**MEMORY AND COGNITIVE STRATEGIES USED BY THE FIRST GRADE STUDENTS OF SENIOR HIGH SCHOOL 1 BULUSPESANTREN IN THE ACADEMIC YEAR 2012/2013**

**By: Suci Apriyani, English Department,** [**sucyap@gmail.com**](mailto:sucyap@gmail.com)

**Abstract**

Improving teaching and learning process is not only from competency of teacher but also teachers have to know the type language learning strategies used by students. The researcher see that the student still find some difficulties to study English. Some of them cannot memorize English material well and they sometimes don’t understand it. The type of this research is descriptive qualitative research. The sample 80 students consist of X2 and X4. The instrument of this research memory and cognitive strategies is based on the questionnaire. Memory strategies are 46% and cognitive strategies are 54%. Based on result of this result, it can be concluded that the highest memory strategy which used by students is using imagery. Besides, highest cognitive strategies which used by students are repeating, getting idea quickly using dictionary and highlighting. Cognitive strategies are dominant strategies used by them.

Keyword: memory and cognitive strategies, imagery and high category.

1. **Introduction**

Many people know that English is International language. It is used in many parts of the world. Knowing that English is very important, so the government efforts to improve English in education aspect, such as using strategy to improve teaching and learning process. Strategies are especially important for language learning because there are tool to active and to develop competence. Learning strategies are step taken by student to enhance their own learning.

Improving is not only from competency of teacher but also the teachers have to know the types of language learning strategies used by the students. There are two type learning strategies. The first is direct learning strategies such as memory, cognitive, compensation strategies. The second is indirect learning strategies. Belong to them, the researcher see that the student still find some difficulties to study English. Some of them cannot memorize English material well and they sometimes don’t understand it. It based on the researcher’s experience when did teaching practice.

Based on the consideration above, the researcher wants to study memory and cognitive Strategies used by the first grade student of Senior High School 1 Buluspesantren. Knowing memory and cognitive strategy used by them, so the teacher can adapt to teach them.

1. **Research Method**

This research belongs to the qualitative research. According to Sugiyono (2011: 6) qualitative research used to research on the natural place, and the researcher don’t use treatment because the data is emic (based on data source’s point of view). This research was conducted at Senior high School. This study took the first grade students of Senior High School 1 Buluspesanren in the academic year 2012/2013 as the subject of research. It consists of 80 students in two classes. They are chosen randomly. To analyze the data the researcher used descriptive analysis.

1. **Finding and Discussion**

This research presented the result of the analysis about the first, the kinds of memory and cognitive strategies used by the first students of Senior High School 1 Buluspesantren in the academic year 2012/2013. Second, the dominant strategies between memory and cognitive strategy used by the first students of Senior High School 1 Buluspesantren in the academic year 2012/2013. The data were taken from the result of the questionnaire. It was given in purpose to get information needed and that are done on June 8th and 10th 2013. To analyze the data the researcher used descriptive analysis. The formula was used to find out the kinds of English memory and cognitive strategies used by students in percentage, and which one is dominant used by students between memory and cognitive strategies.

