

## INVESTIGATION MEMORY LEARNING STRATEGY USED BY STUDENTS' VOCATIONAL SCHOOL AS ENGLISH FOREIGN LANGUAGE

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**Abstract** : The focus of this study was to determine which memory strategy was more frequently used by students at SMK N 4 Semarang. This study involved 35 students from class 12 building engineering 3. A descriptive qualitative technique with a questionnaire survey was used to collect data from 35 students of SMK N 4 Semarang who completed the first nine questions of the Strategy Inventory for Language Learning (SILL) questionnaire and a Background Characteristics survey. According to Miles dan Huberman (1994), believes that in qualitative data analysis, actions are carried out interactively and constantly until the data is saturated. The absence of new data or information is a measure of data saturation. The research process includes three concurrent streams of activities: data reduction, data display, and drawing conclusions/verification. The outcomes of the study demonstrate that how English is used in practice influences how well it is acquired. The findings showed that memory strategy most frequently used by the students was I use rhymes to remember new English words or I physically act out new English words. As a result, teachers should consider this and engage with students to encourage and expand understanding of the benefits of using memory strategies successfully when studying English as a foreign language.

**Kata Kunci** : Memory Strategy, Vocational School, SILL, EFL



## INTRODUCTION

Modern foreign language education regards students as individuals, focuses on their needs, and is concerned with how language teachers provide foreign language courses. Simultaneously, researchers observe methods of obtaining knowledge and good practices that are typical of effective learners. It should be emphasized that today's youthful employees are always required to improve their abilities and expertise. Based on Mayalisa et al., (2023), English is an international language that is widely used around the world, particularly in Indonesia, to connect with individuals from diverse countries. As a consequence of this, the primary objective of tertiary level education would be to ensure that students possess the necessary skills and mindset to engage in lifelong learning beyond their graduation. In English as a foreign language teaching it will provide information on the use of English learners in Vocational Studies, with the goal of strengthening English learning for non-native speakers of the language, and taking into consideration the frequency and appropriateness of use in order to successfully increase students' learning autonomy. Susanto & Yosephine (2019), the instructional material should highlight the life skills that students require to deal with career and job difficulties. By introducing effective learning approaches and supporting students in adopting effective learning habits, it is proposed that the duration of the learning process can be reduced, learning can become more attainable, and students can successfully achieve their objectives. However, most students achieve below-average English outcomes based on the learning process in class; they report that when studying English, it is easy to forget, making what has been learned difficult to recollect. These studies also aimed to characterize and categorize strategic behaviors, with the aim of establishing a connection between those strategic behaviors and language proficiency. Furthermore, through instructing students in effective learning strategies, we can equip them with a set of valuable learning resources. Ultimately, this can enhance their self-awareness, foster independent learning skills, and cultivate a sense of accountability for their educational outcomes.

Language learning methodologies were also applied by engineering students at SMK N 4 Semarang, with some beneficial results in inspiring pupils to study English. In Zare's (2011); (Sukyung, 2021); (Cano, 2009). Then Oxford (1990); research, the early investigations in language learning were primarily focused on observing and recording the observable actions of language learners. Language learning strategies (LLS) refer to deliberate actions employed by language learners to facilitate the process of acquiring, retaining, and applying new information. According to . Yosephine et al., (2018), students frequently complain about continually learning and forgetting new terms. When language learners perceive that they have a task or a problem to address, they will employ their metacognitive, cognitive, or soial/affective strategies to attend to the language-learning activity describe Learning strategies were identified as direct and indirect. Memory methods, cognitive strategies, and compensatory strategies are all examples of direct strategies. Indirect strategies, on the other hand, include metacognitive techniques, affective strategies, and social strategies. Language learning strategies are defined as the specific acts and behaviors that learners utilize consciously or accidentally to support the development of student second abilities. As defined by Griffiths (2004); Chamot (1987); Abassi, (2019) Language learning strategies, are carefully selected techniques to addressing specific challenges in language acquisition within a given environment. Furthermore, learning strategies are the ideas and activities that people utilize to achieve a learning goal. The main objective of LLS is to provide learners with the skills they need to become self-sufficient, allowing them to direct and manage their own learning. Language learning strategies are as ideas, behaviors, attitudes, or emotions that correlate

