Increasing The Students' Learning Activity and The Students' Derivation Words Mastery Using The Memory Strategies at Second Grade s in University of Bina Sarana Informatika

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Abstract

The objective of this research was to know whether memory strategy can increase the student's learning activity and to increase the student's derivation words mastery. The subject of this research was the students of Second grade student in university of Bina Sarana Informatika. The research used the classroom action research which was done in 2 cycles. Every cycle consists of 4 steps: planning, action, observation, and reflection or evaluation. In collecting data, the researcher used test, observation, and fill note, whereas, to analyze the data, the researcher used the percentage formula, the average, and the increasing. Based on the research result which was taken from the observation and test, it can be inferred that: (1) Memory strategy can increase the students learning activity it can be seen in the percentage increasing of the students learning activity of cycle 1 to cycle II: the indicator increasing of paying attention to the teacher explanation is 18%, the indicator increasing of answering the questions is 21%, the indicator increasing of giving the idea is 9%, the indicator increasing of asking the teacher is 15%, the indicator increasing of note is 14%, the indicator increasing of doing the group task and being active in the group is 27%. (2) Memory strategy can increase the students' derivation word mastery. It can be seen in the result increasing of posttest 2 in the cycle II. (a) The average score increasing of pre-test to posttest 1 cycle I is 1.4 and the average score increasing of posttest 1 in cycle I to posttest 2 in cycle II is 1.7, (b) Based on the Minimum Requirement Criteria the students in the complete category is 77% and the students in the incomplete category are 23%. Therefore, the English learning. Process in affix material by using the memory strategies had been successful, because the students in the complete category are more than 75%.

Keywords: learning activity; derivation; memory strategis

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INTRODUCTION

Learning is the real activity to transfer the knowledge, technology, and skill and then to increase the intellectual and to control its emotion, so that the learners have ability to survive in its live. Learning is a process of interaction between stimulus and response to obtain behaviour change as a result so as to create good learning objectives (Setyani et al., 2021). The learning process is carried out through active learning to achieve maximum learning objectives. Integrated learning is a learning process in which teaching materials, learning media, models, and strategies are combined (Sari & Fakhru Ahsani, 2021). It means that Learning is the activity that done the teacher to transfer the knowledge to the student to increase their intellectual and their emotion.

The activeness of students in the learning process leads to high interaction between educators and students (Effendi, 2016). The teacher not only focuses on giving 1-way material without looking at the active role of students and understanding for students(Kharisma, 2018). Student activeness in learning is a fundamentally important issue and must be understood, realized, and must be developed by every teacher in the learning process. Thus, it means that it must be applied by students in every form of learning activity. Activity learning is a do undertaken by students during the learning process, where students are working or actively participate in learning in

the classroom so that such students will gain the knowledge, experience, and understanding as well as other aspects regarding what has been done (Astuti & Kristin, 2017);(Hadibarata & Rubiyatno, 2019).

In learning activities, students are required to be more active, that is, students are allowed to present their ideas about the topics discussed (Moma, 2017). The success of a learning model or media depends on the characteristics of students (Raniah et al., 2021). Varied learning certainly requires a variety of learning methods and strategies (Aini & Hanik, 2021). Therefore, the students must have sufficiency of English ability in fact, however, some students are not able to communicate fluently. This problem is also faced by the students of university especially in Bina Sarana Informatika University. They have studied English for a long time, but they cannot communicate by using English fluently.

Furthermore, communication problem might be caused by the student's vocabulary mastery. Some students feel hard to communicate by using English because they do not have sufficiency of vocabulary mastery. Whereas, "in communicate through language, vocabulary is the important element." Therefore, it will be better if the students keep on improving their vocabulary mastery in order to be able to communicate fluently. Moreover, some students have less motivation because they find static learning condition.

Vocabulary can be interpreted as a collection of words that are understood by someone by using a learning approach about stringing together a word that has meaning (Nurdini & Marlina, 2017). Therefore, the students have a serious problem in remembering the large amounts of vocabularies that are necessary to achieve then fluently communication. One of the problems in teaching students' vocabulary in university of Bina Sarana Informatika is teaching the derivation words, which the derivation words consist of affix, prefix and suffix.

Memory strategy is a learning process that precedes the process of storing vocabulary for understanding of a sentence (Oxford, 2003). The memory strategies recommended to teachers and students include elaboration, mental imagery, mnemonics, organization, and rehearsal (Woolfolk, 2013). Teachers are invited & encouraged to continue to coordinate and collaborate related to learning materials with other teachers so that the process of combining memory can be conveyed to students properly (Teh Chee Ghee, 2015). They enable learners to store verbal material and then retrieve it when needed for communication. Memory language strategy is very important in language management because it involves the storage, retrieval and use of the concept of long-term memory. The process The effectiveness of this strategy depends on the awareness and ability of students in metacognitive learning (Khalifasati & Susanto, 2023). This statement makes the researcher motivated to teach by using memory strategies in efforts to increase the students' derivation words mastery. Based on the problem description above, it seems to be necessary to teach English with suitable strategies that can help the students to understand English material. Therefore, the teachers have responsibility to determine appropriate strategies. Moreover, the teacher must be creative in providing the suitable learning strategies that will be applied in their classes. The creativity of the teacher is hoped to be able to increase the students' vocabulary mastery. The researcher investigates whether memory strategies can increase the students' Leaning activity and the students' derivation word mastery using Memory Strategies at the second graders in University of Bina Sarana Informatika.

