

STRENGTHENING PROLONGED MEMORY USING KEEPING VOCABULARY RECORDS STRATEGY: BEST PRACTICE FROM GAZEBO ENGLISH COURSE**PENGUATAN MEMORI JANGKA PANJANG MENGGUNAKAN STRATEGI PENCATATAN KOSAKATA: PRAKTIK TERBAIK DARI GAZEBO ENGLISH COURSE****Uswatun Hasanah¹, Siti Nurul Hidayah²**IAI Sunan Giri Trenggalek^{1, 2}

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Corresponding Author*ABSTRACT**

Improving English vocabulary mastery can be challenging for some students who learn English as a Second Language, especially for young learners with strong use of the Javanese language. The keeping vocabulary records strategy was used to improve students' vocabulary mastery at Gazebo English Course in the 2023-2024 academic year for its unique and elaborate characteristics. Gazebo is a non-formal language institution in Trenggalek, East Java, that delivers English teaching using various methods and has helped more than 5000 graduates improve their English skills. This research used a classroom action research approach involving two cycles of quantitative and qualitative data. Students' test scores were collected as quantitative data, while observations, questionnaires, and interviews were used as qualitative data. The quantitative data were examined using descriptive analysis, further supported by the qualitative analysis results. The results show noteworthy progress in students' prolonged memory of vocabulary. As a result, students' vocabulary mastery improved by up to 22% across four vocabulary features: spelling, pronunciation, meaning, and use. Furthermore, the technique made the classroom setting more interactive and positive. Students should practice the strategy outside class and draw on a variety of vocabulary sources.

Keywords: Prolonged Memory, Keeping Vocabulary Records, Best Practice**ABSTRAK**

Meningkatkan penguasaan kosakata bahasa Inggris dapat menjadi tantangan bagi sebagian siswa yang mempelajari bahasa Inggris sebagai bahasa kedua, terutama bagi pembelajar usia dini yang masih kuat menggunakan bahasa Jawa dalam kehidupan sehari-hari. Strategi keeping vocabulary records digunakan untuk meningkatkan penguasaan kosakata siswa di Gazebo English Course pada tahun ajaran 2023–2024 karena karakteristiknya yang unik dan komprehensif. Gazebo merupakan lembaga bahasa nonformal di Trenggalek, Jawa Timur, yang menyelenggarakan pembelajaran bahasa Inggris dengan berbagai metode dan telah membantu lebih dari 5.000 lulusan meningkatkan kemampuan bahasa Inggris mereka. Penelitian ini menggunakan pendekatan penelitian tindakan kelas yang melibatkan dua siklus dengan pengumpulan data kuantitatif dan kualitatif. Nilai tes siswa dikumpulkan sebagai data kuantitatif, sedangkan observasi, kuesioner, dan wawancara digunakan sebagai data kualitatif. Data kuantitatif dianalisis menggunakan analisis deskriptif, yang selanjutnya diperkuat oleh hasil analisis kualitatif. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada memori jangka panjang siswa terhadap kosakata. Penguasaan kosakata siswa meningkat hingga 22% pada empat aspek kosakata, yaitu ejaan, pelafalan, makna, dan penggunaan. Selain itu, strategi ini juga menciptakan suasana pembelajaran yang lebih interaktif dan positif. Siswa disarankan untuk menerapkan strategi ini di luar kelas serta memanfaatkan berbagai sumber kosakata dalam proses belajar mereka.

Kata Kunci: Memori Jangka Panjang, Keeping Vocabulary Records, Praktik Terbaik.**1. INTRODUCTION**

Acquiring new vocabulary poses its own unique problems in achieving permanent use in communication, especially for young learners with limited access to English resources. The problems include all aspects of vocabulary: use, spelling, pronunciation, and meaning. Hayes

(2009) emphasizes how hard a word can be for learners to memorize. Learners of English tend to forget their vocabulary easily as they encounter it across different learning situations over time; they will forget 80% of those words within 24 hours (Thornbury, 2002). In some cases, they forget right after the class ends (Schmitt, 2000).

