

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter presents the finding and discussion from the study in order to answer the research question. The research is about the English learning strategy in memorization at Islamic Boarding School of Muhammadiyah Alabio. Research will be presented in the form of description, based on data that have been obtained in this research either through observation, interview, and documentary technique which was done by the researcher for 2 weeks.

A. Findings

In the data presentation the researcher would like present about the data that has been gotten during having observation in and outside the classroom. It is based on the formulation of the research question, these are strategies used in English learning strategy in memorization, the factors which influence the English learning strategy in memorization.

The researcher collected the data related to the first problem statement by doing observation to look for information about the strategies are used in English learning strategy in memorization in their daily activity. The second, the researcher analyzed the result of the interview to get more information what are the factors influence the English learning strategy in memorization. The result of this research for the English teachers, they know the influential factors the English learning strategy in memorization.

1. The Strategies used in English Learning Strategy in Memorization

Based on the formulation of the problems in this study, the following research results will be discussed: 1) The strategies used in English learning strategy in memorization; 2) The factors influence the English learning strategy in memorization.

Based on the data obtained in the field, it was found the English learning strategies in memorization that the students and teacher used in class VII, VIII, IX, X and XI at Islamic Boarding School of Nurul Amin Muhammadiyah Alabio, there are six strategies in English learning strategy in memorization, in the book of study strategies made easy based on Leslie (1997), but there are four strategies that the students and teachers used in English learning from this research, such as: a) strategy memorizing word and sentences by using acrostics and acronyms, b) strategy memorizing word and sentences by using charting and visual emphasis, c) strategy memorizing word and sentences by using visualization, and d) strategy memorizing word and sentences by using rehearsal. The English learning strategy in memorization that are as follows:

a) Strategy Memorizing Word and Sentences by Using Acrostics and Acronyms

The students used strategy memorizing word and sentences by using acrostics and acronyms in twice meeting of observation. When the researcher was done the observation, for the first time in first meeting on 22 November 2019, and the second time in second meeting on 25 November 2019, and it was done the observation at first class of junior high school. Based on the result of the

observation, the teacher has given the English words or sentences to be memorize by the students, after that the teacher also gives an abbreviation of the letters of the word description or the arrangement of the words which will be easily remembered by the students, the students also have some strategy to easily memorize. Like the example below:

1) Example of Acronyms

When the researcher does her observation in the first meeting, the researcher show the teacher gives new words to the students about the “Great Lake” as form; **H**uron – **O**ntario – **M**ichigan – **E**rie – **S**uperior. From that words the teacher made shortened into “HOMES”, the means of the word from “HOMES” is to facilitate the memorization and speed up remembering word or sentences by the students.

After known the example that the teacher given in the class, the students also used that strategy in the room, but they develop and changed the words in to some meaning of their character. The example that the researcher was listened in their (students) spoken are: the first students give an example to her friends, she said “Fina-Ambitious-Tina-Humble-Ernya-Romantic, how to do acronyms that?” so the another students answer “ it is ‘FATHER’ right?” so she said yes. Then another student responds again with different words until several time they talked about the acrostics.

From example 1 it can show that any word and sentence can be easily memorized and remembered in a creative way such as by composing a word beginning with a word that is easy to know also easy to remember.

2) Example of Acrostics

When the researcher was done her observation in the second meeting on 25 November 2019, the researcher found that English learning strategy in memorization has some strategy that their applied in their classroom activities, the strategy is memorizing word and sentence by using acrostics. In that strategy the students read some words of objective things to make easy memorize for them. The example of the word below:

The students remind the pass vocabulary that the teacher gave in the last meeting and the students made some new vocabulary that the students able to memorize, then one student come to in front of the class and gave some clue of the word, the word is **HOUSE**, from that word the student made some acrostics word by using: H means = Home , O means = Open, U means = Universal, S means Safe, and E means = Everything. And from that new words the students (friends) are able to repeating and memorizing.

