THE EFFECTIVENESS OF MEMORY STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILLS

Arum Putri Rahayu[1]*, Masriatus Sholikhah[2]
[1]STAI Ma'arif, Magetan, Indonesia
[2]Universitas PGRI Jombang, Jombang, Indonesia
*Corresponding author's email: hayurahayu9284@gmail.com

Abstract

This research studies the memory strategies used by the second semester STAI Ma'arif Magetan students to improve their speaking skills through involvement in English vocabulary. The purpose of this research is to find out the types of memory strategy and students' preferences in using memory strategies to improve their speaking skills. The data consists of memory strategies used by STAI Ma'arif Magetan students. The data source consisted of 30 second semester students. The memory strategy questionnaire was carried out for the data collection process. Data analysis was carried out using several steps such as data reduction, displaying data, and drawing conclusions. The research results showed: (1) students used ten indicators of strategic memory (grouping, associating, placing new words into a context, using images, semantic solvers, using keywords, representing sounds in memory, structural displays, using physical responses or sensation, and using mechanical techniques); (2) students' preferences in using memory strategies to place new words into context.

Keywords: *Learning strategies, Memory strategies, Vocabulary*

INTRODUCTION

English is widely recognized as an international language due to historical, cultural, economic, and political factors, particularly due to the influence of the British Empire and the United States (Crystal, 2003a; Crystal, 2003b; Parupalli, 2019). Its global prominence is a practical outcome of its extensive use in fields such as business, science, technology, aviation, and diplomacy (Lauder, 2008; Mehtiyev, 2010). Despite its widespread use, English has not been officially patented as the international language; rather, its prevalence is a result of its practical utility in facilitating cross-cultural communication (Crystal, 2003; Rahmat et al., 2020; Yue, 2022). Efforts to promote multilingualism and preserve linguistic diversity persist alongside the use of English on the global stage (Zein, 2019). Languages that are not the core language of the

region are not used in everyday life (Rabiah, 2012).

A foreign language is typically understood as a language that is not the native or official language of a particular country or region. In such a context, it is not the primary means of communication in government, media, and other official or public spheres. People in that country or region may learn and use the foreign language for specific purposes, such as international communication, business, or academic pursuits, but it doesn't have the same status as the native or official language in terms of widespread daily use and cultural relevance within the community (Rabiah, 2012; Saville-Troike, 2012). The goals may include fostering intercultural communication, facilitating international business and diplomacy, and broadening students' perspectives through exposure to different linguistic and cultural traditions. Proficiency in foreign languages can enhance individuals' ability to navigate a globalized world and participate in cross-cultural exchanges, both personally and professionally. Language education typically involves a combination of speaking, listening, reading, and writing skills to enable comprehensive communication in the chosen foreign language (Ahtif & Gandhi, 2022; B. Beribe, 2023).

Teaching speaking can be especially challenging, particularly for non-native English speakers or L2 learners (Halali et al., 2022). The root problem in language learning often lies in schools that prioritize written English over spoken English, which can hinder students' fluency and confidence in speaking (Daar, 2020; Saville-Troike, 2012).

The approach to teaching speaking as a language skill has evolved from mere repetition, memorization of dialogues, and drilling to a more communicative and fluency-focused method, and rote learning of grammar rules (Ellis, 1997; Fitriani, 2022; Luis, 2021; Rao, 2019; Yuda Pratama & Awaliyah, 2016). However, modern language teaching methods place a greater emphasis on communication and fluency. Modern language education emphasizes the development of communicative competence, where learners are encouraged to engage in meaningful and authentic communication. This approach helps learners not only to become more proficient speakers but also to feel more confident and comfortable using the language in practical settings (Widiati, 2006; Batang, 2016; Subekti, 2020; Jasno, 2022; Nggawu & Thao, 2023). This shift recognizes the importance of real-world application, encouraging students to express themselves creatively and fluently in various contexts rather than solely focusing on rote memorization (Alek, 2021; Babu & Roy, 2023). The goal is to equip learners with practical language skills that can be effectively used in everyday communication (Richards, 2008; Daar, 2020; Putra, 2017).

By focusing on communication and fluency, educators aim to help students develop the ability to express themselves naturally and confidently in everyday conversations, whether they're interacting with native speakers or using the language in professional or academic settings. By nurturing the ability to express oneself naturally and confidently in everyday conversations, educators empower students to engage more meaningfully with the language and the world around them (Ministry of Education, 2012; Gholam, 2019; Chen & Padilla, 2019; Darling-Hammond et al., 2020; Zheng, 2022). This proficiency not only enhances their communication skills but also opens up opportunities for personal and professional growth, as they become more adept at navigating diverse linguistic and cultural contexts (Chen & Padilla, 2019; Europe, 2021; Andrulis & Brach, 2007; Muftah, 2023).

This practical focus not only enhances the learner's ability to use the language but also increas-

es their motivation and engagement in the learning process, as they see the direct relevance of what they're learning to their daily lives (Nation & Newton, 2008; Leong & Ahmadi, 2017; Nurmalasari & Karompot, 2023). In another way, it also helps learners understand the immediate value of their language skills, which can lead to a deeper commitment to learning and a greater sense of accomplishment as they progress. By emphasizing real-world application, educators can create more meaningful learning experiences that resonate with students and encourage them to actively participate in their language learning journey (Saville-Troike, 2012; Sinambela et al., 2023; Aini, 2023). Therefore, it is important for students to discover learning strategies that support them in presenting academic speaking material.

