

Memory Strategies Used by English Education Students at Dayanu Ikhsanuddin University

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ABSTRACT

Memory strategies are used to store and retrieve new information. The objective of this research was to find out the use of memory strategies by English Education students at Dayanu Ikhsanuddin University. This research used descriptive qualitative method. The memory strategies applied by the English language learners was Out of Class. The sample of this study was 17 English education students of Dayanu Ikhsanuddin University, academic year 2022-2023. The research findings showed that The learners correlated what they already knew and new things they learned in English. Different preferences and needs very much influenced the learners in applying this strategy. Watching films on Netflix, watching English content on social media were the ways to improve many aspects like speaking skill, correct pronunciation, enrich vocabularies and knowing English slang.

INTRODUCTION

Memory strategies are used to store and retrieve new information (Oxford, 1990). This research is intended to explore memory strategies used by English education students in learning English at Dayanu Ikhsanuddin University. Recently, the researcher has done similar study in 2023 in same University, but with different major. It was Mathematics department. The sample was 10 mathematics students. One of the policies of Dayanu Ikhsanuddin University is that every department should has English subjects for two semesters except the English department. It aims to make all the university students are fluent in speaking English, wherever the department students are from. The study then showed the learners had different approaches to applying associating and elaborating strategy.

Learning from social media and movies was used to increase vocabularies, and learning from music was used to pronounce English correctly. The learners used a mental picture by remembering the situation on social media such as Facebook, Instagram, movies, songs, or situations when playing a game (Amiruddin, 2023). The varieties of strategies used by the mathematics students then lead the researcher to study further to know more actually which memory strategies applied by the English education students in learning English. In which, learning English as the major focus in their department not only two semesters but all along the study. This is a very important issue because memory strategies applied by social-science learners has a positive correlation with their English academic achievement (Amiruddin, 2015). The result of this study will give new insight for English Lecturers regarding applying appropriate method in teaching English.

The objective of this research was to find out the use of memory strategies by English Education students at Dayanu Ikhsanuddin University.

This research focused on the use of memory strategies used by English Education students at Dayanu Iksanuddin University, Academic Year 2022/2023. The memory strategies applied by the English language learners was Out of Class.

LITERATURE REVIEW

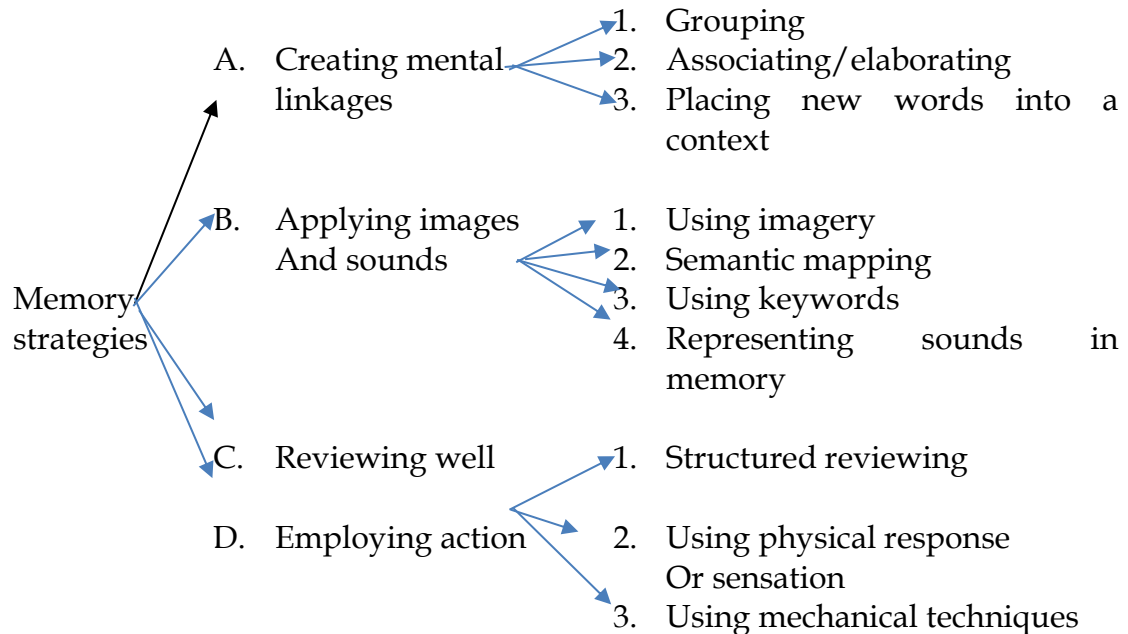
Definition of Language Learning Strategies

Learning strategies are steps taken by students to enhance their own learning. Strategies are particularly critical for language acquisition as they facilitate active, self-directed engagement, which is indispensable for the cultivation of communicative proficiency. (Oxford, 1990). Meanwhile, Ellis (1997) defines strategies are the specific methods or strategies that pupils employ in order to acquire a second language. The theories show that learning strategies are methods or techniques used by a learner in learning new language more self-directedly in gaining successful learning.

