

AN ANALYSIS OF STUDENTS' MEMORY IN READING

(A study conducted on 5th semester of English Department Students)

SKRIPSI

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Chapter I

Introduction

Basic Consideration

Reading is the process of receiving and interpreting information that the reader get. Reading also one of four skills in learning English language that be mastered by students. The students that read material, they need memory and they have to remember what they have read. The memory that the students need is conceptual memory and lexical memory. Students need two memories to became good reader, but usually students only use one memory namely conceptual memory, so that the researcher need to know what the students' memory use.

Reading and memory cannot separated because without memory students cannot remember what they have read. So that, this research is important and will help the lecture to use method of teaching that appropriate based on the memory that the students use.

In addition, Every human have a brain. Brain consists of many parts. One of an important part of brain is memory. Some part in the brain work together as memory place. So, we can say that memory, thought and languages are parts of human. Every people use language to think and they need memory to save their thought. So, memory, thought and language have a great relationship.

Furthermore, according to De Porter and Hernacki (as cited in Fathoni 2011) memory is an ability to remember something that they have known. The people can remember the accident in the past time because in memory has large

capacity and we cannot know how much the capacity. But not all people use memory to something beneficial and also usually people cannot remember that accident in the past time. The little example is when we have done read article and we talked to friends, you cannot talk detail about your read. You just talk the main or point of the article that you have read. It impossible you can talk the same word, actually you also use your own words.

Memory is integral part of human's existence. So that without memory human can use language and cannot think about something. According to Penfield and Roberts (1959, p. 228-230 as cited in Dardowidjojo 2012) there are three kinds of memory. They are experience memory, conceptual memory and lexical memory. Experience memory is memory that has relationship with everything in the past. If the experience is in a long time, the memory will save it in a long time too. Conceptual memory is memory that used to make a concept depend in the reality. For example, there is child who introduced by butterfly concept or other butterfly, so that the child will set up concept about butterfly and at the end have saved concept of butterfly in their memory. Lexical memory is memory that relevancy concept with sound or voice of the concept. The people who forget name of thing, they failed use their lexical memory.

In addition, according to Am J Psychiatry (1999, p. 156) state that conceptual processing or the analysis of semantic meaning of to-be-remembered information. While According to George A. Miller (1972) lexical memory is ability to remember word or morphemes the vocabulary of a language. That is

clear conceptual and lexical memory are different and also has relationship each other. So that, each other have relationship and also has connection.

Conceptual memory and lexical memory have relationship. Based on reality, people usually use conceptual memory in something that they read; they cannot use lexical memory because people cannot memorize all of words in something that they read. In human, conceptual memory is the first there in our brain. That is based according to Langacker (1973, p.36 as cited in Maryam 2012) said “think is mental activity of human”. Think is mean string of concepts. So that concept have presented beforehand in our brain. That mean learning process or process of know something already beforehand.

In addition, this research is about relationship with memory and language. In the learning process students need memory to produce their language, so that, the teacher must know what the good method for students. The teacher want use concept in the learning process or the teacher asked the students to memorize in the learning process. In addition, study, memory and knowledge have relationship. That is based according to Syah (2004 p.72 as cited in Fathoni 2011),”The relationship among study, memory and knowledge is very close relationship and impossible to disappeared”. Because without memory students cannot get knowledge that students have studied.

Based on the observation, students’ of English Department especially fifth semester, they difficult to remember word from the material that they have read, they only remember the point of material that they have read or the concept of the material. Because the students are impossible to remember one by one of that they

have read. So that, the researcher is going to find the dominant memory that students use in reading and the researcher need fifth semester because they already done in Reading III.

Based on the explanation above the researcher would like to formulate the title “An Analysis of Students’ Memory in Reading”.

Research question

Based on the background, research question from this research are:

1. What kind of dominant memory in English Department students 5th semester in reading?
2. What are the factors that influence of dominant memory in English Department students 5th semester in reading?

Research objective

The objectives of this research are:

1. To find the dominant of students’ memory in English Department students 5th semester especially in reading.
2. To identify the factors that influence of dominant memory in English Department students 5th semester especially in reading.

Significances of research

There are some significances of this research. They are divided into two; theoretical and practical.

Theoretical significance

Theoretically, the result of this research can be a reference for the development of memory study especially of the students in State

University of Gorontalo who want to learn more about it. In this research also can help the students to understand more about the theory of memory which is frequently occurs to the English department students in Gorontalo.

Practical Significance

Practically, this research can be a reference for students fifth semester. The students of State University of Gorontalo can see the memory that students use in reading. So that, the students can use method that appropriate with the memory that they use. This also will have help the teacher in the learning process because when the teacher knows memory that use of students, the teacher will use the method that appropriate with the memory that the students use.

The scope of research

The scope of this research is students' memory especially conceptual memory and lexical memory in reading. This research was done by descriptive quantitative method. The samples are English Department students especially 5th semester.