Learning strategies are fundamental for students to enhance their learning. When students are equipped with effective learning strategies, they can approach their studies more systematically, manage their time better, and engage with the material more deeply. These strategies can include techniques for organizing information, memorization, problem-solving, and critical thinking. By teaching students how to use these strategies effectively, educators can help them become more independent and successful learners (Hattie & Donoghue, 2016; Wegner et al., 2021).

Learning Strategy
Learning strategy refers to the process through which students manage their learning. It is essential for students to employ effective learning strategies to respond efficiently. These strategies are closely linked to students' ability to apply themselves to tasks. Therefore, the mastery of these strategies significantly impacts the success or failure of students in learning tasks (Taylor & Kenney, 2008; Kazu et al., 2005). Each individual possesses unique learning strategies tailored to aid them in acquiring knowledge (Hattie & Donoghue, 2016; Gleason et al., 2011; Walberg, 1999). It is essential for these strategies to be thoughtfully organized to effectively enhance students' skills (Walberg, 1999; Darling-Hammond et al., 2020).

The current study focused on exploring memory strategies as a specific category of direct learning strategies, as outlined by Oxford in 1990. It is stated that Memory strategies, often known as "mnemonics," have a long history and predate widespread literacy. In ancient times, people relied on mnemonics to remember essential information, particularly related to farming, weather patterns, and birth dates. These mnemonic devices served as effective tools for oral cultures to retain and transmit knowledge across generations. Furthermore, Oxford highlights that memorization strategies, as outlined in her work, empower learners to store verbal material and retrieve it for communication when necessary. Despite their significance, research indicates that language learners often underutilize these strategies.

The reality in Indonesian universities reveals that students' mastery of English, especially in speaking, is not satisfactory, despite the crucial importance of oral English in conveying the meaning of communication. In the current approach to teaching English, the teacher relies heavily on traditional, teacher-centered methods. This means that most interactions in the classroom are initiated by the teacher, with students playing a relatively passive role in the learning process (Darling-Hammond et al., 2020; Saunders & Wong, 2020). As a result, students may have limited opportunities to actively engage with the material and develop their language skills through independent practice or collaborative activities (Shah, 2019; Mascolo, 2009). This approach contrasts with more student-centered methods, where learners take a more active role in their own learning, participating in discussions, problem-solving activities, and other

interactive tasks that promote language acquisition (Mascolo, 2009; Keiler, 2018).
Another contributing factors include the quality of input, limited time dedicated to English courses, and the infrequent use of English outside the university due to its status as a foreign language in Indonesia (King, 2018). Without the support of effective foreign language learning strategies that can be obtained and utilized optimally, the effectiveness of students' English learning remains suboptimal (Aguila & Harjanto, 2016; Asyhar, 2019).

Based on the problems mentioned above, this research intends to find out the types of memory strategies used to improve student's speaking skill as well as student preferences in using memory strategies to improve speaking skill.

METHODS
Research design
This qualitative research aims to explore the memory strategies employed by second-semester students in the Islamic Education Study Program at STAI Ma'arif Magetan to enhance their speaking skills. Qualitative research is centered on comprehending social phenomena through the viewpoint of individuals immersed in their natural environments (Mohajan, 2018). Thirty students of second-semester students from the Islamic Education Study Program at STAI Ma'arif Magetan are involved in the study.

Data collection involves distributing questionnaires to participants. The analysis consists of stages such as data reduction, presentation, and drawing conclusions (Elo et al., 2014). Member checks are used to maintain data credibility (Elo et al., 2014). The research centers on understanding how students employ memory strategies to enhance speaking skills within the context of the Islamic Education Study Program.

This research provides valuable insights into memory strategies aimed at enhancing speaking skills, which can offer practical implications for educators, researchers, and curriculum developers seeking effective approaches to language learning.

The study is confined to second-semester students in the Islamic Education Study Program at STAI Ma'arif Magetan, potentially limiting the generalizability of findings. The research adheres to ethical guidelines, ensuring informed consent, confidentiality, and respect for participant rights.

This research design outlines a comprehensive methodology for investigating memory strategies employed by students to enhance speaking skills within the specific context of the Islamic Education Study Program at STAI Ma'arif Magetan.

FINDINGS AND DISCUSSION
Findings
In this study, there were two findings obtained by researchers. There are: 1) types of memory strategies used to improve student's speaking skill; 2) student preferences in using memory strategies to improve students speaking skills

Types of Memory Strategies Used to Improve Speaking Skills by the Students.
In this research, the researchers follow ten indicators of memory strategies based on the Oxford

theory (Oxford, 1990). The ten indicators of memory strategies used by students to improve speaking skills based on vocabulary mastery are grouping, association, placement of new words into context, using similes, semantic mapping, using keywords, representing sounds in memory, seeing structures, using physical responses or sensations, and using mechanical techniques. The result can be seen in the table below.