Oxford (1990) divides language learning strategies into two classes, direct strategies and indirect strategies. Direct strategies for dealing with language (memory strategies, cognitive strategies and compensation strategies) while indirect strategies for general management for learning (metacognitive strategies, affective strategies, and social strategies).

Memory strategies

Memory strategies assist pupils in the retention and retrieval of new information. Those fall into four sets: creating mental linkages, applying images and sounds, reviewing well and Employing actions (Oxford, 1990).



a. **Creating mental linkages**

Three variables for this strategy; grouping, associating/elaborating, and using context (Oxford, 1990).

1. **Grouping**

Categorizing or reclassifying language content into meaningful units, either in paper or in the mind, to reduce the number of distinct pieces and make the content easier to remember.

2. **Associating/elaborating**

establishing associations in memory by connecting new linguistic knowledge to previously learned concepts or by connecting one piece of information to another.

3. **Using context**

Placing a new word or phrase in a meaningful sentence, conversation, or story in order to remember it.

b. **Applying images and sounds**

Four strategies are included here: using imagery, using keywords, semantic mapping, and representing sounds in memory. These all require remembering through visual images and sounds.

1. **Using imagery**

Relating new verbal knowledge to concepts in memory via relevant visual imagery, either in the mind or in a physical artwork.

2. **Semantic mapping**

Arranging words into an image, which contains a core concept at the center or at the top, and related words and concepts linked with the key concept by means of lines or arrows.

3. Using keywords

Remembering a new word by using auditory and visual links

4. Representing sounds in memory

Remembering new linguistic knowledge based on its sounds

c. Reviewing Well

This category has only one strategy, structured reviewing. Structured reviewing Review in carefully spaced intervals, first close together and then more widely spaced apart.

d. Employing Action

There are two categories for this strategy, using physical response or sensation and using mechanical tricks.

1. Using physical response or sensation

Physically acting out a new expression (e.g., going to the door) or, meaningfully relating a new expression to a physical feeling or sensation e.g., warmth).

2. Using mechanical techniques

employing imaginative yet practical methods to help retain new target language information, particularly those that involve moving or altering something concrete.

METHODOLOGY

Research Design

Descriptive qualitative was chosen as a design of the research. This study was held in Dayanu Ikhsanuddin University, Southeast Sulawesi province, Indonesia.

Population and Sample

1. Population

A population is a group of individuals who has the same characteristic (Creswell, 2007). The population of this research was 23 English education students of Dayanu Ikhsanuddin University, academic Year 2022/2023.

2. Sample

The sample of this study was 17 English education students of Dayanu Ikhsanuddin University, academic year 2022-2023.

3. Instrument of the Research

The instrument of this study was interview. The type of interview was semi-structured interview. Semi-structured interview provides interviewers flexibility in both the wording of each question and the use of probes. The SILL (Strategy Inventory Language Learning) questionnaire, created by Oxford in 1990, served as the basis for the interview's content.

Procedure of Data Collection

The researcher interviewed all the English education students one by one. all the interviewing process took five days to finish. Technique of

Analyzing the Data

The aim of doing interview was investigating the memory strategies used by students. There were three steps in analyzing this data namely, "data reduction, data display, and conclusion drawing/verification" (Miles & Huberman in Sugiyono, 2013).

Data Reduction

In the interview process, semi-structured interviews were chosen. It provided lots of details. In order to focus on the goals of this data collection, the writer reduced the amount of information in the data while still evaluating it.

1) Data Display

The most frequent form of display data for qualitative research data in the past has been narrative text (Miles & Huberman in Sugiyono, 2013). The researcher then provided the results of the interview data in narrative text after doing data reduction.

2) Conclusion Drawing/Verification

Drawing or verifying was the following step after showing the results of the interview data. The researcher drew or confirmed the usage of memory strategies by the math students throughout this phase.

RESEARCH RESULTS

The following questions were the list of questions regarding Language Learning Strategies from Oxford (1990)

1. Do you think the relationships between what you already know and new things you learn in English? If yes, How do you apply that information into your learning?

