan strategi gambar dan suara menjadi strategi yang lebih populer digunakan oleh siswa daripada mereview dengan baik dan menggunakan tindakan.

**Kata kunci:** strategi pembelajaran, strategi memori, perbendaharaan kosakata

**Abstract**

This research is study about memory strategies used by twelfth grade students of English Tutorial Program to develop vocabulary repertoire (A case study on Ririn Bimbel, Plosorejo). The objectives of this research is to describe the memory strategies which used by twelfth grade students of English Tutorial Program in Ririn Bimbel to develop meaning, form, and use of Vocabulary. The data of the research were students's memory strategies used by the eleventh grade students of English Tutorial program in Ririn Bimbel. The data sources of this research were informants consisting of twelfth grade students of English Tutorial program in Ririn Bimbel. The data collection was done by using memory strategies questionnaire and interview. The data were analyzed through some steps, those were data reduction, data display, and drawing conclusion. The results of this research showed that: (1) the memory strategies used by the students in developing meaning were creating mental linkages, applying images and sounds, and reviewing well; (2) the memory strategies used by the students in developing form were creating mental linkages, applying images and sounds, reviewing well, and employing action; (3) the memory strategies used by the students in developing use covered creating mental linkages,

applying images and sounds, and employing action. It can be concluded that all those strategies are used by the students in different frequency, thus creating mental linkages and applying images and sounds strategies become more popular strategies used by the students rather than reviewing well and employing action.

**Keywords:** learning strategy, memory strategy, vocabulary repertoire

## 1. INTRODUCTION

Learning English cannot be separated from vocabulary. Without vocabulary, there is no language can be learnt since vocabulary can be defined as ‘dictionary’ or a set of words (Takac, 2008). Language itself consists of words, therefore it is obviously that vocabulary is a main component in language learning. Mastering vocabulary is useful to ease communication among people.

Vocabulary is a language component that has function to build the four skills of English, those are Listening, Speaking, Reading, and Writing. Both productive and receptive skills need vocabulary. Productive skills which refer to Speaking and writing require vocabulary in constructing and manifesting idea in a text both spoken and written. On the other hand vocabulary is used in the process of comprehending idea within a text on receptive skills (Listening and Reading).

Vocabulary is not a single component, but it consists of three components namely meaning, form, and use (Nation, 2005). Meaning deals with the message or concepts contained by words. It may cover the denotation, connotation, synonym, antonym, hyponym, co-hyponyms, and superordinates of the words. Nation (2005) also states the exercises which are appropriate to meaning. Those are word and meaning matching, labelling, sentence completion, crossword puzzles, semantic analysis, and completing lexical sets.

The explanation of form covers spelling, pronunciation, and word parts and family. Dealing with form, Nation (2005) states that the exercises namely following spelling rules, recognizing word parts and building word family tables are appropriate to develop form. However, Use is the aspect which deals with appropriateness of words. It may cover how formal and informal the word is, how correct the collocation of word is, and how words put in context. The exercises which can be done to develop use are sentence completion, collocation matching, collocation tables, and interpreting dictionary entries. (Nation, 2005).

In learning language and vocabulary students require specific way in order to achieve learning objective well. They are expected to be able to determine their ability and find the way to optimize it. Therefore, they need to use specific learning strategies during language learning process. They may find and use the strategies either by themselves or their teacher. Thus, it is necessary for the teacher to encourage students' learning strategies.

Learning strategies help the students find the best way to learn. It is because learning strategies are chosen based on the students' characteristics. Here, their ability can be facilitated and developed well. Thus English classroom is strongly required to provide the students chance to use learning strategies.