Table 1. Percentage of Memory Strategy

No	Memory Strategy Indicators	Number of Students	Percentage
1	Placing new words into context	22	73.33%
2	Grouping	19	63.33%
3	Representing sounds in memory	18	60%
4	Structural View	15	50%
5	Associating	14	46.67%
6	Semantic Mapping	11	36.67%
7	Using imagery	10	33.33%
8	Using keywords	8	26.67%
9	Using physical responses or sensations	6	20%
10	Using Mechanical Techniques	5	16.67%

Student Preferences in Using Memory Strategies to Improve Speaking Skills

Utilizing memory strategies typically entails linking diverse materials, aiding students in learning and retaining new vocabulary over the long term (Oxford, 1990). This, in turn, enhances their reading proficiency. Based on the data collected from a questionnaire administered to 30 students, it was found that the most favored memory strategy for vocabulary improvement was incorporating new words into context. A significant majority of 22 students or 73.33% reported using this approach successfully, highlighting its popularity and effectiveness among the surveyed participants, as depicted in Table 1 above.

The table above shows that Memory Strategies are suitable for strengthening vocabulary memory because all types of Memory Strategies shown by Oxford (1990) are used by the college students. Another similar study by Putra et al. (2020) compared Memory Strategies, Determination Strategies, Cognitive Strategies, Metacognitive, and Social Strategies. The results of the study revealed that among the array of memory strategies available to students for enhancing vocabulary memory, the Memory Strategy stands out as the most widely employed. This prominence underscores the significance of this particular strategy in the context of language learning, highlighting its effectiveness in aiding students' retention and recall of vocabulary terms.

Among the various indicators of memory strategies used by students to enhance vocabulary memory, the technique of placing new words into context emerges as the most frequently utilized. This preference can be attributed to the fact that a single Indonesian word, when translated into English, often carries multiple meanings, making it crucial for students to understand how the word is used in different contexts for effective comprehension and retention. The brief explanation of the indicators inside the table above are as follow.

Placing new words into context

One favored memory strategy indicator among students when completing tasks is placing new words into context. This approach allows students to feel more at ease, confident, and less apprehensive about making mistakes, even when they encounter unfamiliar words or are unsure of their precise meanings. When confronted with a sentence containing a new word, students often rely on contextual clues from the words preceding or following it to deduce its meaning. This process of contextualization enables learners to feel a sense of achievement in their language acquisition journey, as they are able to make intelligent guesses and validate their understanding based on the context provided. This strategy not only aids in vocabulary retention but also fosters a more positive and proactive approach to learning, encouraging students to actively engage with the language and build their linguistic competence.

Second language learners often favor placing new words into context as a memory strategy because it helps them mentally process the language, leading to better understanding and retention of information, (Mohamad et al., 2021). When new words are placed in meaningful contexts, learners can more easily grasp their usage, which is crucial for language acquisition, (Mohamad et al., 2021). This strategy tends to motivate language learners to engage with the information they are learning, playing a significant role in enhancing their language skills, (Atay & Ozbulgan, 2007). Moreover, contextual learning has been found to positively impact vocabulary recall in English as a Foreign Language (EFL) contexts. Therefore, the use of this strategy not only aids in memory retention but also contributes to overall language learning and proficiency.

Grouping

In this study, Grouping is identified as one of the indicators of memory strategies that students find comfortable using, similar to the previous indicator of placing words into context. Grouping, also known as chunking, is one of memory strategy indicators that the learners liked too. It's due to this strategy ability to instill confidence and reduce hesitation in trial and error learning. This technique involves organizing related pieces of information into smaller, meaningful clusters, effectively expanding the brain's capacity for short-term memory. While our brains typically manage around 5-9 pieces of information at a time, chunking notably increases this capacity, allowing learners to process and retain more information. This preference for grouping stems from its effectiveness in organizing and processing information, ultimately leading to easier recall. By breaking down complex information into smaller, more manageable units, learners can enhance their memory retention and improve their ability to recall information.

Representing sounds in memory

In this study, students have shown a preference for representing sounds in memory as part of their learning process, particularly in language acquisition. Despite encountering challenges, such as mistakes in guessing and using vocabulary—especially words with similar sounds or spellings—students have displayed enthusiasm and enjoyment in tackling these difficulties. Representing sounds in memory involves recalling new information based on its auditory aspects, which can be achieved through techniques like sound symbolism, rhymes, and auditory associations. Sound symbolism theory posits that individual sounds or sound combinations can convey meaning, aiding in memory retention. Rhymes, rhythm, repetition, and melody utilize the brain's capacity to encode auditory information and use patterns to facilitate recall. Furthermore, associating new words with visual symbols or tangible objects can assist in remembering abstract words based on their sound. Thus, representing sounds in memory emerges as a

valuable memory strategy, capitalizing on the brain's ability to encode and retrieve information through auditory cues.

