



THE EFFECTIVENESS OF MEMORIZATION TECHNIQUES IN ENGLISH LEARNING AT AL IHSAN ISLAMIC BOARDING SCHOOL

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ABSTRACT

This study aims to explore the effectiveness and obstacles of the memorization method in English learning at Al Ihsan Islamic Boarding School. Using a descriptive qualitative approach, data were collected through in-depth interviews with a grade 12 student selected by purposive sampling. The results showed that the memorization method has significant advantages in helping students master vocabulary and build learning discipline. Memorization is an effective tool for remembering new vocabulary consistently, which provides a strong foundation for students in understanding texts and other learning materials. In addition, the memorization routine helps students form structured learning habits. However, this study also revealed several obstacles, including a lack of contextual understanding of the memorized vocabulary, boredom due to repetition, time constraints due to the busy schedule of the Islamic boarding school, and teaching materials that do not support contextualization. To overcome these obstacles, the integration of the memorization method with a context-based approach and more interactive activities is needed. The use of technology and variations in teaching methods can also increase student motivation and understanding. This study confirms that the memorization method remains relevant in English learning, especially in the Islamic boarding school environment. With adjustments and innovations, this method can be optimized to create more effective, interesting, and meaningful learning. The results of this study provide practical recommendations for teachers and educational institutions in developing learning strategies that suit students' needs.

Keywords: : English Learning, Islamic Boarding School, Memorization Learning

A. INTRODUCTION

English is one of the important subjects in the modern education system, including in Islamic boarding schools. English is not only considered a global communication tool, but also a key to accessing various sources of knowledge that are mostly presented in that language. However, learning English in Islamic boarding schools often faces various challenges, including time constraints, monotonous teaching methods, and lack of motivation and interest in learning from students. These challenges require innovation in teaching methods so that English learning becomes more effective and in accordance with the characteristics of students in Islamic boarding schools.



Al Ihsan Islamic Boarding School, as an Islamic-based educational institution, has a distinctive feature in its learning system, one of which is the use of memorization or memorization methods in the teaching and learning process. The memorization method has become a tradition inherent in Islamic boarding schools, especially in learning the Qur'an and religious sciences (Zulhannan and Musyarrofah 2024). This method involves continuous repetition with the aim of internalizing the material into long-term memory. With the success of the memorization method in religious learning, an important question arises: is this method also effective in English learning, especially for memorizing vocabulary, phrases, and grammar which are often the main obstacles for students?

One of the main reasons for choosing the memorization method is because this approach is in accordance with the learning culture in Islamic boarding schools (Rahmaini 2023). Students are accustomed to memorization activities, so they have the skills and habits that support the implementation of this method. Memorization is considered an effective way to improve students' memory and understanding of the material. In the context of English learning, memorization can help students master new vocabulary, understand sentence structures, and improve speaking skills. Vocabulary mastery, for example, is a basic component of language skills. Without sufficient vocabulary mastery, students will have difficulty understanding texts or communicating verbally. However, the effectiveness of the memorization method in English learning also needs to be critically examined. Although memorization can help students remember material, there are concerns that this approach may be less effective in developing critical thinking skills, creativity, and problem solving. Language is a dynamic communication tool, and English learning should not only focus on memorization, but also on contextual understanding and practical application (Wang 2023). Therefore, it is important to evaluate the extent to which the memorization method can improve students' English learning outcomes, both in terms of material mastery and communicative skills.

In addition, English learning in Islamic boarding schools also faces other obstacles, such as limited resources, such as adequate textbooks and learning media. Teachers also often face challenges in integrating traditional methods such as memorization with modern technology-based learning approaches. On the other hand, students in Islamic boarding schools have busy schedules with various religious and academic activities, so time to learn English is often



limited. In conditions like this, the memorization method can be a practical solution because it is relatively easy to implement without requiring complex resources.

