

Familiarizing Students with a Friendly Learning Activity in Enriching English Vocabulary: Memorization Technique

Khadijah Maming¹, Amir Patintingan¹, Sianna¹, Delfiana¹

¹Universitas Muhammadiyah Parepare, Indonesia

*Correspondence: khadijahmaming@gmail.com

ABSTRACT

In learning English, we must apply appropriate techniques to master it. One of the techniques used is memorizing vocabulary. The more vocabulary we memorize, it will be easier for us to use the language in communicating. There are many methods that we can use depending on how the learning way is suitable for those learners. One of the learning techniques that is recommended to be applied is the memorization technique. But, based on the observations of researchers at SMP Negeri 2 Parepare, researchers found several problems in students' vocabulary mastery. One of the problems is the students still do not know various kinds of vocabulary such as adjectives, nouns, verbs and adverbs, and how to arrange them in a sentence. This study aims to know the impact of memorization technique in enriching students' English vocabulary. In this study, the researchers applied a mixed method with a one-group class pretest and posttest design. The researchers took one class as a sample where the number of students was thirty students. The results of the data analysis showed that the memorization technique provided positive impacts on students' English vocabulary. This is evidenced by the N-Gain test that aimed to see the effect of the treatment given, showing that there are four students in the high category, there are nineteen students in the current/medium category, and there are seventeen students in the low category. In addition, the most of students responded memorization technique positively. It can be said that the memorization technique, can improve the vocabulary mastery of students at SMP Negeri 2 Parepare.

ARTICLE HISTORY

Published June 1st 2023



KEYWORDS

Learning English; Memorization Technique; Positive Impact; Vocabulary.

ARTICLE LICENCE

© 2023 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

Various efforts have been made by the government to advance education in Indonesia, including education in Junior High School (SMP) which is marked by the issuance of various laws and regulations as the basis for making change and improving the quality of education. This is one of the benchmarks for measuring the success of education in the future.

Language education has a very big role for the preparation of quality Indonesian's human resources (Rahman & Weda, 2019). Nowadays, it is required not only mastering Indonesian but also other languages that are useful for community development and also as a means of communication that can be used across nations (Weda et al., 2021; Tahir et al., 2018). Thus, efforts are needed to advance individuals and society through mastery of various kinds of linguistics, including English (Said et al., 2021; Hasnia et al., 2022).

The existence of English Education is on the one hand has a very important position in the national educational system. This is indicated by the fact that based on the Education Unit Level Curriculum, one of the goals of English in SMP and MTs is to develop communication which includes listening, speaking, reading, and writing. These four competencies are expected to be able to prepare and equip SMP or MTs students to later continue to the next level of education and also to prepare themselves when they enter MA or SMA, just hone and repeat.

English education must be able to create a competitive advantage in order to win the competition in the era of globalization. In this era, the rapid development of technology and communication makes distance not an obstacle to getting information from various parts of the world (Riski et al., 2018; Andini et al., 2021). Therefore, foreign languages, including English, are important. It is important to know that by learning a foreign language, we have become more aware of and appreciate how rich our language is (Lee & Stephens, 2020).

Thus, it is increasing clearly that mastery of foreign languages, including English, is a very urgent matter. Therefore, mastery of English is an important requirement for the success of students. This is intended so that students can respond proactively to various developments in information, science and technology. To learn English, special skills are needed because learning English will experience various problems that must be faced, both in terms of vocabulary mastery in learning English (Sukmawaty et al., 2022; Andini et al., 2022).

In general, teaching vocabulary is not an easy thing. There are many difficulties in teaching vocabulary. Students who have limited vocabulary will have difficulty understanding the meaning of words. They think that learning English is difficult, because the meaning, spelling, and writing are not the same (Simamora & Oktaviani, 2020). In addition, students also lack motivation in learning English. To overcome the learning difficulties of students, an appropriate method is needed to improve the mastery of English vocabulary.

In learning English, we must use methods to master it. One of the methods used is to memorize vocabulary. The more vocabulary we memorize, the easier it will be for us to use the language in communicating. But not only the memory method can improve our language learning but there are still many methods that we can use depending on how the learning or learning model is suitable for the person.