One of language learning strategies is proposed by Oxford (Fauziati, 2015). Oxford states that in learning language students can employ several strategies those are memory, cognitive, linguistic compensation strategy, meta-cognitive , affective, and social strategies. In the relation to vocabulary learning, Oxford proposed memory strategy as the best way to use. Memory strategies help students link second language items or concept with one another. These strategies cover creating mental linkages (i.e.: grouping, associating, and placing new words into context), applying images and sounds (i.e.: using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (i.e.: structural viewing), and employing action (i.e.: using physical response or sensation and using mechanical techniques).

Based on the phenomena above, the researcher was interested in conducting research related to vocabulary and memory strategies. The researcher was interested to find the types of memory strategies which were used by the students in order to develop their mastery of vocabulary in Ririn Bimbel. Therefore, the researcher entitled the research 'Memory Strategies used by Twelfth Grade Students of English Tutorial Program to Develop Vocabulary Repertoire (A Case Study on Ririn Bimbel, Plosorejo).

## **2. METHOD**

The researcher used case study method which are widely used in organizational studies and across the social sciences, and there is some suggestion that the case study method is increasingly being used and with a growing confidence in the case study as a rigorous research strategy in its own right (Hartley, 1994). Cresswell (2007) described that case study is an in-depth exploration of a bounded system (e.g. an activity, event,

process, or individuals) based on extensive data collection. The object of this research is focused on memory strategies used by twelfth grade students of Ririn Bimbel to develop vocabulary repertoire. The data of the research were students's memory strategies used by the eleventh grade students of English Tutorial program in Ririn Bimbel. The data were taken from informant consisting of fourteen students of the XII grade of Ririn Bimbel. The data were collected by using questionnaires. To get the validity of the data the researcher use triangulation. The data were processed by using interactive model proposed by Miles and Hubberman (1992: 20). This model covers collecting the data, reducing the data, presenting the data and drawing conclusion. The questionnaire instruments which the researcher used in this research were the instruments published by *Strategy Inventory for Language Learning (SILL)* proposed by Oxford for memory learning strategies (Arellano, 2017). This questionnaire consists of nine questions which are described as follows:

Table 1. Memory Strategies Questionnaire

No.	Memory Strategies	Memory Strategies Questionnaire Items By SILL
1.	Creating Mental Linkages	I think of the relationships between what I already know and new things I learn in English.
		I use new English words in a sentence so I can remember them.
		I remember a new English word by making a mental picture of a situation in which the word might be used.
2.	Applying Images and Sounds	I connect the sound of an English word and an image or picture of the world to help me remember the word.
		I use rhymes to remember new English words.
		I use flashcards to remember new English words.
		I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.
3.	Reviewing well	I review English lessons often.
4.	Employing Action	I physically act out new English words.

Each vocabulary components requires different memory strategies. therefore, the questionnaire items were adapted to the vocabulary components and the memory strategies as well. The composition of them are presented on the following tables:

Table 2. Questionnaire Items of Memory strategies to Develop Meaning

Memory Strategies	Questionnaire Items
Creating mental linkages	<ul style="list-style-type: none"> <li>- I think of the relationships between what I already know and new things I learn in English.</li> <li>- I use new English words in a sentence so I can remember them.</li> <li>- I remember a new English word by making a mental picture of a situation in which the word might be used.</li> </ul>
Applying images and sounds	<ul style="list-style-type: none"> <li>- I connect the sound of an English word and an image or picture of the world to help me remember the word.</li> <li>- I use rhymes to remember new English words.</li> <li>- I use flashcards to remember new English words.</li> <li>- I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.</li> </ul>
Reviewing well	<ul style="list-style-type: none"> <li>- I review English lessons often.</li> </ul>