Educational theories support the importance of memorization in the early stages of learning. According to behaviorism theory, repetition is one effective way to strengthen memory and form learning habits (Shaoying 2024). In this theory, memorization is considered a stimulus-response reinforcement process, where students are given material to memorize and tested repeatedly until the material is embedded in their memory. In addition, cognitive theory also recognizes the role of memorization in learning. Memorization helps students organize information into their cognitive schema, which then makes it easier for them to understand and integrate new information.

However, constructivism theory reminds us that effective learning involves not only memorization, but also understanding and application (Burhanuddin et al. 2021). In the context of English learning, memorization must be balanced with activities that encourage students to use the language actively, such as discussions, role-playing, or simulations. In this way, students not only memorize words or phrases, but also understand their meaning in a broader context.

Research on the use of memorization methods in English learning has shown mixed results. Several studies have shown that memorization is effective in improving vocabulary mastery, especially in the short term. Students who use the memorization method tend to have better memory for new vocabulary compared to students who use other methods. However, other studies have shown that memorization is less effective in improving speaking and writing skills, because these two skills require a deeper contextual understanding.

In the context of Pesantren Al Ihsan, this study is important to evaluate whether the memorization method can be applied effectively in English learning. This study also aims to identify factors that support and inhibit the implementation of this method, as well as provide recommendations to improve its effectiveness. Thus, this study not only contributes to the development of learning methods at Al Ihsan Islamic Boarding School, but also becomes a reference for other Islamic boarding schools that face similar challenges in learning English.



The importance of this study is also based on the need to integrate traditional values of Islamic boarding schools with modern learning approaches. Islamic boarding schools are educational institutions that have a rich cultural heritage and traditions, including in their teaching methods. However, in the era of globalization, Islamic boarding schools are also required to adapt to the times, including in learning English. By evaluating the effectiveness of the memorization method, this study is expected to provide relevant and contextual solutions to improve the quality of learning at Al Ihsan Islamic Boarding School.

In addition, this study also has practical implications for teachers and students in Islamic boarding schools. Teachers can use the results of this study to design more effective learning strategies that are in accordance with students' needs. Students, on the other hand, can get a better learning experience, which not only helps them master English but also prepares them to face challenges in the global world. Overall, this background highlights the importance of evaluating the effectiveness of the memorization method in learning English at Al Ihsan Islamic Boarding School. By integrating educational theory, practical experience, and contextual needs, this research is expected to provide a meaningful contribution to the development of English learning in Islamic boarding school environments.

B. METHOD

This study uses a qualitative approach with a qualitative descriptive design. This approach was chosen because it is able to deeply explore the views, experiences, and perceptions of participants regarding the effectiveness and challenges of using the memorization method in learning English at the Al Ihsan Islamic Boarding School (Davison and Smith 2018). With this approach, researchers can understand the learning context holistically and produce rich and detailed data. The research participant was a 12th grade student selected using a purposive sampling technique. The selection of participants was based on certain criteria, namely students with average learning abilities, not too high or too low, and do not experience learning problems or have a very high learning speed.

The selection of participants with these criteria aims to obtain a representative view of the learning experience using the memorization method. Data were collected through in-depth interviews with participants. Before the interview, the researcher explained the purpose of the



study, ensured that participants understood their rights, and obtained consent to continue the interview. Interviews were conducted in a comfortable Islamic boarding school environment to provide a sense of security and freedom for participants to express their views. During the interview, the researcher used a semi-structured interview guideline to maintain focus on the research topic while providing flexibility to explore participants' answers in depth. All interviews were recorded with the participants' permission to ensure data accuracy, and additional notes on participants' facial expressions, intonation, and gestures were also made to enrich the analysis (Check and Schutt 2012).

