

STUDENTS' PERCEPTION OF MEMORY STRATEGY TRAINING FOR VOCABULARY MASTERY

Jamaludin⁽¹⁾, Alfanzuhairi⁽²⁾, Dwi Fita Heriyawati⁽³⁾

(Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: This study aims to investigate the students' perception of using memory strategy training for vocabulary mastery. The researcher used quantitative approach which its method used survey research design. The participants of this research were 46 students of EECC (Effective English Conversation Course) Pare Kediri. The participants were chosen randomly. To explore the students' perception of utilizing memory strategies training for vocabulary mastery, an online-based questionnaire was utilized as the methods of collecting the data. The instruments used in this research were questionnaire which was adapted from (Muslem et.al, 2018). The questionnaire used in this research was using Likert Scale. The first findings showed that the majority of students showed positive perception on using memory strategy training for vocabulary mastery. Placing new words into context was the most preferred strategy in this research. It got the most highest score. The second was about students' challenges faced by students in using memory strategies. In the challenge of students in the use of placing new words into the context, structured reviewing and the use of physical response or sensation, most of the students have no difficulty in using them.

Keywords: Students' Perception, Learning Strategy, Memory Strategy

INTRODUCTION

Language is important for social development that is utilized by a lot of people within the world because it is a communication tool which has an important role in human survival. The language presents an official or working role in the procession of most other main international political gatherings, in all parts of the world, Crystal (2003). Language is a system sign, Siminto (2013). Language is a system of signs in the form of sounds, Alex (2018). A symbol certainly symbolizes something, namely an understanding, concept, idea or thought. It can be said that language carries meaning. Language is a system of symbols utilized by a community to collaborate, interact and identify themselves. It means that language

is very needed to help someone in understanding messages that are conveyed by the addresser. Moreover, the language that we have to master is English.

Learning English as soon as possible for Indonesians will help them survive in the global competition. One of the most important aspects that needs to be prepared is the ability of the community to speak in a foreign language, English. On the other hand, There are 300 million native English speakers on all continents, and a broad group of second language speakers who use English for their everyday needs, totaling over 250 million people, (Broughton et al. 2003). When learning English, students use different component of their English skills, such as listening, speaking, reading and writing skill for knowledge and fluency.

There are four simple abilities discovered in English, speaking, writing, listening, and reading. People are able to have trouble getting to know English each in phrases of speaking, writing, listening, and reading because they do not recognize many vocabularies. The most important thing in getting to know a language is vocabulary. People can express their ideas in the event that they have lots of vocabulary. According to (Cameron 2001), creating a useful vocabulary is the center of studying a foreign language at a basis level. It has meaning that vocabulary is so needed to be learnt, this is because people impossible speak without having vocabulary.

People cannot communicate properly and cannot understand people's speeches and readings in books and magazines without vocabulary. (Mukoroli 2011) states that an enhancement focus on vocabulary development is very important for English learners in the process of learning language. The purpose of the vocabulary taught is to expect students to communicate and understand well the language, whether they speak, write, read or listen.

Vocabulary becomes a good first lesson to facilitate understanding and application of a language. Activities of human thinking and the exchange of ideas are both realized through sentences consisting of vocabulary and it is the basic of language and the unitary structure of language meaning in the system of language, (Jun 2021). It means to improve their language skills, learners need to master

vocabulary. By gaining a lot of vocabularies, students can have more knowledge and opportunities to study other languages as well. Another effect of vocabulary is that a person can master different skills. Many people think that they want to be able to speak fluently right away. They must know that the most important thing to learn and reproduce is vocabulary. In developing vocabulary, of course, it requires a good strategy in learning it. Tayyebi (2021) states that strategies are important to learn language because they are tools help learners guide their learning. EECC (Effective English Conversation Course) is one of the oldest English language courses in Pare Kediri. Agnes and Hermawan (2022) say in their research that EECC has fast development because the methods, curriculum, programs and facilities given attract students' interest. In improving students' vocabulary, this institution uses some strategies. According to the Interview from the tutor of Effective English Conversation Course Pare Kediri, one of the strategy is memory strategy in increasing students' vocabulary, such as placing new words in the context, structured reviewing and using physical responses or sensations. Memory strategies assist learners link one language learning item or concept with another and it does not involve deep understanding, Oxford (2003). Besides that, it is supported by EECC' students that are from non-formal education. Saraka (2020) finding in her journal that non-formal education learning methods are perceived by students as learning that it's free, doesn't require much thought and is easy to do. It must be good progress to learn English for students in using memory strategies training. Having good teaching process from this institution influences the learning process.

