**THE VOCABULARY MEMORISATION STRATEGY BEFORE ENTERING THE CLASSROOM AND THE USAGE OF THE MEMORISATION CARD**

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**ABSTRACT** This research aims to explore the students’ responses towards the vocabulary memorisation strategy before entering the classroom and the usage of the memorisation card, and students’ vocabulary increase after joining the English class. This study employs a qualitative method which involves nine informants as the total samples. The results pinpoint precisely that the students give profoundly positive attitudes to the application of vocabulary memorisation strategy before entering the classroom and the usage of the memorisation card. Both strategies likewise boost the students’ lexical items significantly which could be ultimately depicted by visible result proof such as helping the students to accomplish their assignments at home or quizzes in the classroom without any assistance from Google, other devices or friends, to aid them to produce more stocks of words in speaking practice and writing activity, to grasp the listening and reading comprehension, to pronounce the words correctly as well as to comprehend the meaning of the words or sentences. The result implication is that the educators both formal and informal institutions are recommended implicitly to apply those practical strategies in order to address students’ low motivation to study English and to escalate their four language skills and subskills rapidly.

**Keywords:** Vocabulary, memorisation, strategy, entering, classroom, card

1. **INTRODUCTION**

V

ocabulary is the most paramount important subskill as a core key of success to speak English fluently. This statement is corroborated by Alqahtani (2015), Baskarani (2016), Dakhi & Fitria (2019), Jamaliapour & Farahani (2015), Taghinezhad et al. (2016), and Teng (2014). The more vocabulary the students memorise, the more fluently they converse. Ningrum (2019) & Pratiwi (2019) portrayed that one of the techniques in teaching vocabularies used by the teachers was the memorisation strategy. Chen et al. (2015) & Huque (2018) pinpointed that the memorisation method contributed a better effect compared to the traditional approach on the improvement of speaking performance. When the researchers taught English for the first semester students and the second-semester students of STIE Muhammadiyah Mamuju, they encountered some students who had lack of motivation to study English. The teacher faced difficulties in teaching English vocabularies for the naughty and lazy students, (Baskarani, 2016). They also possessed limited vocabularies so when the lecturers asked them to speak, they did not know many words to say in English and even some of them were speechless. Furthermore, they owned low speaking ability. When the lecturers gave them a speaking test, they could not speak fluently. Rahmadhani (2015) highlighted that many students faced too much L1 when they were taught speaking in English courses.

Vocabulary is the store of words that exist in a particular language to be utilised as a tool to produce messages, receive messages, and comprehend knowledge. According to Thornburry (2002), vocabulary is defined as a word that represents meaning and form. Additionally, Hornby (2000) deduced that vocabulary is a word in a certain language or subject which is known and used by a person. Alqahtani (2015) pointed out that vocabulary is the total number of words that are needed to communicate ideas and express the speaker’s meaning. Vocabulary is divided into receptive vocabulary and productive vocabulary. Receptive vocabulary is the language lexicon that is received by listening and reading while productive vocabulary is a lexical item which is produced through speaking and writing. Harmer (1993) classified the vocabulary into two types, namely active vocabulary and passive vocabulary. He further noted that active vocabulary is the vocabulary which has been taught and expected to be able to express while passive vocabulary refers to a word which is recognised when it is discovered, but it is less likely unable to pronounce. McCarten (2007) commented that vocabulary learning is quite challenging inasmuch as it covers the variety of lexical knowledge in terms of single words, phrases, collocations, strategic vocabulary, grammatical features, idioms, and fixed expressions.