to a person's cognitive or learning style. These strategies are designed to make it easier to learn and understand new words and phrases in a foreign language. Language learning strategies, according to Oxford (1996), are distinct activities, behaviors, procedures, or approaches that enable language learning to become more independent and successful in novel learning circumstances. Methods for learning languages can also be defined as "conscious actions carried out by the student in order to acquire knowledge, memorize, remember the memorized information, and use this information, as well as specific activities, actions, and techniques used by the student to develop his/her skills in the learning of a foreign language." (Oxford, 1996; Oxford et al., 2004). This is significant because no one understands their learning style better than they do, allowing learners to pace themselves appropriately. Adan & Hashim, (2021).

Memory Learning Strategy has been presented by researchers as an effective strategy for overcoming the problems of learning English as a foreign language. According to Schmitt and Schmitt (2014), memory language strategies are essential for language acquisition because they involve storage, retrieval, and use of information in long-term memory. They further argued that the effectiveness of these strategies depends on learners' cognitive abilities, motivation, and metacognitive awareness. Memory strategy is employed in an academic setting to assimilate new knowledge. Memory strategies are thought to be beneficial for learning and memorizing new terms. In educational environments, students use memory strategies to retain or remember information. Long-term memory requires elaboration, mental imagery, mnemonics, organizing, and practice. The human mind, as stated by Oxford (1990), has the capacity of storing trillions of bits of knowledge, but only a percentage of this data may be accessed unless learners adopt memory methods. Memory strategy consists of four components: creating mental linkages, using images and music, appropriately analyzing, and acting. In accordance with Wasilewska (2012) memory strategies include grouping, pairing, and generating meaningful maps. When learners have few details, they may compensate by guessing or inferring from the context. Memory is critical for educators, not just for their personal well-being as they age and are concerned about memory loss, but also for the role memory plays in the teaching/learning process. (Banikowski, 1999). Memory is the only indication that something or anything has been learnt for educators.

Indonesia offers a diverse range of languages based on area and ethnicity. English is one of the school subjects taught during the learning stage. It is not the case in countries where English is taught as a second language. In Indonesia, English is presented and learned as a foreign language. Indonesian vocational high schools, for example, require pupils to learn English. English was provided as a provision for students to face the world of work after graduation, particularly at SMKN 4 Semarang. It is crucial in vocational schools to teach English in a way that is relevant to students' future careers. Brinton et al. (2012) explain that "vocational English is designed to help students communicate effectively in English in their specific vocational fields". The Indonesian government has acknowledged English as one of the most essential worldwide communication languages since its independence. It is critical in vocational schools to teach English in a way that is relevant to students' future careers. Sungbatomis (2017), claimed in today's globalized world, teaching English as a Foreign Language at vocational schools is becoming increasingly crucial. English is taught and utilized as a foreign language in Indonesia. This means that English language skills taught at vocational schools are targeted to the requirements of students' future occupations.

This paper provides an overview of the issue of language learning methodologies. The aforementioned techniques are widely assumed to have accompanied learning processes since the earliest moments of time. However, they were not given appropriate

attention for many years. According to Susanto et al., (2020) the expanding impact of contemporary technology on globalization in education in terms of teaching and learning activities cannot be overlooked. Previously, research on memory strategy was conducted by C Dolores, 2017. This research involved 186 students vocational school in Hungary, Italy and Spain as the subject. The research method of collecting data was used questionnaire and analyzed using google docs. The study discovered that memory strategies in vocational school are rarely used, and some students are unaware that there are some techniques for language learning. In reality, the memory strategies used in English learning effects the delivery of material. Therefore, the researcher opted to survey students' memory strategies in studying English at SMK N 4 Semarang because the researcher believes that knowing students' memory strategies will make it easier for teachers to transmit the information. The researcher wishes to use SILL Questionnaire to determine which memory strategies are most frequently employed by students at SMK N 4 Semarang. According to Kusumawardhani et al., (2017), teachers should make the teaching and learning process more interesting for students by providing relevant media that draws their attention before moving on to the actual grammar taught. As a teacher, you should pay more attention to your pupils by motivating them, complimenting them, providing them recommendations and guidance, and so on (Suwarti & Susanto, 2009). Teachers may improve students' motivation to attend class by using a novel technique or adding cutting-edge technology (Machmut et al., 2023). According to Sahalluddin et al., (2023), the success of learning outcomes is affected by the choice of an appropriate learning model. Educators are constantly striving to choose an interesting and novel learning model in order to make the learning environment more alive. Anita & Susanto, (2017) instructors play an important role in the implementation of outstanding teaching since the success or failure of the teaching and learning process can be observed in the methods that the teacher employs by selecting the appropriate teaching-learning approaches.

