

Students' Cognitive Strategies in Remembering English Vocabulary: Case Study at Ponpes NW Nurul Yaqien Sayang-Sayang Cakranegara Mataram

Tawali¹, Muhamad Suhaili²

English Language Education Faculty of Culture, Management, and Business,
Mandalika University of Education

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Abstract

This research aimed to analyze the student's cognitive strategies in remembering English Vocabulary survey study at Ponpes NW Nurul Yaqien Sayang-Sayang Cakranegara. The subject of this research was first grade VII-A of MTs NW Nurul Yaqien Sayang-Sayang in academic year 2023/2024. The subject of this study were 7 students. The method of this research was qualitative case study. The technique of data collection applied in this study were interview, recording and note taking/documents. Then the procedure of data analysis was data condensation, data display and conclusion drawing and verification used the theory of Miles and Huberman 2014. The result of this research, the researcher found out the types of student's cognitive strategies in remembering English vocabulary. The strategies used by the students were Note taking strategy, repeating strategy, Grouping, Recombination, Imagery, Auditory representation, Keyword, Elaboration Transfer, and practice strategy. Therefore, the strategies used by students to remember the meaning and repetition strategy, translation strategy, and auditory representation and dominants used strategy note taking and repetition.

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Corresponding Author:

Tawali

Mandalika University of Education

Email: tawali@ikipmataram.ac.id

1. INTRODUCTION

Every language has components or element that support them to organize, to arrange, and to create the meaning in every sentence and statement. Particular in learning English language, the learners not only study the academic skill such as listening, speaking, writing, and reading skill, but also the components of language, they are grammar, pronunciation, and vocabulary. Those are needed to be understood comprehensively by the right manner to get the objective of studying. Among for skills, and components of language have studied whether formal education or non-formal education the learners are frequently faced by difficulties in developing the subject being studied, it is because of the students un able to find out their lack in learning subject whether four skills or components of language, particularly English language and they keep studying without any progress.

When discussing about language, certain can not be separated with the component itself, means that the basic point to be mastered is vocabulary then following by other. It means that a language cannot be separated from vocabulary, since vocabulary is the basic component of language. Therefore, the mastery of vocabulary is the most important aspect in acquiring a language. This statement is supported by Hatch and Brown (1995:1). They say "vocabulary is the foundation to build languages, which plays a fundamental role in communication".

Nowadays English is used almost all over the world, whether it is used as the first, second, or foreign language. Teaching vocabulary is one of the most important components of language learning because through remembering more vocabulary, the better statement or question understand. Second language learners are able to understand and express their idea and statement by language.

According to Nation (2008:66) says that vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is important component. It links to four skills of listening, speaking, reading and writing.

This problem also is similar to pronounce the basic problem in learning spelling words that the way in reading the word is different. One syllable has more than one way in utterance and the other hand language. So, that's why students were hard to memorizing vocabulary

It is commonly the learner use of strategy will influence the learners' success in subject being studied. The availability of many techniques, methods, strategies, Medias, and approaches as the tools for learning will make the students easier to understand in every subject being touch. By applying one of them within learning activity will help them to catch the subject matter compressively. In this case, that the better strategy they use the higher the result it will be. Absolutely, in selecting those students must take into consideration with condition, learning area, timing, and kind of subject to be studied.

So, it is important for learners to have a strategy. Strategy is useful for learners, if it suits well with the learner's task, fit with the learner's learning style, and links it with another relevant strategy. Under these conditions, the strategies will make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation. And here the researcher will focus at the Islamic boarding school because it happened when the researcher took observation during PLP.

2. REVIEW OF RELATED LITERATURE

a. Strategy

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Now, for the first time, learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to learn skills, and thinking skills, and problem-solving skills, learning strategies are the way students learn a wide range of subject, from native language reading through electronics troubleshooting to new language. Learning strategy work-shops are drawing big crowds at language teachers 'conventions. Researchers are identifying, classifying, and evaluating language learning strategies, and these efforts are resulting in a steady stream of articles on the topic.

b. Students Cognitive Strategy in learning Vocabulary

Strategy and learning style are very important thing In learning any subject, we need the strategy to lead us understand the subject matter easier learning, used the material at whatever the current level of mastery involves at least four subsets of strategies according to (Brown: 124-125): there are tree strategy which is developed Metacognitive Strategy, Cognitive Strategy, and Socio Affective Strategy. But in this study the researcher focused on one of the as the reference to analyze that is Cognitive Strategy, involved are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization elaboration transfer, inferencing. In the above example with the subjunctive, retrieval strategies would be those strategies used to help remember when to use the subjunctive and how to form the present subjunctive. Likewise, a

language used strategy could entail used a keyword mnemonic in order to retrieve the meaning of a given vocabulary word.

c. Types of Vocabulary

The fact that vocabulary is represented as words, there was at least two kinds of vocabulary; oral and print vocabulary.

a. Oral vocabulary

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

b. Print vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently (Hiebert & Kamil, 2005: 3).