To comprehend basic English interaction for new learners is extremely challenging. Nation (2006) states that at least 2000-word families must be acquired by learners as their basic vocabulary mastery and up to 9000-word families to read and understand English literary works. It means that learners need to adjust themselves with some strategies to improve their vocabularies and permanently store them in their communication. New learners typically need a longer time to master various vocabularies to understand basic English communication.

Memorizing new vocabulary in the classroom is also demanding for new English learners, who must acquire all the skills needed to communicate successfully in the target language. The morphology, production, meaning, and pronunciation of words involve complex uses intertwined with the context in which those words appear in written and spoken language (Kamil and Hiebert, 2005). Lacking any one of these skills, learners will face difficulties, not only in their academic performance but also in their real-life use of English. Because English vocabulary has diverse written and spoken forms, and a robust vocabulary determines success across all aspects of communication, new learners frequently become anxious during the learning process and feel frustrated easily.

New learners' difficulty in memorizing English words is understandable. Thornbury (2002) elaborates on how the human brain works with words, noting that there is a systematic and sophisticated storage system for vocabulary in the brain. Rather than storing words like a dictionary, the brain stores them in a more meaning-based system, working like a thesaurus by labeling, categorizing, and building connections to create meaning. This process is also known as the mental lexicon. For new learners, the difficulty of memorizing new and rich vocabulary closely relates to how the human brain processes complex new information within new learning systems.

New learners, especially young learners, need more learning strategies to work with new words. A study by Yu (2011) involving 16 young learners, mostly 11 years old, demonstrates how the mental lexicon works. Yu investigates students' vocabulary mastery by comparing receptive and productive recall tests: the receptive test uses a word list method, while the productive recall test uses a sentence writing method. The investigation shows that receptive tests using word lists have a greater impact on students' memory, as they involve labeling and categorizing. These learning strategies strongly improve learners' vocabulary mastery.

However, some factors prevent learners from advancing their vocabulary mastery. Gains and Redman (1986) identify two main factors influencing learners' failure to memorize vocabulary: how often students engage with the vocabulary (word frequency), and the recency of the words. To address this issue, learners need an effective strategy to engage with vocabulary as frequently as possible.

In addition, another crucial factor affecting learners' vocabulary mastery and memory is the teacher's teaching approach. Ur (1996) discusses the role of a teacher in an English classroom context, noting that a teacher conveys various language aspects, including collocation, grammar, form, pronunciation, and meaning, when teaching vocabulary. Another critical role is teaching words in both spoken and written form (McCarten, 2007) and connecting them with their register and associations. A teacher needs to demonstrate a teaching strategy that helps learners master and store new words in their prolonged memory, and should propose strategies appropriate to their students, since there is no "one-size-fits-all" approach to vocabulary instruction.

This study was motivated by shortcomings in learners' vocabulary mastery. A pre-research test administered to students at Gazebo English Course Trenggalek showed that

vocabulary learning needed special treatment in the way students stored new words, as they forgot easily despite the teacher's efforts in providing intensive drilling and exercises. The test measured students' ability to understand and produce vocabulary and yielded an average score of 60 out of 100, a relatively low result.

The main problems were spelling and pronunciation. Students could understand the meaning of words and use them in productive skills such as writing, but they struggled with spelling and pronunciation. According to the observation results, students had difficulty distinguishing the different sounds of words when reading texts in English and Indonesian, and this confusion affected their performance. The students themselves had no particular strategy for recording new words; they simply wrote the words in their notebooks without proper follow-up.

In this case, improving vocabulary mastery without employing an appropriate learning strategy and gaining a teacher's support can be problematic. Thornbury (2002) states that organizing the learning of words must be done by learners. They need to be active in exposing themselves to different learning resources such as dictionaries and notebooks. In this matter, teachers' role is crucial. In classroom practice, students need guidance and supervision in different methods of organizing their vocabulary effectively. Therefore, in this research, the researchers use the Keeping Vocabulary Records Strategy to assist the students advance their prolonged memory of vocabulary mastery.