METHOD

The researcher uses the classroom action research (CAR) because the researcher is the teacher in this class. Classroom action research is a series of activities that consist of cycles. The main steps taken in the first cycle and subsequent cycles are as follows; (1) Determination of the focus of the problem; (2) Action planning; (3) Implementation of actions; (4) Data collection (observation) the research used observation as data collecting technique to find out the advantages and

disadvantages of using the memory strategy in the derivation words mastery during the learning process. The students and the teacher's activities were observed and noticed by the collaborator.; (5) Reflection (analysis, and interpretation); and (6) Follow-up planning (Wijaya, 2013)

The researcher gave the students the pretest at the first meeting. The tests consist of 20 items in multiple choice forms. And the score of each answer in the multiple-choice form is 5. Therefore, the total score is 100. The time to do the pretest is one meeting (2 x 35 minutes). It was done before applying the treatment on the action part.

The posttest had been done after the treatments in the cycle I and in the cycle II. The posttest was held in order to know the students' mastery of the derivation words using the memory strategy. The researcher used the same way between pretest and posttest for more details, the series of activities of each cycle can be seen in the Figure 1.
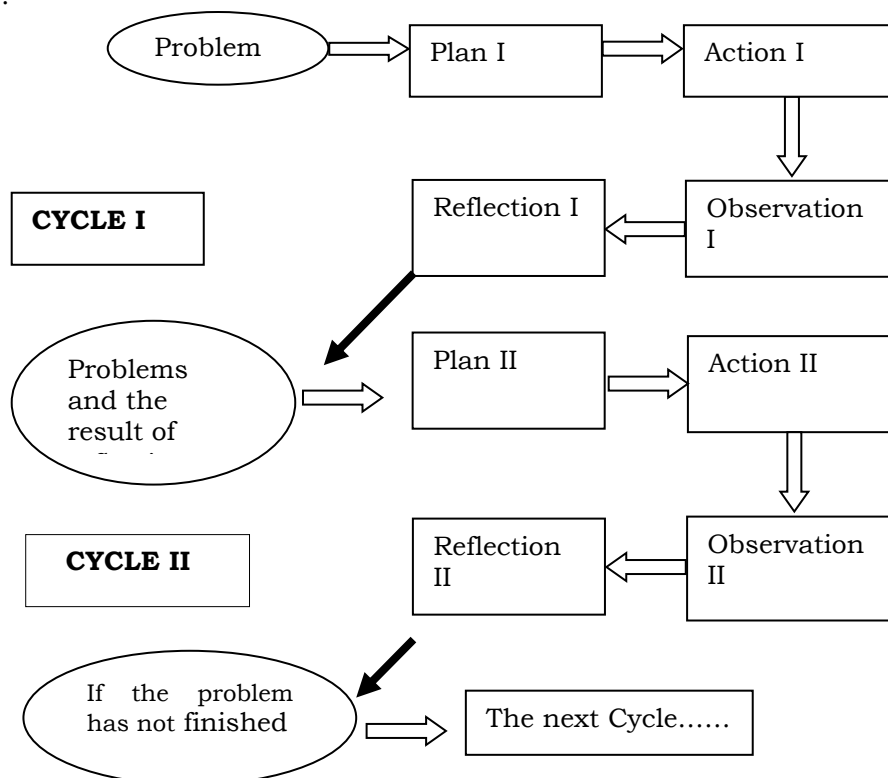

Figure 1. activities of each cycle

To get the data of the students' learning activity, the researcher uses the indicator as follow; (1) To pay attention (2) To answer the questions (3) To give the idea (4) To ask the teacher (5) To Note (6) To do the group task and active in the group. The study result of the students is able to said of complete if the students that get the score ≥ 5.5 are more than 75% in the class.

FINDINGS AND DISCUSSION
Findings
1. Result of The Students Learning Activity Observation

This observation result was gotten when the learning process happened by collaborator. The result of the student's learning activity observation can be seen in the Table 1.