While most students may not have an auditory learning style as their primary preference, representing sounds in memory can still be a useful strategy for many learners. This is because auditory memory is one of the key aspects of working memory, and it plays a crucial role in language acquisition and comprehension. By incorporating auditory strategies, students can leverage their auditory memory to improve their overall learning experience. There is no evidence to suggest that students dislike representing sounds in memory as a memory strategy. In fact, this strategy can be effective in aiding memory retention and language acquisition. However, some students may prefer other memory strategies, such as grouping or other strategies. In this study the preference for a particular memory strategy may depend on individual learning styles and personal preferences. Therefore, it is important for educators to offer a range of memory strategies to accommodate the diverse needs of their students.

Structural View

In this study, researchers noted that only fifteen students chose to use the structural view as a part of their memory strategy. This limited interest could be due to various factors: students' diverse learning style preferences, such as visual or kinesthetic styles, which may prioritize other sensory modalities; a lack of engagement or interest in the strategy, impacting motivation; the perceived complexity and time requirements of the strategy, which could deter some students; and insufficient instruction or guidance on effectively implementing the structural view strategy. Educators can address these factors by considering diverse learning styles in their teaching methods, making the strategy more engaging, simplifying its complexity, and providing clear instruction and support for its use.

The structural view is a memory strategy that involves organizing information based on its underlying structure, using tools like outlines, diagrams, or flowcharts (Cohen et al., 2007). This approach underscores the significance of organizing information in memory to improve retention and recall (Bridgard & Sinnot-Armstrong, 2022). The strategy operates on the premise that information is stored in a structured manner, and by grasping this structure, learners can enhance their comprehension and memory of the material. However, in this study only several students may show interest in this strategy due to factors like differing learning style preferences, lack of engagement, perceived complexity, or insufficient instruction, which is in line with the research finding by Shakarami et al. (2011). Nonetheless, the structural view remains a valuable memory strategy with the potential to enhance learning and memory retention.

Associating

The associating strategy is a potent memory aid that links items or ideas to a visual theme, utilizing sensory stimuli to enhance memory retention. In this study, while students who employ this strategy may find it enjoyable and challenging, its use is not widespread, possibly due to factors like limited vocabulary and self-confidence. When employing the association strategy, in this research students appear enthusiastic and genuinely enjoy the challenge it presents. However, this strategy is not widely utilized, likely due to students' limited vocabulary and mastery of the language. Only those with high self-confidence feel comfortable using this strategy. This research result in line with what Shakarami et al. (2011) found. This technique involves connecting new information with existing knowledge and can be beneficial for memorizing diverse

items like test material, names, or lists (Wong, 2008). Despite its potential benefits, the adoption of the association strategy among students may be influenced by their vocabulary proficiency and self-confidence levels.

Semantic Mapping

In this research, difficulties in using the semantic mapping strategy as a memory strategy indicator may arise from its visual and organizational demands. Students might find it challenging to visually organize and graphically display relationships between words and concepts, especially if they have limited experience with this technique. Additionally, identifying key concepts and effectively linking related words and concepts in a meaningful way can be demanding. This is supported by the fact that only a portion of students, for only 11 out of 30 students, use this strategy. While the semantic mapping strategy has been proven effective in vocabulary learning, students' perception and utilization of this strategy may be influenced by the visual and organizational complexities it presents, as well as their familiarity with the technique. The research findings are also in line with the those reported by Abdelghani & Ibrahim (2017).

Using Imagery

The use of imagery as a memory strategy involves connecting new language information to concepts in memory through meaningful visual imagery, whether mental or in the form of drawings. This technique helps in remembering abstract words by associating them with visual symbols or concrete object images. For example, a learner might create an image that links a new word with a familiar one, making both connections meaningful to aid memory retention. Imagery can take various forms, such as pictures of objects, a series of locations to remember word sequences, or mental representations of word letters. By leveraging the brain's ability to encode and retrieve information based on visual cues, this strategy can be particularly effective for language learners in enhancing vocabulary acquisition and retention.

In this study, the difficulties students have to encounter in using imagery as a memory strategy can stem from the challenges of generating and maintaining meaningful visual images. The researcher find that the vividness and strength of mental imagery can vary among individuals, impacting their ability to effectively utilize this strategy. Also, in this research students may face challenges in creating and organizing mental images that are closely linked to the information they are trying to remember, which can impact the effectiveness of the strategy. Furthermore, the level of interest and engagement in a topic, as well as individual differences of imagery as a memory strategy. Therefore, while imagery can be a powerful memory aid, students may encounter difficulties in effectively harnessing its potential due to variations in imagery strength, interest, and the ability to create and maintain meaningful mental images.

Using Keywords

The reluctance of many second language learners to use keywords in learning English, especially in speaking, can be attributed to various factors. This research indicates that students may hesitate to speak in English due to a lack of confidence, fear of making grammatical errors, and the pressure to perform well, particularly in examination-oriented learning environments. Additionally, challenges in mastering English pronunciation and the fear of speaking with a foreign accent can contribute to students' reluctance to engage actively in speaking activities. Furthermore, the complexity of English language learning and the discomfort experienced by some learners when using English may impact their willingness to employ specific strategies,

such as using keywords, in their language learning process. These factors collectively influence students' attitudes and preferences towards utilizing certain language learning strategies, including the use of keywords in speaking. This research finding is in line with that of Gilakjani et al. (2012).