The data analysis process was carried out using a manual coding method based on a thematic approach. The first step was to reread the interview transcripts thoroughly to understand the content of the data. Next, the researcher coded important parts of the data that were relevant to the focus of the study, such as the effectiveness of the memorization method, challenges faced, and suggestions for improvement. These codes were then grouped into main themes, such as "the benefits of memorization for vocabulary," "challenges in contextual understanding," and "suggestions for optimizing the memorization method." After that, the researcher analyzed the relationships between themes to gain deeper insights and create a structured narrative.

This study adhered to the principles of research ethics, including maintaining the confidentiality and anonymity of participants. Participants were given full information about the purpose of the study, the interview process, and the use of data, as well as the right to stop participating at any time without negative consequences. The data obtained were used only for the purposes of this study and were stored securely to protect the privacy of the participants.

The qualitative descriptive approach allowed the researcher to gain in-depth insight into students' experiences related to the use of the memorization method in learning English. However, this study has limitations because it only involved one participant, so the results cannot be generalized to a wider population. Further research involving more participants from various backgrounds is recommended to confirm and expand these findings. Thus, this study is expected to contribute to the development of learning strategies that are appropriate to students' needs, especially in Islamic boarding schools.

C. FINDINGS AND DISCUSSION

This study aims to explore the effectiveness and obstacles of using memorization method in English learning at Al Ihsan Islamic Boarding School. Data were obtained through in-depth interviews with a 12th grade student who had met the criteria for purposive sampling. The results of the study were organized into main themes based on thematic analysis: the effectiveness of the memorization method and the obstacles faced in its implementation.

The memorization method greatly helps students in mastering English vocabulary. Participants explained that repeating memorization every day makes it easier for them to remember new vocabulary consistently. Participants stated,

"I feel that this memorization method really helps me remember new words. Because it is repeated every day, the words stick in my head. For example, I can memorize words about daily activities, such as 'wake up', 'go to school', 'do homework', and others."

Memorization not only helps students remember words but also increases their confidence when dealing with English texts. With a strong vocabulary base, students find it easier to understand texts without relying too much on dictionaries. The participant explained,

"When reading English texts, I find it easier because I have memorized many words. So if there is a word that I have memorized, I immediately know its meaning without having to open the dictionary again. This helps me a lot."

In addition, the memorization method helps students build structured study habits. The memorization activity every morning after dawn becomes a routine that encourages discipline in studying. The participant added,

"Every morning after dawn, I have time to memorize. Our teacher also always checks our memorization, so I feel motivated to study every day. This routine makes me more disciplined."

With a regular memorization schedule, students feel they have special time to focus on mastering English material.

However, the memorization method also has challenges. One of the main obstacles is the difficulty in understanding the context of using memorized vocabulary. Although students are

able to memorize certain words, they often have difficulty applying the words in everyday sentences or situations. The participant said,

"Sometimes I memorize a lot of words, but I'm confused about how to use them in sentences. For example, I know the meaning of the word 'run' or 'walk', but I'm still confused about when to use those words."

This obstacle shows that memorization is not always accompanied by a deep understanding of the use of these words. Boredom is another challenge faced by students in the memorization process. Monotonous repetition of memorization every day can reduce the enthusiasm for learning, especially when there is no variation in the learning method. The participant explained,

"Sometimes I feel bored because every day I just memorize and repeat. There are no other activities that can make learning more interesting. I hope there is variation, such as playing games or discussing."

With methods that tend to be repetitive, students feel less motivated to continue memorizing without any refreshing learning elements.

The tight schedule of the Islamic boarding school is also an obstacle in implementing the memorization method. The dense academic and religious activities often make it difficult for students to set aside enough time to repeat memorization. The participant said,

"The schedule at the Islamic boarding school is very tight. Sometimes I don't have enough time to repeat memorization, especially if there are other assignments to be done. This makes me sometimes forget the memorization that has been studied previously."

This shows that limited time can affect students' consistency in repeating and deepening memorization.