UP : Saya menggunakan strategi ini, saya sangat senang membaca. Membaca apa saja, jurnal. Jurnal bukan hanya terkait pendidikan bahasa inggris tapi apa saja, penelitian umum juga, di Hp or ig. Di karenakan saya merasa vocabularies saya masih kurang. Jadi dari hobi membaca ini vocabularies saya semakin banyak. Pengetahuan itu atau vocab yang banyak kemudian saya gunakan bisa di saat belajar dikelas atau diskusi di luar kampus.

(I use this strategy. I like reading. I read anything such as journals, not only related to English education but also from general study, any information from HP or IG. Through this hobby, my vocabularies have increased. That information is then used when studying in class or out of campus.).

WD : Iya saya menggunakan strategi ini, saya suka mendengarkan lagu berbahasa inggris. Tujuan saya adalah melatih listening skill dan meningkatkan vocabulary. Saya mendengarnya lirik lagu lagu tersebut berulang ulang. Kata yang tidak dimengerti kemudian akan saya cari

maknanya. Disitulah vocabularies saya meningkat sekaligus listening saya.

(Yes, I use this strategy. I like English songs. My goal is to practice listening skills and to improve vocabulary. I listen to the lyrics of the song over and over again. I will then look for the meaning of words that I don't understand. That's where my vocabulary improves as well as my listening).

DST : Iya, menulis. Saya suka menulis. Menulis apa saja. Dengan menulis saya banyak melatih kemampuan grammar saya. Hal ini kemudian membantu saya mengerjakan tugas kampus.

Yes. In writing. I like writing. Write anything. By writing, I practice a lot of my grammar skills. It will help me do my campus assignments.

NRT : Iya saya pakai. Saya suka nonton film. Film barat. Netflix, thriller. Tujuan saya dari menonton film tersebut adalah salah satunya meningkatkan speaking skill saya.

Yes, I use it. I like watching movies such as western films and thrillers on Netflix. My goal in watching this kind of film is to improve my speaking skills.

MM : Iya, saya pakai strategi ini. Hobi saya nonton content creator yang mampu berbahasa inggris dengan baik seperti vicky naki. Hal ini saya lakukan untuk meningkatkan vocabulary saya juga memahami Bahasa slang dalam Bahasa Inggris.

Yes, I use this strategy. My hobby is watching content creators who can speak English well, like Vicky Naki. I do this to improve my vocabulary and also understand slang in English.

ANG : Saya pakai strategi ini. Nonton film, main game atau iklan yang berbahasa inggris atau konten berbahasa inggris. Tujuan saya melatih pronunciation yang benar.

I use this strategy. I like watching movies, playing games, or advertisements that use English. My aim is to practice correct pronunciation.

Azr : iya, kalau saya mendengarkan musik barat. Hal ini dilakukan untuk melatih listening skill saya

Yes, I listen to western music. I do this to train my listening skills.

The interview question number 1 shows that basically students use this strategy in learning English. However, in their application they have different ways. NRT and ANG have the same hobby, which is watching English films or content on social media. NRT even mentioned specifically the genre of films she likes. It is thrillers that she watches on Netflix. These similar hobbies lead to the

same goals. NRT wants to improve English speaking skills, while ANG focuses more on how to pronounce English correctly.

MM also likes watching content creators who can speak English well, for example, Viki Naki. It is because she wants to increase her English vocabulary; besides, she also becomes more familiar with English slang. It helps her in the process of learning in class. WD and AZR used this strategy in the same activity, namely listening to English music. They listen to music with the aim of improving their listening ability. WD adds that she listens to the song over and over again, and if she finds the difficult words, she would find out the meaning. This strategy can also improve vocabularies and is very useful during listening class.

2. To remember new English words or phrases, do you remember them by remembering their location on the page, on the board or on a street sign?

ANG : Ya, saya menggunakan strategi ini tetapi untuk mengingat kata Bahasa Inggris or frase, saya tidak mengingatnya di halaman bacaan atau tanda jalan melainkan saya meminta bantuan teman saya dengan memberikan clue terkait kata atau frase tersebut. Jadi teman tersebut yang membantu saya.

Yes. I use this strategy but rather than remembering new English words or phrases by remembering their location on the page, on the board or on a street sign I prefer to ask my friends to help me by giving him some clues related those words or phrases. Thus, my friends help me.

The question for interview number 2 showed that to remember new English words or phrases, ANG does not remember them by remembering their location on the page, on the board, or on a street sign, but he just asks his friends to guess the answer by giving the clues related to those words or phrases.