## RESEARCH METHOD

The study's objectives were to determine which approaches are most common among our students and to draw conclusions to help them apply learning tactics more successfully. This study used a qualitative descriptive method. According to Creswell, (2018), qualitative research is a means of exploring and understanding the meaning of individuals or groups ascribed to a social human problem. According to Miles dan Huberman (2014), believes that in qualitative data analysis, actions are carried out interactively and constantly until the data is saturated. The absence of new data or information is a measure of data saturation. The research process includes three concurrent streams of activities: data reduction, data display, and drawing conclusions/verification. It is used to explain how students employ language learning strategies.

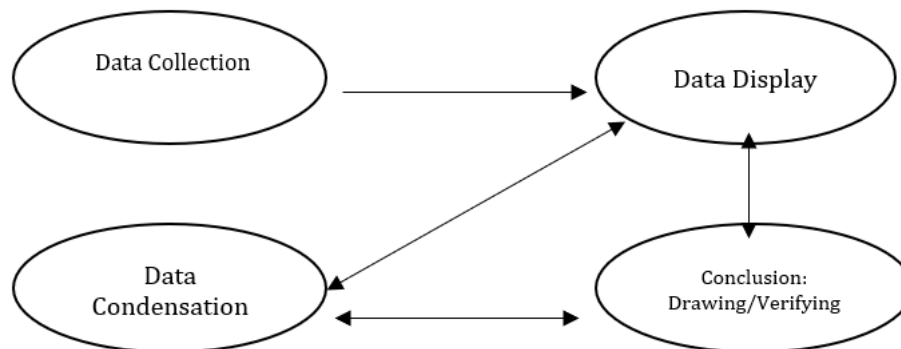
The descriptive qualitative approach is a method based on post-positivist philosophy that is beneficial for analyzing the natural condition of objects. In general, qualitative research is intended to provide real-world experience and capture meaning established in the study field through direct interaction between the researcher and the researched. Survey research, on the other hand, is a sort of research that collects data or information from a person or group based on responses to questions. Students from Building Engineering 3 SMK N 4 Semarang participated in this study. There are 35 students in the total enrollment. The memory strategy adopted by the students' questionnaire on self-inventory language learning (SILL) established by Rebeca Oxford was used to explore language learning strategies. The questionnaire consists of nine

statements of the Likert type. The questionnaire responses were examined and qualitatively described. These tests were given via Google Docs, which allowed us to get quick responses from remote responders.

**Table 1.** The Instrument of SILL

No	The question of Memory Strategies
1.	I think of relationships between what I already know and new things I learn in English
2.	I use new English words in a sentence so I can remember
3.	I connect the sound of a new English and an imagine of the word to help me remember the word
4.	I remember a new word by making a mental picture of a situation in which the word might be used
5.	I use rhymes to remember new English words
6.	I use flashcard to remember new English words
7.	I physically act out new English words
8.	I review English lessons often
9.	I remember new words or phrases by remembering their location on the page, on the board

Miles, Huberman, and Saldana (2014) hypothesis was utilized to examine the data. The diagram below:



**Figure 1:** The Component Of Data Analysis

## RESULT AND DISCUSSION

### A. Result

In order to reach our aim, we presented our pupils a series of questions to respond, as well as multiple choice responses. We also acquired background information on each participant, such as their name, age, length of English study, and motivation. To collect data on language learning approaches, we utilized the Rebecca Oxford-created Strategy Inventory for Language Learning (SILL), which was released in 1990. These evaluations were completed using Google Docs, which allowed us to swiftly receive responses from persons who were geographically dispersed. The questionnaire was completed by 35 students.