The first teaching process in EECC (Effective English Conversation Course) is placing new words into context. students are given a new vocabulary by writing, listening and reading new vocabularies; guided to draw mental linkages between the new vocabularies given. Students are taught to put new vocabulary into the context. The teachers instructe students to put new words that had been written, listened and read together into meaningful contexts. They are in written and spoken sentences as a way of remembering the new words in the class or out of the calss by using English area. The teachers ask students to make sentences and express or

talk them into the topic that related to the new vocabularies given, such as transportation, family and daily activity topics. Finally some students have to present the topic in front of their friends.

The second teaching process in EECC (Effective English Conversation Course) is structured reviewing. It needs reviewing at different break of time, in the first, the time is near. And then, the time will be even further. For example, students are review English vocabularies from the short story and speech by vocabularies ever given before. Students practice or deliver them immediately to the teacher or their friends by using their own words, waited 15 minutes before practicing them again, practicing them an hour later, three hours later, one day later, two days later and so on until the material became more or less automatic.

The last last teaching process in EECC (Effective English Conversation Course) is using physical response or sensation. The teachers give students new vocabularies to remember, such as vocabularies of direction and transportation. Then the teachers give the instruction to the students. Students listen to the commands, such as go straight, turn right, turn left and turn back and the students must do the instruction from the teachers.

From the discussion above, this present study attempts to explore the students' perception on utilizing memory strategy training for vocabulary mastery in Effective English Conversation Course.

The research questions in this study are formulated as follows:

1. How are the students percieve on memory strategy training of vocabulary mastery?
2. What are the challenges on vocabulary mastery trough memory strategy training?

METHODOLOGY

The study used a quantitative research approach. The researcher utilizes survey design in holding this research. The participants of the study are all students of Effective English Conversation Course Pare Kediri in the academic year of 2022

that consist of 46 students which is divided into three classes. The researcher utilized simple random sampling to gain the sample from the population. This questionnaires used were adapted from study about perceptions and barriers to ict use among english teachers in indonesia by Muslem, Yusuf, and Juliana (2018) modified questionnaires based on the topic of this research to collect research data.

Collecting data procedure was begun with the simple explanation from the researcher about memory strategy training. Participants then had time to ask questions about the study. Next, the researcher distributed questionnaires to participants to be answered via Google Forms in WhatsApp Group. The answers were collected, transcribed and followed by a process of data analysis by researcher.

To analyze the data, The researcher sumed percentages from agree and strongly agree answers. Then, he looked for mean of each category to see if the overall category had positive or negative feedback. Next, the researcher made conclusions from each category of sentences.

FINDINGS AND DISCUSSIONS

Findings

The findings presented following two research questions; firstly, How are the students percieve on memory strategy training of vocabulary mastery? Secondly, What are the challenges on vocabulary mastery trough memory strategy training? The researcher presented the data obtained from the online section as follow:

The Result of First Question

There were 46 students who participated in completing the questionnaire. After the questionnaire data was completed, some data could be expressed in the tables from three strategies in the first result question.

Table 2 Students' Perception on Placing New Words into Context

No	Statement items	Scale				
		SD %	D %	N %	A %	SA %

1	In my opinion, placing new words into context is powerful in developing English vocabularies.	0	0	15.2	34.8	50
2	Placing new words into context can increase my English vocabularies and skills.	0	0	13	41.3	45.7
3	Placing new words into context is highly needed by teacher in teaching English vocabularies.	0	2.2	23.9	41.3	32.6
4	Placing new words into context can be used as advanced tools in learning English vocabularies.	2.2	0	10.9	47.8	39.1

Table 2 shows that 84.8% of the respondents agree that placing new words into context is powerful in developing English vocabularies, about 87% of students agree that placing new words into context can increase their English vocabularies and skills, 73.9% agree that placing new words is needed by teacher in teaching English vocabularies, around 86.9% agree that placing new words into context can be used as advanced tools in learning English vocabularies.

It is principally concluded that students do believe that placing new words into the context supports and has a positive effect in their process of learning English vocabularies.

