

**A CASE STUDY OF MEMORY STRATEGY USED TO IMPROVE
LEXICON BY STUDENTS OF ENGLISH DEPARTMENT**



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APPROVAL

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RESEARCH PAPER

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PRONOUNCEMENT

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A CASE STUDY OF MEMORY STRATEGY USED TO IMPROVE LEXICON BY STUDENTS OF ENGLISH DEPARTMENT

Abstrak

Penelitian ini mempelajari tentang bagaimana strategi memori yang digunakan oleh siswa Jurusan Bahasa Inggris untuk meningkatkan leksikon. Tujuan dari penelitian ini adalah untuk mengetahui jenis strategi dan preferensi siswa dalam menggunakan strategi memori untuk meningkatkan leksikon mereka. Data terdiri dari strategi memori yang digunakan oleh mahasiswa Jurusan Bahasa Inggris. Sumber data terdiri dari 47 siswa kelas A semester tiga Jurusan Bahasa Inggris. Kuesioner strategi memori dilakukan untuk proses pengumpulan data. Analisis data dilakukan menggunakan beberapa langkah seperti reduksi data, menampilkan data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) siswa menggunakan sepuluh indikator memori strategi (pengelompokan, mengasosiasikan, menempatkan kata-kata baru ke dalam suatu konteks, menggunakan citra, pemetaan semantik, menggunakan kata kunci, merepresentasikan suara dalam memori, tampilan struktural, menggunakan respon fisik atau sensasi, dan menggunakan teknik mekanis); (2) preferensi siswa dalam menggunakan strategi memori menempatkan kata-kata baru ke dalam konteks.

Kata kunci: strategi pembelajaran, strategi memori, leksikon

Abstract

This study examines how memory strategies are used by English Department students to improve lexicons. The purpose of this study was to determine the types of strategies and preferences of students in using memory strategies to improve their lexicons. The data consisted of memory strategies used by English Department students. The data source consisted of 47 grade A students in the third semester of the English Department. A memory strategy questionnaire was conducted for the data collection process. Data analysis was carried out by several steps such as reducing the data, data display, and drawing conclusions. The results showed: (1) students used ten indicators of strategic memory (grouping, associating, placing new words into a context, using images, semantic mapping, using keywords, representing sounds in memory, structural display, using physical responses or sensations, and using mechanical techniques); (2) students' preferences in using memory strategies put new words into context.

Keywords: learning strategy, memory strategy, lexicon

1. INTRODUCTION

English is the international language that used by all countries in the world. English has also been patented as an international language where everyone must be able to

communicate using English. According to Richard and Schmidt (2010: 206) languages that are not the core language of the region are not used in everyday life. Usually the language is taught only in schools. The meaning of the quote means that a foreign language can be interpreted as a language that is not the native language of most people in a certain country or region, which is not used as a means of communication in government, media and so on. In. Foreign languages are taught as subjects in schools with the aim that students can communicate with foreigners or read literature in a foreign language.

Before that, students had to master vocabulary well in order to master English. Because vocabulary is very important in language. By mastering vocabulary, students can master four English language skills (writing, listening, reading, and speaking). Hornby (2006: 1645) states that vocabulary is everything that a person knows and uses in a particular language. The more vocabulary that is mastered, the person can master English well in addition to other English language components and skills. This shows that when someone has a lot of vocabulary, they can assemble words well and then convey information to others.

Vocabulary is the main thing a person must have in order to communicate well with one another. This is expressed by Laufer (1997: 54) who defines vocabulary as the core of language learning and language use because they make the essence of a language. Without the vocabulary they have, speakers cannot communicate and convey meaning to one another.

To learn vocabulary, the students need learning strategy. The strategy that is often used in learning vocabulary is memory strategy. Memory strategy is a strategy used to retrieve information and store it in memory in the long term. Therefore this strategy is preferred in vocabulary learning. So that the vocabulary received can be stored in memory for a long time. According to Oxford (1990: 38) Memory strategy is a technique used to remember important information that students collect from learning. Strategies related to memory, the entry and exit of information. He claims that the mind can store about 100 trillion bits of information, but to be able to store a lot of information it was necessary to have a strategy used by someone. It helped people to acquire new information and retain it in memory for a long time. Memory

strategies are divided into four categories, creating mental linkages, applying images and sounds, reviewing well and employing actions. With the memory strategies that students use to remember vocabulary for a long time, it can improve their lexicons.

Based on the explanation above, the researcher is interested in conducting research related to vocabulary and memory strategy to improve lexicon. Researchers are interested in knowing the types of memory strategies students use and the strategies most widely used by students to improve lexicon. Therefore, the researcher gave the research title "A Case Study of Memory Strategy used to improve Lexicon by students of English Department".

2. METHOD

This research was a qualitative research conducted at Universitas Muhammadiyah Surakarta which consisted 47 students. The object of this research were memory strategies used by the students to improve lexicon. The subject were the third semester students at class A of English Department. In the process to collect the data, the researcher given questionnaire to the subject. The data source was taken from informant. To analyze the data, there are some stages, namely: data reduction, data display, and conclusion. In this research the researcher used member check to maintain the credibility of data.

3. FINDING AND DISCUSSION

3.1 Finding

In this research, there are two findings obtained by the researcher. There are: 1) the type of memory strategies used to improve lexicon by students of English Department 2) student's preferences in using memory strategies to improve lexicon.