Limited teaching materials are also a challenge in implementing the memorization method. The learning resources used are often in the form of vocabulary lists without context, making it difficult for students to understand the use of these words in real situations. Participants stated,
"Memorization materials are usually just a list of words or phrases, but there are no example sentences or situations. So, sometimes I just memorize the meaning without knowing how to use it."



The absence of contextual learning materials reduces the effectiveness of memorization in supporting holistic English learning.

From the interview results, several main themes can be concluded. First, memorization provides significant benefits in vocabulary mastery and building structured learning habits. Second, obstacles such as lack of contextual understanding, boredom, and limited learning materials are the main challenges in implementing this method. Third, variations in learning methods are needed to increase students' interest and motivation in using the memorization method.

The results of this study indicate that although the memorization method is effective in helping students remember vocabulary and improve discipline, this approach needs to be combined with other methods to overcome existing obstacles. With the integration of context-based activities or technology, the memorization method can be optimized to create more interesting and meaningful English learning for students at Pesantren Al Ihsan.

The results of this study reveal that the memorization method has an important role in English learning at Al Ihsan Islamic Boarding School, especially in helping students master vocabulary and improving learning discipline. However, the effectiveness of this method is not free from the challenges faced by students in its application. This discussion will explore the main findings of the study by linking them to learning theory and their implications for teaching strategies in Islamic boarding schools.

The memorization method is very relevant to the learning culture in Islamic boarding schools, where this approach has become an integral part of the learning tradition (Aminullah et al. 2024). Memorization teaches persistence and consistent repetition, which is in line with the principles of behavioristic learning. In this theory, reinforcement is carried out through repetition and mastery of the material repeatedly until it is embedded in long-term memory. This helps students build a strong foundation in mastering English vocabulary, which is an important component of language skills. Mastery of vocabulary through memorization gives students the confidence to interact with texts and use them in simple communication.



However, the memorization approach also has limitations, especially in terms of contextual understanding. Memorization tends to focus on mastering individual words or phrases without considering how the words are used in a broader context. In language learning, understanding context is essential to ensure that students not only remember words, but also understand how to use them in various situations. This limitation suggests the need to integrate memorization with other learning methods that encourage students to understand the context of their use, such as simulations or real-life discussions.

The results of this study also show that repetitive memorization can cause boredom in students. This highlights the importance of variation in teaching methods (Ali El Deen 2023). In constructivism theory, effective learning involves meaningful experiences and active interactions between students and learning materials. Variations in methods, such as the use of games or creative activities, can provide a more interesting learning atmosphere and increase students' motivation to learn. By utilizing a more creative approach, students can remain actively involved without losing focus on the main learning objectives.

The tight schedule of activities at the Islamic boarding school is also an obstacle to the consistent application of the memorization method. The tight schedule suggests the need for more effective time planning so that students have sufficient opportunities to repeat the material that has been memorized. One strategy that can be applied is to integrate memorization into daily learning activities, so that students can make optimal use of the available time. In addition, support from teachers in providing relevant and interesting materials is essential to help students stay motivated.

The limitations of teaching materials that only focus on lists of words or phrases without context are also significant challenges. In language learning, contextual teaching materials are essential to help students understand how words are used in everyday life. Teachers can develop richer teaching materials by including examples of relevant sentences or situations, so that students can understand how to use the memorized words. In addition, technology can also be utilized to enrich teaching materials, such as using interactive language learning applications.



The findings of this study emphasize the importance of integrating memorization methods with a more holistic learning approach. The memorization method has the advantage of providing a strong foundation for students to master vocabulary, but this approach must be complemented by strategies that encourage understanding and application of the material. Integration between memorization and context-based activities can help students develop more comprehensive language skills, including speaking, reading, and writing skills.

