

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



**Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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2020

APPROVAL

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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 kuesioner. Penganalisan 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.

Keywords: memory strategies, types of strategy, and English vocabulary.

1. INTRODUCTION

Vocabulary is fundamental in the process of language learning, especially English language. The reason is, without sufficient vocabulary, the students cannot comprehend the languages clearly or express the idea that they have. According to Wilkins (1972:111-112), “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that with different languages, in fact without grammar, they can be very little to convey their own idea and only with some useful words, they can have good communication. Cameron (2001:72) states that building up a useful vocabulary is central to the learning a foreign language at primary level. It means that vocabulary very important to be mastered, this is caused someone can't talk without understanding of vocabulary. It should be paid an attention in process of teaching language learning which used as a center for foreign language learning at primary level.

Teaching vocabulary in a particular department becomes essential to improve vocabulary. To gain the students preferences and stimulus in learning process of vocabulary, the lecturer is expected to produce various learning strategies. It requires a correctness in teaching methods. The impressive teaching strategy is very significant to create teaching learning process in the class smoothly.

Learning a language deals with learning the vocabulary. It is the basic step to communicate and also important for the acquisition proses (Krashen, 1981: 12). It means that, in learning process of language, it all depends on learning vocabulary. It is because vocabulary is the foundation to communicate with other people and used to understand everything in life. Oxford (1990) states that learning strategies as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information". She extended the definition of learning strategies to include "principal actions taken by the students to establish learning easier, faster, enjoyable, more effective, and more transferable to new situations. The present study investigated memory strategies as one type of the direct learning strategies proposed by Oxford (1990). The memory is a biological process that occurs in individuals where individuals can recall information that

has been coded. Vocabulary in language learning is very important to master, because this type of strategies can help the students overcome the problems they encounter in vocabulary learning.

In this research, the researchers were very interested in seeing memory strategies used by students in improving English vocabulary repertoire. The differences in current research with previous research are subject, data collection, and objectives.

2. METHOD

This research was a qualitative research conducted at Universitas Muhammadiyah Surakarta which consisted 22 students in speaking class. The object of this research were memory strategies used by the students to improve English vocabulary repertoire. The subject were the third semester students of the speaking class in Department of English Education UMS. In the process to collect the data, the researcher did observation, in –depth interview with lecturer, and questionnaire. The data source was taken by field notes, interview script, even, and informant. To analyze the data, there are some stages, namely: data reduction, data display, conclusion and verification. In this research the researcher used techniques of the data triangulation, method triangulation, and informant to maintain the credibility of data.

3. FINDING AND DISCUSSION

3.1 Finding

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

3.1.1 The type of memory strategies used by students in improving English vocabulary repertoire

By Oxford (1990) theory, the researcher found four types of memory strategy, namely: creating mental linkages, applying images and sounds, reviewing well, and employing actions.

Create mental linkages is the the first categories in memory strategy which is used to improve English vocabulary repertoire. This is a good method when learning a language, especially English. This means that the students can create mental linkages to make good English vocabulary about how to create mental link between new and old information. Based on the data interview with the lecturer:

Researcher : “What is the process of creating mental linkages as a tool for learning English vocabulary that is applied to the learning process in the classroom?”

Lecturer : “Creating mental linkages is very important and crucial in speaking. The main factor in the English speaking is, the students is very dependent on this strategy to be able to group language into meaningful units, to link new information with the memorized concepts, or to place words in new languages into sentences.

(Interview, on October 15, 2019)

In this strategy, there is a part of image and sound that is applied to certain feelings, words, and experiences to create links with memory. The purpose of this strategy as a ways to remember the English vocabulary easier. There are four indicators in this type, namely: 1) using imagery, 2) semantic mapping, 3) using keywords and 4) representing sound in memory. Based on the interview with the lecturer:

Researcher : “How do students apply pictures or sounds to feelings as a tool for learning and remembering English vocabulary?”

Lecturer : “Simple, it is more like applying images or sound to the visual form that they see so it can be relatively helpful, but of course using new vocabulary learned in the context of full sentences will be more helpful and moreover practiced”.

(Interview, on October 15, 2019)

Reviewing is a form of the process of everything that helps to turn personal experience into learning and development in life. Review strategy is a technique for re-engaging with information that has been learned, so that the information can be remembered in mind. Based on the interview with the lecturer:

Researcher : “In general, can the students properly review the material given directly by the lecturer which is used

as a way to improve the level of language vocabulary?"

Lecturer : "Yes. The students can understand the material given directly because the target in my speaking lectures is execution. In learning process, there are variations in the challenges faced by my students. But every student must have different English skills.

(Interview, on October 15, 2019)

This strategy is a practical and creative way for students to use English vocabulary that will give them a real sense of achievement. It means that employing action is something or action to remember a new English vocabulary using their own method. Based on the interview with the lecturer:

Researcher : "How is the effect of using actions taken by students in the process of learning vocabulary to overcome memory problems?"