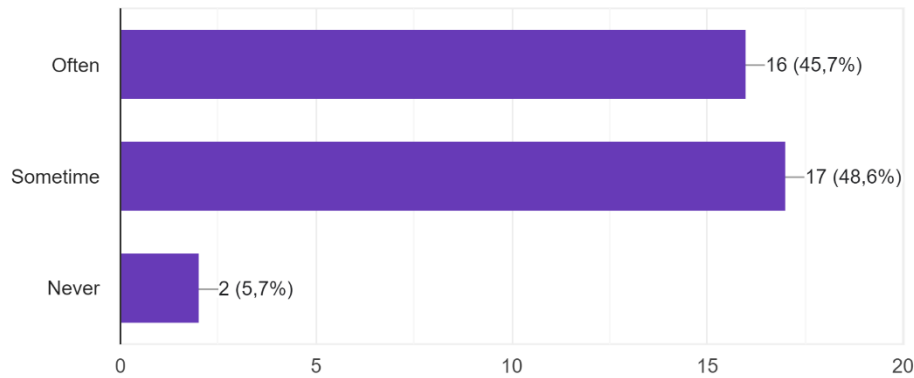
#### 1. Background Characteristic

This research was conducted in SMK N 4 Semarang. The majority of Vocational Studies participants, 70% were males. But, the female and male populations in the building department of SMK N 4 Semarang are balanced. Students were asked how long they had been studying English for. 14.3% of students study English for 6 years. As many as 8.6% of students learn English for three years, and the others 5.7% spent 9 years studying English. One of the numerous reasons people study English is because they need it for their job. (30,1%) indicated this reason, 28.9% stated they

preferred English because it was a culturally interesting language. 15.7% said they needed to learn English since many of their friends spoke it. While 14.5% they learn English because they like traveling.

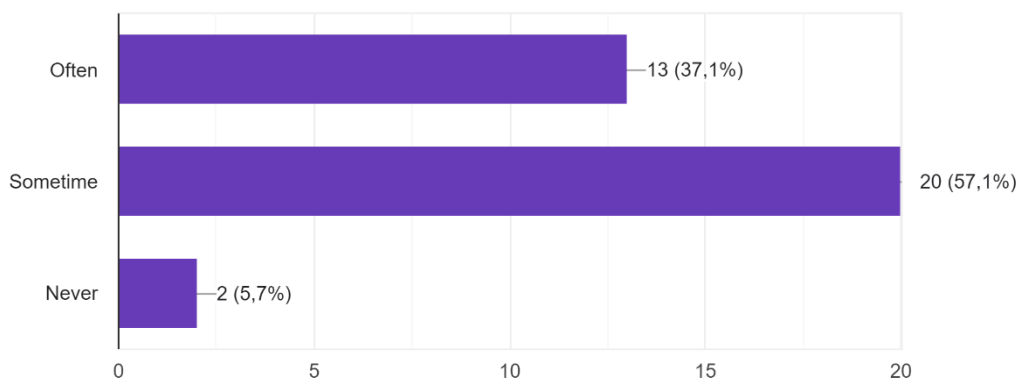
## 2. Results Of Data Collection

The researcher describes the findings of the inquiry in this part. A detailed evaluation of the SILL questionnaire and survey responses is shown below.