In the boarding school, when the researcher walked in the kitchen, the researcher seen some students studied in that place. They talked about what they have studied in their class, but the researcher found some different clue that the students made in their topic. The students have to acrostics their name in to another meaning, the

students 1 said: “**FAISYAH**. Fly – Away – In – Sky – You – Always – **Here**” so the students 2 repay: “**TIAS**. To – Important – And – Slow”

From example (2) can be seen that the English learning strategy in memorization can be easy memorized if have some arrange of creation the words and sentences that the students have known the meaning. From the examples above, by the bold and uppercase of the word is the familiar vocabulary that the students have known and remembered. And from the bold and the underline of the words above, that words of vocabulary is the new language that the students are able to memorize.

b) Strategy Memorizing Word and Sentences by Using Charting and Visual Emphasis

Based on the results of observation in the classroom, the researcher known that in this strategy memorization was done by the students. When the researcher made the observation, this strategy was used in twice, the first meeting on 26 November 2019 in second class of junior high School and the second meeting on 27 November 2019 in first class of senior high school. In the strategy memorizing words or sentences by using visual emphasis of they used, the teacher given examples of sentences that lead to word pressure, the word pressure as the word memorization of students in English language learning. Such as the example of the sentences in the observation that the researcher has seen below:

3) Example Visual Emphasis

This example is about English learning strategy in memorization by using visual emphasis. When the researcher came from the class, she shows the students activities in the classroom, in that activities the students read a paragraph that given by the teacher, the paragraph is about descriptive text on title 'the national monument'. The teacher ordered the students to make a group or in pair, one of them to read the paragraph and one of them to listen the paragraph. In the activities the students made in pair, the researcher shows one by one in their reading activities. the student 1 ordered the friend to listen carefully and after listened the text the student 1 ordered the student 2 to mention and memorize the vocabularies that she has emphasized the word. By the descriptive text, they are six words that the students 1 has emphasized, that are: *Tower*, *Symbolizing*, *Manufactured*, *Comprises*, *Critical*, and *Convention*. From that words the student 2 ordered to mention and memorize the words about two minutes and after that they deposit their memorization to the student 1.

Example (3) demonstrates the use of English language learning in memorizing through the emphasis visual strategy. In the visual sentence emphasis describe to students how to emphasize words as memorized words for them to remember. It gives the students to encouragement so become the students interest to learn to be passionate and powerful in learning.

4) Example Charting

Example (4) is about strategy memorizing word and sentence by using charting. This strategy memorizing words and sentences by using charting was used by the students when the researcher done her observation on 27 November 2019. At that time, the student wrote some table of vocabularies in the notes book, the table is about plants, which in the table contains the names of the plants and the parts of the plants, it can be seen clearly in the table below:

Table 4.1 Strategy Memorizing Word and Sentences by Using Charting in Memorization Part of Plants

No	Name of Tree	Root	Leaf
1.	Banana Tree	Fiber	Widened
2.	Papaya Tree	Tap	Palm
3.	Rice	Fiber	Parallel
4.	Mango Tree	Tap	Pinnate
5.	Acacia Tree	Tap	Curved
6.	Teak Tree	Tap, Fiber	Widened

In the table above, explained that is a part of plants. The part of plants has a different roots and leaves. From that part of plants, it is grouping the words in the table so that it makes easier to know the types of characters from the words of part of plants. After known the part of plants it makes easier to remember and memorize new word and sentences for the students.

c) Strategy Memorizing Word and Sentences by Using Visualization

Strategy memorizing word and sentences by using visualization, when the researcher done the observation, this strategy is performed twice the meeting with different classes. The first meeting was done on 2 December 2019 in the Second grade of junior high School and the second meeting was done on 3 December 2019 in the First grade of senior high school. Based on the observation gained by the researcher, when the language learning progresses the teacher has given the words or sentences as a language learning material, then the teacher asks to the students to memorize the vocabulary or a new sentence that she has given to the students in to five minutes. When the researcher show their activities, there are students who memorize by visualizing the words or sentences by closing their eyes and wiggling their hands to draw something that might be that picture characterize the words or sentences they intend to memorize in order to accelerate in remembering those words or sentences.