Nation (2000: 15) divides vocabulary in texts into four kinds; high frequency words, academic words, technical words, and low frequency words. Moreover, vocabulary which is related to the word's knowledge, there are also two kinds of it; receptive and productive vocabulary where productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive or recognition vocabulary is the set of words for which an individual can assign meanings when listening or reading, and it is sometimes unfamiliar (Hiebert & Kamil, 2005: 3). Dealing with these terms, it covers all aspects of what is involved in knowing a word, and there are three aspects involve in it; meaning, form and use (Nation, 2000: 39-40).

3. RESEARCH METHOD

a. Research Design

The method of this study qualitative designed that is hoped to give detail and in-depth information about certain phenomenon. Thus, qualitative method would be applied as the method of this study. In addition, Qualitative designs are divided into some types, but the researcher used one of them named case study. Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. In line with Leddy & Ormrod (2015: p271) he explains case study attempt to learn about the little known or poorly understood situation. The case study can be either a single case or case bounded by time and place Creswell (2012: p465). The data collection for case study is extensive and draws from multiple sources such as direct or participant observation, interviews, records, or documents.

b. Design of Case Study

According to Yin (1994) the case study design must have the following five components: its research question(s), its proposition, its unit(s) of analysis, a determination of how the data are linked to the propositions, and criteria to interpret the findings. According to Kazdin (1982), the major characteristics of case studies are the following:

- They involve the intensive study of an individual, family, group, institution, or other level that can be conceived of as a single unit.
- The information is highly detailed, comprehensive, and typically reported in narrative form as opposed to the quantified scores on a dependent measure.
- They attempt to convey the nuances of the case, including, specific context, extraneous influences, and special idiosyncratic details.
- The information they examine may be retrospective or archival.

c. Subject of the Study

The subject one of very important thing within the research, because the data would be obtained from the subject, there are 26 female students at the first grade student of

Ponpes NW Nurul Yaqien Sayang-Sayang in academic year 2023/2024 would be involved in this study, this taken based on the researcher observation within the teaching process

d. The Procedure of Collecting Data

1. Interview

The researcher of this study conducted an interview to the students who has problem in remembering each vocabulary that they have learned before, this activity conducted ten minutes for each student.

2. Recording

The activity of researcher recording by using mobile phone to remember every statement or sentence appear on dialogue, this conduct while interview them as the data validity, the recording system apply as long as the data needed in this study, it doesn't have any limited time to do it.

3. Note taking

The activity of researcher to take note the result of interview to the whole the students in the form of sentence and paragraph (conversation) during the research conducted to support the data validity.

e. The Procedure of Data Analysis

1. Data Reduction

According to Miles and Huberman (2014:18) researcher must be selective in determining which dimensions are more important, which relationships are more meaningful and consequently, what information can be collected and analyzed.

2. Data Display

The following step after data condensation is the presentation of the data Miles and Huberman (1992) as group information that gives the possibility of withdrawal conclusion and action by looking at the presentation. In this data, researchers would be more easily understand what is being happened and what to do. It means that the researcher continues the analysis or try to take an action by deepening these findings. In this stage the researcher classifies the activities of student's strategies in memorizing vocabulary.

3. Conclusion Drawing and Verification

From several stages that have been done and the last is the conclusion of the analysis that has been done as well as double-check the evidence that has been found in the field. At this stage, researcher analysis the data that has been obtained from interviews contained in the presentation of data, so that researcher can draw conclusions from the results of research that has been done.

4. RESEARCH FINDING AND DISCUSSION

A. Research finding

Before discuss strategies there are three points; interest, difficulties and strategy.

1. Interest

After the researcher conducted interview, the researcher found that from seven students there were six students interested in English subject (vocabulary) and there was one student not interested in English subject (vocabulary).

After conducted interview the researcher found that the reason from the seven students why the students interested in English (vocabulary) and not interested in English (vocabulary). Six students have same reason why they interested in English (vocabulary) because they felt that English is easy and fun especially in learning English vocabulary and also the teacher is fun, so make the students interested in learning English. And one of the students not interested in English (vocabulary)

because she felt that learning English was very difficult especially in memorizing vocabulary.

2. Student’s strategies in memorizing vocabulary

a. Note Taking strategy

Based on the result of interview with Fertunnaila, the researcher found that Fertunnaila used the making note strategy to memorize vocabulary.

This can be proven by student’s result of interview

F: “ strategi saya itu membuat catatan kecil.”