Table 3 Students' Perception on Structured Reviewing

No	Statement items	Scale				
		SD %	D %	N %	A %	SA %
5	In my opinion, structured reviewing can help learners in developing English vocabularies.	0	2.2	21.7	41.3	34.8
6	As far as I know, structured reviewing can be used to master English vocabularies in contents and materials.	0	4.3	19.6	52.2	23.9
7	I know that structured reviewing can recall English vocabularies fast.	0	10.9	21.7	39.1	28.3
8	In my opinion, structured reviewing is effective for teaching and learning English vocabularies.	0	4.3	32.6	32.6	30.4

Table 3 shows that 76.1% of the respondents agree that structured reviewing can help learners in developing English vocabularies, about 76.1% of students agree that structured reviewing can be used to master English vocabularies in contents and materials, 67.4% of participants agree that structured reviewing can recall English vocabularies fast and around 63% of learners agree that structured reviewing is effective in teaching and learning English vocabularies.

It is principally concluded that learners do believe that structured reviewing supports and has positive effect in their processes of learning English vocabularies.

Table 4 Students' Perception on the Physical Response Use or Sensation

No	Statement items	Scale				
		SA %	D %	N %	A %	SA %
9	I think the use of physical response or sensation has important values for mastering English vocabularies.	0	4.3	23.9	34.8	37
10	I think using physical response or sensation offer educational/instructional values for students in learning English vocabularies.	0	0	34.8	39.1	26.1
11	In my opinion the use of physical response or sensation can be used as an English vocabulary learning strategy at educational institutions.	0	0	28.3	50	21.7
12	I use/have used physical response or sensation for learning English vocabulary in daily life.	0	2.2	34.8	39.1	23.9

Table 4 shows that 71.8% of the respondents agree the use of physical response or sensation has important values for mastering English vocabularies, about 65.2% of students agree that physical response or sensation offer educational/instructional values for students in learning English vocabularies, 71.7% of participants agree that the use of physical response or sensation can be used as an English vocabulary learning strategy at educational institutions and

around 63% of learners agree that physical response or sensation for learning English vocabulary in daily life.

It is principally concluded that students do believe that the use of physical response or sensation supports and has positive effect in their learning processes of English vocabularies.

The Result of Second Question

There were 46 students who participated in completing the questionnaire. After the questionnaire data was completed, some data could be expressed in the tables from three strategies in the second result question.

Table 5 Students' Challenge on Placing New Words into Context

No	Statement items	Scale				
		SD %	D %	N %	A %	SA %
1	I know that placing new words into context at educational institutions is accessible for being used in learning English vocabularies.	0	0	19.6	56.5	23.9
2	I can avoid problems in many areas such as in handwriting and organizing ideas when placing new words into context.	2.2	0	43.5	37	17.4
3	I have no difficulty in placing new words into context.	0	8.7	58.7	30.4	2.2

Table 5 shows that 80.4% of the respondents agree that placing new words into context at educational institutions is accessible for being used in learning English vocabularies, about 54.4% of students agree that they can avoid problems in many areas such as in handwriting and organizing ideas when placing new words into context, only 32.6% of the participants agree that they have no difficulty in placing new words into context.

Hence, it can be concluded that EECC (Effective English Conversation Course) provides placing new words into the context techniques accessible for use in learning English and most students know how to use placing new words into

context strategy, although most of them have neutral choice in the use of this strategy.

Table 6 Students' Challenge on Structured Reviewing

No	Statement items	Scale				
		SD %	D %	N %	A %	SA %
4	I know about structured reviewing related to English language learning that I can use for my learning English vocabularies.	0	2.2	34.8	50	13
5	I know how to apply the structured reviewing and recall some vocabularies from structured reviewing.	0	2.2	34.8	54.3	8.7
6	I feel confident when using the structured reviewing in learning English vocabularies.	0	2.2	41.3	32.6	23.9

Table 6 explains that 63% of the respondents agree they know about structured reviewing related to English language learning that they can use for their learning English vocabularies, about 63% of students agree that they know how to apply the structured reviewing and recall some vocabularies from structured reviewing, 56.5% of participants agree that they feel confident when using the structured reviewing in learning English vocabularies.

It can be concluded that most of them know about structured reviewing, how to apply it and they feel confident in using this strategy.