Richards & Schmidt (2013) opined that memorisation is the information establishment process in memory which is connected to the aware steps to memorise information. Conscious mind refers to the left brain which stores and retrieves knowledge consciously. Huy (2015) viewed memorisation strategy as the teaching strategy which is derived from four phases of memory strategy such as creating mental linkages, applying images and sounds, reviewing well, and employing action. Hanafiah (2013) stated that vocabulary memorisation refers to vocabulary learning by memorising the words and repeating their the meaning and pronunciation. On one hand, the researchers go along with Hanafiah and cast light on vocabulary memorisation is the process of vocabulary recognition with the meaning or translation in human’s brain to be retained in short or long-term memory using rehearsal and pronunciation practice, and vocabulary memorisation strategy as a strategy which is used to memorise new words. This technique is variously practised by every learner or every teacher based on their previous experience background, knowledge or advantages. Vocabulary memorisation is quite similar to rote learning. Rote learning is repetition in aiming to memorise the information and to save it in the memory without grasping much deeper. On the other hand, the researchers criticise Hanafiah’s argument that he does not propose sorts of memorisation techniques. The researchers contribute two different models of memorising strategy, namely memorisation strategy before entering the classroom and memorisation strategy in the classroom. However, the most sufficient from both is memorisation strategy before entering the classroom. The researchers as the lecturers impose memorisation strategy of words or expressions for the students as a prerequisite to enter the classroom. To manipulate the students’ word memorisation, the researchers also require the students a memorisation card. The memorisation card is a piece of paper which contains some details and a signature space as proof for controlling students’ new word recognition.

In accordance with the illustration, the researchers intended to mitigate the three problems through vocabulary memorisation strategy before entering the classroom and memorisation card. Those were brought into a research entitled “*The Vocabulary Memorisation Strategy before Entering the Classroom and the Usage of the Memorisation Card”* that had been carried out by the researchers. This research aims to explore the students’ responses towards the vocabulary memorisation strategy before entering the classroom and the usage of memorisation card, and students’ vocabulary increase after joining the English class.

1. **REVIEW OF LITERATURE**

Chen et al. (2016) likewise pointed out that the memorisation method contributed more influential impacts on students’ speaking ability than the traditional approach, and the instruction through memorisation equip a big improvement for the language users on oral proficiency, listening and reading. This claim is further elaborated by Ikuo (2013) that memorisation method is successful to escalate not only listening skill, language production, and reading comprehension but also vocabulary mastery and sentence patterns. Khamees (2016) cited that both weak achievers and intelligent achievers implemented memorisation strategy to learn vocabularies with their definitions as well as literary texts, and they were truly keen on that strategy now that their English achievement was getting improvement. The facts were corroborated by Bahri (2021) that memorisation method using a small handbook enabled to progress students’ vocabularies in terms of verbs significantlly.

Meanwhile, one of two informal course instructors utilised vocabulary self-collection, and the one practised in line with the two elemetary teachers, (Zuhri et al., 2019). The two vocational high school teachers applied some strategies to expand students’ vocabularies such as teaching through student characteristics, vocabulary memorisation, songs, games, and assessments, (Ningrum, 2020). Similarly, the junior high school teachers employed memorising and games to enrich students’ new words, but translation is also given, (Panoh, 2019). Meliana at al. (2018) asserted that vocabulary teaching includes comprehending vocabulary in detail, memorising vocabulary in every meeting, dictionary use, and games. Besides, they refuted the previous research findings that using games is the most effective vocabulary instruction while memorising vocabulary each meeting is discovered as the most weak one because memorising new vocabularies in terms of 15-20 irregular verbs every meeting leads the learners to forget the lexical items that they have memorised. Memorisation strategy constitutes a vast variety of models or methods perceived and implemented by the educators or researchers in vocabulary teaching which leads to different instruments, procedures, and results like other researchers; Al-Qaysi & Shabdin (2016), Dewi (2013), Kunnu at el. (2016), Ramadhani (2017), Sinhaneti & Kyaw (2016), and Yang & Dai (2012).

In short, the researchers sum up that the vocabulary memorisation strategy might be the weak strategy to store vocabularies in memory if the activity is not followed by practices. However, the vocabulary memorisation strategy might be one of the top techniques to memorise new words as long as followed by various retention activities and practices such as reporting their memorisation to a friend or a lecturer and the word spelling, pronunciation, parts of speech, usage, derivation, collocation, quizzes, assignments, and others need to be presented by the lecturers. Additionally, the lecturers also involve the students to practice their memorised vocabularies in language productions such as speaking and writing every meeting after the communicative grammar presentation in order to retain their lexical features in long-term memory. Moreover, sometimes their words are drilled at listening to the conversation and reading the texts. Rehearsal is deemed as the most frequent memory strategy to teach the lessons, (Chang, 2015).