Lecturer : "In the process of learning speaking, based on what I see, they can even remember the spelling mistakes or the pronunciation of words, because after uploading their videos on YouTube, they can look back and listen to their own recordings, their friends', and they also see from the other lecturers who are capable. I also give good comments on fluency pronounce, vocabulary, etc."

(Interview, on October 15, 2019)

3.1.2 The Preferences in Using Memory Strategies to Improve English Vocabulary Repertoire

In general, the memory strategies includes associating are different types of basic (Oxford,1990). That is why, the type of memory can be helpful in the process of learning vocabulary items and can be used to recall them in the long term. Another similar study on McDaniel and Pressley (1989) compared keyword technique with contextual vocabulary learning. In their research, the students were trained to use indicator of keyword strategy to learn and remember a new vocabulary items in process language learning. The research revealed that the first in students used imagery link or auditory were more successful than using the latter technique. Students must often practice using this strategy as a method to

improve the repertoire of English vocabulary. It is expected that students can memorize and understand of English vocabulary well.

The result demonstrates that students use 7 out of 10 indicators memory strategies. In the teaching learning process, the students are able to motivate themselves to certify what they doing. There are 7 indicators memory strategy that are used by students as follows:

Table 1. Indicators memory strategy that are used by students

Number	Indicators of Memory Strategies	Number of Students who use	The evidence
1.	Using keywords	6	All
2.	Associating	6	All
3.	Placing new word into a context	5	Mostly
4.	Structural viewing	5	Mostly
5.	Using physical responses	5	Mostly
6.	Using imagery	4	Sufficiently
7.	Semantic mapping	4	Sufficiently

The table shows the indicators sequence of memory strategy used by students of speaking class. It can be seen from the table above that all of the six students prefer more to use keywords and associating. Most of the students (5 of 6 students) choose placing new word into context, structural viewing, and using physical responses. Four of six students also have something to do with their preferences in using imagery and semantic mapping.

3.2 Discussion

In this part of research, the researcher describe about research finding related to research question which was compared with 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. The students of speaking class in third semester Department of English Education at Universitas Muhammadiyah Surakarta. In this section, there are two things to explain about: 1) the type of memory strategies used by students in improving English vocabulary repertoire, 2) student's preferences in using memory strategies to improve English vocabulary repertoire.

3.2.1 The Type of Memory Strategies Used by Students in Improving English Vocabulary Repertoire

The finding of this research indicated that the memory strategy used by the students to memorize English vocabulary. The researcher found that good students used memory strategy in line with the previous finding from Oxford's theory (1990). The students used four type 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 corresponding to the finding of one previous study, that is Sozler's finding (2012). Almost all of the participants of some previous finding use all types of memory strategies. The students can use the type of memory strategy which got to improve English vocabulary repertoire in understanding vocabulary easily.

However, it does not suit 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 types of memory strategy.

3.2.2 Students' Preferences in Using Memory Strategies to Improve English Vocabulary Repertoire

In teaching learning process to improve English vocabulary repertoire, the researcher faced seven indicators of memory strategies used by students, namely: using keywords, associating, placing new word into a context, structural viewing, using physical responses, using imagery and semantic mapping.

The first preferences in using memory strategy is by Oxford's theory (1990). Previously, the students did 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 English vocabulary, the students' prefer to use keyword and associating. The findings are in line with Sozler (2012) that the students prefer to use imagery

which aims to connect a list of anything to concepts in memory by illustrating them simultaneously or separately. Employing can be significant as pictures either in the intelligence or in an actual illustration is believed to influence to better retention and memorization. It is expected that students can memorize and understand of English vocabulary well.

4. CONCLUSION

In this current research, researcher described the conclusion about memory strategies used by students in improving English vocabulary repertoire a case study of third semester students Department of English Education Universitas Muhammadiyah Surakarta. The researcher in this research compared with the memory strategy theories. Especially, the students from speaking class in third semester of DEE UMS. There are several steps, such as discussion, asking question for students, and giving feedback for the students. The four types used by students in improving English vocabulary repertoire, namely: creating mental linkages, applying Images and sounds, reviewing well and employing actions. In learning process, the students prefer to use 7 indicators which can improve their English vocabulary repertoire, there are using keywords, associating, placing new words into a context, structural viewing, using physical response, using imagery, and semantic mapping. The indicators that become their preferences can help the students in learning new vocabulary items and remembering them in the long term.

In conclusion, the pedagogical implication is divided into two part, namely: 1) the type of memory strategies used by students in improving English vocabulary repertoire 2) student's preferences in using memory strategies to improve English vocabulary repertoire. If the students use wrong method, the uses of types of memory strategy will never be maximal to improve English vocabulary repertoire. The aims of students is to attain a knowledge with understanding language learning, especially in English vocabulary. In the process of learning, the students should be active learners and try to understand all of various English vocabulary continually. In other word, if the students become

active learners and try to understand about English vocabulary, they will be easy to improve their English vocabulary repertoire. So, the lecturer should advise the student in improving English vocabulary repertoire as well.

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