Table 7 Students' Challenge on the Use of Physical Response and Sensation

No	Statement items	Scale				
		SD %	D %	N %	A %	SD %
7	Using physical response or sensation is easily utilized and available at educational institutions.	0	2.2	41.3	43.5	13
8	Generally in learning English vocabularies, I have enough	2.2	6.5	39.1	41.3	10.9

	experiences and training in using physical response or sensation.					
9	I have time using physical response or sensation in my English vocabularies.	0	6.5	32.6	43.5	17.4

Table 7 expresses that 56.5% of the respondents agree that using physical response or sensation is easily utilized and available at educational institutions, about 52.2% of students agree that they enough experiences and training in using physical response or sensation, 60.9% of participants agree that they havetime using physical response or sensation in their learning English vocabularies.

It can be concluded that most of them can use physical response and sensation because the institution provides it, have enough experience and training. In addition, they have time to use this strategy.

Discussions

Each part of the findings will be discussed further in reference to what has been said by related research theories.

Students' Perception

Almost all students agree that placing new words into context is powerful, needed by the teachers, can increase and can be used as advanced in learning English vocabularies. Aljurbua (2021) reveals that the use of creating mental linkages and reviewing well could significantly increase the memory strategies of vocabulary learning among the Saudi EFL undergraduate learners, because both CML and RW are most effective strategies utilized by learners. In this research, placing new words into context is the most preferred strategy in exploring English vocabulary for the students because it got highest score. It is like the previous study finding that the findings of respondents' perceptions on memory strategy training are able to provide input to identify the most preferred tool, Mohamad et al. (2021).

The students agreed that structured reviewing has positive effect, can help students, be used, able to recall English vocabularies fast in learning english vocabularies. It is similar with Balini & Jeyabalan's research, (2018) that shows that

the students have good performance in almost all the strategies from memory strategy, including in structured reviewing and students obtained retention skills to store new information or vocabulary. In Naeimi & Yaqubi's finding (2013), using Structure Reviewing vocabulary learning strategy has positive impact on enhancing vocabulary on reading comprehension of EFL students at pre- intermediate level.

Most of the students agreed that the use of physical respon and sensation had important values, offered educational or instructional values, can be used in learning English vocabularies and they used or had used this strategy. It is like the finding from Ibrohim et al., (2019) that all students were interested in learning English vocabulary mixed with a total physical response method.

Students' Challenges

In placing new words into context, majority of students know about it, have no difficulty, and can avoid problems in many areas such as in handwriting and organizing ideas when placing new words into context. This strategy is accessible for being used in learning English vocabularies. It is suported by Decarrico's statements (2001) in Dibdyaningsih' research (2019) that the vocabulary used in the context is rather simple because grammatical and phonological aspects are emphasized; and as a result, the lexical aspect is neglected.

In structured reviewing, most of students know how to apply and feel confidence when using it. This finding was strangthened by Naeimi & Yaqubi (2013) statement in their research that Structure Reviewing strategy is easy application which are suitable and effective in first stages of developing vocabulary of EFL learners and we experienced it in this study.

In using physical response or sensation, most of students felt that this strategy is easily utilized, available at educational institutions. Thay had enough experiences, training and time in using physical response or sensation. Is is suported by Dibdyaningsih' finding (2019) that most students are happy and active in learning English vocabulary with this total physical response method. It means that this strategy is easy method.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Related to the outcome and discussions presented above. Then, the researcher shared several conclusions according to this research as follows. This research used the quantitative and used survey method. The instrument to obtain the data in this research is questionnaire. After doing a questionnaire, the result of this study showed two main goals of students' perception. First, it was about students' perception on utilizing memory strategy training. The majority of students showed positive perception on using memory strategy training. Students' opinions about memory strategy training are positive and placing new words into context is the most preferred strategy in this research. It got the highest score. Second, it was about students' challenges faced by students in using memory strategy. In the challenge of students in the use of placing new words into the context, structured reviewing and the use of physical response or sensation, most of the students have no difficulty in using them.

Suggestions

Finally, the suggestions of this research came up with some ideas addressed to lecturers, students, future researchers, and institutions. The researcher suggested to the students and teachers. They were suggested to use more strategy from memory strategy in teaching and learning English vocabulary. Then, for future researchers, other researchers were suggested to other researchers to conduct a research using in-depth research problems based on the learning vocabularies and try to focus in one strategy from memory strategies by using experimental approach.