From a practical perspective, this study provides important implications for teachers and educational institutions in Islamic boarding schools. Teachers need to understand that while memorization is effective in helping students remember vocabulary, this approach needs to be tailored to the needs of students and the challenges they face. The support provided by teachers, both in the form of a variety of learning methods and relevant teaching materials, is very important to ensure that students can learn optimally. In addition, Islamic boarding schools also need to consider managing a more flexible activity schedule to give students enough time to review and deepen the material that has been memorized.

D. CONCLUSION

This study provides in-depth insight into the effectiveness and barriers of using the memorization method in English learning at Al Ihsan Islamic Boarding School. Based on the results of an interview with a grade 12 student, it can be concluded that the memorization method has a significant role in helping students remember vocabulary and improve learning discipline. However, this method also has challenges that require special attention to ensure its implementation is more effective and relevant to students' learning needs.

The memorization method is very effective in providing a strong foundation for students in mastering English vocabulary. Through consistent repetition, students can remember new words and phrases well. This advantage is one of the main reasons why the memorization method is still relevant in the Islamic boarding school environment, where the tradition of memorization-based learning has long been an integral part of the education system. Memorization gives students confidence in facing texts and vocabulary that they previously found difficult to understand. With memorization, students can access English materials more confidently, because they have adequate vocabulary capital to support further learning.



In addition, the memorization routine also helps students develop learning discipline. A structured schedule for memorizing, such as after dawn, creates consistent learning habits. This shows that the memorization method not only provides academic benefits, but also supports the formation of students' character in terms of time management and responsibility. With teacher supervision, students feel more motivated to maintain memorization routines and improve their overall learning quality. However, this study also revealed several obstacles in implementing the memorization method. One of the main challenges is the lack of contextual understanding of memorized vocabulary. Students often have difficulty understanding how the words they memorize can be used in certain sentences or situations. Memorization that only focuses on individual word mastery is not enough to support broader communication skills. This suggests that the memorization method needs to be complemented with other, more contextual learning approaches, such as group discussions, simulations, or language-based games.

Boredom due to repetition is also a significant obstacle. The monotonous memorization process often reduces students' motivation to continue learning. Memorization that is done without variation tends to make students feel bored and lose interest in the material being studied. Therefore, it is important for teachers to integrate memorization methods with more interactive and interesting activities, such as using learning technology or other creative methods.

The tight schedule of activities in Islamic boarding schools is also an obstacle in implementing the memorization method. With various religious and academic activities that must be followed, students often find it difficult to set aside enough time to repeat memorization. This time constraint has an impact on the consistency and effectiveness of memorization. Therefore, a more flexible schedule planning is needed to ensure that students have enough time to study the memorized material without sacrificing other activities.

The limitations of teaching materials are also another challenge in implementing the memorization method. Memorization materials that are only in the form of a list of words or phrases without context often make it difficult for students to understand the use of these words in real situations. In language learning, contextualization is very important to help students



understand how the words they learn can be used practically. Teachers need to provide richer and contextual teaching materials, such as short texts, dialogues, or everyday situations that are relevant to students' lives.

In conclusion, the memorization method has significant advantages in helping students remember vocabulary and build structured learning habits. However, the effectiveness of this method can be improved by overcoming existing obstacles. Integrating the memorization method with a context-based learning approach, a variety of methods, and the use of technology can help create a more engaging and meaningful learning experience for students.

The results of this study also provide practical implications for teachers and educational institutions in Islamic boarding schools. Teachers need to understand that the memorization method is not the only effective approach in learning English. This method needs to be complemented by other strategies that support students' contextual understanding and communication skills. Islamic boarding schools also need to provide adequate support, including relevant teaching materials and flexible activity schedules, to ensure that students can learn optimally.

This study shows that the memorization method, despite its limitations, remains an important approach in learning English in Islamic boarding schools. With adjustments and innovations, this method can continue to be used as an integral part of a more holistic learning strategy. The results of this study are expected to be a reference for teachers, students, and policy makers in developing more effective English learning that is in accordance with the needs of students in Islamic boarding schools.

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