Memorizing is an active effort to enter information into the brain. According to Kuswana (2012) memorization is retrieving relevant knowledge stored in long-term memory. The ability to memorize is also defined as the ability to move reading material or objects into memory, store them in memory and reveal them back to the subject in memory. Keep in mind that the human brain is divided into 3 parts, namely the right brain, left brain and midbrain. While the ability to remember and memorize is done by the left brain. Memorizing is an active effort to get information into your brain. Memorizing can also be said as an activity to absorb information into the brain that can be used in the long term. In the process of memorizing. Students are faced with material that is usually presented in the form of language that has meaning. For example, the letters of the alphabet, language, vocabulary and numbers. In the process, students are greatly helped in memorizing.

But in fact, based on the observations of researchers at SMP Negeri 2 Parepare, researchers found several problems in students' vocabulary mastery. First, students still do not know various kinds of vocabulary such as adjectives, nouns, verbs and how to arrange them in a sentence. Second, the students' have less practice their vocabulary. By using the memory technique as expected, it is expected to be able to overcome problems to improve students' mastery of English vocabulary, so that students can use vocabulary in every aspect of language.

This study formulated to know the effects of memorization technique implementation in improving the students' vocabulary mastery and to obtain the data regarding the students' perceptions on the implementation of memorization technique in improving their vocabulary mastery.

In this research, the researchers refer to previous researches that is relevant to the current research. The following are some relevant research results that are used as study material for researchers. Purnama (2021) has conducted animation movie to improve students' vocabulary, this is one of the effective media used in teaching and learning vocabulary for beginner level students. The students showed very positive responses toward this media. While studying and learning process, they looked enthusiasm, quiet, happy, and relax.

Furthermore, Agustiono & Rizal (2021) has conducted memorizing multi senses technique to improve students' vocabulary. Students' achievements from both groups have different achievements. After passing the pre-test, treatment, and post-test, the students in the experimental group had improved its score high. While in the control group, student achievement scores in the mastery of vocabulary are still low. It is indicating that there are significant differences in the achievement of vocabulary achieved by students who have been using memorizing multi senses technique.

In line with Agustiono's research, Hasibuan (2021) has conducted teaching vocabulary by using word square method to improve students' vocabulary, based on the result of the research, it could be concluded that teaching vocabulary by using word square method could improve the students' vocabulary mastery, especially for students in Grade Seven at MTsN Sibuhuan.

In addition, Bahri (2021) has conducted the word memorization method using a handbook to improve students' vocabulary in MAN 2 POSO. Vocabulary achievement through memorization method using a handbook can improve students' vocabulary, particularly in verbs at the tenth grade of MAN 2 Poso. It was proven by the students' mean score improvement from pre-test to post-test. It means that there was a significant difference. Manoppo et al., (2020) has conducted mimicry memorization method to improve students' vocabulary, the result of this research shows that the

scores of the students in the post-test are higher than the students' scores in the pretest. Therefore, the result of this research shows mimicry memorization method is suitable to use in helping the students to improve their vocabulary.

Based on some of the studies previously stated, it can be concluded that the right method in improving vocabulary mastery is effective in improving learning outcomes, and, therefore in this study the researchers wanted to examine vocabulary mastery by using the memorization technique to improve student learning outcomes. The difference between the research that has been conducted and the research described above is in the context of collaboration between other methods that can support students' memorization ability.

2. Methodology

The research design used a mixed method one group pretest posttest design. This design involves one group being given a pre-test (O), given treatment (X) and given a post-test. The success of the treatment was determined by comparing the pre-test and post-test scores.

O1 X O2

Figure 1. Design One Group Pretest Posttest

(Sugiyono, 2017)

In this section, the researchers conducted vocabulary tests to determine the students' ability in English words. The tests are given in the form of a vocabulary test containing twenty numbers. These twenty numbers of questions consist of ten multiple choice questions and ten words match questions. After giving the treatment, the researchers conducted a post-test. The tests were given in the form of a vocabulary test that consist of twenty numbers, which were the same as the pre-test, this is in accordance with the results of their memorization, but the researcher took the vocabulary randomly. The post-test given to see the effectiveness of using the word memorization technique. The post-test was used measure how deep the students understand the vocabulary and to measure the students' interest after using the word-through technique of memorization.

3. Result and Discussion

Based on the results of the pretest and post-test of students' ability in memorizing English vocabulary using the memorization technique as well as the questionnaire result. By using these research instruments in collecting the data, the researchers can describe that the application of the memorization technique in improving vocabulary mastery was rated as effective, so the researchers describe the findings as follows.