Table 5. The Total Average of Memory Strategy

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No of item | Frequency | | | | | Weight | | | | | N | SUM | Weight Average | Predicate |
| N | UN | S | U | A | N | UN | S | U | A |
| F1 | F2 | F3 | F4 | F5 | W1 | W2 | W3 | W4 | W5 |
| 1 | 16 | 21 | 31 | 12 | 0 | 1 | 2 | 3 | 4 | 5 | 80 | 199 | 2,5 | medium |
|  | 20% | 26% | 39% | 15% | 0% |  |  |  |  |  | 100% | 0 | 9% |  |
| 2 | 14 | 15 | 29 | 22 | 0 | 1 | 2 | 3 | 4 | 5 | 80 | 219 | 2,7 | medium |
|  | 18% | 19% | 36% | 28% | 0% |  |  |  |  |  | 100% | 0 | 10% |  |
| 3 | 18 | 25 | 30 | 7 | 0 | 1 | 2 | 3 | 4 | 5 | 80 | 186 | 2,3 | low |
|  | 23% | 31% | 38% | 9% | 0% |  |  |  |  |  | 100% | 0 | 9% |  |
| 4 | 6 | 12 | 23 | 20 | 21 | 1 | 2 | 3 | 4 | 5 | 80 | 284 | 3,5 | high |
|  | 7% | 15% | 28% | 24% | 26% |  |  |  |  |  | 100% | 0 | 13% |  |
| 5 | 5 | 17 | 42 | 14 | 2 | 1 | 2 | 3 | 4 | 5 | 80 | 231 | 2,9 | medium |
|  | 6% | 21% | 53% | 18% | 3% |  |  |  |  |  | 100% | 0 | 11% |  |
| 6 | 5 | 11 | 45 | 16 | 3 | 1 | 2 | 3 | 4 | 5 | 80 | 241 | 3 | medium |
|  | 6% | 14% | 56% | 20% | 4% |  |  |  |  |  | 100% | 0 | 11% |  |
| 7 | 26 | 20 | 27 | 6 | 1 | 1 | 2 | 3 | 4 | 5 | 80 | 176 | 2,2 | low |
|  | 33% | 25% | 34% | 8% | 1% |  |  |  |  |  | 100% | 0 | 8% |  |
| 8 | 11 | 18 | 48 | 3 | 0 | 1 | 2 | 3 | 4 | 5 | 80 | 203 | 2,5 | medium |
|  | 14% | 23% | 60% | 4% | 0% |  |  |  |  |  | 100% | 0 | 9% |  |
| 9 | 13 | 16 | 40 | 9 | 2 | 1 | 2 | 3 | 4 | 5 | 80 | 211 | 2,6 | medium |
|  | 16% | 20% | 50% | 11% | 3% |  |  |  |  |  | 100% |  | 10% |  |
| 10 | 20 | 19 | 25 | 14 | 2 | 1 | 2 | 3 | 4 | 5 | 80 | 199 | 2,5 | medium |
|  | 25% | 24% | 31% | 18% | 3% |  |  |  |  |  | 100% | 0 | 9% |  |
| SUM | | | | | | | | | | | 800 |  | 26,7 |  |
| Total Average | | | | | | | | | | | 26,7x80:800=2,7(46%) | | |  |
| medium |