Table 3. Questionnaire Items of Memory strategies to Develop Form

Memory Strategies	Questionnaire Items
Creating mental linkages	<ul style="list-style-type: none"> <li>- I think of the relationships between what I already know and new things I learn in English.</li> <li>- I use new English words in a sentence so I can remember them.</li> <li>- I remember a new English word by making a mental picture of a situation in which the word might be used.</li> </ul>
Applying images and sounds	<ul style="list-style-type: none"> <li>- I connect the sound of an English word and an image or picture of the world to help me remember the word.</li> <li>- I use rhymes to remember new English words.</li> <li>- I use flashcards to remember new English words.</li> <li>- I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.</li> </ul>
Reviewing well	<ul style="list-style-type: none"> <li>- I review English lessons often.</li> </ul>
Employing Action	<ul style="list-style-type: none"> <li>- I physically act out new English words.</li> </ul>

Table 4. Questionnaire Items of Memory strategies to Develop Use

Memory Strategies	Questionnaire Items
Creating mental linkages	<ul style="list-style-type: none"> <li>- I think of the relationships between what I already know and new things I learn in English.</li> <li>- I use new English words in a sentence so I can remember them.</li> <li>- I remember a new English word by making a mental picture of a situation in which the word might be used.</li> </ul>
Applying images and sounds	<ul style="list-style-type: none"> <li>- I connect the sound of an English word and an image or picture of the world to help me remember the word.</li> <li>- I use rhymes to remember new English words.</li> <li>- I use flashcards to remember new English words.</li> <li>- I remember the new words or phrases by remembering their location on the page, on the board, or on a street sign.</li> </ul>
Employing Action	<ul style="list-style-type: none"> <li>- I physically act out new English words.</li> </ul>

### 3. FINDING AND DISCUSSION

Based on the collected data it was found that in learning vocabulary the students employ all the memory strategies proposed by Oxford. Actually the strategies which were used covered all the memory strategies classified by Oxford: creating mental linkages, applying images and sounds, reviewing well, and employing action Fauziati (2015). Actually all those strategies were applied by the students in various percentages.

#### 3.1 Finding

##### 3.1.1 Memory Strategies Used by Twelfth Grade Students Of English Tutorial Program to Develop Meaning

Table 5. Percentage of Questionnaire Items of Memory strategies to Develop Meaning

<b>Memory Strategies</b>	<b>Representation Item Number</b>	<b>Total Number</b>	<b>Percentage</b>
Creating mental linkages	2	14	41.17%
Applying images and sounds	7	10	29.41%
Reviewing well	8	10	29.41%

Based on the table 5, it can be seen that all the memory strategies to develop meaning were applied by the students with various percentages. With 100% user, creating mental linkages strategies became the most used memory strategies for developing meaning as much as 41.17%. This percentage was represented by the item number 2 in which 14 students claimed that they used it. Meanwhile, applying images and sounds as well as reviewing well strategies shared the same percentage, as much as 29.41 %.

##### 3.1.2 Memory Strategies Used by Twelfth Grade Students Of English Tutorial Program to Develop Form

Table 6. Percentage of Questionnaire Items of Memory strategies to Develop Form

<b>Memory Strategies</b>	<b>Representation Item Number</b>	<b>Total Number</b>	<b>Percentage</b>
Creating mental linkages	1	11	30.5 %

Applying images and sounds	4	9	25%
Reviewing well	8	11	30.5%
Employing Action	9	5	13.8%

The table above shows that all the memory strategies to develop form were employed by the twelfth grade students of English tutorial program in Ririn Bimbel. With the various percentages the use of the strategies were seen on the representing items. Based on the table above both of creating mental linkages and reviewing well strategies shared same percentage as much as 30.5%. It was the highest number among the strategies. Meanwhile, the second one was shared by applying images and sounds strategies with the percentage 25%. On the other hand, the lowest number among the strategies is employing action with the percentage of 13.8 %, students claimed that they a little used employing action strategy.

### 3.1.3 Memory Strategies Used by Twelfth Grade Students Of English Tutorial Program to Develop Use

Table 7. Percentage of Questionnaire Items of Memory strategies to Develop Use

<b>Memory Strategies</b>	<b>Representation Item Number</b>	<b>Total Number</b>	<b>Percentage</b>
Creating mental linkages	1	11	40.7%
Applying images and sounds	7	10	37 %
Employing Action	8	6	22.2%

Based on the table it can concluded that the students in Ririn Bimbel in developing use, they employed the three memory strategies in various percentages, those were 40.7% for creating mental linkages, 37% for applying images and sounds, and 22.2% for employing action.