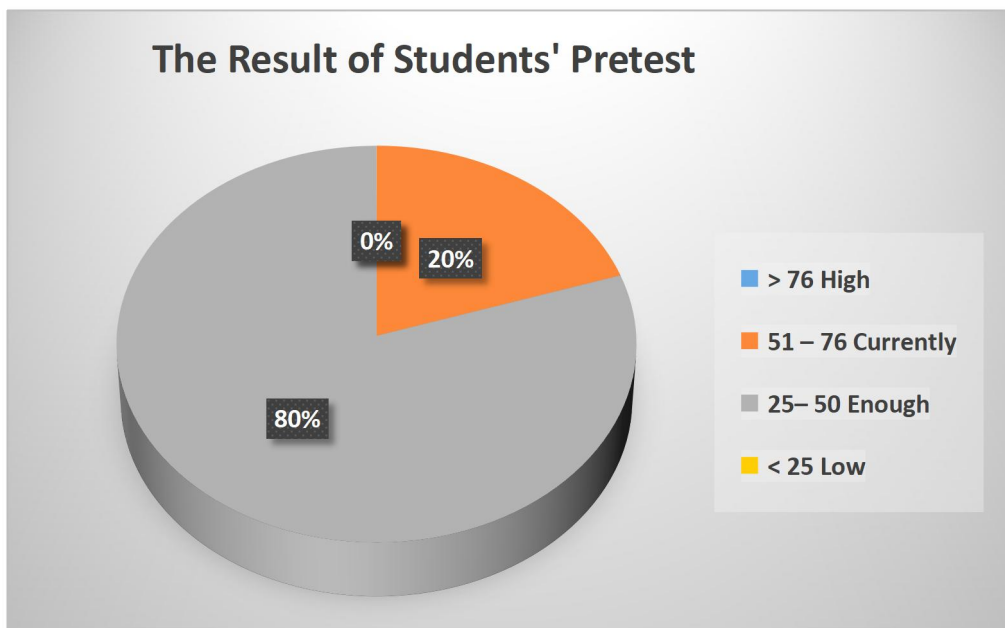


Figure 1. The Result of Students' Pretest

Based on figure 1, it can be seen that the number of students in the high category was 0 student, in the currently category as many as six students with a percentage of 20%, in the enough category as many as twenty-four students

with a percentage of 80%, and there was no student in the low category. The KKM (minimum completion criteria) score for English subjects at SMP Negeri 2 Parepare is 70. So, it can be said that before the researchers gave treatment the test scores obtained on average were below the KKM (minimum completion criteria) English subjects that had been set by SMP Negeri 2 Parepare.