Keeping vocabulary records is a technique of organizing and storing vocabulary by using a notebook. Thornbury (2002) ascertains that using a notebook is helping students learn new words to the point that they depend on it. Recording vocabulary in a notebook is seen as a rehearsal of vocabulary learning to improve the words' prolonged memory by reviewing new words at increasing intervals (Pimsleur and Baddeley, as cited in Schmitt, 2000). This technique is chosen to provide a more structured way of organizing and practicing new words in classroom practice to comprehend how memory works (Schmitt, 2000). It contains repetition and organization to support the transformation of the new words into a prolonged memory. Gains and Redman (1986) agree that recording vocabulary in written storage is a legitimate tool for storing words permanently.

The previous researches on the same issue of storing vocabulary conclude the importance of certain strategies in improving vocabulary records. Walters and Bozkurt (2009) focus on the impact of keeping vocabulary records technique in motivation aspects. Nosratinia et al. (2013) confirms the correlation between vocabulary mastery and the students' characteristics. Also, Uzun (2013) concludes that vocabulary is improved by the use of a notebook regardless of the gender or the learners. These findings show that learning vocabulary using appropriate storing vocabulary techniques certainly improves the skills in many aspects, however, in terms of prolonged memory, more practices should be conducted. Consequently, applying the keeping vocabulary records strategy in the Gazebo English Course is chosen as a best practice to strengthen young learners' prolonged memory.

2. METHOD

This research used a classroom action research approach to find out the effectiveness of the keeping vocabulary records strategy in helping learners improve their prolonged memory in vocabulary mastery. The action research was conducted in Gazebo English Course Trenggalek to 15 young learners aged 10 to 12 in the second semester of the 2023-2024 academic year.

The data were collected from documents taken from tests and the students' notebooks, classroom observation, and individual interviews to support the analysis. The tests include a pre-test done before the action and a post-test after the action. Interviews were carried out before and after the action. Meanwhile, observations were conducted before, during, and after the research to attain richer information and support vigorous data analysis.

The stages of the action research approach were completed using the procedures elaborated by Kemmis and McTaggart (1988) as illustrated in the following figure:

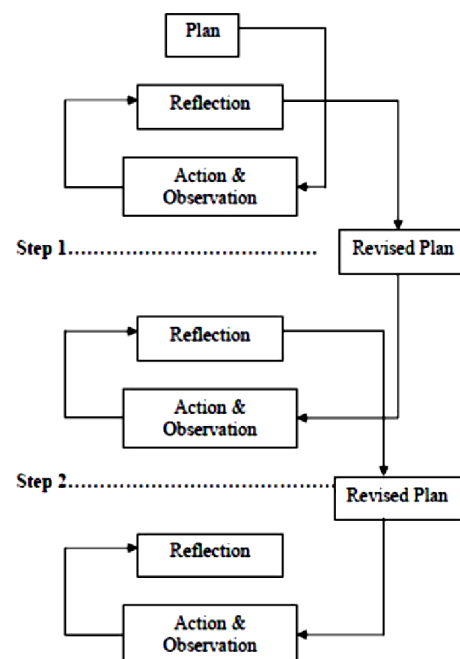


Figure 1. Action Research Procedure (Kemmis & McTaggart)

The stages include four steps, which are:

1. Problems identification and action plan.
2. Action implementation and observation.
3. Reflection.
4. Plan revision for the following step.

The implementation of the action research was accomplished in two cycles. Each cycle was done using the above procedure to identify whether the method chosen was able to solve the problems or not. The cycles also helped the researchers to uncover the strengths and the weaknesses of the teaching practices in the classroom. Between the first and the second cycles, the researchers reflected on the lesson and designed upcoming teaching improvement plans from the reflective data found in the first cycle. Then the researchers started the second cycle with new or revised strategies and implemented them in the teaching practices.

