



MEMORIZATION STRATEGY DURING LEARNING PROCESS: STUDENTS' REVIEW

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Abstract

The purpose of this research is to determine about how the attitude of using the memorization strategy towards students' learning activities. This research using a quantitative methods. The sample of this research were 38 students from English Education in a private university. They consist of male and female sixth-semester students. The research instrument in the form of a questionnaire obtained through google form, then the data will be analyzed using SPSS to find out how students' attitudes towards the learning strategy of memorization. The results of this study indicate that the student's attitude towards the memorization learning strategy show a positive attitude, it can be seen from the results of the questionnaire that has been filled out by the participants. According to their responses, the memorization strategy also made it easier for them to absorb lesson information. These findings can be used by teachers or lecturers to apply the memorization strategy as an effective learning strategy for the students.

Keywords: memorization strategy, learning strategy, students' attitudes

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INTRODUCTION

In Indonesia, English is a foreign language because it is not used for daily communication. (Mandasari & Oktaviani, 2018). Meanwhile according to Pustika (2021), one of the important skills that some people must master to become global citizens is English. English serves as the international language since it is widely used by most countries in the world (Pustika & Widarti, 2019). To master English, there are several language learning strategy or commonly referred to LLS, there are 6 types of strategies, they are Memorization, Cognitive, Compensation, Metacognitive, Affective, and Social strategies. Rubin and Wenden (as cited in Mattarima, 2011) state that student learning strategies as a set of ways, operations, and steps for students to absorb the information that they learn. According to Oxford (1990) language learning requires Language Learning Strategy, and LLS is very important to develop students' communicative competence and shape students into active and independent students. Meanwhile, according to Griffiths (2008), one of the influential tools to assist and support student achievement is learning strategies. Students who study foreign languages acquire the target language in many ways, both online and offline learning (Sari & Wahyudin, 2019). In education, a sign of student success can be seen from their academic achievement (Mandasari, 2020). The positive effect can be seen by the implementation of this strategy, although obstacles are also found (Pustika, 2020). From all language learning strategies (LLS), the researcher interested with memorization strategy as the research topic area because based on a sample that the researcher have studied, memorization strategy has a positive impact on students who use this strategy. Wang (2009) explained that the memorization process is a cognitive process that occurs in the human brain, before the memorization process is completed, the information must be repeated or re-examined periodically, in this way the memorization process can run well in the brain. The memorization process is a process that involves long-term memory (LTM) and short-term memory (STM). Memorization strategy has several stages of the process such as categorization, visualization, repetition, and so on. These stages are very important for the success of the memorization process and if it is carried out more deeply on each individual this memorization process will become permanent. Wang (2009) said the role of sleep in the memorization process is also very important because during

sleep the information contained in the short-term memory will be stored in the long-term memory in the subconscious process.

Each individual has their own learning style (Wahyudin and Rido, 2020). According to Little and McDaniel (2015), some students focus on abstraction rules while other students collect information about lessons by memorizing and some students do not summarize information during the learning process. Another factor that students must master when memorizing is confidence, with confidence students can easily transfer the lesson information in their brains and can use the information well. Memorizing can be done without all the pieces of information, it means that it is very possible for students that not every subject matter must be understood, but there are some materials that must be memorized in learning English.

According to Moore (2006), memorization is very useful for second language learners because they can achieve their goal of mastering a second language. Grenfella and Harris (2015) have examined students who use memorization strategy when learning a second language, and the result of the research shows that memorization strategy is very helpful for students to use a second language compared to students who do not use memorization strategy, they have difficulty hearing and pronouncing words correctly, the overall memorization strategy is beneficial in the second language learning process. The need for a memorization strategy on English language acquisition as a second language also varies according to the individuals who use it (Fitzpatrick and Wray, 2006).

The effectiveness of the memorization strategy is not the same for each student or individual, for example in terms of speaking practice students may be able to master the existing vocabulary by memorization strategy and achieving the goals of the speaking practice. Oanh and Hien (2006) have conducted research and the result is memorization strategy being able to help students and teachers in achieving course objectives, but in Oanh and Hien's research, there were several teachers who participated in the study said that the memorization strategy was not academic for the teaching system. According to Senemoğlu (2011), the learning aspects used by students will be different for each student or individual.

Meanwhile, according to Yu (2014), memorization strategies are very helpful and useful when learning English as a second language, this strategy directs students towards linguistics to gain achievement when learning a second language. According to the students, memorization strategy are beneficial for their learning activities. Although some students and teachers like the memorization strategy, in the previous research mentioned above that there are some teachers who consider the memorization strategy not very effective for learning activities.

From the sample that the researcher got, it can be observed that the memorization strategy has a positive effect on students who use this strategy, so the researcher are interested in finding out how much the effect or perceptions and attitudes of students towards the memorization strategy.