1. **METHOD**

**Respondents**

This research employed a qualitative design at students of STIE Muhammadiyah Mamuju in 2019-2020 academic year. This year, in 2021, that campus has been upgrading its quality and standard by passing into Universitas Muhammadiyah Mamuju, from college to university which constitutes five sorts of departments. This research was undertaken in both students of management and developmental economics department.

The sampling technique that was used was purposive sampling. The targeted samples were the volunteers of three classes, namely three students from management C, three students from developmental economics A, and three students from developmental economics B. Thus, the total samples were nine informants.

**Instruments**

This research utilised three different types of instruments, namely students’ vocabulary memorisation card, an attendance list, and a depth-interview sheet. The students’ card was noticed while the attendance list was ticked to find the students who were present and reported their vocabularies that they had memorised as their passwords to enter the classroom. Every meeting the students were assigned to memorise at least ten vocabularies which were related to the material topic of the following meeting. After the researchers had ascertained the most active students who had turned in their passwords orally, they were given the depth-interview which comprised some open-ended questions. During the interview sessions, there was a distinct possibility to add some follow-up questions in order to acquire complete data.

**Procedures**

The researchers collected the data from three procedures namely self-teaching observation, signing at the students’ vocabulary memorisation card, checking students’ participation in memorising vocabularies before entering the classroom in the attendance list, and conducting a depth-interview. The researchers as the lecturers taught English to the students and imposedthe vocabulary memorisation strategy before entering the classroom and the usage of the memorisation card. The researchers signed on the students’ memorisation card as proof that they had memorised in that meeting if the students handed in to them orally. Conversely, if every student submitted their own new words to their partner, their momorising card was signed by their pair as well as the lecturers. Furthermore, the attendance list was put on tick when the researchers called the roll to control the students who used to come and tell their passwords. Passwords are meant as their new lexical items that they must memorise. The most active students who memorised their vocabularies and used their memorisation card were interviewed using a depth-interview sheet. The interview session was recorded using both a handy cam as a video recorder and a phone as an audio recorder. After the depth-interview, the researchers directly wrote the transcription of the video or audio before doing the other depth- interviews to the different interviewees in order to do step by step easily, not to pile up the data, and to remember the cases to what happened to the latest interview sessions because some iinterviewees were interviewed in different days.

**Data analysis**

The data were collected from the memorisation cards, attendance lists, and depth-interviews, and they were analysed through collecting, comparing, classifying and then describing descriptively after the data validity were conducted. The researchers validated the data in two major techniques, namely typology validity and a triangulation technique to justify whether the data were valid or not. Typology is one process to classify the data. Thus, the researchers first carried out data classification into the equal category before the data were described descriptively.Triangulation is a datum validity technique which uses three or more contrasting sources in order to enrich and equip the data. Then the raw data were transcribed completely. In the transcription, the researchers compared the data from the ninth informants, and then they were reduced using a matrix table which was called a matrix data reduction before the data were described descriptively.

1. **FINDINGS AND DISCUSSION**

 **1. Memorisation strategy before entering the classroom**

The most interesting interview results from the four representatives of nine informants are depicted descriptively as follows.

Nurfadilah said, “I love memorising 10 vocabularies before entering the classroom because I can grasp a lot of vocabularies. On the one hand, it enables me to make easier in learning English lessons that the lecturer delivers, and I am able to know many vocabularies that I do not know before. On the other hand, it can reduce the study time because it consumes more time if I memorise then I learn the lessons from the lecturer.”

Agung stated, “ I like memorising 10 vocabularies before going in the classroom so when I want to speak English, I am capable of expressing easily. By memorising only 10 words, I am able to remember them when I communicate. The advantage to memorise vocabularies before entering the classroom is that I pick up more English words such as nouns, verbs, and adjectives. Otherwise, the disadvatage is that when I memorise, sometimes the pronunciation is wrong.”

Ruth answered, “I adore memorising 10 vocabularies before coming into the classroom because I can add my knowledge towards English vocabularies. Indeed, the strength in memorising vocabularies before entering the classroom is to aid the process of learning English. The weakness is that sometimes I forget the vocabularies because if it is noisy; I do not focus.”