The first cycle included 4 meetings:

1. The first meeting was the distribution of the notebooks and the introduction of the “keeping vocabulary records” technique to the students in the classroom.
2. The second meeting was the introduction of phonemic sounds by providing new vocabulary using certain topics. This meeting focused on comprehending the form, pronunciation, and meaning aspects. The vocabulary was drilled and translated into L2.
3. In the third meeting, the teachers expanded the word knowledge by introducing more new words and sharing the translation. Then they assisted students in drawing sketches/illustrations of the words in their notebooks with the definition of the words.
4. In this step, the teachers rehearsed the words by drilling and writing the activities. It concluded all the vocabulary aspects (form, pronunciation, meaning, and use).

After the four meetings, the teacher shared a post-test, reflected on the activities, and re-designed new teaching plans for the next cycle.

In the second cycle, there were three meetings, including:

1. The first meeting was about giving more new words to the students and instructing them to record the vocabulary in their notebooks freely according to their preferences.
2. In the second meeting, the teacher introduced new words from a story text. The students then recorded difficult words in their notebooks.
3. The third meeting was another word rehearsal by drilling and writing sentences. It concluded all the vocabulary aspects.

At the end of the cycle, the teacher gave the last post-test followed by interviews and reflections. For the data analysis, this research used two kinds of data: quantitative and qualitative. The quantitative data, in the form of test results, were analyzed using descriptive statistics of basic mathematics (Tomal, 2010) to find the average score and identify the improvement in students' prolonged memory. The data were taken from the pre-test and post-test in the first and second cycles. Notably, students' test results are essential in providing robust quantitative data for this research. To test prolonged memory in vocabulary mastery, Thornbury (2002) states that a teacher could use a gap-filling test. In this test, students are required to fill in incomplete sentences and phrases to recall their memory of the form, meaning, pronunciation, and use aspects. To test the spelling aspect, the teacher gives a dictation test to examine students' ability to recall how words are formed in writing (Thornbury, 2002).

However, in this research, considering the students' basic English level, pronunciation was tested orally not by writing the phonemic sounds, in consideration, they were not able to write the symbols. Just like dictation, the teacher would show a certain word and instruct the students to mention the word orally. To test the meaning aspect, a converting words test was applied. Finally, in testing the use aspect, sentence completion was applied in the cycles. There were some hints in the first letter of the answer to avoid ambiguity.

Another important data was qualitative. The data were the interview transcripts and observation journals taken during the implementation of the technique in the classroom. The qualitative data was analyzed to support the quantitative analyses by using data reduction, data display, conclusion drawing, and verification (Miles and Huberman, 1994).

3. RESULTS AND DISCUSSIONS

Keeping Vocabulary Records is a technique of recording vocabulary or new words by not just writing the words but also giving the vocabulary aspects by giving definitions, phonemic sounds, sketches, and word use in productive writing. This technique is chosen for its unique characteristics in which learners are free to modify and record the vocabulary. They can simply just write the words and their translation with some simple writing practice. They also can add some illustrations related to the word meaning to help them memorize better so that

at the end of the research, the vocabulary will be stored permanently in their mental lexicon (the brain).

The research was conducted over two cycles, from 8 January to 8 February 2024. It involved 15 students aged 10–12 who were at the elementary level of the Intensive General English Program at Gazebo English Course Trenggalek in the 2023-2024 academic year. The research was informed by classroom observation conducted in the previous semester, which revealed that the general learning situation was largely ineffective. Even though English was the main subject at school, the students in this class were passive during speaking and writing practices, yet active when it came to playing rather than learning. This was partly because they were tired from their full-day school activities and were not enthusiastic about learning new vocabulary.

In the early data collection phase, the researchers collected some data from interviews, observations, and pre-tests before the implementation of the “keeping vocabulary records” strategy. During the interview, the students mentioned that they loved learning English, yet it was hard for them to memorize the new words in the classroom. They remembered it in the classroom, yet they would forget it the next day. The majority of the students (65%) believed that memorizing new vocabulary was difficult. This occurred due to their confusion between the spelling of the English words and how they should sound them in English as the pronunciation was different from their mother tongue. Related to this matter, the students stated that their teacher did not give sufficient practice on the pronunciation aspects.