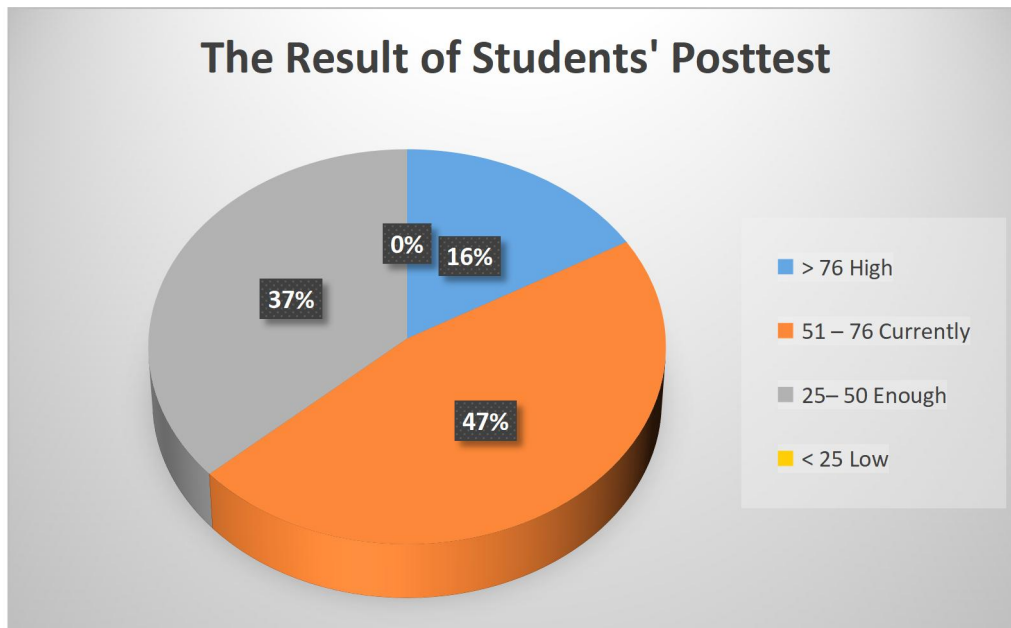
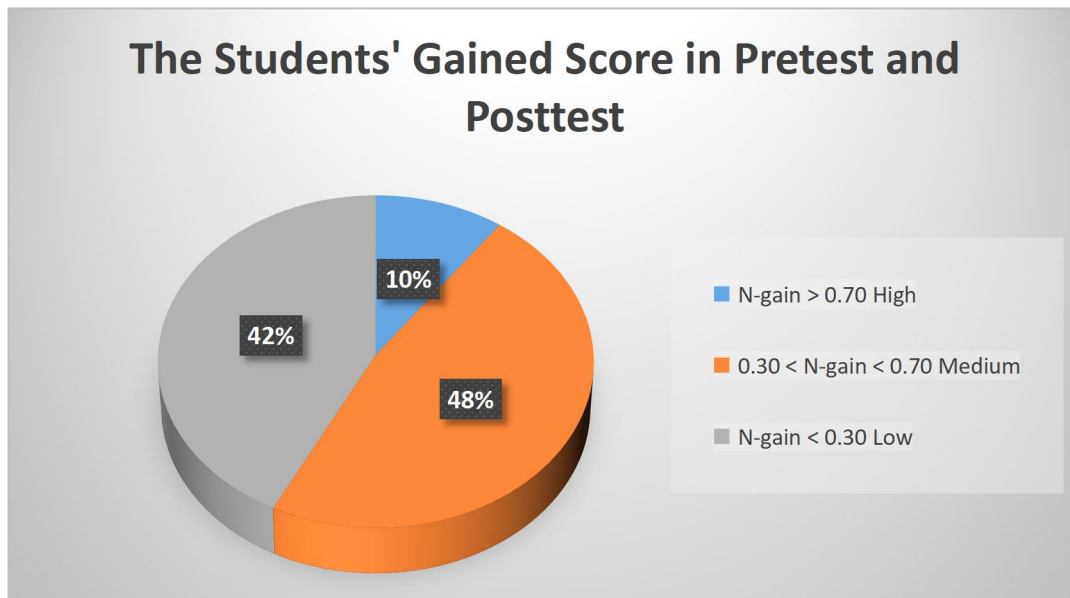


Figure 2. The Result of Students' Posttest

Based on figure 2, it can be seen that the number of students who in the high category there were five students with a percentage of 17%, students who were in the currently category as many as fourteen people with a percentage of 46%, students who were in the enough category as many as eleven students with a percentage of 37%, and there was no student in the low category. This indicates that after the researcher taught using treatment to students by making the habit of memorizing English vocabulary such as verbs, adjectives, nouns, and adverbs, it could improve student learning outcomes. The KKM (minimum completion criteria) score for English subjects at SMP Negeri 2 Parepare is 70. So it can be said that after the researcher gave the treatment the test scores obtained on average were above the KKM (minimum completion criteria) set by SMP Negeri 2 Parepare.



Based on figure 3 above, it can be seen that there were four students in the high category, nineteen students in the medium category and seventeen students in the low category. So that, the researchers conclude that students'

English vocabulary mastery can increase if they were given the habit of memorizing verbs, adjectives, nouns and adverbs periodically or gradually.