Syarifa declared, “I go for memorising 10 vocabularies before entering the classroom in order to acquire more vocabularies and to be more fluent in English.The benefit is to be more fluent in English. However, the drawback is that there is no pronunciation of the words in that card. I find the difficulty of the pronunciation.”

Based on depiction, it can be summarised that all the students are highly keen on vocabulary memorising strategy before entering the classroom to be implemented by the English lecturers before the English class started every meeting for some reasonable reasons. First, the students know lots of vocabularies. This finding is in accordance with Hanafiah (2019) who reported that the vocabulary memorisation program results in a significant role in expanding pupils’ new words. Second, their vocabularies assist them to converse in English fluently especially in producing a wide range of vocabularies. In other words, it can help the students to grasp and practise the English lessons easily in terms of four English skills such as listening, speaking, reading, and writing as well as subskills like grammar and pronunciation.

In contrast, there are some drawbacks that should be coped with. It can reduce the study time because sometimes fifteen minutes to thirty minutes of one hour and half of study time is used for that activity so that it should be conducted 15 minutes before the class, outside of the study time. The students also sometimes pronounce the words incorrectly so every meeting the lecturers have to drill the pronunciation of the words that will be memorised in the following meeting at the end of the class. Pronunciation is the first and foremost element that should be taught to young English learners or new English users. Harmer (1993) accentuated that some vocabulary components that the students need to know are meaning, word use, word formation, and word grammar. Baskarani (2016) claimed that some aspects that lead to problems to learn vocabualries are pronunciation, spelling, grammar, and meaning. Furthermore, sometimes the students forget the appointed vocabularies at that day, and they do not focus due to the noise or they forget the last meeting vocabularies so the lecturer and the students must make and obey the agreement of rule to be silent during the memorisation process, and all the students must be involved in speaking and writing activity to put their vocabularies in contexts for a long term in their memory. Khamees (2015) drew an inference that the pupils used to forget their memorisation through the adaptation of the memorisation strategy in learning English. In addition, Zuhri et al. (2019) declared that apparently memorising was generally applied by formal and informal English teachers to instruct vocabularies, but it reflects several weaknesses such as causing the students to have low memory and performing monotonous teaching atmosphere. Memorising the meaning of unknown words through first language translation using word lists called rote learning method makes the new words last in short-term retention. However, memorising the new lexicons through composing the students’ personal sentences called sentence writing method retains much better in long-term memory, (Mattisson, 2011). The teachers are suggested to employ various vocabulary learning strategies and to give opportunity for the students to encounter the lexical items repeatedly as well as in more than one context, and before delivering vocabularies, the teachers are recommended to notice the vocabulary level, students’ level and characteristics, and technique value for the students, (Alqahtani, 2015). Successful vocabulary learning is determined solely by the appropriate application strategies, (Yunus & Saifuddin, 2019). Moreover, the students discovered the difficulty of the pronunciation when reporting their new vocabulary memorisation to their partner or lecturers in front of the door although the lecturers do the pronunciation practice of the words to the students because there is no written pronunciation of the words in their vocabulary memorisation card or in the whiteboard so that the lecturers have better attach their pronunciation of the words in their vocabulary memorisation card or book.

**2. The usage of the memorisation card**

 The informants are also interviewed about their attitudes towards the usage of the vocabulary memorisation card, and the data are illustrated as follows.

Agung stated, “I am fond of the usage of the memorising card because it controls me to memorise vocabularies. Without the memorising card, sometimes I am so apathetic to memorise because there is no proof that I have memorised; I always memorise or not. The strength is that it engages me to memorise a lot of vocabularies, but the weakness is that sometimes the memorisation card is missed. In addition, it is quite easy to be signed by friends although I do not memorise. Sometimes I myself give a signature, or it is signed by the lecturer or my friend. Although I do not memorise, my friend or the lecturer also gives a signature.”