In conclusion, in developing vocabulary the twelfth grade students of English tutorial program in Ririn Bimbel used the memory strategies proposed by Oxford in various ways. In developing meaning component they used creating mental linkages, applying images and

sounds, and reviewing well. However in developing form, the students used four types memory strategies those were creating mental linkages, applying images and sounds, reviewing well, and employing action. Meanwhile, the strategies which were used to develop use covered memory strategies those were creating mental linkages, applying images and sounds, and employing action.

## **3.2 Discussion**

This part presents the result analysis of the finding. The data which were collected were analyzed based on Oxford's theory and compared to previous studies.

### **3.2.1 Memory Strategies Used to Develop Meaning**

In this study the researcher found 3 strategies namely creating mental linkages, applying images and sounds, and reviewing well. This finding is in line with Rodhiyati (2020) who found that the students applied memory strategies covering creating mental linkages, applying images and sounds, reviewing well, and employing action. This condition maybe due to same subject that is students. This finding does not correspond with Berliana (2020), Annisa., et.al. (2017), because of the different purpose of the study, and the strategies which were used in developing vocabulary were not same each other. However, the finding does not correspond with Oxford (2011), 4 of strategies of oxford theory. The researcher assume that this condition is due to employing action not used in develop meaning because meaning uses logic rather than activity.

### **3.2.2 Memory Strategies Used to Develop Form**

In this study the researcher found 4 strategies namely creating mental linkages, applying images and sounds, reviewing well, and employing action. This finding is in line with Rodhiyati (2020) who found that the students applied memory strategies covering creating mental linkages, applying images and sounds, reviewing well, and employing action. This condition maybe due to same subject that is students. This finding does not correspond with Dwi Erna (2018), Ghorbani and Riabi (2011), because of the different subject in the study and different taxonomy being used. This finding is in line with Oxford (2011), 4 of strategies of oxford theory. The researcher assume that this condition is due to logic, creative thinking, repetition, and activity are relate to each other to develop form.

### 3.2.3 Memory Strategies Used to Develop Use

In this study the researcher found 3 strategies namely creating mental linkages, applying images and sounds, and employing action. This finding is in line with Rodhiyati (2020) who found that the students applied memory strategies covering creating mental linkages, applying images and sounds, reviewing well, and employing action. This condition maybe due to same subject that is students. This finding does not correspond with Komol and Sripetpun (2011), Benkhenafou (2015) and Nemati (2009) because of the different data. This finding is does not correspond with Oxford (2011), 4 of strategies of oxford theory. The researcher assume that this condition is due to use doesn't need repetition. The student can use word without reading repeatedly.

Considering the discussion of findings, the researcher concludes that this research is not in line with the previous researches. The vocabulary learning strategies which were found are different each other. However, this research is in accordance with the Oxford's taxonomy.

## 4. CONCLUSION

This part deals with the researcher's conclusion that are concluded based on the analysis result. After analyzing the collected data, the researcher make conclusion dealing with the memory strategies used by twelfth grade students of English tutorial program to develop vocabulary repertoire. In developing vocabulary repertoire covering meaning, form, and use, the twelfth grade students of English Tutorial Program Ririn Bimbel, Plosorejo, use the memory strategies proposed by Oxford. The strategies were presented as follows: (1). The strategies which were used to develop meaning component were creating mental linkages, applying images and sounds, and reviewing well. (2). The strategies which were used to develop form were creating mental linkages, applying images and sounds, reviewing well, and employing action. (3). The strategies which were used to develop use were memory strategies those were creating mental linkages, applying images and sounds, and employing action.

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