Therefore, the researcher conducted this study aimed to determine students' attitudes towards the memorization strategy. This study aims to answer the following research questions:

1. What are the effect of memorization for students?
2. How is students' attitudes towards memorization?

METHOD

In this study, the researcher used a quantitative method. Quantitative research is the research that is used to investigate social problems in accordance with hypothesis testing or theory consisting of variables measured by numbers and analyzed using statistical procedures, Naoum (2013). Meanwhile, Creswell (2003) illustrates quantitative research as a goal in nature. The researcher used this method to determine the students' attitudes towards the memorization strategy as their learning strategy. The data collection (instrument) used in this study was a LLS Questionnaire adapted from SÖNMEZ (2018), which focused on the memorization strategy.

Respondents in this study consisted of 38 female and male students of the 6th semester of English Education batch 2018 of the Faculty of Arts and Education at the Universitas Teknokrat Indonesia. The researcher distributed the Language Learning Strategy questionnaire that focused on the memorization strategy through a link that connected to the Google form on the Whatsapp group (WAG). In this study, the questionnaire consists of 3 sections, the first section consists of 5 statements about the effect of the memorization strategy on students. The second section consisted of 10 positive statements about students' attitudes toward the memorization strategy, and the last section consisted of 10 negative statements about students' attitudes toward the memorization strategy. Participants in this study filled out a questionnaire using a 4-point Likert scale starting from strongly disagree-disagree-agree-strongly agree to show how students' attitudes in using the memorization strategy.

FINDINGS AND DISCUSSION

1. Analysis of the Data

The researcher used the SPSS 18.0 application and the MS-Excel 2007 program to analyze the collected data. There were 38 respondents in this study but one of the respondent's data had to be eliminated due to incomplete data filling when filling out the questionnaire so that the total data obtained became 37 respondents.

This study aims to determine students' attitudes towards the learning strategy of memorization. Data collection using a questionnaire of 25 items. It can be seen in the table below

Table 1. Characteristics of Respondents based on Gender

Gender	N	%
Male	11	29%
Female	26	71%
Total	37	100%

In the table above (Table 1) 11 participants or 29% of the respondents were male and 26 participants or 71% of the respondents were women. These findings were taken from questionnaire data that was distributed to English Education students batch 2018.

2. The Reliability of Instrument

Cronbach's Alpha is a test on the SPSS application that determines the extent to which questionnaire items are related to each other in a study. This purpose is done to see the value of Cronbach's Alpha which determines the reliability of the data in a study.

Tabel 2. The Reliability of Instrument

Cronbach's Alpha	N of Items
.834	25

It can be seen in the table above that the Cronbach's Alpha value shows 0.834 which means that it is close to the number or value 1. That means the closer to the number 1 the Cronbach's Alpha value, the more reliable the questionnaire data used in this study, which means that the data used in this study have been proven to be reliable.

3. Findings related the effect of memorization strategy for students

In this section the researcher got the data according to the 5 items in the first part of the questionnaire which focuses on the effect of memorization strategy on students. The 5 items in the first part of the questionnaire refer to how the role and effect of memorization strategy in student learning activities. (See Table 1.3)

Table 3. Reports of the Effect of Memorization Strategy for Students

Statement		N	Mean	SD
Q1	The memorization I make makes it easier to learn while studying.	37	3,19	0,70
Q2	I prefer to learn by memorizing the most when learning a subject	37	2,95	0,81
Q3	I think we need verbal intelligence to memorize	37	3,19	0,78
Q4	I'm eager to memorize whatever it is about.	37	2,76	0,72
Q5	I memorize complex things regularly by this way I keep them in my memory.	37	3,05	0,70
Total		37	3,12	0,70

Table 3 above shows the effect of memorization strategy on students. It can be seen in Q1 which states "The memorization I make makes it easier to learn while studying" obtains a score of 3,19 with a standard deviation of 0,70. The results obtained show that Q1 indicates that the memorization strategy makes it easier for students to learn with stable and constant variations. In Q2 the mean score obtained is 2,95 with a statement "I prefer to learn by memorizing the most when learning a subject" with a standard deviation of 0,81, it can be said that item Q2 shows that the data is constant and has stable variations. For Q3, the mean score is 3,19, where the score for the standard deviation is 0,78, the same as the previous statement, this shows that this data variance is stable and constant where students usually need verbal intelligence to memorize. Turning to the statement with the lowest score is 2,76 which states that "I'm eager to memorize whatever it is about" with a standard deviation of 0,72 which indicates that students have a slightly low desire to memorize with a stable and constant variance. The total mean and standard deviation scores for the section the effect memorization strategy for students were 3,12 for the mean

and 0,70 for the standard deviation. The results of the first part questionnaire show that the effect of the memorization strategy is quite helpful for students in the learning process.