The interview findings were relevant to the students' pre-test scores. The average score of the pre-test showed a fairly low score with an average score of 59.50. It was clear the students did not have an effective strategy in learning vocabulary, especially in the way they recorded the words permanently. In the pronunciation aspect, the average score was 38.00, while the pre-test score in the meaning aspect revealed an average score of 62.67. Similarly, the pre-test score in the use aspect showed an average score of 66.00. The low scores on pronunciation tests were surprising as the students learned English actively in English language school, where they could practice English better with more accessible and various learning resources.

Correspondingly, the scores for the meaning and use aspects were also insufficient. The main drawback here was students' low exposure to effective teaching techniques within a relaxed and positive learning atmosphere. Students were exposed to writing words only, without practice in pronunciation and use.

However, it was interesting that the learners could write the spelling of the words effectively with an average score of 71.33. From the interview findings, the students mentioned that they did not have adequate practice in pronouncing the words as their teacher focused more on the writing practices.

Table 1. Skor Pre-Test

No	Aspek Kosakata	Skor Rata-rata
1	Spelling	71.33
2	Pronunciation	38.00
3	Meaning	62.67
4	Use	66.00
	Average Score	59.50

Source: Processed Data, 2026

From the observation findings, it was also clear that the students did not have an effective strategy for recording their vocabulary. The students wrote the new words in their

books without more exploration of the new words. In other words, they only mastered the spelling and meaning. They used the traditional way of recording teaching materials. Some students even mixed their notes with different subjects from their schools. From the teacher's point of view, she realized her weakness in giving various strategies to the students to record their vocabulary. The teacher believed that memorizing the spelling of the words was the most important aspect of mastering vocabulary.

To conclude, the initial data from observation, interview, and pre-test scores showed similar findings. Both the students and teacher confirmed similar views of an ineffective learning environment due to inappropriate teaching strategies for learning vocabulary. This learning situation issue led to the implementation of the classroom action research approach with two cycles in this study.

As mentioned earlier, the implementation of the Keeping Vocabulary Records Technique in improving the students' prolonged memory was done in two cycles of action research. The students were exposed to various topics of new vocabulary including sports, medicine, forests, and many more. The first cycle focused on the methodology of recording new vocabularies and how to use them. The students were given clear instructions and examples of how they could record their vocabulary in their special notebooks effectively.

First Cycle

From the implementation of the first cycle, there was a clear improvement in students' test scores. The mean score of the first post-test was 64.17, an increase of 4.67% compared to the pre-test (59.50). Although the improvement was not substantial, it indicated that the technique had begun to alter students' cognitive comprehension. The highest gain was in the meaning aspect, with a score of 77.33, largely driven by the change to intensive drilling and the greater amount of word exposure in the strategy, particularly through the sketches and definitions recorded in the notebook. This visualization of words helped students connect meaning to reality.

Tabel 2. Perbandingan Skor Pre-Test dan Post-Test 1

Aspek	Rata-rata Pre-Test	Rata-rata Post-Test 1	Kemajuan (%)
Spelling	71.33	69.33	-2.00
Pronunciation	38.00	46.67	8.67
Meaning	62.67	77.33	14.66
Use	66.00	63.33	-2.67
Skor Rata-rata	59.50	64.17	4.67

Source: Processed Data, 2026

The pronunciation and use aspects did not show significant improvement, with scores of 46.67 and 63.33 respectively. During the implementation of the technique in cycle 1, students focused mainly on writing and decorating their notebooks, so pronunciation practice was somewhat neglected. Less practice in producing sentences in context also caused a decrease in the use aspect score. Although the decrease was less than 5%, it suggested that something was missing in how the vocabulary was delivered. Limited practice time and students' focus on notebook decoration were the dominant factors behind this shortfall, compounded by the fact that the course was supplementary to students' regular schoolwork.

