

STUDY ON STUDENTS' SIGNAL LEARNING STRATEGY TO MEMORIZE ENGLISH VOCABULARY

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ABSTRACTS	ARTICLE INFO
This research aimed to analysis Study on Students' Signal Learning Strategy to Memorize English Vocabulary at Ponpes Haqul Yaqin Sayang-sayang. The subject of this research was first grade VII-A of MTs Haqul Yaqin Sayang-sayang in academic year 2024/2025. The sample of this study were 7 students. The method of this research was qualitative case Study. The technique of data collection applied in this study were interview, recording and documents. Then the procedure of data analysis were data condensation, data display and conclusion drawing and verification used the theory of Miles and Huberman 2014. The result of this research, the researcher found out the types of students strategies in memorizing English vocabulary. The strategies used by the students were making note strategy, repeating strategy, singing strategy and practice strategy. Therefore, the strategies used by students to memorize the meaning and spelling were practice strategy, writing strategy, memorizing strategy and reading strategy.	Article History: Received: 26th June 2026 Revised: 15th July 2026 Published: July 2026 Keywords: Strategy, Memorize and Vocabulary

INTRODUCTION

The learners not only study the academic skill such as listening, speaking, writing, and reading skill, but also the components of language, they are grammar, pronunciation, and vocabulary. Those are needed to be studied by the right manner to get the goal of studying subject. Among four skills, and components of language have studied whether formal education or non-formal education the learners are frequently faced by difficulties in developing the subject being studied, it is because of the students un able to find out their lack in learning subject whether four skills or components of language, particularly English language and they keep studying without any progress. Since vocabulary is the basic component of language. Therefore, the mastery of vocabulary is the most important aspect in acquiring a language. This statement is supported by Hatch and Brown (1995:1). They say "vocabulary is the foundation to build languages, which plays a fundamental role in communication". Nowadays English is used almost all over the world, whether it is used as the first, second, or foreign language. Teaching vocabulary is one of the most important components of any language classes because through vocabulary, second language learners are able to understand and express their idea and statement by language.

According to Nation (2008:66) says that vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Words are the tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is important component. It links to four skills of listening, speaking, reading and writing. In fact, these cases happened at the first grade students of MTs Haqul Yaqin Sayang-sayang when the researcher took observation during PLP, there were almost students face several

problems and there were several ways to overcome these difficult in memorizing vocabulary. Some ways to overcome these are similar by different students. The problems are from the meaning and spelling the words. There were many vocabularies that have more than one meaning and it is difficult for students to remember because they have to understand the situation which linked to the meaning of the vocabulary they used. Especially in meaning and pronunciation. The difficulty of memorizing vocabulary is that determining the meaning of difficult, because the meaning of vocabulary does not only have one meaning but there is another meaning.

This problem also is similar to pronounce the basic problem in learning spelling words that the way in reading the word is different. One syllable has more than one way in utterance and the other hand language. So, that's why students were hard to memorizing vocabulary. It is commonly the learner use of strategy will influence the learners' success in subject being studied. The availability of many techniques, methods, strategies, Medias, and approaches as the tools for learning will make the students easier to understand in every subject being touch. By applying one of them within learning activity will help them to catch the subject matter compressively. In this case, that the better strategy they use the higher the result it will be. Absolutely, in selecting those students must take into consideration with condition, learning area, timing, and kind of subject to be studied. So, it is important for learners to have a strategy. Strategy is useful for learners, if it suits well with the learner's task, fit with the learner's learning style, and links it with another relevant strategy. Under these conditions, the strategies will make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation. And here the researcher will focus at the Islamic boarding school because it happened when the researcher took observation during PLP.

RESEARCH METHODS

The method of this study used a qualitative design aimed to provide detailed and in-depth information about a certain phenomenon. Specifically, a case study approach was applied. Case study research provides an intensive analysis of an individual unit, such as a person or community, emphasizing developmental factors in relation to the environment. This design focuses on a very special interest, seeking the details of interaction within its real-life context through direct interviews, observations, and documents. The subjects involved in this study were first-grade female students of MTs Haqul Yaqin Sayang-sayang in the academic year 2024/2025, with a specific sample size of 7 female students selected via purposive sampling criteria. The object of the study was the students' self-strategies in memorizing English vocabulary, specifically focusing on how they remember spelling and meaning. The research instruments utilized for data collection included: A) Interview: A structured interview comprising closed-ended and guiding questions to understand the individual vocabulary experiences of the students. B). Recording: A mobile phone device used as an audio-visual media tool to capture the interview process precisely and preserve data validity. C) Documents: Checklists, participant lists from PLP teaching observations, and photographic documentation of the active interview process. The data analysis followed the qualitative framework proposed by Miles, Huberman, and Saldaña (2014), which consists of three parallel flows of activity: 1. Data Condensation: Involves selecting, focusing, abstracting, simplifying, and transforming the raw transcripts and field notes. 2. Data Display: Organizing and assembling the condensed information into structured matrices, graphics, and descriptive text tables. 3. Conclusion Drawing and Verification: Formulating

initial conclusions from patterns and configurations in the data, then checking and verifying them against the field evidence.

RESEARCH FINDINGS AND DISCUSSION

The research findings reveal detailed student responses categorized into interest levels, perceived difficulties, and specific self-strategies for memorization alongside spelling and meaning retention.

Table 1 student responses categories

No	Student Name	Interest in English	Core Memorization Strategy	Spelling & Meaning Strategy
1	Fertunnaila	Interested	Make note strategy	Memorizing, practice, reading
2	Zara	Interested	Make note strategy	Practice strategy
3	Ayumi	Interested	Make note strategy	Writing strategy
4	Helma	Interested	Repeating strategy	Practice strategy
5	Aqila	Interested	Singing strategy	Practice strategy
6	Elmira	Interested	Practice strategy	Writing and reading strategy
7	Bunga	Not Interested	Practice strategy	Practice strategy

From the data collected, 6 out of 7 students expressed a high interest in English because they found it fun and easy, driven by engaging classroom teaching techniques. Only 1 student (Bunga) was initially detached due to perceived extreme difficulty in word retention. The dominant overall strategy identified among the participants for basic vocabulary memorization was the Make Note Strategy (used by 3 students), followed closely by the Practice Strategy for retention of word forms and definitions.

The self-directed strategies found in this research strongly align with taxonomy metrics established by language scholars such as Schmitt (1997, 2000). The implementation of small notebook logs ("Make Note Strategy") acts as a form of Determination Strategy, where individuals actively seek meanings autonomously via bilingual dictionaries and keep them mobile for independent study. Meanwhile, oral language exchanges like morning Muhadatsah and Mufrodat drills cultivate functional Social and Memory Strategies. The empirical data proves that structuring contextual repetitions (Repeating Strategy) or incorporating rhythmic memory tags (Singing Strategy) makes the cognitive storage process for young learners far more interactive, less monotonous, and highly transferable into functional communication skills.

CONCLUSION

Based on the findings, it is concluded that first-grade female students at MTs Haqul Yaqin Sayang-sayang successfully utilize four specialized learning paths to master vocabulary: the make notes strategy, repeating strategy, singing strategy, and practice strategy. To specifically secure long-term spelling and semantic meaning, they apply a combination of writing exercises, real object practice, targeted memorization routines, and structured text readings. Implementing these individualized techniques successfully builds self-directed language proficiency despite initial challenges with multi-syllabic pronunciations or sound-spelling discrepancies.

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