REFERENCES

- Agnes, Yunia Citra, and Eko Satriya Hermawan. 2022. "DINAMIKA LEMBAGA KURSUS BAHASA EFFECTIVE ENGLISH CONVERSATION COURSE DI KAMPUNG INGGRIS PARE TAHUN 1992-1998." *e-Journal Pendidikan Sejarah* 12(4).
- Alex. 2018. Penerbit Erlangga *Linguistik Umum*. Revised Ed. ed. Novietha I. Sallama. Jakarta: Penerbit Erlangga. www.erlangga.co.id.
- Aljurbua, Mona Fahad. 2021. "Memory Strategies for Vocabulary Learning

- Employed by Saudi Undergraduate EFL Learners.” *Arab World English Journal* (August): 1–100. <https://ssrn.com/abstract=3952989>.
- Balini, A. Indra, and V. David Jeyabalan. 2018. “Role of Memory Strategy Raining in Language Learning.” *Bodhi International Journal of Research in Humanities, Arts and Science* 3(4): 39–42. <https://www.researchgate.net/publication/342123258%0AROLE>.
- Broughton, Geoffrey et al. 2003. 7 Syria Studies *Teaching English as a Foreign Language*. Second Edi. ed. John Eggleston. Francis: British Library Cataloguing in Publication Data Teaching. https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civil_wars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625.
- Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. www.cambridge.org/9780521774345.
- Crystal, David. 2003. *The Palgrave Handbook of Economics and Language English as a Global Language*. Second Edi. Cambridge: Cambridge University Press. www.cambridge.org/9780521823470.
- Dibdyaningsih, Haris. 2019. “Using Review Words for Teaching Vocabulary in Collage.” *English Teaching Journal : A Journal of English Literature, Language and Education* 7(2): 63.
- Ibrohim, Achmad Taufiq, Astri Septianti, and Irma Savitri Sadikin. 2019. “Students’ Perception Toward Teaching English Vocabulary Through Total Physical Response (Tpr) Method.” *PROJECT (Professional Journal of English Education)* 1(2): 145–56.
- Jun, J Z. 2021. “The Application of Vocabulary Learning Strategies to Junior Students in Middle School.” *International Journal of Arts and Commerce* 10(3): 1–9. <https://ijac.org.uk/articles/10.3.1.1-9.pdf>.
- Mohamad, Nur Zarina et al. 2021. “Students’ Perception of Using Memory Strategies Training for Vocabulary Development.” *International Journal of Academic Research in Business and Social Sciences* 11(7): 315–28. <http://dx.doi.org/10.6007/IJARBS/v11-i7/10062>.
- Mukoroli, Joseph. 2011. “Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom.” *MA TESOL Collection* 1(1): 53. https://digitalcollections.sit.edu/ipp_collection/501.
- Muslem, Asnawi, Yunisrina Qismullah Yusuf, and Rena Juliana. 2018. “Perceptions and Barriers to ICT Use among English Teachers in Indonesia.” *Teaching English with Technology* 18(1): 3–23.

- Naeimi, Maki, and Mojde Yaqubi. 2013. "Linguistics and Translation The Study of Direct Vocabulary Learning Strategy on EFL Iranian ' Reading Comprehension : The Case of Structure Reviewing." 57: 14067–70.
- Oxford, Rebecca L. 2003. "Language Learning Styles and Strategies." *Teaching English as a second or foreign language* 41(January 2001): 1–25.
<https://www.researchgate.net/publication/254446824%0ALanguage>.
- Saraka. 2020. "Pembelajaran Bahasa Inggris Berbasis Pendidikan Non-Formal Di Kampung Inggris Kediri." *Lingua* 17(1): 79–94.
- Siminto. 2013. Cipta Prima Nusantara Semarang, CV *Pengantar Linguistik*. Retno Purn. ed. Retno Purnama Irawati. Semarang: Penerbit Cipta Prima Nusantara Semarang, CV. [http://lib.unnes.ac.id/39139/1/Pengantar Linguistik.pdf](http://lib.unnes.ac.id/39139/1/Pengantar%20Linguistik.pdf).
- Tayyebi, Ghasem. 2021. "The Vocabulary Learning Strategy Use of Iranian Elementary EFL Learners." *Contemporary Educational Researches Journal* 11(4): 147–60.

Proved by,

Advisor I,

Dr. Alfian Zuhairi, M.Pd.
NPP. 1920200011

