

The Effect of Memory Reading Strategy Implemented by Second Year Student UNISMA on Their Achievement

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Abstract: This study aimed at investigating the different interaction effect between high and low student memory reading strategy on their reading achievement. The respondents of this study were fourth semester students of English department UNISMA. The total of this sample is 42 students. In collecting the data, the researcher needed to know the level of students' memory reading skill and their reading achievement. So the researcher decided to use questioner and collect the reading midterm test score from their reading lecture. The researcher used quantitative independent t-test research design with variables students' memory reading strategies and their reading achievement. The questioner was adapted from Oxford (1990) which is this questioner also used by many previous researchers that already test the validity and reliability of this questioner. The result of this study showed the different mean score between high and low level of memory reading strategy. 66.14 for high level of memory reading strategy and 71.05 for low level of memory reading strategy. The result analyze of the mean difference between high and low student memory reading strategy of this study = $-4.914 > 0.05$. The mean different -4.914 it got from $66.14 - 71.05$ so the result was -4.914 . Then, the sig (2- tailed) = $0.241 > 0.05$ so from the result, the researcher can conclude that there is no significantly different effect between high and low students memory reading strategy on their achievement at English department of UNISMA.

Keywords: Reading, memory reading strategy, achievement

INTRODUCTION

Reading and learning strategies are interesting topic for ELT issues research, for example study of Saalik (2015), Rraku (2013) and Nagara (2016). Most of those studies mainly discussed about problems reading and reading strategies are the solve tool for this

problem. One of English skills which can help students to get a lot of information is reading. Salik (2015) on that article showed that an essential life skill which provides solid ground for active citizenship, working life and further studies is reading literacy.

Reading also has some type, According to Brown (2004:189) there fourth types of reading: Perceptive, Selective, Interactive and extensive. Reading also has some purpose. Sulisty (2011) states that the purpose of reading is depend on the reader situation such as Finding specific information, Enjoyment entertainment or relaxation, over view of organization and content, finding relevant information, getting main ideas/details and analyzing content. In fact many teachers and students has problem in this skill, like their guidance such as material, media and method.

The first problem in material for teacher, Sometimes teachers do not prepare the material well. Including not preparing the questions or the direction that stimulate students to be more active, mastering lesson, prepare lesson plan. According to Chamot and *et al.* (1999) as teachers, they through students for every lesson that they plan, implement and evaluate, but many times teachers do not think consciously exactly why they use them. And materials problem for student, many students feel difficult and do not enjoy in reading class because teachers' material do not support them. Larlen (2013) argue that as the professional teachers, teachers must prepare their self before teaching their students as well, like prepare the lesson plan for students, prepare media that needed, prepare questions or directives to stimulate them to be active study, learning their condition, understand their weakness or their surpluses and learning their background knowledge.

The second problem is media, teacher do not prepare the media that can be used to support the teaching material like it can stimulate students thinking, filling, attention and capability in their learning so the students will fell enjoy and avoid a boring learning. This also problem for the student that teachers do not understand students strategy needs. If teachers do not understand students strategy needs, how could teachers be able to prepare it all like the media that can help them easy to understand lesson. Chamot and *et al.* (1999) said that teachers still do not understand student strategies need both material and media.

The last problem is method, here teachers problem is, passive activities, unknowing students condition from their weakness or their surpluses, do not understand a comfort method for students in their learning and need more guidance like the technique the teachers

used is still common or usual, teacher concerned in a way that the reading instruction is based on teachers and students are only required to answer questions, without any sharing ideas or discussion with their pairs or groups and sometimes read the text silently or aloud, after that the teacher translate the text for students. And this is also the problem for student. They feel unknown strategies and hard selection to look for the appropriate strategy is student problems in this part. Mart (2013) point out that by little understanding of how language functions, learners cannot develop their language skills.

There are many strategies that can help teacher and students' problem in reading, and one of them is memory reading strategies. According to Oxford (1990) state that this strategy also calls as mnemonics, it means as the tool that help for remember, memory strategies also has some simple principle: arranging things in order, making associations, and reviewing that beneficial for learners who has problem in reading. Study from Nikooupour, j and *et al.* (2017) state that memory reading strategies is one of the ways of teaching reading comprehensions. Griffiths, C & Parr, J, M. (2001) State that the survey in their study showed that teacher believe their students use memory strategy most frequently, while cognitive strategy are ranked second. Teachers believe students use social and metacognitive strategies quite frequently, while compensation and affective strategy are ranked lowest. Here, researcher try to explain little bit about memory reading strategy by Oxford (1990).

a. Memory reading strategies

Memory reading strategies belongs to direct strategies where this strategy has three class: compensation strategies, cognitive strategies and memory strategies. Mnemonics is other name of memory strategies. Reviewing, making association and arranging things in order are the simple reflection of memory strategies. This group is divided into four parts: creating mental linkages, applying images and sounds, reviewing well and employing action.