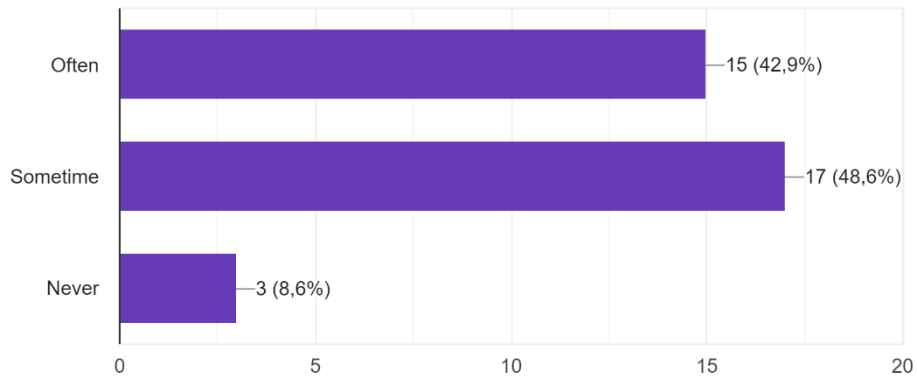
**Diagram 1.** Memory Strategies Use *“I think of relationships between what I already know and new things I learn in English”*

Two pupils (5.7%), as shown in the bar chart, never analyze the links between what they know and what they learn in English. 17 students (48.6%) stated that they occasionally consider connections between what they know and what they study in English. And 16 pupils (45.7%) say they use tactics and do this regularly.



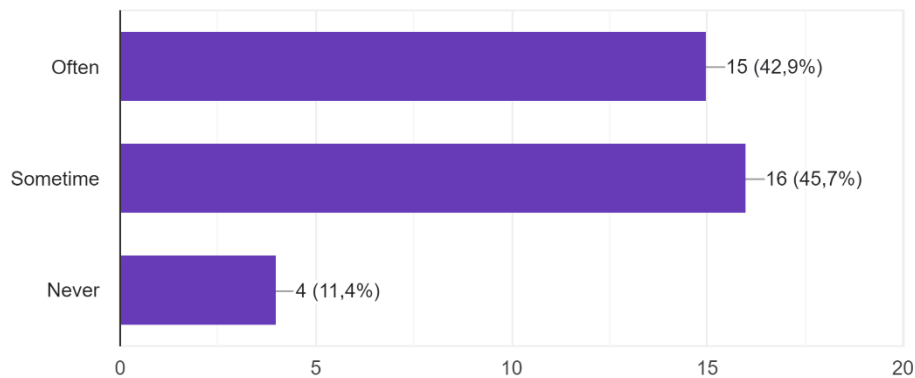
**Diagram 2.** Memory Strategies Use *“I use new words in a sentences so I can remember”*

The majority of students claimed they use this strategy on a regular basis (57.1% occasionally and 37.1% frequently). Only one student, or 5.7%, claims to never use new English words in a sentence to help them remember them.



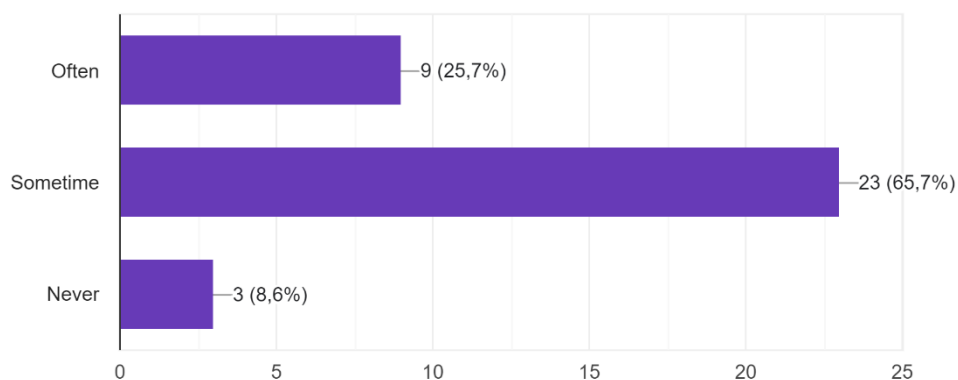
**Diagram 3.** Memory Strategies Use *“I connect the sound of a new English word and imagine of the word to help me remember the word”*

In fact, 48.6% of them admit to using it occasionally, 42.9% frequently, and 8.6% never use it.