The total average memory strategy is 2,7 (46%). It is categorized medium. The result is from multiplication between total weight average and total participant and divided total participant.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No of item | Frequency | | | | | Weight | | | | | N | SUM | Weight Average | Predicate |
| N | UN | S | U | A | N | UN | S | U | A |
| F1 | F2 | F3 | F4 | F5 | W1 | W2 | W3 | W4 | W5 |
| 11 | 2 | 4 | 23 | 33 | 18 | 1 | 2 | 3 | 4 | 5 | 80 | 301 | 3,8 | high |
|  | 3% | 5% | 29% | 41% | 23% |  |  |  |  |  | 100% | 0 |  |  |
| 12 | 4 | 5 | 46 | 16 | 9 | 1 | 2 | 3 | 4 | 5 | 80 | 261 | 3,3 | medium |
|  | 5% | 6% | 58% | 20% | 11% |  |  |  |  |  | 100% | 0 |  |  |
| 13 | 6 | 7 | 39 | 21 | 7 | 1 | 2 | 3 | 4 | 5 | 80 | 256 | 3,2 | medium |
|  | 8% | 9% | 49% | 26% | 9% |  |  |  |  |  | 100% | 0 |  |  |
| 14 | 9 | 18 | 34 | 13 | 6 | 1 | 2 | 3 | 4 | 5 | 80 | 229 | 2,9 | medium |
|  | 11% | 23% | 43% | 16% | 8% |  |  |  |  |  | 100% | 0 |  |  |
| 15 | 3 | 10 | 32 | 18 | 17 | 1 | 2 | 3 | 4 | 5 | 80 | 276 | 3,5 | high |
|  | 4% | 13% | 40% | 23% | 21% |  |  |  |  |  | 100% | 0 |  |  |
| 16 | 5 | 14 | 30 | 25 | 6 | 1 | 2 | 3 | 4 | 5 | 80 | 253 | 3,2 | medium |
|  | 6% | 18% | 38% | 31% | 8% |  |  |  |  |  | 100% | 0 |  |  |
| 17 | 3 | 7 | 16 | 31 | 23 | 1 | 2 | 3 | 4 | 5 | 80 | 304 | 3,8 | High |
|  | 4% | 9% | 20% | 39% | 29% |  |  |  |  |  | 100% | 0 |  |  |
| 18 | 7 | 11 | 42 | 16 | 4 | 1 | 2 | 3 | 4 | 5 | 80 | 239 | 3,0 | Medium |
|  | 9% | 14% | 53% | 20% | 5% |  |  |  |  |  | 100% | 0 |  |  |
| 19 | 9 | 23 | 33 | 11 | 4 | 1 | 2 | 3 | 4 | 5 | 80 | 218 | 2,7 | Medium |
|  | 11% | 29% | 41% | 14% | 5% |  |  |  |  |  | 100% | 0 |  |  |
| 20 | 8 | 16 | 50 | 4 | 2 | 1 | 2 | 3 | 4 | 5 | 80 | 216 | 2,7 | Medium |
|  | 10% | 20% | 63% | 5% | 3% |  |  |  |  |  | 100% | 0 |  |  |
| 21 | 11 | 23 | 25 | 15 | 6 | 1 | 2 | 3 | 4 | 5 | 80 | 222 | 2,8 | Medium |
|  | 14% | 29% | 31% | 19% | 8% |  |  |  |  |  | 100% | 0 |  |  |
| 22 | 10 | 16 | 34 | 14 | 6 | 1 | 2 | 3 | 4 | 5 | 80 | 230 | 2,9 | Medium |
|  | 13% | 20% | 43% | 18% | 8% |  |  |  |  |  | 100% | 0 |  |  |
| 23 | 6 | 12 | 43 | 16 | 3 | 1 | 2 | 3 | 4 | 5 | 80 | 238 | 3,0 | Medium |
|  | 8% | 15% | 54% | 20% | 4% |  |  |  |  |  | 100% | 0 |  |  |
| 24 | 9 | 16 | 41 | 8 | 6 | 1 | 2 | 3 | 4 | 5 | 80 | 226 | 2,8 | Medium |
|  | 11% | 20% | 51% | 10% | 8% |  |  |  |  |  | 100% | 0 |  |  |
| 25 | 3 | 2 | 22 | 28 | 25 | 1 | 2 | 3 | 4 | 5 | 80 | 310 | 3,9 | High |
|  | 4% | 3% | 28% | 35% | 31% |  |  |  |  |  | 100% |  |  |  |
| SUM | | | | | | | | | | | 1200 |  | 47,2 |  |
| Total Average | | | | | | | | | | | 47,2 x80:1200=3,2(54%) | | |  |
| Medium |

Table 6. The Total Average of Memory Strategy

The total average memory strategy is 3,2 (54%). It is categorized medium. The result is from multiplication between total weight average and total participant and divided total respondent. Memory strategies are 46% and cognitive strategies are 54%.

1. **Conclussion**

Memory strategies are 46% and cognitive strategies are 54%. Based on result, it can be concluded that the highest memory strategy which used by students is using imagery. Besides, highest cognitive strategies which used by students are repeating, getting idea quickly using dictionary and highlighting. Cognitive strategies are dominant strategies used by them.

1. **References**

Brown, H. Doughlas. 2000. *Principles of Language Learning and Teaching*. London: Longman

Cohen, Andrew*.*1998*. Strategies in Learning and Using A Second Language*.London: Longman

Cook, Vivian.2008. *Second language Learning and language Teaching*. London:Hodder Education, an Hachette UK Company.

Ellis, Rod. 2008. *Second Language Acquisition.*New York.Oxford University Press.*of Educational Linguistics* (pp. 518–522). Oxford: Elsevier.

Oxford, R. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Rowley, MA: Newbury House

Rebecca, O. (1999). Learning strategies. In B. Spolsky (Ed.), *Concise Encyclopedia*

Richards, C Jack and Richard Schmidt.2002.*Longman Dictionary of Language Teaching and Applied Linguistics.* London: Longman.

Sugiyono. 2011.*Metodologi Penelitian Kualitatif, Kualitatif dan R&D*. Bandung :

Alfabeta