- Creating mental linkage

There are three ways to do creating mental linkage steps, the first is grouping where the learners classify some words to be some classes based on type of word, (e. g, nouns or verbs) function (e. g, apology, request, demand) and so on. By this way students can be easier to remember by subtracting the number of characteristic elements. The second is associating in which the learners connect one information to other information that already in memory and it must be meaningful to the learner. The

association can be between two things, example bread – butter, or like form a multipart “development” such as school – book – paper – tree – country – earth. And the last is placing new words into a context. In this way the learners remember new words or phrases by putting them in meaningful sentence conversation and story.

- Applying image and sound

This part incriminates memory by using images or sound. There are four ways that learners can do in this step: the first is using imagery, in this way learners can connect their new language information to ideas in memory by using meaningful visual imagery, either in the mind or in an actual drawing. The second is semantic mapping, learners will create information of words into a picture, which has a key idea at the center or at the top, and related words and concepts linked with the key idea by means of lines or arrows. The next is using keyword which is asked learner to use auditor and visual links for remembering new words is the meaning of using keyword. The last is representing sounds in memory, in this last way means that learners use sound to remember new language.

- Reviewing well

This part must be reviewed in order to remember the target language information and this category only has one way: structured reviewing where learners Space intervals carefully to review. Example using “Spiraling” way, reviewing 10 minutes after the initial learning, then 20 minutes later, an hour or two and so on.

- Employing action

This part will not only include some kind of meaningful movement or action but also will invite learners to enjoy the kinesthetic or tactile modes of learning. The first way is using physical response or sensation, here learners do Acting out physically of a new expression, or connecting a new expression meaningfully to a physical feeling or sensation. The following way is using mechanical techniques where learners will remember new target language information and uses creative techniques that tangible, especially in moving or revamping something which is concrete.

The previous studies that have the similar topic of this study have been conducted in 2015 by Telebinejad, M, Z. and *et al* by the title “Application of Reading Strategies: A Comparative Study between Iranian and Indian EFL Students” the subject of this study is 30 EFL Iranian and Indian students: they are classified in a half as native reader and as a the non-native readers of English. The result of this study there are three reading strategies that significantly use more by most of students in helping them to understand the reading text easily, they are memory strategies, social strategies, and cognitive strategies.

The last study is from Istiana (2007) by title “A Study on Students Learning Strategies in Reading Comprehension Class at SMUN 1 Krian Sidoarjo”. 240 students of second year students of SMUN 1 Krian Sidoarjo in academic year 2006-2007 are the population of this study. 40 students which are class II IPA2 who randomly selected as the sample. Quantitative research design was used in this study and questioner is the way that researcher used to collect the data. In this study the researcher found that there are three strategies that appropriate used more and by student: 72% used cognitive strategies, 56% students used compensation strategies, 64% students used memory strategies and low than 60% for other strategies such as metacognitive, social and effective. Students realize that reading strategies can support them and improve their learning proficiency.

Those previous study become the reference for the researcher in comparing between those previous studies with the researcher study conducted in this time. this study try to figure out about the different effect between high and low students memory reading strategy from fourth semester of English department in UNISMA as the participant. The research question is formulated as follows: Is there any different interaction effect between high and low students’ memory reading strategy on their reading achievement in learning reading for second year student of UNISMA?.

RESEARCH METHOD

The design of this study is quantitative research which is conducted Ex-post facto research design to conducting this research. Latief (2017) state that Ex-post facto research measures the relationship between two variables without manipulating the X-variables. There is no treatment, control group or experiment group the two variables compared are: students memory reading

strategies as independent variable and student reading achievement as dependent variable on students of fourth semester English department in UNISMA. The setting of this current study was English Department at University of Islam Malang. The accessible population of this study is the second year student or fourth semester of English Education and Teacher Training Education by using random technique sampling.

The first instrument of this study is Questionnaires that adapted from strategy inventory for language learning (SILL) by Oxford (1990). The researcher uses these questioners in order to gather information about the level of student memory reading strategy and second instrument is take middle test score from the lecture. The data gathering procedure start with sharing questionnaire and score of reading test to 42 students that researcher take from the teacher. Furthermore, the SILL Questionnaire was administered to the participants. The participants were instructed to circle the number which indicated themselves. There were 9 items of SILL the data was conducted at UNISMA on Mei 2019. The data is collected for about two weeks. After answering questionnaire test section had done, the researcher counted the result SPSS 20. Analyzing the obtained data, independent t-test is used in this study, the data from Strategy Inventory for Language Learning (SILL). And score of reading test are gathered and measured statistically using SPSS version 20 to get the result quantitative data of all research questions.