Ruth answered, “I go for the usage of the memorisation card because if there is the memorisation card assigned to me, it can motivate me to study more vocabularies. The usage of the memorisation card becomes a reference frame in learning vocabularies. The disadvantage is that if I do not pay attention to it, it usually loses because it is only a piece of paper. Furthermore, it is limited because it uses numbers. I mean it is limited because a memorisation paper is usually a piece of paper, so only a few vocabularies are there. It should have vocabularies in that card so it becomes a card as well as a vocabulary bank. If there are a lot of vocabularies in that card that have been prepared, for example around 100 words, I can select and read 10 words repeatedly. It seems to pay instalments. It is united or attached in one book which contains the memorisation card and its word lists.”

Syarifa declared, “I adore the usage of the memorisation card. The benefits to use the memorisation card are in order to know how many words that I have memorised and how many times I have memorised. There is no drawback of the memorisation card because it becomes proof that I have memorised vocabularies.”

Nurfadilah said, “I am keen on the usage of the memorisation card because I can know how far my memorisation words are or how far I have memorised. The memorisation card has an advantage. I am able to know the date that I memorise from the first meeting until the last meeting. Then I do not find any disadvantages of using the memorisation card.”

The four students represent that all the students love the usage of the memorisation card owing to some benefits. First, it becomes written proof to control the students whether they have memorised or not, how many times they have memorised, and how plenty of words that they have memorised. Second, it evokes them to memorise many vocabularies every week or meeting because that card will be turned in to the lecturers at the end of the semester to be given a mark which supports to get hold of mark A. The last, it can aid the students to check the date or the meeting that they have memorised, or they have not memorised, so they can catch up with the vocabularies by asking permission to the lecturer whether they can submit their left vocabularies individually or not if they did not attend the class in certain meetings. The students also acknowledged the drawbacks of the usage of the memorisation card which contribute very positive and helpful suggestions for the future. Sometimes the memorisation card is missed or forgotten because it is only a piece of paper so that it needs to be attached to one book, or the students’ memorisation card is stored in the book in the classroom. Sometimes their card is also signed by themselves, friends or the lecturers although they do not memorise. To combat this case, all the students should build up their honesty and make an agreement not to ask for a signature from their partner or the lecturers as well as not to sign by themselves if they do not memorise. Moreover, it does not have vocabulary lists, so it is recommended to utilise memorisation card with vocabulary banks including their pronunciation and meanings in one book, so it is not easy to be lost and forgotten.

**3. The students’ vocabulary increase after joining the english class**

Three of nine students as the informants who were deemed as representatives stated the most compelling arguments during the interview session. The findings are presented as follows.

Rasty confirmed, “My vocabularies expand very reasonably. If I have assignments at campus or at home, I am able to answer by myself without any assistance from Google or friends. I routinely memorise 10 words per meeting. I memorise them at home.”

Agung stated, “My vocabularies increase because I always memorise 10 words before entering the classroom every meeting. The more I get English, the more I know the English words.”

Nurfadilah said, “My vocabularies improve due to memorising 10 words before going in the classroom, but sometimes I forget the last meeting vocabularies if I do not memorise them again.”