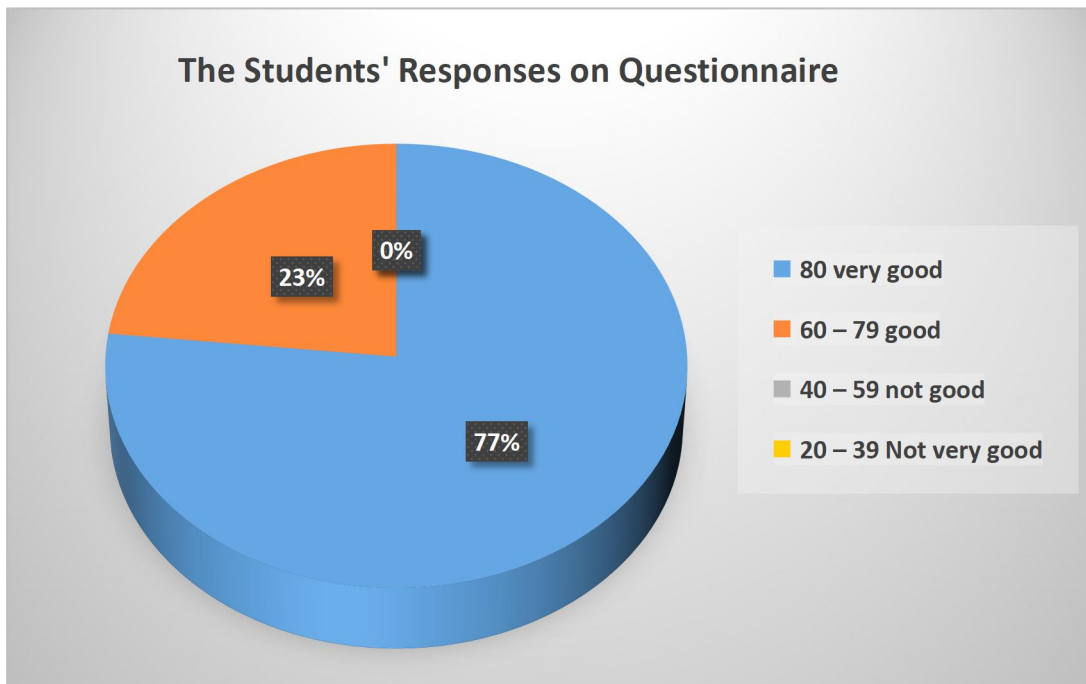


Figure 4. The Results of Students' Response on Questionnaire

Based on figure 4, it can be seen that the students' responses to the English vocabulary mastery through the memorization technique showed that there were twenty-three students in the very good category, and seven students in the good category. So, it can be concluded that using the method of memorizing English vocabulary can improve students' abilities and the results of the responses showed positive results from student responses regarding the technique that have been used.

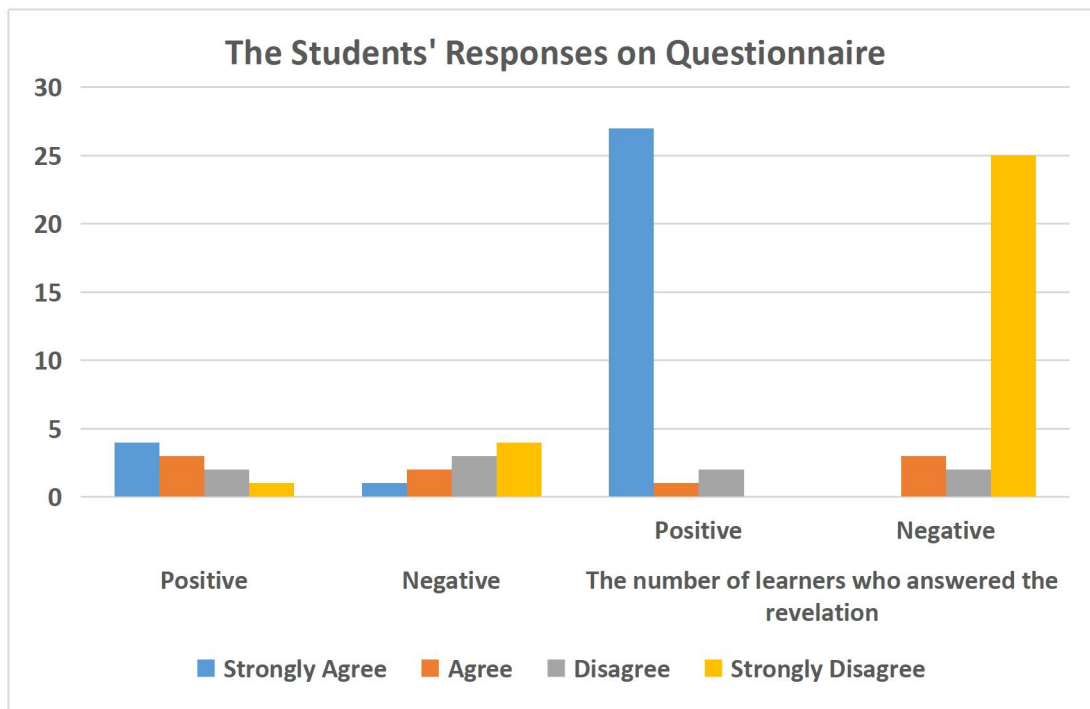


Figure 5. The Result of Students' Response to Vocabulary Mastery by Using the Memorization Technique