Notably, there was no substantial change in the spelling aspect result. The score decreased slightly from 71.33 to 69.33. This indicated that the technique needed revision: the teacher needed to introduce more variation in delivering new vocabulary and producing sentences. Students may have enjoyed the process of writing vocabulary in the notebook, but this had not yet translated into prolonged memory.

Additionally, students' progress, as seen from the highest and lowest scores, showed differing results. Having collected and organized the test scores, the researchers found only 7.5% progress for the students with the highest scores, from 65.00 to 72.50. Meanwhile, students with low scores showed a similarly limited progress of 2.5%, from 47.50 to 50.00. This suggested that the technique may be less effective for students with lower cognitive skills, while having little additional effect on students who already achieved highly in vocabulary mastery. Likewise, interview findings indicated that students could not fully commit to the notebook method because of differing levels of interest in the words and the technique. The pattern of score progress is shown in the following graph.

Tabel 3. Perkembangan Siswa dari Skor Tertinggi dan Terendah (Pre-Test ke Post-Test 1)

Aspek	Rata-rata Pre-Test	Rata-rata Post-Test 1	Kemajuan Siswa (%)
Skor Tertinggi	65.00	72.50	7.5
Skor Terendah	47.50	50.00	2.5

Source: Processed Data, 2026

The first cycle revealed both the strengths and weaknesses of the technique. It allowed students to choose their own way of learning vocabulary using the notebook independently. Although the students were young learners, they were able to challenge themselves by exploring their creativity in recording words and practicing spontaneously without interference. Intensive drilling proved to be the best way to master the meaning of new words, and students enjoyed the classroom environment, where they could express their ideas and represent words through visualization.

On the other hand, the keeping vocabulary records strategy could not fully assist young students in recording words. The many steps involved in recording new words, at times, added to students' burden in the learning process. The limited duration of each meeting (only 90 minutes) also reduced students' time to learn, practice, and record words. Although they could continue recording at home, this added extra work on top of their school homework, which some students found overwhelming.

After analyzing students' progress, the researchers redesigned the plan for the second cycle. They prepared new materials while considering the time needed for each step, and reduced the number of words to be recorded: students were no longer instructed to record every word learned, only those they did not understand. The researchers also created a new activity to help students pronounce words correctly and allowed more time for sentence production. Drilling was still applied to deliver word meaning alongside dictation, aimed at supporting students' ability to write words correctly.

Second Cycle

In the second cycle, the researchers used additional teaching media, including pictures and videos, to help learners understand how words are used in real conversation. The videos were taken from YouTube. The methods of recording vocabulary included semantic maps, word pairs, and sentence production, and students were free to choose which method to use.

Cycle two was conducted in three meetings, focusing more on pronunciation and use aspects, as the students gained low scores after the first post-test. In the pronunciation aspect, most of the sounds could not be recorded in the notebook as the students had not mastered the phonemic symbols yet. On this matter, the students were allowed to symbolize/write how the sound of the words drawn on their notebook, as long as they comprehended and could memorize them. In the use aspect, the students could use the words freely to produce sentences on certain topics.

In the second cycle, the class situation was more controllable. The students, as they now knew what to do with the new words, were more confident doing the task. The learning

atmosphere was more positive as the students could record the words without feeling any burden. The teacher also provided more flexible time to explain the strategies and perform more learning exercises.

A significant improvement was shown in the post-test results after the second cycle (see the following table). The mean score of the second post-test was 81.50, an increase of 17.34% compared to the first post-test (64.17), and an overall increase of 22% compared to the pre-test (59.50). This indicated that the keeping vocabulary records strategy succeeded in improving students' prolonged memory and addressing the problems in learning vocabulary. There were indications that students were more confident in expressing themselves through writing, recording, and applying the technique to master new vocabulary.