RESULTS AND DISCUSSIONS

In analyzing the data, the researcher used independent t-test to find out the different interaction effect between high and low student in using memory reading strategies on their achievement of second year or fourth semester students at English department of UNISMA. The data of this research were obtained by using questioner that was given by the researcher to the sample and collected the reading score in midterm test from their lecture. The researcher took 42 students fourth semester of English department, Faculty of Teacher Training and Education of UNISMA as the sample. Then, for the reading score, the researchers obtain from the lecturer.

In this research, the instrument of questionnaire about students' memory reading strategies was adapted from Strategy inventory for Language Learning (SILL) in a book Language Learning Strategies What Every Teacher Should Know by Oxford (1990) from university of Alabma. Because the questionnaire from the previous study was in English language, the researcher translated in order to make easier the readers to read and understand it without

changing the content or the meaning of the questionnaire, here is the data by using IBM SPSS version 20:

Table 4.1 Analysis result of Independent T-test

		High	low
Reading	N	22	20
	Mean	66.14	71.05
	Mean D.	-4.914	-4.914
	Std. Deviation	15.707	10.180
	Sig. (2-tailed)	.241	.233

This part explains more about research finding related to the research problem. The research problem of this research; is there the different effect between high and low student memory reading strategy on their achievement? And the finding from this study showed that there is no different effect between high and low student memory reading strategy on their achievement. Based on the table 4.1 showed that the differences of the mean reading achievement between high and low student memory reading strategy. The result indicated that there are 42 sampel in this study. Here, 22 students for high level and 20 students for low level, the student who has high level of memory reading strategy has 66.14 for the mean score of their reading achievement. Then, for students who has low level of memory reading strategy has 71.05 for the mean score of their reading achievement. Then, based on the next table, showed the mean difference between high and low level of memory reading strategy was -4.914 and the sig (2-tailed) = 0.241 > 0.05, so the result indicated there is no significantly different effect between high and low students memory reading strategy on their achievement at English department of UNISMA.

DISCUSSIONS

The research problem of this research; is there the different effect between high and low student memory reading strategy on their achievement? And the finding from this study showed that there is no different effect between high and low student memory reading strategy on their achievement. Based on the table 4.1 showed that the differences of the mean reading achievement between high and low student memory reading strategy. The result indicated that

the student who has high level of memory reading strategy has 66.14 for the mean score of their reading achievement. Then, for students who has low level of memory reading strategy has 71.05 for the mean score of their reading achievement. Then, based on the next table, showed the mean difference between high and low level of memory reading strategy was -4.914 and the sig (2-tailed) = 0.241 > 0.05, so the result indicated there is no significantly different effect between high and low students memory reading strategy on their achievement at English department of UNISMA.

Next, researcher had mention that memory reading strategy can help student in in learning reading, like understand reading text easily. Telebinejad, M, Z. and *et al* (2015) said that in their study there are 3 reading strategies that significantly use more by most of students in helping them to understand the reading text easily, and one of the was memory reading strategy. The result based on all the tables was negative or rejected.

However, the result was different with the researchers' assumption that has been mention it can be student not serious when they answer the questionnaire. They choose the answer that not appropriate to their self in daily activity that make the data no effect between their reading memory strategy and their achievement. Next, the researcher may be lack of control the participant, it make the student not serious when the answer the questions.

Finally, to sum up the insignificant effect found that there is no different effect between high and low student memory reading strategies on their achievement

CONCLUSIONS AND SUGGESTIONS

In this study the researcher took some conclusion to this research the related the problem, purpose and hypothesis of the research. Based on the data, the researcher took 42 students as the sample (N) of this research. Between high and low student memory reading strategy has the mean score of their reading achievement and there is no different effect between high and low student memory reading strategy on their achievement. The mean score of high student memory reading strategy was 66.14. And 71.05 for student low score of memory reading strategy. And for the different effect, the sig (2-tailed) was .241 > 0.05 so the researcher can conclude that there is no significantly different effect between high and low student memory reading on their achievement.

According to the conclusion, there are some suggestions proposed of the study. The suggestions are mainly address to the future research and English teacher. This was conducted with high and low student memory reading strategy students from the English major of UNISMA and the scope was limited for second year student or fourth semester. Future researcher can use this research as the consideration of literature for their study with other subject variables such as from other faculty, other semester or Scholl. The future researcher also can use other reading strategies such as social strategies, effective strategies and others than measure its contribution to language achievement.

For the English teacher need to give explanation and treat students how to use memory reading strategies, so students not only use reading strategies but also how to use the strategies and condition under which the strategies should be used. There are some points that have to be attended by future researcher. First, the sample of this research was small so it will be better to take large sample in nest research. Second, this research only used two instrument so it will be better the future researcher add more instrument to get more data.

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