3. Do you always use new English words in sentence in order easy in remembering them?

UP : No, Tidak

No

WD : Tidak

No

DST : Saya tidak gunakan strategi ini

I do not use this strategy

NRT : Tidak

No

MM : Tidak

No

ANG : Tidak pake

No, I do not use

AZR : Tidak

No

RSD : Saya menggunakan strategi ini, kalo dalam konteks menghafal pidato. Dalam paragraph itu ada kata-kata yang sulit untuk dihafal. maka saya menyusun kata kata tersebut dalam bentuk kalimat dan menghafalnnnya. Tujuan saya agar saya lebih mudah menuturkannya Ketika membaca pidato nantinya.

I use this strategy when memorizing text of speech. In each paragraph of a script, usually there are some difficult words to memorize. Thus, I collect those words and arrange them into sentences. It is easier for me to memorize. When the speech time comes, I do not have difficulties saying them.

In question number 3 above, it can be seen that some students do not use this strategy, but some do. According to RSD, he uses this strategy when memorizing English speeches. In the process of memorizing the English script, there are several words that are difficult to pronounce, so the way he does it is by collecting the complicated words and arranging them in several sentences. This strategy then makes it easier for her to pronounce the complicated words.

4. In remembering new English word, do you use a mental picture of a situation or context in which that word might be used?

DTR : Iya, saya mengidolakan artis Taylor swift. Saya hafal lirik dari lagu-lagunya. Saya banyak menggunakan strategi ini jika di kelas writing. Lirik dari lagu itu meningkatkan vocab saya sehingga hal ini sangat membantu di kelas writing tersebut.

Yes, I idolize Taylor Swift. I memorize the lyrics of her songs. The lyrics of the song increase my vocabularies, so it really helps in writing class.

ATN : Ya, saya selalu nonton tayangan olahraga di channel luar negeri berbahasa Inggris. Waktu Olimpiade terutama. Di sana saya juga banyak mengenal kata baru yang di gunakan dalam olahraga. Hal ini membantu sya dalam meningkatkan kemampuan berbahasa Ingris saya. Contohnya, kosakata seperti gold, bronze, silver, dll.

Yes, I always watch sports on channels that use English, especially during the Olympics. I learn a lot of new words used in sports. This helps me improve my English vocabulary, such as gold, bronze, silver, etc.

From question number 4 above, it shows that students use this strategy. DTR said that she idolizes the artist Taylor Swift to the point of memorizing the lyrics of her songs. By memorizing the lyrics of the song, her vocabulary increases. It

helps her a lot in doing assignments in writing class. Opposite from DTR, who likes to listen to music, ATN instead enjoys watching foreign sports channels. The show makes her familiar with many English terms used in the world of sports, for example, gold, bronze, or silver.

5. Do you use rhymes to remember new English words? Could you describe the process of using the rhymes?

Rsd : Oh Yes, saya cinta dengan poetry atau puisi. Jadi dalam puisi itu banyak menggunakan rima. Proses ini membantu saya dalam banyak hal dalam mempelajari Bahasa Inggris. Meningkatkan skill speaking atau vocabulary
Yes, I love reading poetry. There are many rhymes in lines of poetry. This process helps me in many ways in learning English, particularly increasing my speaking skills and vocabularies.

Based on question no. 5 above, RSD says that she likes poetry; the poems she reads use rhymes. She can improve her speaking skills and vocabulary at once through this activity.

6. Do you always physically act out the English words?

ANG : Ya, saya memakai strategi ini ketika saya mengajarkan anak kecil berbahasa Inggris

Yes, I use this strategy when I teach young children English. The question interview above shows that ANG uses this strategy when teaching English to children.

7. Do you review English Lesson often?

UP : Ya, tentu saya, Pelajaran yang telah saya pelajari itu saya tempel di dinding kamar. Jadi kalau sedang tidak melakukan apa-apa. Saya selalu mengkaji Kembali materi tersebut. Hal ini membuat saya tidak lupa dengan materi pembelajaran saya.

Yes, of course I do. I stick the lessons I have learned on the wall of my room. So when I am doing nothing, I just stare at the wall and review the materials that I have studied. This keeps me from forgetting my learning materials.

WD : Iya
Yes

DST : Ya
Yes

ANG : Yes
Yes

Azr : Iya

Yes
Rsd : Ya
Yes

For question number 7 above, it shows that students review their English lessons. UP says that the way she studies is that the summarized lesson material will be pasted on the bedroom wall so that when she is not doing anything, she can immediately see it. This prevents her from forgetting learning materials.

DISCUSSION

The first strategy used was creating mental linkages. The usage of creating mental linkages was divided into two: associating/elaborating and placing new words into a context. In associating/elaborating, the learners correlated what they already knew and new things they learned in English. Different preferences and needs in learning English very much influenced them in applying this strategy. NRT and ANG had the same hobby, which was watching English films or content on social media. NRT even mentioned specifically about the genre. It was thrillers on Netflix. Similar hobbies led to the identical goals. NRT wanted to improve English speaking skills, while ANG focused more on how to pronounce English correctly.