Tabel 4. Perbandingan Skor Post-Test 1 dan Post-Test 2

Aspek Kosakata	Post-Test 1	Post-Test 2	Kemajuan Siswa (%)
Spelling	69.33	84.67	15.34
Pronunciation	46.67	82.00	35.33
Meaning	77.33	80.00	2.67
Use	63.33	79.33	16.00
Skor Rata-rata	64.17	81.50	17.34

Source: Processed Data, 2026

Another significant finding was that the intensive drilling and more pictures and videos created a new atmosphere in cycle two. All aspects of vocabulary learning revealed improvements: 15.34% improvement in spelling, 35.33% improvement in pronunciation, 2.67% improvement in meaning, and 16% improvement in use aspect. Compared with cycle 1, students could practice the technique and produce better learning results.

However, these vocabulary learning improvements were not evenly distributed across students. A comparison between the first and the second cycle indicated that students with initially low scores made comparatively limited progress, and when compared with their pre-test results, their improvement remained minimal. In contrast, students with initially high scores showed a more substantial improvement. To confirm this pattern, the researchers interviewed the students. From the interview findings, students with low scores stated that easy words were easy to learn, while words with complex spelling and pronunciation remained difficult. This indicated that students with low scores could not fully take advantage of the technique: the number of steps and words to learn during the action proved overwhelming for them.

Importantly, the findings revealed positive outcomes from applying the strategy across the two cycles. The greatest strength of the strategy was that students gained more freedom in choosing their own vocabulary recording technique. This allowed them to filter the words they needed and to record and refine the aspects they wanted to improve. Ultimately, students could adjust their vocabulary learning strategy at their own pace and store words permanently with minimal intervention from the teacher.

Nonetheless, the research findings had some limitations. The time allocated for covering all vocabulary aspects was insufficient; remodeling the strategy was essential to further advance students' prolonged memory, and the teacher's role in creating an encouraging and enjoyable learning environment remained critical to motivating students.

Another limitation was the use of grammatical aspects of sentence production. As the researchers focused on improving the prolonged memory of the vocabulary, the grammar structure was not properly instilled. The students seemed to make some mistakes in the students' sentences, such as missing auxiliaries, and articles, and misuse of pronouns.

Reflection and Recommendation

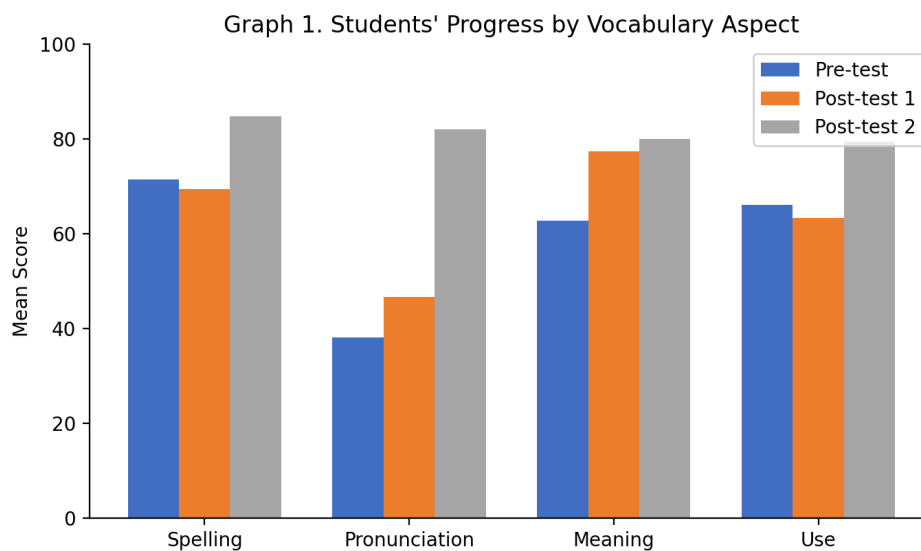
The purpose of this research was to strengthen the prolonged memory of the students in the Gazebo English Course in vocabulary mastery. From this research, there were various interesting findings on how the technique improved the class achievement after the two cycles. The technique has succeeded in strengthening the students' prolonged memory in vocabulary mastery with a 22% improvement. It included the positive progress of the four aspects of vocabulary. Below is the overall progress of the students' scores after finishing the post-tests.