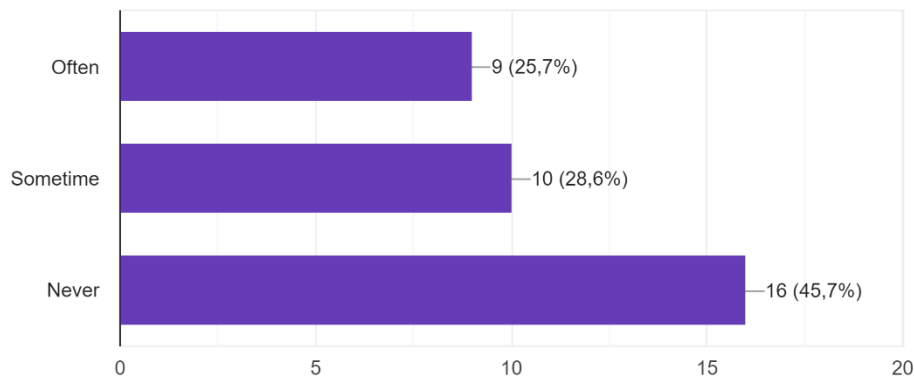
**Diagram 4.** Memory Strategies Use *“I remember a new word by making a mental picture of a situation in which the word might be used”*

To recall a new English word, the majority of these students (45,7%) or regularly (42,9%) depend on mental imagery of circumstances in which the phrase may be used. Never (11.4 percent of participants)



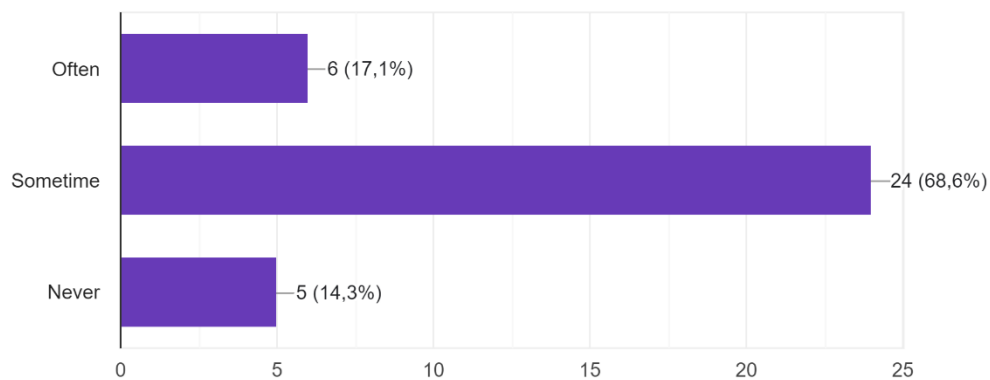
**Diagram 5.** Memory Strategies Use *“I use to remember new English words”*

This type of approach is used on occasion by English students in Vocational Studies; 65,7% utilize rhymes to help them remember English words, 25,7% and 8,6% do so regularly and seldom, respectively.



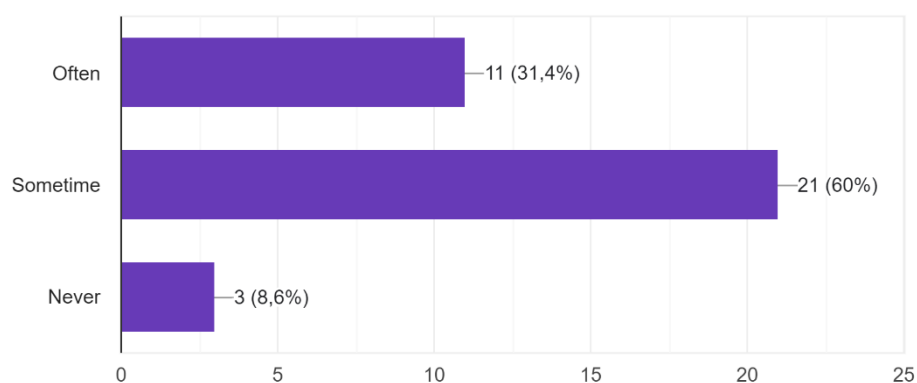
**Diagram 6.** Memory Strategies Use *“I use flashcard to remember new English words”*

This method is unpopular among poll respondents. In fact, the majority of them, 45.7%, acknowledge that they never use it, and even worse, 28.6% state that they occasionally do. This method of language acquisition is employed by 25.7% of the population.