Table 1. Result of Students' Learning Activity Observation

No.	The aspect that observed	Cycle 1	Cycle 2	Increasing
1	To pay attention the explanation of teacher.	77%	95%	18%
2	To answer the questions.	25%	46%	21%
3	To give the idea	27%	36%	9%
4	To ask the teacher	15%	30%	15%
5	To note	80%	94%	14%
6	To do the group task and active in the group	73%	100%	27%

Based on the Table 1, it can be explained as follow:
a. To Pay Attention

On the cycle I and II, the indicator was gotten from result 77% in the cycle I and 95% in the cycle II with the increasing 18%. For this indicator is reached, because, its percentage is increasing. It is realized because the students have the respect to the teacher was teaching.

b. To Answer the Questions

On the cycle I and ii, the indicator was gotten from result 25% in the cycle I and 46% in the cycle II with the its increasing 21%. For this indicator is reached, because, its percentage is increasing. It is realized because the students become understand, so, the students were brave to answer.

c. To Give the Idea

On the cycle I and II, the indicator was gotten from result 27% in the cycle I and 36% in the cycle II with the its increasing 9% for this indicator is reached, because, its percentage is increasing it is realized because the students can understand the material, so that the students were able to give its idea.

d. To Ask the Teacher

On the cycle I and II, the indicator was gotten from result 15% in the cycle I and 30% in the cycle II with the its increasing 15%. For this indicator is reached, because, its percentage is increasing. It is realized because the students in the understanding process of material get some problem, so the students ask to the teacher, it was shown that the students begin understand the material.

e. To Note

On the cycle I and II, the indicator was gotten from result 80% in the cycle I and 94% in the cycle II with the its increasing 14%. For this indicator is reached, because, its percentage is increasing. It is realized because the students knew it's important to note in order to be clear in understanding the material.

f. To Do the Group Task and Active in the Group

On the cycle I and II, the indicator was gotten off result 73% in the cycle I and 100% in the Ii with its increasing 27%. For this indicator is reached. It is realized because the students were interested with to ask that was given by the teacher; make the semantic mapping from the affix material group.

2. Result of the students Derivation Words Mastery

In this research, result of study is the result that was gotten from the learning process that has been conducted. The study result of English subject of the students in learning by using the memory strategies in the cycle 1 and the cycle II can be seen on the Table 2.

Table 2. The Average of the Test Result

	Test		
	Pre-action (Pre-test)	Cycle 1 (Post-test 1)	Cycle 2 (post-test 2)
The average score	3.7	5.1	7.3
Increasing.	-	1.4	1.7

Based on the Table 2, can be inferred that the result of study in every test experience the increasing. This increasing is caused by using the memory strategies in the learning process which the students is direct related and to do the activity in the learning process. Therefore, if effected its understanding level of the students.

Table 3. Table of Students' Derivation Words Mastery

No	Score	Category	Total	Percentage
1	≥ 5.5	Complete	17	77%
2	< 5.5	Incomplete	5	23%
		Total	22	100%

Based on The Average of the Test Result of the study in the end of test on the posttest 2 in the cycle 2, the students' Derivation Words Mastery can be seen in the Table 3. Based on the Table 3, it can be explained that the total of the students in the complete category is higher than incomplete category. There are 17 students who includes in the complete category (77%) and 5 students who includes in the incomplete category (23%). It means that the twelfth graders after using the memory strategies had the score result that opposite with the score result when the students before using the memory strategies. It can be taken conclusion that the English learning process especially in affix material by using the memory strategies had been successful, because the students in the complete category is more than 75%. It proves that memory strategies can increase the students' derivation words mastery.

Discussion

Based on the Result of the students learning activity observation, it can be inferred that the students' learning activity was happened increasing from the cycle I to the cycle II, therefore, this research in the student activity side to reach the target. It was caused because on the learning in the cycle II the students have begun to responsible to themselves, so that, it can bring the good effect to the activity in the learning process. This increasing is influenced by using the memory strategies in the learning process that appeared the spirit feel of the students in the class.

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CONCLUSION

The result of this research is the memory strategies can increase the students' learning activity; it can be seen in the percentage increasing of the students' learning activity in the cycle 1 to the cycle II. It means that the action hypothesis which stated that, "by using memory strategies, the students' will be able to increase their learning activity", was accepted. The memory strategies can increase the students' derivation words mastery, it can be seen in the result increasing of the posttest 1 in the cycle 1 to posttest 2 in the cycle II. It means that the action hypothesis which stated that, "by using memory strategies, the students' will be able to increase their derivation words mastery", was accepted.

Based on the research result which was taken from the observation and test, it can be inferred that: (1) Memory strategy can increase the students learning activity it can be seen in the percentage increasing of the students learning activity of cycle 1 to cycle II: the indicator increasing of paying attention to the teacher explanation is 18%,

the indicator increasing of answering the questions is 21%, the indicator increasing of giving the idea is 9%, the indicator increasing of asking the teacher is 15%, the indicator increasing of note is 14%, the indicator increasing of doing the group task and being active in the group is 27%. (2) Memory strategy can increase the students' derivation word mastery. It can be seen in the result increasing of posttest 2 in the cycle II. (a) The average score increasing of pre-test to posttest 1 cycle I is 1.4 and the average score increasing of posttest 1 in cycle I to posttest 2 in cycle II is 1.7, (b) Based on the Minimum Requirement Criteria the students in the complete category is 77% and the students in the incomplete category are 23%. Therefore, the English learning. Process in affix material by using the memory strategies had been successful, because the students in the complete category are more than 75%.

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