Using Mechanical Response or Sensations

The reluctance found in this research regarding the use of mechanical responses or sensations in practicing English speaking in the classroom can be attributed to various factors. One primary reason is the anxiety and fear of making mistakes while speaking in front of others, which can impact students' confidence and willingness to engage in speaking activities. Additionally, the complexity of English pronunciation and the fear of speaking with a foreign accent can contribute to students' hesitation to actively participate in speaking tasks. Furthermore, the lack of emphasis or instruction on using mechanical responses or sensations in educational settings may lead to a lack of familiarity and understanding among students. While mechanical responses or sensations can be valuable memory aids, students may face challenges in effectively utilizing this strategy due to anxiety, lack of instruction, and difficulties in generating meaningful physical sensations or movements.

Using Mechanical Techniques

The reluctance of second language learners to use mechanical techniques in practicing English speaking in the classroom can be attributed to several factors. One of the main reasons is the emphasis on communicative activities over mechanical activities in language learning. The move away from mechanical to communicative activity has been prioritized in many language learning contexts, with learners encouraged to engage in meaningful language use rather than focusing on mechanical activities. Additionally, the complexity of English pronunciation and the fear of speaking with a foreign accent can also contribute to students' reluctance to actively engage in speaking activities. Furthermore, the use of mechanical techniques may not be emphasized or taught in educational settings, leading to a lack of familiarity and understanding among students. Therefore, while mechanical techniques can be a valuable tool for language learning, students may encounter difficulties in effectively utilizing this strategy due to the prioritization of communicative activities, lack of instruction, and challenges in generating meaningful language use.

The provided table and the explanations above illustrate the applicability of Memory Strategies in enhancing vocabulary memory, as College Students have utilized all types of Memory Strategies outlined by Oxford (1990). In addition, this aligns with a parallel study conducted by Putra et al. (2020) which delved into an extensive comparison of various strategies, including Memory Strategies, Determination Strategies, Cognitive Strategies, Metacognitive Strategies, and Social Strategies. Interestingly, the findings of Putra's study underscore the prominence of Memory Strategies, as they emerge as the most widely employed strategy among students to augment vocabulary memory. This convergence in results across studies highlights the robust effectiveness of Memory Strategies in the academic context, emphasizing their role as a preferred method for students seeking to enhance their lexical retention and reading proficiency.

The connection between this study and Sozler's (Sozler, 2012) is evident in the widespread adoption of this specific memory strategy by almost all participants in the earlier study. The resonance between this study and Sozler's work lies in the widespread adoption of this specific

memory strategy by almost all participants in the earlier research. The participants involved in these studies actively utilized the described memory strategy as a means to bolster their retention of English vocabulary. This enhanced retention, in turn, contributed to improvements in their speaking skills, highlighting the effectiveness of this approach in language learning. It is important to note, however, a divergence from Ghorbani's theory (Ghorbani & Riabi, 2011), which highlighted the usage of specific "memory sub-strategies" (acronyms, groupings, and imagery) designed to aid learners in retaining and retrieving information. Ghorbani's findings imply that students don't universally employ all types of memory strategies but selectively use specific ones to bolster their short-term, long-term, and vocabulary retention.

Discussion

As researchers delve into the instructional framework designed to improve students' reading skills through a focus on vocabulary acquisition, they uncover a rich array of ten distinct indicators that shed light on the memory strategies utilized by students as they engage in the process of learning English vocabulary. These indicators serve as valuable markers that offer insights into the various cognitive approaches employed by students to retain and internalize new words, thereby contributing to their overall language proficiency and reading comprehension abilities.

The indicators encompass a range of memory strategies employed by students during the English vocabulary learning process. These strategies include placing new words into context, utilizing grouping techniques to link related words, encoding sounds to aid in recall, visualizing grammatical structures for better understanding, making associations between words to reinforce memory, employing semantic mapping to organize vocabulary systematically, utilizing mental imagery to create vivid mental representations, incorporating keywords or triggers to facilitate recall, integrating physical responses or sensations to enhance memory retention, and employing mechanical techniques such as repetition or writing to reinforce learning.

These diverse strategies collectively demonstrate the multifaceted approaches students use to internalize and retain English vocabulary, thereby enhancing their overall language skills and reading comprehension. Notably, the first preference in adopting memory strategies aligns with the tenets of Oxford's theory, (Oxford, 1990). This multifaceted exploration sheds light on the nuanced and varied approaches students employ to fortify their memory and, ultimately, enhance their reading proficiency through a focus on vocabulary acquisition. These diverse strategies underscore the complexity of the learning process and highlight the importance of a comprehensive approach to language instruction that considers the various cognitive techniques students utilize to bolster their language skills.

In the past, students frequently encountered challenges in comprehending how memory strategies could effectively enhance their English vocabulary. However, the current educational landscape reflects a positive shift, as students are now increasingly equipped with the knowledge and understanding of how to improve their English vocabulary through the application of various indicators embedded within memory strategies. This evolution signifies a growing recognition among students of the importance of these strategies in bolstering their language skills, reflecting a broader trend towards a more informed and strategic approach to language learning.