(“ my strategy is make note ”)

b. Repeating strategy

Based on the interview with Helma, the researcher found that Helma used repeating strategy to memorize the vocabulary.

Here the proven by Helm’s result of interview

H: “ strategi saya itu dengan mengulang-ulang membacanya sampai kita hafal”

(“my strategy is repeating to read it until we memorize it”)

c. Translation

Based on the interview with Aqila, the researcher found that Aulia used translation strategy to remember the vocabulary. Here the proven with Aulia’s statement.

A: “ saya selalu menerjemahkan menggunakan kamus untuk mengetahui makna kata”

(“ my strategy is translation ”)

“ saya membuka melalui tehnologi hp untuk mengetahui setiap makna kata”

(“ I have an opportunity to have mobile in finding vocabulary meaning ”

d. Auditory representation

Based on the opinion with Almira, that mostly listening the presenter in presenting any topics, the researcher found that Elmira and Bunga used practice strategy to memorize the vocabulary.

E: “ strategi yang saya lakukan biasa mendengarkan presentasi di hp maupun TV”

(“ the strategy commonly use the presentation program whether on tv or mobile phone”)

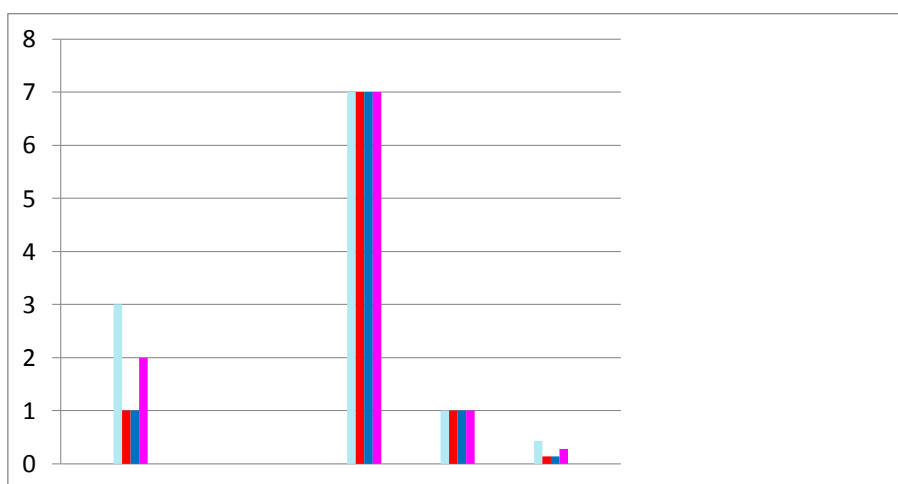


Table 4.2 graphic of students’ strategy in memorizing vocabulary

Based on the graphic above the researcher found that there were four strategies used with seven students in memorizing English vocabulary, namely make note strategy,

repeating strategy, singing strategy and practice strategy. Three of them used make note strategy in memorizing vocabulary and two of the used practice strategies in memorizing vocabulary and also one of them used repeating strategy in memorizing English vocabulary and the last one of them used singing strategy in memorizing vocabulary. The dominant strategy used with student in memorizing English vocabulary was make note strategy.

3. Students ‘strategies for remembering spelling and meaning

Based on the interview with the students, the researcher found that the students’ used strategies in remembering meaning and spelling such as: practice strategy, writing strategy, memorize strategy and reading strategy.

a. Practice strategy

This can be proven with the student's result of interview:

Z: “ Strategi saya adalah sering-sering praktik”
 (“ My strategi is to practice often”)

b. Note Taking strategy

A:” Strategi saya selalu menulis dan menulis untuk memperkuat huruf-huruf yang ada pada kalimat atau pernyataan”
 (“ My strategy that I used write and rewrite to remember me kind of alphabet in every words ”)
 “Ketika saya belajar kosakata”
 (“ When I learn the vocabulary”)

c. Grouping strategy

Here proven with Amel’s statement of interview for remembering meaning and spelling.
 F: “Saya selalu mengelompokkan kata kata dalam kelompok-kelompok tertentu dimulai dari misalnya kelompok kata Fruit, verb, and adjective”
 (“ I use to make group of work belongs to some fruit, some of verb, and group adjective”)

d. Elaboration Transfer strategy

This can be proven with two students
 F: “ Saya biasanya mendeskripsikan kata kata yang saya pahami dihubungkan dengan kata lain”
 (“ I use to describe the object suitable with my competence within sentence and statements”)