**Diagram 7.** Memory Strategies Use *“I physically act out new English words”*

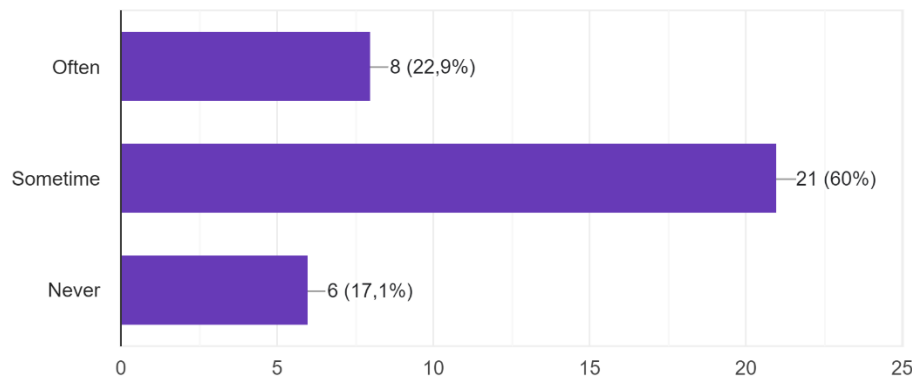
More than half of the students (68.6%) say they sometimes physically act out new English words, while 17.1% say they do so frequently. Nonetheless, 14.3% say they never utilize it.



**Diagram 8.** Memory Strategies Use *“I review English lessons often”*

Almost 60% of survey respondents said they review lessons occasionally (31%) or frequently, those who claim they never examine English classes account for 8.6% of the total.





**Diagram 9.** Memory Strategies Use *"I remember new words or phrases by remembering their location on the page, on the board"*

60% of students admit to remembering new words or phrases by recalling their location. Another 22% claim they utilize this strategy regularly when studying English, while 17.1% never do.

## B. Discussion

Students were urged to explain why they made the decision to study English. Their responses were largely motivated by the fact that they require it for their employment. They picked this response because English is the most widely spoken worldwide language, and practically everything is written in English nowadays. Following that, they are interested in studying English because they need it for travel, because they are interested in culture, seeing as they have friends who speak the language, and for other reasons such as English being the international language and because there is an English class. A majority of the participants said they needed to study English for their future employment, and they also said they needed to travel and were interested in the language. As one of the greatest vocational schools in Semarang, SMK N 4 Semarang believed that its students would be able to study abroad and continue their careers abroad. Students who believe the same way do as well. Students who use the memory strategy of generating mental links well will show increases in their second-language ability. For example, when the teacher taught conditional sentence type 2 about imagery, the students connected it to their never-happening imagery tale. As an illustration, connecting information to both students' past knowledge increases the likelihood of meeting new information and correlating it with previously known resources. By incorporating vocabulary education into both students' prior knowledge, for example, in order to create background information, these students may be able to recognize terms they meet in their lexical learning activities. Furthermore, students with an auditory learning style, on the other hand, use music, sound, rhyme, rhythm, speaking, or listening. They enhance memory by narrowing the array of available choices to those that follow the pattern you've formed.

## CONCLUSION AND SUGGESTION

The outcomes of the study suggest that how English is used in practice influences how well it is acquired. Memory methods have been demonstrated to assist language learners in integrating the language and picking up terminology, making it easier for them to recall it later in the language education process. The activity of memory strategy frequently used was use rhymes to remember new English words or physically act out new English words. Teachers should explain this concept to students since it is vital for them to engage and deploy memory language learning methods during the language

learning process. Considering the study's findings, some students confirmed the fact that they never use these tactics, and others were unaware that there are strategies for language learning such as utilizing flashcards to memorize new English words. As an outcome, teachers should consider this and collaborate with learners to encourage and increase knowledge of the positive effects associated with employing memory methods effectively when studying English as a foreign language. Researcher suggest specifically teaching learning strategies in the classroom in order to fill the hole in standard teaching methods and materials such as textbooks included an image dictionary or flashcard to create visual links.

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