Notably, the preference for placing new words into context emerges as a pivotal factor in shaping students' reading preferences. These findings resonate with Sozler's theory (Sozler, 2012),

which advocates for the use of imagery to connect vocabulary lists with conceptual frameworks in memory, either through simultaneous or separate illustrations. This alignment underscores the importance of contextual learning in aiding students' comprehension and retention of vocabulary, providing valuable insights into the cognitive mechanisms of language acquisition. The use of imagery is particularly significant due to its potential to enhance retention and improve memorization, both in terms of abstract concepts and concrete illustrations. As a result, this study anticipates that the newfound awareness and application of memory strategies will empower students to memorize and comprehend English vocabulary more effectively, thereby enhancing their overall language proficiency.

CONCLUSION

In the past, students often struggled to improve their English speaking skills using memory strategies, but recent developments have shown promising indicators that students can indeed enhance their English speaking proficiency through the application of memory strategies. One effective method involves incorporating new words into context, which has been shown to improve students' speaking preferences. This approach aligns with Sozler's theory, which emphasizes the use of imagery to connect new concepts with existing memory frameworks. By visualizing new words in meaningful contexts, students can enhance their understanding and retention of English vocabulary. This approach is particularly significant because visual stimuli, whether in the form of mental images or actual illustrations, are believed to have a profound impact on memory retention and recall. As a result, it is expected that students who employ these memory strategies will not only memorize English vocabulary more effectively but also gain a deeper understanding of the language.

In language learning, various memory strategies can aid students in effectively acquiring and retaining new vocabulary. These strategies encompass a range of techniques, including but not limited to, placing new words within meaningful contexts, grouping related words together, representing words through sounds, observing grammatical structures, forming associations between words, creating semantic maps, utilizing mental imagery, employing keyword mnemonics, associating words with emotional reactions or feelings, engaging physical senses, and using mechanical techniques such as repetition or writing. These Memory Strategy Indicators serve as valuable tools for students, as they can enhance vocabulary acquisition and long-term memorization, ultimately leading to improved reading comprehension skills. By utilizing these strategies, students can develop a more comprehensive and enduring grasp of the language, thereby facilitating their overall language proficiency and communication abilities.

REFERENCES

Abdelghani, A., & Ibrahim, M. (2017). Impact of utilizing semantic maps strategy on the development of English language vocabulary learning for Saudi secondary schools' students. *International Journal of Humanities, Social Sciences and Education*, *4*(11), 183–196. https://doi.org/10.20431/2349-0381.0411022

Aguila, K. B., & Harjanto, I. (2016). Foreign language anxiety and its impacts on students' speaking competency. *ANIMA Indonesian Psychological Journal*, *32*(1), 29–40. https://doi.org/10.24123/aipj.v32i1.582

Ahtif, M.H., & Gandhi, N. (2022). The role of language in cross cultural bonds. *Journal of Asian Multicultural Researh Fot Social Sciences Study*, *3*(4), 7–16.

Aini, N. (2023). Exploring the effectiveness of hilokal application on speaking skill development

for college students. *The Annual International Conference on Education*, *1*, 10–318.

Alek. (2021). *Embracing High-Order Thinking Skills (HOTS) in learning English as a Foreign Language (EFL)*.

Andrulis, D. & Brach, C. (2007). Integrating literacy, culture, and language to improve health care quality for diverse populations. *Am J Health Behav*. 2007 ; 31(Suppl 1). https://doi.org/10.5555/ajhb.2007.31.supp.S122.

Asyhar, W. I. (2019). Case study of second language acquisition: What contributes to speaking proficiency. *Inovatif: Jurnal Penelitian Pendidikan, Agama Dan Kebudayaan*, *5*(1), 95–108.

Atay, D., & Ozbulgan, C. (2007). Memory strategy instruction, contextual learning and ESP vocabulary recall. *English for Specific Purposes*, *26*(1), 39–51. https://doi.org/10.1016/j.esp.2006.01.002

B. Beribe, M. F. (2023). The impact of globalization on content and subjects in the curriculum in Madrasah Ibtidaiyah: Challenges and opportunities. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, *9*(1), 54–68. https://doi.org/10.55849/attasyrih.v9i1.157

Babu, & Roy, A. (2023). *Educational paradigms in perspective : While teachers and students evaluate outcome-based and traditional educational approach. December*.

Batang, N. T. (2016). Teaching of English as a foreign language. *TEFL Overseas Journal*, *2*(1), 105–128. http://journals.ukitoraja.ac.id/index.php/ojtefl/article/download/232/194/

Bridgard, F de, Sinnot-Armstrong, W. (eds.). (2022). *Neuroscience and Philosophy* 1st ed. MIT Press.

Chen, X., & Padilla, A. M. (2019). Role of bilingualism and biculturalism as assets in positive psychology: Conceptual dynamic GEAR model. *Frontiers in Psychology*, *10*(SEP). https://doi.org/10.3389/fpsyg.2019.02122

Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. In *Research Methods in Education*. https://doi.org/10.4324/9780203029053

Crystal, D. (2003a). *English as a global language* (2nd ed.). Cambridge University Press.