Meanwhile, MM informed that she watched the content creator a lot, named Fiki Naki. He was Indonesian and spoke English fluently. His content influenced MM's knowledge in terms of English slang and English vocabularies. This process helped her in the process of learning in class. WD and AZR used this strategy in the same activity, namely listening to English music. They listened to music with the aim of improving their listening ability. WD added that she listened to the song over and over again, and if she found the difficult words, she would find out the meaning. This strategy can also improve vocabularies and was very useful during listening class. To remember new English words or phrases, student ANG did not remember them by remembering their location on the page, on the board, or on a street sign, but he just asked his friends to guess the answer by giving the clues related to those words or phrases. This strategy was placing new words into a context.

The second strategy was applying images and sound. It was divided into two; using imagery and representing sound in memory. In using imagery, a learner used new English words in sentence in order easy in remembering them. RSD applied this strategy when memorizing English speeches. In the process of memorizing the script, there are several words that are difficult to pronounce, so the way he did it was by collecting the complicated words and arranging them in several sentences. This strategy then made it easier for her to pronounce those words. In remembering new English words, the learners used mental picture of a situation or context in which that word might be used. DTR said that she idolizes the artist Taylor Swift to the point of memorizing the lyrics of her songs. By memorizing the lyrics of the song, her vocabulary increased. It helped her a lot in doing assignments in writing class. Opposite from DTR, who loved to listen to music, ATN instead enjoyed watching foreign sports channels. The show

makes her familiar with many English terms used in the world of sports, for example, gold, bronze, or silver.

The third strategies RSD applied rhymes to remember new English words. she liked poetry; the poems she red use rhymes. She could improve her speaking skills and vocabulary at once through this activity. ANG used this strategy when teaching English to children.

The fourth strategy was reviewing well. the students informed that they reviewed their English lessons. UP added that the way she studied was that the summarized lesson material pasted on the bedroom wall so that when she was not doing anything, she could immediately see it. This prevented her from forgetting learning materials.

CONCLUSIONS AND RECOMMENDATION

1. The usage of Creating mental linkages strategy; The learners correlated what they already knew and new things they learned in English. Different preferences and needs very much influenced the learners in applying this strategy. Watching films on Netflix, watching English content on social media were the ways to improve many aspects like speaking skill, correct pronunciation, enrich vocabularies and knowing English slang. listening music was used to increase the listening skill. To remember new English words or phrases, a student did not remember them by remembering their location on the page, on the board, or on a street sign, but asking friends to guess the answer by giving the clues related to those words or phrases.
2. The usage of applying images and sound strategy; In using imagery, a learner applied this strategy when memorizing English speeches. In the process of memorizing the script, there are several words that are difficult to pronounce, so the way he did it was by collecting the complicated words and arranging them in several sentences. In remembering new English words, the learners used mental picture of a situation or context in which that word might be used. Memorize favourite lyric of the songs might increase vocabularies. It was useful in doing assignments in writing class. watching foreign sports channels made the learners familiar with many English terms used in sports.
3. The application of employing action strategy; Applying rhymes to remember new English words. The learners reading poetry and teaching English for children.
4. The application of reviewing well strategy; Summarizing lesson material and pasted on the bedroom wall. This was a preventive way from forgetting learning materials.

ADVANCED RESEARCH

Advanced research on cognitive learning strategies in English language acquisition suggests that integrating multisensory approaches –such as mental linkages, imagery, sound association, and active engagement –enhances long-term retention, cognitive flexibility, and practical language use. The Creating Mental Linkages strategy, where learners connect prior knowledge with new information through films, music, and social media, aligns with dual coding

theory, which states that information processed both verbally and visually strengthens memory recall. Additionally, the Applying Images and Sound strategy, particularly through mental imagery and contextual visualization, is supported by schema theory, which highlights how learners construct meaning based on familiar cognitive structures. The Employing Action strategy, incorporating rhymes and poetry, resonates with phonological loop mechanisms in working memory, aiding pronunciation and vocabulary retention. Moreover, the Reviewing Well strategy, which involves summarization and strategic material placement, aligns with spaced repetition and retrieval practice, proven methods in cognitive psychology for enhancing recall and preventing forgetting curves. Future research could explore the impact of AI-driven language learning tools, VR-assisted immersive experiences, and adaptive learning algorithms, which could further personalize language acquisition processes and optimize learning efficiency for diverse learner preferences.

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