Based on the strategy, the researcher can conclude that memorization words or sentences also can be used in describing or visualizing with any appropriate form and directly related to the meaning of the words or sentence to be memorized. And it is happened to other students too.

d) Strategy Memorizing Word and Sentences by Using Rehearsal

The strategy memorizing word and sentence by using rehearsal, it was conducted four times in observation, first time was done on 28 November 2019, the second time in six meeting on 29 November 2019, it was done the observation at

the third class of Junior high school. The third time in ninth meeting on 4 December 2019 and the fourth time in ten meeting on 5 December 2019, it was done the observation at the second class of Senior high school. From that observation, the researcher knows that strategy memorizing word and sentences by using rehearsal is a strategy that often applied by the students although the strategy is not effective enough will be, but for the students it is one of the mainstay strategy for them, for example in the case of memorizing speech, story, and others, they used rehearsal in memorization.

5) Example Rehearsal by Speech

Example (5) is about Memorizing Speech by Using Rehearsal, when the researcher came to the third class of junior high school, the teacher ordered the students to make some speech about the ‘Young Generation in the Era of Globalization’. The students make the speech and then memorize with the teacher in front of the class, the student 1 come to in front of the class, said: “As we know that the young man is one of javelin development nation...” (three times she has rehearsal the sentences because she does not memorize well), so the teacher complain “why you so do not memorize with correctly?” and the student answer I do not memorize well miss. After the student 1 have memorize in front of the class, the student 2 advance, she said: “As we know that the young man is one of javelin development nation, nation young man or nation young generation are determination to ward destiny and future of a nation. If we can to see the strength” the student 2 has rehearsal the sentence of “If we can to see the strength” in the five times so she continues the sentence

until second paragraph of the speech. And the teacher asked the students 2 back to her chair again, after that the teacher give a lot of time to the students to memorize again in the next meeting.

After all of finished made the speech the teacher gave time to the students about one day to memorize the speech, and in the next day the students obligated to memorize the speech. Even when the researcher has seen the time for memorizing, many students do that strategy, they rehearsal their speech from paragraph to paragraph or sentence by sentence until the memorize all the paragraph. It makes them fast in memorization, but there are also students did not memorize in a little time therefore the teacher gives a chance of many times again to the students to memorize then students have a lot of time to memorize the speech.

6) Example Rehearsal by Story Telling

Memorizing Story Telling by Using Rehearsal, it is About the 'Little Red Riding Hood'. The students should be able to memorize the short telling that the teacher gave in a day. when the researcher does her observation in ninth meeting in the class two of senior high school, the teacher gave some reading of story-telling to the student. The teacher said "It is the short story telling, you must to memorize it!", and the students answer yes miss, so the students memorize the telling by using rehearsal strategy. The student 1 said: "Once the lived a little girl, who liked to wear a red riding cloak, so everyone called her little red riding hood...."

This telling can be applied by anyone including the students or participant in the race. In the story telling the teacher not only asked to memorizing the word or sentence but also memorize the demonstrated movement, the corresponding sound in the story.

The explanation about the strategy memorizing word and sentences by using rehearsal, the researcher found the students have differences style in memorization, some of them can memorize quickly by using the auditory; it is the way of listen anything they need to remember, some of students using the visual learner; it can remember very well when looking at the thing they see, and some of them can memorize the rehearsal by the kinesthetic learner; it is remember better if they can do something. The out of all from that three styles, the students do that are helpful in the memorization process.

Based on the finding above, there are fourth strategies that the students used and applied in the classroom and in their daily activities in the boarding school. There are: strategy memorizing word and sentences by using acrostics and acronyms, strategy memorizing word and sentences by using charting and visual emphasis, strategy memorizing word and sentences by using visualization and strategy memorizing word and sentences by using rehearsal. From fourth strategies, the strategy has dominated is about strategy memorizing word and sentences by using rehearsal, because it is the easier strategy to used in the memorization although it is not effective but it is the one of the mainstay strategy for the students to memorize the word and sentences in the paragraph.

Whereas the two strategies that the researcher did not find in the research observation are about: strategy memorizing word and sentences by using association and strategy memorizing word and sentence by using word linking. Two strategies not found in the research because limit students time to apply that strategies because they have a lot of assignment to do in the common school and in the boarding school, so they only used fourth strategies in the memorizing word and sentences in English learning.