Crystal, D. (2003b). Language choices: English as a global language. In *The Palgrave Handbook of Economics and Language* (2nd ed.). Cambridge Universisty Press. https://doi.org/10.1007/978-1-137-32505-1

Daar, G. F. (2020). *Problems of English language learning in context (based on some studies in Manggarai)*.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, *24*(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

Ellis, R. (1997). *The Study of second language-acquisition* (1st ed.). Oxford University Press.

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis. *SAGE Open*, *4*(1), 215824401452263. https://doi.org/10.1177/2158244014522633

Europe, G. C. of. (2021). Common of European framework of reference for languages: learning, teaching, assesment. In *English Language Teaching* (1st ed.). Cambridge University Press. https://jurnal.unikal.ac.id/index.php/jelle/article/view/992%0Ahttp://jurnalnasional.ump.ac.id/index.php/aplinesia/article/view/12080%0Ahttps://proceeding.unnes.ac.id/index.php/iset%0Ahttp://dx.doi.org/10.33578/pjr.v7i1.9127.%0Ahttp://i-lib.ugm.ac.id/jurn

Fitriani, R. L. (2022). The Development of English speaking proficiency to increase students' communication skill in a business and technology college. *Komversal*, *4*(2), 90–112. https://doi.org/10.38204/komversal.v4i2.1041

Gholam, A. (2019). Inquiry-based learning: Student teachers' challenges and perceptions. *Journal of Inquiry & Action in Education*, *10*(2), 2019.

Ghorbani, M. R., & Riabi, N. K. (2011). The impact of memory strategy instruction on learners' EFL vocabulary retention. *Theory and Practice in Language Studies*, *1*(9), 1222–1226. https://doi.org/10.4304/tpls.1.9.1222-1226

Gilakjani, A. P., Lai-Mei, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. *International Journal of Modern Education and Computer Science*, *4*(7), 9. https://doi.org/10.5815/ijmecs.2012.07.02

Gleason, B. L., Peeters, M. J., Resman-Targoff, B. H., Karr, S., McBane, S., Kelley, K., Thomas, T., & Denetclaw, T. H. (2011). An active-learning strategies primer for achieving ability-based educational outcomes. *American Journal of Pharmaceutical Education*, *75*(9), 186. https://doi.org/10.5688/ajpe759186

Halali, A. A. S., Ismail, L., Samad, A. A., Razali, A. B., & Noordin, N. (2022). Challenges in academic speaking for non-native speakers: The case of Libyan students studying in Malaysia. *Pertanika Journal of Social Sciences and Humanities*, *30*(December), 43–62. https://doi.org/10.47836/PJSSH.30.S1.03

Hattie, J. A. C., & Donoghue, G. M. (2016). Learning strategies: a synthesis and conceptual model. *Npj Science of Learning*, *1*(1). https://doi.org/10.1038/npjscilearn.2016.13

Jasno. (2022). Communicative competence in teaching speaking. *Korean Linguistics*, *8*, 1–24. https://doi.org/10.1075/kl.8.04blh

Kazu, I. Y., Kazu, H., & Ozdemir, O. (2005). The effects of mastery learning model on the success of the students who attended "usage of basic information technologies" course. *Educational Technology and Society*, *8*(4), 233–243.

Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, *5*(1). https://doi.org/10.1186/s40594-018-0131-6

King, L. (2018). The Impact of multilingualism on global education and language learning. *Cambridge Assessment English*, 1–40. https://assets.cambridgeenglish.org/research/perspectives-multilingualism.pdf

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, *12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Leong, L., & Ahmadi, M. S. (2017). An analysis of factors inluencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34–41. http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fefa0eb.pdf

Luis, C. L. (2021). Promoting oral skills through communicative activities. *Journal of English*

Language Teaching and Applied Linguistics, *3*(7), 14–29. https://doi.org/10.32996/jeltal.2021.3.7.2

Mascolo, M. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, *1*(1), 3–27.

Mehtiyev, A. (2010). The language of diplomacy. *New Perspectives Quarterly*, *35*(1), 1–10. https://doi.org/10.1111/j.1540-5842.2011.01216.x

Ministry of Education, S. (2012). Nurturing early learners. In *Nurturing early learners: A curriculum framework for kindergartens in Singapore a guide for parents* (Vol. 6). https://www.moe.gov.sg/docs/default-source/document/education/preschool/files/kindergarten-curriculum-framework-guide-for-parents.pdf%0Ahttp://www.moe.gov.sg/education/preschool/files/nel-edu-guide-numeracy.pdf

Mohajan H. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People,* *7*(1), 23–48. https://mpra.ub.uni-muenchen.de/85654/1/MPRA_paper_85654.pdf

Mohamad, N. Z., Hashim, Z., Parjan, H. W., Shukor, S. N. E. A., Rajagopal, K., & Hashim, H. (2021). Students' perception of using memory strategies training for vocabulary development. *International Journal of Academic Research in Business and Social Sciences*, *11*(7). https://doi.org/10.6007/ijarbss/v11-i7/10062

Muftah, M. (2023). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*. https://doi.org/10.1108/PRR-10-2021-0060

Nation, I. S. P., & Newton, J. (2008). Teaching ESL/EFL listening and speaking. In *Teaching ESL/EFL Listening and Speaking*. https://doi.org/10.4324/9780203891704

Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, *7*(3), 393–413. https://doi.org/10.26858/ijole.v7i3.50617

Nurmalasari, Tahir, & Karompot. (2023). The impact of public speaking on student's speaking ability. *International Journal of Business, English, and CommunicatNurmalasariion (IJoBEC)*, *1*(2), 53–57.