4. Findings related students' attitudes towards memorization strategy in positive statement

In the second section of the questionnaire that has been distributed, there are 10 questions that focus on students' attitudes towards memorization strategy in positive statements, the data obtained can be seen in the following table. (See Table 4)

Table 4 Reports of Students' Attitudes towards Memorization Strategy in Positive Statement

	Statement	N	Mean	SD
Q6	The memorization I make makes it easier for me to remember the information.	37	3,27	0,69
Q7	My self-confidence is increasing when I memorize.	37	3,19	0,70
Q8	When I memorize, I find myself closer to success.	37	2,95	0,74
Q9	The memorization that I made before the exam is growing like a lifesaver.	37	3,11	0,61
Q10	Memorization is an integral part of my education life.	37	3,05	0,74
Q11	I can memorize almost every subject.	37	2,46	0,69
Q12	I think, learning by memorize is the first step in learning something.	37	2,95	0,70
Q13	I think we have some memorization about memorization.	37	3,03	0,64
Q14	Before we learn a subject, we have to memorize the basic concepts about it.	37	3,27	0,61
Q15	It's easy to memorize.	37	2,46	0,77
Total		37	2,86	0,73

Table 4 displays the scores of students' attitudes towards memorization strategy on each question item that the researcher has distributed through questionnaire. The highest score obtained is 3,27 in Q6 with standard deviation 0,69 with the statement "The memorization I make makes it easier for me to remember the information" and in Q14 which states "Before we learn a subject, we have to memorize the basic concepts about it" with standard deviation 0,61 which means the answer is stable and consistent. Then there are 2 lowest scores in Q11 and Q15 with a score of 2,46 with a statement in Q11 "I can memorize almost every subject" with a standard deviation of 0,69 and Q15 with a statement "It's easy to memorize" with a standard deviation 0,77 which indicates that the English Education students batch 2018 are a little hesitant to easily memorize all subjects or courses with stable and constant data variants. While the total mean of the effect of the memorization strategy questionnaire in positive statements (section 2) is 2,86 with a standard deviation of 0,73. This means that the student's attitude in the memorization strategy is shown by a fairly positive attitude with stable and constant variations.

5. Findings related students' attitudes towards memorization strategy in positive statement

In the third or final section the researcher focuses on questions in negative statements about students' attitudes towards memorization strategy in the learning process. Data can be seen in the table below. (Table 1.5).

Table 5. Reports of Students' Attitudes towards Memorization Strategy in Negative Statement

	Statement	N	Mean	SD
Q16	I do not trust to memorize that I made.	37	2,03	0,69
Q17	I do not remember half the information I memorized the next day.	37	2,41	0,76
Q18	I do not remember the information I memorized the following week.	37	2,59	0,76
Q19	I do not remember the information I memorized after a month.	37	2,78	0,75
Q20	The memorization I made is completely deleted from my memory after the exam.	37	2,49	0,90
Q21	I think some of the wit is blunted by the memorization.	37	2,54	0,61
Q22	I cannot memorize information that do not attract my attention.	37	2,86	0,79
Q23	Memorizing kills my critical thoughts over time.	37	2,49	0,69
Q24	Memorization is a declining skill over time.	37	2,57	0,69
Q25	I have difficulty when memorizing a knowledge.	37	2,57	0,87
Total		37	2,30	0,78

The table above shows the results of the questionnaire on students' attitudes towards memorization strategy in negative statements. The statement with the highest score was Q22 with mean 2,86 and standard deviation 0,79 which stated that "I cannot memorize information that does not attract my attention" with stable and constant variance. Meanwhile in Q16 with the statement "I do not trust to memorize that I made" the lowest score is 2.03 with standard deviation 0,69 which indicates that students' negative attitudes towards memorization strategy are quite low with stable and constant variations. It can be interpreted that the student's response to the negative statement in memorization strategy shows a negative response or quite good. With total mean 2,30 and standard deviation 0,78 with a stable and constant variance.

Memorization is a cognitive process that can reconstruct long-term memory by encoding and storing information in the metacognitive layer of the brain. In the learning process, each individual (student) has different learning strategies depending on how comfortable and effective they are in using these strategies. It shows how individual differences lead to the learning process. Because, although some students are not inclined to summarize information in the learning process; some students rely on memorizing information (Little and McDaniel, 2015, p. 289). In this case, the level of confidence in each student in the memorization process is very important. One of the influences of memorization is the second language learning process. It has been seen that students who memorize sentences in a second language can achieve the course goals (Moore, 2006, p. 115). It was found that students who did not use memorization strategies had difficulty in correctly expressing or transferring listening texts in a second language. On the other hand, it is found that students who use memorization strategies have more control when using a second language. At the same time, these learners have seen it as a favorable memory strategy in the process of learning a second language, and they prefer it (Grenfella and Harris, 2015). In relation to the attitudes and the effect of the memorization for students in this study, it can be seen from the results above that students show positive effects and attitudes towards the use of the memorization learning strategy. They consider that the memorization learning strategy makes it easier for them in learning process and help them to remember the information. Students consider the memorization learning strategy as one of the suitable learning strategies for their learning process.

CONCLUSION

The researcher conducted this study aimed to determine the effect of the memorization learning strategy on students and to find out how students' attitudes towards the memorization strategy. The results obtained by the researcher are the results of the questionnaire that the researcher had distributed to the students of the English Education batch 2018. There was a positive response shown by the participants in this study, this can be proven by the results of the questionnaire in the table above. Students who use the memorization strategy feel very confident in their learning activities. According to their responses, the memorization strategy also made it easier for them to absorb lesson information. These findings can be used by teachers or lecturers to apply the memorization strategy as an effective learning strategy for the students.

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