3.1.1 The type of memory strategies used to improve lexicon by students of English Department

By Oxford theory (1990), the researcher found ten indicators of memory strategy that used by students to improve lexicon, namely: grouping, Associating, placing new words into a context, using imagery, semantic mapping, using keywords, representing sounds in memory, structural viewing, using physical response or sensation, and using mechanical techniques. It can be seen in the table below.

Table 1. Percentage of Memory strategies

Number	Indicators of memory strategies	Number of students who use	Percentage
1	Placing new words into a context	45	95.7%
2	Grouping	42	89.4%
3	Representing sounds in memory	40	85.1%
4	Structural viewing	35	74.5%
5	Associating	28	59.6%
6	Semantic mapping	21	44.7%
7	Using imagery	17	36.2%
8	Using keywords	17	36.2%
9	Using physical response or sensation	16	34%
10	Using mechanical techniques	15	31.9%

3.1.2 Student's preferences in using memory strategies to improve lexicon

Using a memory strategy generally involves linking different types of materials. It helps students learn new vocabulary and memorize them in the long term (Oxford, 1990). By strengthening vocabulary memory, it can increase their lexicons. The findings from data collection using a questionnaire method with 47 students showed that the Placing new words into a context strategy is the most preferred memory strategy by students. Evidenced by 45 students and can be seen from the table below:

Table 2. Indicators memory strategy that are used by students

Number	Indicators of memory strategies	Number of students who use
1	Placing new words into a context	45
2	Grouping	42
3	Representing sounds in memory	40
4	Structural viewing	35
5	Associating	28
6	Semantic mapping	21
7	Using imagery	17
8	Using keywords	17
9	Using physical response or sensation	16
10	Using mechanical techniques	15

The table above shows that memory strategies are suitable for strengthening vocabulary memory because all types of memory strategies shown (Oxford, 1990) are used by students. Another similar study in Putra (2020) compared memory strategy, strategy of determination, cognitive strategy, metacognitive, and social strategy. The results showed that Strategy Memory was the strategy most widely used by students to improve vocabulary memory.

Of all the indicators of memory strategies used by students to improve vocabulary memory. Placing new words into a context is the technique most widely used by students because one Indonesian word when used as English usually has more than one meaning. For example, "pergi" into English "go, went, gone". So to understand the meaning of the word we can enter the word in a sentence.

3.2 Discussion

In this part of research the researcher describe about research finding related to research a question which was compared the finding of the previous study. The researcher also describe the theory of memory strategy and the research finding whether both are relevant or irrelevant with the theories. A Case Study of Memory Strategy used to improve Lexicon by students of English Department. In this section, there are two explained about: 1) the type of memory strategy used to improve their lexicon, 2). student's preferences in using memory strategy to improve their lexicon

3.2.1 What are the type of memory strategy used to improve their lexicon?

The finding of this research indicated that the memory strategy used by the students to memorize English vocabulary to improve lexicon. The researcher found that good students were used memory strategy in line with the previous finding from Oxford's theory (1990). The students used four types of memory strategies, namely: 1) creating mental linkages, 2) applying images and sounds, 3) reviewing well and, 4) employing action. The strategy expected to increase good method in the process language learning of English vocabulary

This research is correspondence to the finding of some previous study there are Sozler's finding (2012). This research was correspondence because almost all of the participants of some previous finding was use type of memory strategies. The students can use the Type of memory strategy which got to remember English vocabulary to improve their lexicon.

But it is not correspondence with the theory of Ghorbani, Nushin (2011), they found that "memory sub-strategies (acronym, grouping. And imagery) which help learners store and retrieve information" are used to examine their impact on the

short-term and long-term vocabulary retention. It means that students not use all type of memory strategies, only use some of the type of memory strategies.

3.2.2 What are student's preferences in using memory strategy to improve their lexicon?

In teaching learning process to remember English vocabulary to improve their lexicon, the researcher faced ten indicators of memory strategies used by students, namely: Placing new words into a context, Grouping, Representing sounds in memory, Structural viewing, Associating, Semantic mapping, Using imagery, Using keywords, Using physical response or sensation, and Using mechanical techniques

The first preferences in using memory strategy by Oxford's theory (1990). Previously, the students not understand about ways to improve English vocabulary by using memory strategy, but now the students can increase the English vocabulary with some indicators in memory strategy. To improve lexicon the student's preferences in placing new words into a context. The findings are correspondence with the theory Sozler (2012) that the preferences of him was using a imagery aims to connecting a list of anything to concepts in memory by illustrate them coincide or separately. Employing can be significant as a pictures either in the intelligence or in an actual illustration is believed to influence to be better retention and memorization. It is expected that students can memorize and understand of English vocabulary well.

4. CONCLUSION

This section discusses the analysis of researchers who are educated based on the results of the analysis data. After analyzing collected data, the researcher made conclusions regarding the memory strategy used to improve the lexicon by the students of English Department. In improve lexicon, the students of English Department used the memory strategy proposed by oxford. The ten types used to improve lexicon by students of English Department, namely: grouping, associating, placing new words into a context, using imagery, semantic mapping, using keywords, representing sounds in memory, structural viewing, using physical response or sensation, and using mechanical techniques. In learning process, the students prefer to use ten indicators which can improve their lexicon. There are using placing new words into a context, Grouping, Representing sounds in memory,

Structural viewing, Associating, Semantic mapping, Using imagery, Using keywords, Using physical response or sensation, Using mechanical techniques. The indicators of memory strategy that become their preferences can help the students in learning vocabulary and remembering them in the long term.

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