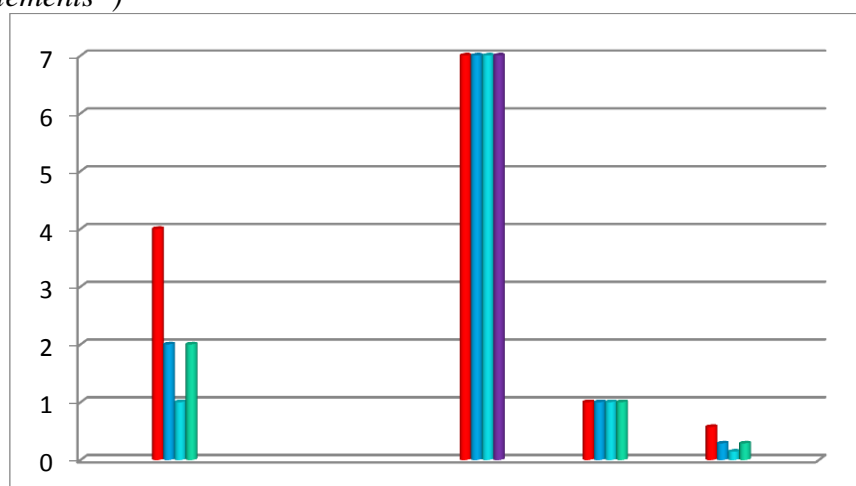


Table 4.3 graphic of students’ strategy for remembering meaning and spelling

The graphic above showed that the student’s strategies for remembering meaning and spelling of vocabulary. There were four strategy used seven students for remembering meaning and spelling of vocabulary namely, practice strategy, writing strategy, memorizing strategy and reading strategy. There were four students used practice strategy for

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remembering meaning and spelling of vocabulary then two students used writing strategy for remembering meaning and spelling and the third there was one student used memorizing strategy for remembering meaning and spelling and the last strategy was reading strategy beside the writing and practice strategy used with two of them, they also used reading strategy for remembering meaning and spelling.

B. Discussion

According to Peter F Drucker (1954), "Strategy is analyzing the present situation and changing it whenever necessary. Incorporated within this is finding out what one's resources are or what they should be". Moreover, in this research there were four strategies used by seven students of female in memorizing English vocabulary. Note Taking strategy, repetition strategy, Translation strategy and Auditory representation strategy. Here three students used to make notes strategy, it's mean that when they remember the vocabulary, they just make notes to memorize it. And one student used repeating strategy to remember the vocabulary in order to remember the English vocabulary easily. To remember the vocabulary, and the third was repetition strategy used by one student to remember the vocabulary and the last were two students used practice strategy to memorize the vocabulary, it's mean that the more we practice we get easy to remember the words and here the four strategies used with students for remembering spelling meaning and spelling such as; Practice strategy, It's mean that when the students write the meaning of vocabulary and remember of the meaning, the students always practice then writing and remember strategy most of the students used writing and remember strategy to remembering meaning vocabulary and spelling and the last reading strategy, and one of students' strategies to remembering meaning and spelling is always read the meaning and spelling of vocabulary.

5. CONCLUSION AND SUGGESTION

a. Conclusion

The researcher of the study drawn the conclusion by clarification in detail data that has been analyzed in previous chapter to answer the statement of problem, this research aimed to know the students' self-strategies in remembering English vocabulary. Based on the results of this research, it was found that the students of first grade in Ponpes NW Nurul Yaqien Sayang-Sayang used four strategies in remembering English vocabulary. They were Note Taking strategy, Repetition strategy, Translation strategy, Auditory representation strategy. The first strategy that was used by student through note taking strategy as the dominant strategy. It means that the student before remembering the vocabulary they write and rewrite every vocabulary in detail, event thought easy or difficult in the form pronunciation or spelling. they write in small books or to make notes in order to easy remember the vocabulary that given by the teacher. The second strategy that was used by student was repetition strategy in remembering vocabulary, they always repeat and repeat to check the pronunciation, tone every word come out from directly humans voice or media. Then the third strategy was used by the first grade by translation strategy, every word appears from the speaker or from media they must keep translating by dictionary. the last strategy that used with the first grade through auditory representation strategy, they always taking part in presentation program even on TV and zooming mobile.

Based on the data findings that all the strategy uses by the students belong to characters of cognitive strategy. Therefore, that dominant strategy used in remembering vocabulary to increase their competences in remembering vocabulary in English was Note Taking and following by repetition, translation, and auditory representation.

b. Suggestion

1. For teachers

The researcher suggests that teacher is able to:

The result of this be able to help the teacher to apply this concept or this theory in developing vocabulary particularly English vocabulary as foreign language for whole the students in Indonesia. This concept leads the learner language for remembering kind of vocabulary being touch easier in teaching learning process particularly English vocabulary.

2. For students

The result of this be able to give the student new knowledge or alternative way or better strategy in learning subject matter focus on vocabulary so that they always remember every subject that have learned before, and also be able to use as the reference for the next research appropriate topic.

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