Oxford, R. (1990). *Language learning strategies*. Heinle & Heinle.

Parupalli, S. R. (2019). The Role of English as a Global Language. *Research Journal Of English (RJOE)*, *4*(1), 64–79. https://www.researchgate.net/publication/334282978%0ATHE%0Awww.rjoe.org.in

Putra, A. S. (2017). The correlation between motivation and speaking ability. *Journal of English Language Education and Literature*, *II*(1), 36–57. https://journal.stkipnurulhuda.ac.id/index.php/Channing/article/view/87/60w

Putra, D. I. N. ., Gusti M, A., A., & Lalu, M. (2020). Pengunaan Googleclassroom dalam pembelajaran bahasa Inggris pariwisata pada mahasiswa pariwisata STP Mataram. *Hospitality*, *9*(1), 125–134.

Rabiah, S. (2012). *Language as a tool for communication and cultural reality discloser*. 1–11. http://slubdd.de/katalog?TN_libero_mab216782845

Rahmat, H., Leng, C. O., & Mashudi, R. (2020). Innovative educational practice for impactful

teaching strategies through scaffolding method. *Asian Journal of University Education*, *16*(4), 53–60. https://doi.org/10.24191/ajue.v16i4.1195

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, *2*(2), 6–18. www.acielj.com

Richards, J. C. (2008). *Teaching listening and speaking : From theory to practice*. Cambridge Universisty Press.

Saunders, L., & Wong, M. A. (2020). Learning theories: Understanding how people learn. In *Instructions in libraries and information centers*. https://doi.org/10.21900/wd.12

Saville-Troike, M. (2012). Introducing second language acquisition. In *Introducing Second Language Acquisition*. https://doi.org/10.1017/cbo9780511808838.002

Shah, R. K. (2019). Effective constructivist teaching learning in the classroom. *Shanlax International Journal of Education*, *7*(4), 1–13.

Shakarami, A., Mardziah, H. A., Faiz, S. A., & Tan Bee, H. (2011). Remembering differently: Use of memory strategies among net-generation ESL learners. *Educational Research and Reviews*, *6*(4), 350–357.

Sinambela, E., Siregar, R., & Pakpahan, C. (2023). Improving students' ability in using English with a simple translation: A case on elementary school level. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(3), 3267–3278. https://doi.org/10.31004/obsesi.v7i3.4647

Sozler, S. (2012). The effect of memory strategy training on vocabulary development of Austrian secondary school students. *Procedia - Social and Behavioral Sciences*, *46*, 1348–1352. https://doi.org/10.1016/j.sbspro.2012.05.300

Subekti, A. S. (2020). Alleviating anxiety, boosting confidence: A proposed model of willis' task-based learning. *Journal of English Language Teaching and Linguistics, 5*(1), 131. https://doi.org/10.21462/jeltl.v5i1.396

Taylor, G., & Kenney, L. (2008). *Improving hman learning in the classroom*. (1st ed.). Rowman & Littlefield Education.

Walberg, H. J. (1999). Improving student learning. *Improving Student Learning*. https://doi.org/10.17226/6488

Wegner, C., Minnaert, L., & Strehlke, F. (2021). The importance of learning strategies and how the project 'Kolumbus-Kids' promotes them successfully. *European Journal of Science and Mathematics Education*, *1*(3), 137–143. https://doi.org/10.30935/scimath/9393

Widiati, U. (2006). The teaching of EFL in the Indonesian context: The state of the art. *Bahasa Dan Seni*, *34*(2), 269–292.

Wong, L. (2008). Essential study skills sixth edition. In *Houghton Mifflin Company*. http://sdcc.vn/template/4898_Study_Skills_For_Successful_Students.pdf%0Ahttp://www.ghbook.ir/index.php?name=گنهرف و هناسر یاه نیون&option=com_dbook&task=readonline&book_id=13650&page=73&chkhashk=ED9C9491B4&Itemid=218&lang=fa&tmpl=component%0Awww.facebook.

Yuda Pratama, E., & Awaliyah, Y. (2016). Teacher's strategies in teaching speaking to young learners. *Electronic Journals of UIKA Bogor*, 19–31. https://core.ac.uk/download/

pdf/230810965.pdf

Yue, N. (2022). English cross-cultural communication teaching based on intelligent image sensor. *Mobile Information Systems*, *2022*. https://doi.org/10.1155/2022/5404994

Zein, S. (2019). English, multilingualism and globalisation in Indonesia. *English Today*, *35*(1), 48–53. https://doi.org/10.1017/S026607841800010X

Zheng, F. (2022). Fostering students' well-being: the mediating role of teacher interpersonal behavior and student-teacher relationships. *Frontiers in Psychology*, *12*(January). https://doi.org/10.3389/fpsyg.2021.796728