Based on figure 5, it showed that there were twenty-seven students who responded positive statement and nothing people who responded negative statement in term of alternative answers of strongly agree. Then, there is one student who stated positive statement and three people who stated negative statement in term of alternative answers of agree. Besides, there were two students who said positive statement and two students who said negative statement on alternative answers strongly disagree. There was no student who responded positive statement and twenty five students who answered negative statement in the alternative answer strongly disagree with a total number of students as many as thirty students.

Table 1. The Results of Interview with Students

A. Response of Respondent 1

No	Question	Responses
1.	How do you describe your ideas regarding the teaching and learning English vocabulary by using memorization technique?	That is very good because by memorizing English vocabularies, we can make English sentences easily.
2.	Does memorization technique make you prefer studying English?	Yes, because the more we know English vocabularies, the more we can make English sentences as well as we can produce English expressions orally.
3.	According to your idea, is it comfortable if you learn English by using memorization technique?	It is comfortable, because we were not forced to memorize the vocabularies. However, if we memorize many vocabularies, the more we obtain knowledge. On the other hand, if we do not memorize many words, so that we also obtain limited vocabularies.

B. Response of Respondent 2

No	Question	Responses
1.	What do you think about teaching and learning English vocabulary by using memorization technique?	By using memorization technique, it can improve my English vocabularies and correct my English sentences.
2.	Does memorization technique make you prefer studying English?	Memorization technique is very effective in enhancing my English vocabularies so that I do like this learning technique.
3.	According to your idea, is it comfortable if you learn English by using memorization technique?	It is very comfortable because we enjoy the learning process as well as help us that usually feel flustered in expressing our vocabularies. So that, we are able to be free in expressing our thought.

C. Response of Respondent 3

No	Question	Responses
1.	What do you think about teaching and learning English vocabulary by using memorization technique?	The teaching and learning process by using memorization technique is very good to implement because by memorizing vocabularies saved in our brain, it will be always remembered through the stimulus.

2.	Does memorization technique make you prefer studying English?	Yes, it is certainly. Memorizing activity is one of ways in increasing the students' interest in learning English.
3.	According to your idea, is it comfortable if you learn English by using memorization technique?	It is comfortable because when we memorize, we can get the new vocabularies and make our thought works effectively. It is caused by memorizing activity in our brain.

D. Response of Respondent 4

No	Question	Responses
1.	What do you think about teaching and learning English vocabulary by using memorization technique?	This memorization technique is one of good ways to develop or enrich my English vocabularies.
2.	Does memorization technique make you prefer studying English?	The use of this technique makes me know more new English vocabularies so this learning technique supports me interested in learning English.
3.	According to your idea, is it comfortable if you learn English by using memorization technique?	It is pretty fun because this learning technique is easy to do.

E. Response of Respondent 5

No	Question	Responses
1.	What do you think about teaching and learning English vocabulary by using memorization technique?	By using this memorization technique, ease us to remember and understand vocabularies effectively.
2.	Does memorization technique make you prefer studying English?	Yes, it makes the English learning more interesting.
3.	According to your idea, is it comfortable if you learn English by using memorization technique?	It is pleasant because do not feel bored during the teaching and learning process. It familiarizes us to memorize everyday the vocabularies as much as possible.

Based on the results of the interview with students, it can be concluded that students enjoyed the memorization technique used because students were able to improve their perception vocabulary mastery. This interview also aims to obtain more accurate information about students' perceptions on the implementation of memorization technique in improving their vocabulary mastery.

Learning English, especially English vocabulary mastery that has been carried out by teachers so far, has been good, but in the learning process students were still less enthusiastic and play a passive role in learning. Teachers still use methods that focus on teachers not on students, so students were not able to develop their creativity in the learning process. By utilizing the student-centered memorization technique in learning activity, it can make students improve their English vocabulary mastery, where the teacher provides examples in pronouncing vocabulary so that students were able to pronounce English vocabulary correctly and precisely.