2. Influential Factors of English Learning Strategy in Memorization

The English learning strategy in memorization is the only problem faced by the students when they implementing strategy memorization in language learning. Here are some factors that the students implementing strategy in memorization that the researcher has done in the interviews to language teacher and interviews on several students in Islamic Boarding School of Nurul Amin Muhammadiyah Alabio, the supporter of English learning strategy in memorization are: existence the support and the learning of motivation from the board of boarding school and the teacher class, there is a warning to the students that used Indonesia language or make error correction in using language, there is a pocket book of language from the board of boarding school and the poster of vocabulary in the wall of the kitchen, in the wall of living room, and in the wall of dining room.

There are two influential factors of English learning strategy in memorization that the researcher was found, the first factor is about internal factor and the second is about external factor. The first factor in English learning strategy

in memorization that the researcher was observed are: there are support and motivation in learning activities from the board of boarding school and the guardian of the class, there is a reprimand for students who use Indonesian language or correct their mistakes in language use, the existence of a pocket book given by the board of boarding school and the posters posted in certain places as supporting media for learning such as in classroom, living room, dining room and canteen. And the second factor is about external factors in English learning strategy in memorization that the researcher has observed are: the students feel burdened with the assignments in the school, the students are still not able to divide their own time for their busy life in the boarding, some have felt depressed by memorization because the time given is not enough, the students still have difficulty absorbing new words or sentences that they get, the students found it difficult to pronounce the words or sentences so that they are slow in memorizing, when the students get a new words or sentences they do not directly apply then it is difficult to be reminded.

B. Discussion

After the data has been obtained and the process based on the description above, the researcher has written and analyzed the data obtained the above findings. The researcher also knows the process English learning strategy in memorization in the classroom and also knows the kind of factors influence in learning strategy in memorization.

According to Suryono and Hariyanto (2011) Learning is the process of acquiring knowledge, developing skills, enhancing behaviors and strengthening personalities. It means sharp the pattern of the students' personality in the learning process, in order to gain good and beneficial skills for the students later.

Meanwhile, based on the analysis of the researcher from the above data, it is known that students are so creative in using language learning strategy in memorization, students have various ways of learning the language in memorizing well it in terms of repeating (rehearsal) words or sentences, listen to what needs to be memorized, see objects that will facilitate the memorization, make abbreviations of words or sentences in the memorization, drawing or telling that they can do in memorization so that they can remember from the new words or sentences they learned. So it can be said that the results of this analysis are consistent with the proposed theory, as according to the Stern (1992) learning strategy concept depends on the assumption that learners are consciously engaged in activities to achieve certain objectives and learning strategies can be regarded as a widely purposeful direction and learning technique.

While, according to Cohen & Oxford (2003), strategy memorization is as a strategy that students use to improve their language skills (students). Strategy like memorization has the power to influence the language learning process by increasing attention and retrieval of information and also improving exercise, integrase and coding language materials.

Based on the observation that the researcher was done, the strategies used by the teacher and students are the same as those used in Leslie Davis (1997) piece

in the book entitled 'Study Strategies Made Easy', in that piece mentions and explains the techniques and the various strategies in memorizing words and sentences that can be applied by the students in learning English in memorization. And from that strategies there are six strategies that in the peach that used in Leslie Davis (1997), but only four strategies the researcher found in the research when she has observed in that school.

Based in the interview that the researcher was done, the influential factors that in the English learning strategy in memorization. There are two influential factors that in the some of theory from opinion by Wasliman cited by Ahmad Susanto. The factors are about: factor internal and factor external, from that two factors have been obtained and explained in the finding.

The result of observation and interview at the Islamic Boarding School of Nurul Amin Muhammadiyah Alabio have found several important findings. This finding discussed in class meetings to find out the strategies are used by the teacher and students in learning English in memorization and the influential factors in learning English in memorization.

This research conducted relating to English learning strategies in memorization that applied by the students. It is can be done by referring to the activities of the finding class observation and the teacher and the student's interviews. The researcher found that the teacher applied this strategy which had dropped from the graduated who had implemented the strategy. Even though they used these strategies they also do not know about the theory of who they used in learning English in memorization.

Based on the results obtained by the researcher, the language learning strategy in memorization can be applied by the teacher and students in the classroom that aims to improve the language skills of students in the classroom. In addition, the teacher also provides instruction and training to students to apply the language so that students can keep in mind from the words or sentences that have been given by the teacher.