Tabel 5. Perkembangan Keseluruhan Skor Siswa

Aspek Kosakata	Pre-Test	Post-Test 1	Post-Test 2	Kemajuan Keseluruhan (%)
Spelling	71.33	69.33	84.67	13.34
Pronunciation	38.00	46.67	82.00	44.00
Meaning	62.67	77.33	80.00	17.33
Use	66.00	63.33	79.33	13.33
Skor Rata-rata	59.50	64.17	81.50	22.00

Source: Processed Data, 2026

Overall, the students were able to improve their learning confidence in memorizing and applying the words in productive language. Supporting interview findings, the students emphasized their contentment and new enthusiasm in recording the new words using their independent technique. The freedom to visualize the words in their notebook created a new dynamic in their vocabulary learning. They could memorize easily as they made their images of the words. Also, drilling and sentence production practices in the classroom supported this constructive result.



Graph 1. Students' Progress by Vocabulary Aspect

The following graph illustrates how the technique works in each vocabulary aspect. The highlighted success is illustrated from the pronunciation aspect with 44% progress. Meanwhile, other aspects of learning improvement are positive though not significant. To reflect on the research, the researchers identified the strengths and weaknesses of the technique in prolonged memory, which will be discussed in the next paragraph.

The Strengths of the Technique

The principal strength of the Keeping Vocabulary Records strategy was the freedom the students attained in memorizing and learning each word inside their notebooks. The notebook created familiarity with each word that was later rooted in the students' minds and became permanent. The visualization of the words emerged as a new technique to remember spontaneously when the words were needed.

The notebook allowed the students to practice in a fun way both in the classroom and outside the formal learning circumstances. They were happy and enthusiastic about doing the assignment and the test. The new positive climate created a more comfortable environment of learning that allowed the students and the teachers to practice the activities eagerly.

The Weakness of the Technique

The success of the technique in strengthening the students' prolonged memory in vocabulary mastery brought new challenges. The remaining problem was that the technique needed a huge amount of time for learning, especially for young learners. Also, the targeted number of words was not achieved. Consequently, the teacher reduced the word number in the second cycle.

The fact that the student with a low score could not practice the technique effectively needed more attention. The students expressed their complaints during the interview that drawing and recording burdened them. It was not easy for them to follow the other students' pace in doing the task.

The last is the grammar application. The focus on visualization and drilling made grammar slightly ignored. In the students' sentences, there were lots of mistakes in the verb use, pronunciation, and connectors. Wrong tenses were also discovered.

Recommendation

For the next research, the technique should consider the level of the students and their concern about employing diverse strategies for the students with low scores. Before the recording step, the students should master grammar use to minimize sentence errors. A variety of drilling and other fun activities should be planned accordingly.

4. CONCLUSION

This classroom action research on vocabulary learning was conducted to address the most pressing challenge: the difficulty of forming prolonged memory. Theoretically, new words disappear from students' memory within 24 hours. A new learning technique was therefore needed, and the researchers employed the Keeping Vocabulary Records technique to strengthen students' prolonged memory in vocabulary mastery at Gazebo English Course Trenggalek.

After the implementation of the technique, the researchers revealed important findings where the students succeeded in improving their learning scores by up to 22%. The technique assisted the students in learning the new words more easily and more effectively. The technique also allowed the students to learn, repeat, and recycle the words anytime. It also improved the students' motivation and confidence in learning various new vocabulary.

5. AUTHOR CONTRIBUTION STATEMENT

SNH and UH conducted the conceptualization and research design together. UH was involved in collecting the data that later were analyzed and interpreted by SNH. Both authors were actively involved in gathering pre-test and post-test data, collecting interviews and observations data, and doing proofreading.

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