Before the researchers gave treatment, the research showed that there were 20% of students in the medium category and 80% of students in the less category. When learning takes place, students are less enthusiastic in learning

English vocabulary mastery. Seeing this, the researchers tried to improve the English vocabulary mastery of the students of SMP Negeri 2 Parepare by using the memorization technique.

After the pretest, the researchers gave treatment to the students. In this treatment, students were given vocabulary paper to memorize at home, on paper and have it written down along with its translation and type of vocabulary, such as adjectives, verbs, nouns, and adverbs. Then the researcher was read the vocabulary first after that the students follow it, this is done to make it easier for students to read and how to pronounce the vocabulary. In this study, researchers conducted 4 (four) face-to-face meetings, in each meeting students were asked to memorize vocabulary at home with the amount of vocabulary memorized as many as thirty items. In the next meeting, each student deposited their memorization in the form of video recordings or verbally in front of the class, at the end the researcher gave another 30 items of vocabulary to be memorized at home, this activity lasted for four meetings.

From the explanation stated previously, the ability to master English vocabulary of class VIII students of SMP Negeri 2 Parepare has improved after being given treatment, this can be seen in data table 2 that reveals the students' result on posttest. The ability of students' vocabulary mastery can improve because it is influenced by habituation factors, where students were trained to memorize the vocabulary of verbs, adjectives, nouns and adverbs consistently. This is in line with research Agustiono & Rizal (2021) has conducted memorizing multi senses technique to improve students' vocabulary. Students' achievements from both groups have different achievements. After passing the pre-test, treatment, and post-test, the students in the experimental group had improved its score high. While in the control group, student achievement scores in the mastery of vocabulary is still low. It is indicating that there are significant differences in the achievement of vocabulary achieved by students who have been using memorizing multi senses technique.

Then, the research results obtained are also in line with the research has conducted by Sianturi (2021), the teaching vocabulary by using word square method to improve students' vocabulary, based on the result of the research, it could be concluded that teaching vocabulary by using word square method could improve the students' vocabulary mastery, especially for students in Grade Seven at MTsN Sibuhuan, and also which is done by Bahri (2021) has conducted the word memorization method using a handbook to improve students' vocabulary in MAN 2 POSO. Vocabulary achievement through memorization method using a handbook can improve students' vocabulary, particularly in verbs at the tenth grade of MAN 2 Poso. It was proven by the students' mean score improvement from pre-test to post-test. It means that there was a significant difference. And in line with the research conducted by Manoppo et al., (2020), mimicry memorization method to improve students' vocabulary, the result of this research shows that the scores of the students in the post-test are higher than the students' scores in the pretest. Therefore, the result of this research shows mimicry memorization method is suitable to use in help the students to improve their vocabulary

Based on the research implementation process that has been carried out in learning English vocabulary mastery using the memorization technique, it provides a fairly good improvement for students in terms of vocabulary mastery. This proves the achievement of learning objectives in mastering English vocabulary. In the research conducted after the use of the memorization technique in the implementation of vocabulary mastery learning, students became more active in participating in learning.

Learning English using the memorization technique makes students practice reading over and over and then memorizing it. This proves that reading that was done continuously can improve the ability to memorize and understand children's reading content such as understanding the meaning of memorized vocabulary. In this case, the teacher gives an example of reading the correct vocabulary and emphasizes conveying the meaning of the vocabulary. Giving examples in pronouncing these vocabulary words makes children more mastery of English vocabulary. Students can pronounce the existing vocabulary well, are able to translate simple vocabulary, and can show the vocabulary of verbs, adjectives, nouns and adjectives.

Based on the results of the research and discussion, it can be concluded that the use of the technique of memorizing English vocabulary can improve students' abilities and the response showed positive results from the responses of students regarding the technique that has been used, and the results of the interview above, it can be concluded that students really like the method used because students are able to improve their perception vocabulary mastery.