All the students comment that their vocabularies increase after joining the English class because the lecturers use the memorisation strategy before entering the class and the memorisation card during teaching English integratedly. The increase is not described with quantitative data, but it is outlined by qualitative data based on visible result proof as follows. First, the students can finish their assignments at home or exercises in the classroom without any assistance from Google, other devices, or friends because they know the meaning of the words in the questions, and the vocabularies that they write to answer the questions are already memorised. This reality goes in line with Faizah’s finding (2018) that the vocabulary memorising method assists the students to complete the questions of the exam in the Arabic language, and they compete in learning the Arabic language in order to acquire vastly superb marks in the output of the semester. Second, their vocabulary mastery aid the students to produce more words during the speaking practice, to write a wide range of words during the writing activity, to understand the speakers in listening, to comprehend reading texts, and to know the meaning of the words or sentences during the grammar presentation. Memorisation strategy plays core roles not only to enhance students’ listening comprehension but also to arouse the students’ good attitudes, high motivation, and animated classroom interaction, (Pratiwi, 2019). In contrast, although the students are given memorisation strategy before entering the class and memorisation card, sometimes they forget the vocabularies in the previous meetings. To mitigate this obstacle, all the students should be involved in the speaking and writing activity, and the lecturers should use more time in speaking and writing session, so they can use and practice their new vocabularies that they have memorised. The teachers encountered difficulty in making all the students to put their vocabularies in their mind using memorising owing to the heterogeneity of their ability in producing their memorised vocabularies in writing, and to overcome this, the adequate solutions are teaching patiently and grasping students’ condition, taking care of the teaching process, taking the time in giving full attention to the week achievers, firing up the students to participate actively in learning, helping them to memorise and to compose the right sentences, and training the students to write, to read, and to arrange vocabularies repeatedly in writing practice, (Faizah, 2018). Hoque (2018) asserted that the teaching strategies that are proposed to broaden and deepen the learners’ memory in retaining information are mnemonic, chunking words and activities, students’ teaching others, using mental imagery, focus to remember, utilising technology, connecting to emotions, visual and spatial techniques, memorable visual images, the memory palace technique, songs, and jingles, the five senses, and lively visual metaphors or analogies. Furthermore, the students should be stimulated to speak English outside of the classroom to their friends and the lecturers, and they can practice their speaking using some strategies. To obtain more valid data in this part, the other researchers can undertake qualitative research for the future.

1. **CONCLUSION**

 Regarding the finding illustration, the researchers deduce that the students give profoundly positive responses toward the implementation of the vocabulary memorisation strategy before entering the classroom. The noticeable reasons are to aid the students to grasp a lot of vocabularies, to assist them to produce a wide range of vocabularies in productive skills such as speaking and writing, to speak English fluently, to help them to receive and comprehend receptive skills such as listening and reading as well as words and sentences in subskills such as in grammar and pronunciation. Vocabulary is highly vital to improve users’ target language skills such as listening, speaking, reading, and writing, (Faizah, 2018; Yunus & Saifuddin, 2019). Thornbury (2002) likewise said that people are unable to convey something if they do not know the vocabularies. Conversely, it is inevitable that it is unlikely to teach vocabularies through memorisation strategy before entering the classroom integrated with communicative grammatical features, speaking, writing, listening, and reading in a single meeting to the great number of students in one class due to the limited time allotment, only one hour and a half every meeting. The vocabulary memorisation strategy is only effective for the small number of students in one class both formal and informal institutions. The drawbacks that appeared such as reducing the study time, leading the students to pronounce the words incorrectly, causing the students to forget the appointed vocabularies on that day or the last meeting vocabularies as well as making the students not to focus due to the other students’ noise or other disturbance.

All the students also confirm that they fancy the usage of the memorisation card due to some logical considerations of the strengths. They are to become written proof in controlling the students whether they have memorised or not, how many times they have memorised, and how many words they have memorised, to prompt them in memorising plenty of vocabularies every week or meeting, and to assist the students in checking the date or the meeting that they have memorised, or they have not memorised. The weakneses have arisen as follows. Sometimes the memorisation card is missed or forgotten. Sometimes their card is also signed by themselves, friends, or the lecturer although they do not memorise. Furthermore, it does not contain vocabulary lists.

Based on the students’ comments, the students’ vocabularies boost after joining the English class because of the usage of vocabulary memorisation strategy before entering the classroom and the memorisation card which are illustrated by visible result proof such as to help the students to accomplish their assignments at home or quizzes in the classroom without any assistance from Google, other devices, or friends, to aid them to produce more words in speaking practice and writing activity, to comprehend the listening and reading comprehension, to pronounce the words correctly as well as to know the meaning of the words or sentences.

The researchers strongly recommend that all English lecturers at Universitas Muhammadiyah Mamuju enforce the memorisation strategy before entering the class in order to enrich the students’ vocabularies rapidly and to understand the four English skills and subskills easily. The English lecturers also should utilise the memorisation card in order to control and promote the students in memorising new English terms. Besides, all English practitioners at formal schools and English instructors at informal English courses may try to use the memorisation strategy and the memorisation card to assist and to accelerate the students to communicate in English fluently. The possible future exploration for other researchers is to research using a quantitative method whether the students’ vocabularies boost or not.

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