4. Conclusion

The implementation of the memorization technique can improve students' vocabulary mastery at SMP Negeri 2 Parepare. This is evidenced by the N-Gain test to see the effect of the treatment given, showing that there are four

students in the high category, there are nineteen students in the medium category, and there are seventeen students in the low category. Students' perceptions on the implementation of the memorization technique in improving English vocabulary mastery at SMP Negeri 2 Parepare showed positive results. The students were asked to choose answers from the questionnaire given, as for the answer choices, namely: strongly agree, agree, disagree, and strongly disagree, and the results of the interview above, it can be concluded that students enjoyed the process of memorization technique used because the most of students have significant improvement on their English vocabulary mastery. In addition, the most of them also provided their positive responses on the application of memorization technique in learning English vocabulary.

References

- Agustiono, R., & Rizal, S. (2021). Improving Student's Vocabulary Mastery Through Memorizing Multi Senses Technique. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 2(3), 365-373. <http://Ejournal.Karinosseff.Org/Index.Php/Jadila/Article/Download/201/202>
- Andini, C., Yassi, A. H., Sukmawaty. (2021). The Use of Honorifics in English and Buginese with special Reference to Bone Language: A Comparative Study. *International Journal of Innovative Science and Research Technology*, 6(7), 873-877.
- Andini, C., Sosrohadi, S., Fairuz, F., Dalyan, M., Rahman, F. F., & Hasnia, H. (2022). The Study of Japanese Women in the Facial Treatment Advertisement: A Semiotics Perspective of Pierce's Theory. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(2), 337-347.
- Bahri, S. Y. A. M. S. U. L. (2021). *Improving students' vocabulary achievement through the word memorisation method using handbook in MAN 2 POSO*. Unpublished Undergraduate Thesis). Retrieved on October, 20, 2020. https://Digilibadmin.Unismuh.Ac.Id/Upload/13377-Full_Text.Pdf.
- Hasnia, H., Andini, C., Tahir, M. D., Hunaeni, H., Zulfikariandi, Z., & Muslimin, M. T. (2022). The Ability of 1st Class Students of SMAN 11 Enrekang to Arrange Verbal and Nominal Sentences. *ELS Journal on Interdisciplinary Studies in Humanities*, 5(3), 539-550.
- Hasibuan, A. A. (2017). *Improving the Students' Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara). <Http://Repository.Uinsu.Ac.Id/2678/1/Cover%20.Pdf>
- Kuswana, W. S. (2011). *Taxonomy of Thinking*. Bandung: Rosdakarya Youth.
- Lee, O., & Stephens, A. (2020). English learners in STEM subjects: Contemporary views on STEM subjects and language with English learners. *Educational researcher*, 49(6), 426-432.
- Manoppo, E. C., Rares, H., & Posumah, J. (2021). IMPROVING STUDENTS' VOCABULARY BY USING MIMICRY MEMORIZATION METHOD. *Journal of English Language and Literature Teaching*, 5(2). <http://Ejournal.Unima.Ac.Id/Index.Php/Jellt/Article/View/2457>.
- Purnama, H. M. (2021). *A Semiotic Analysis of Hala Movie* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Rahman, F., & Weda, S. (2019). Linguistic deviation and the rhetoric figures in Shakespeare's selected plays. *XLanguage" European Scientific Language Journal"*, 12(1), 37-52.
- Riski, H., Rahman, F., & Sadik, A. (2018). Improving the Students' Speaking Ability Through Silent Way Method at SMU Negeri 12 Makassar. *Jurnal Ilmu Budaya*, 6(2), 303-312.
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities at Faculty of Teacher Training And Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(08), 388-403.
- Sianturi, F. G. (2021). *Using Word Square Technique to Improve Students' Vocabulary Mastery to the Eighth Grade Students of SMP Methodist 1 Palembang* (Doctoral dissertation, 021008 Universitas Tridianti Palembang).
- Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie?: a strategy of English Education students to improve english vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.
- Sugiyono. (2017). *Educational research methods quantitative, qualitative, and R&D Approaches*. Bandung: Alfabeta.

- Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 Pandemic and Axiology of Communication: A Study of Linguistic Phenomena. *IJISRT*, 7(4), 1079-1087.
- Tahir, D., Rahman, F., & Rahman, A. (2018). The Study of Buginese Reciprocal Verb in the Boegineesche Chrestomathies Manuscript. *Am. J. Humanit. Soc. Sci. Res*, 2(08), 48-54.
- Weda, S., Atmowardoyo, H., Rahman, F., & Sakti, A. E. F. (2021). Linguistic aspects in intercultural communication (IC) practices at a higher education institution in Indonesia. *Eroupean Language Scientific Journal*, 14, 2-6.