



Exploring Students' Perspectives on Memorization in the English Department at the University of Zawia

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ABSTRACT

Memorization as a learning strategy may be viewed from two opposing perspectives. While some scholars argue that memorization facilitates the establishment of information in memory, others believe that memorization and learning cannot coexist, as relying on memorization for learning a foreign language may hinder critical thinking, which empowers learners to verbalize thoughts effectively and produce productive results. Based on this controversy, this study aimed to elicit EFL students' beliefs about memorization in language learning and investigate its usefulness in learning English. The participants were 100 EFL students enrolled in the English Department at Zawia University. Data were collected through a questionnaire and interviews. The obtained data were analyzed using both quantitative (SPSS) and qualitative methods. The majority of participants believed that memorization was beneficial for their language learning process.

Keywords: Memorization, EFL Students, Attitudes, Language Learning, Students' Perspectives

1. Introduction

Memorization is one of the strategies that the students may or may not rely on when learning English. It is the capacity to recall information without considering its significance. According to Richards, Platt, and Platt (1992: 226), "memorizing is the process of establishing information in memory. As stated by Richards & Schmidt (2013: 359), "memorization usually refers to the conscious process of establishing information in memory. According to Grenfella and Harris (2015), this approach gives students an unusual advantage over other skills in addition to benefits. In their second language, students who do not use a memory approach struggle to effectively articulate or transmit audio information. It was demonstrated, however, that students had greater influence over how they used the second language when they used the memorizing strategy. Memorization as a learning approach is seen from two different perspectives. While some researchers argue that memorization is a learning strategy that aids in retaining information in memory (Wu, 2014; Tan, 2011; Oanh, 2006; Cohen and Oxford, 2003), others argue that learning and memorization cannot coexist because memorization will hinder critical thinking, which would allow students to effectively express their ideas and generate useful results (West, 2011; Edwards, 2007).

Numerous factors influence learning a language, but attitude is the most important one. Having a positive attitude toward learning a new language is an ideal starting point, according to Oroujlou and Vahedi (2011). The definition of attitude was accurately provided by Sonmez (1994): "Attitude is a product of all life experiences" (İnal, Evin, and Saracaloğlu, 2000, p. 40). Individuals themselves are the ones who form attitudes. Individuals differ in their attitudes. A person's attitude might be either negative or extremely positive. With the argument in mind, the first goal of this study is to find out the attitude of EFL Libyan students at university of Zawia about memorization in language learning. The study also seeks to determine how beneficial memorization is for learning English.

With the argument in mind, the first goal of this study is to find out what EFL Libyan students at university of Zawia think about memorization in language learning. The study also seeks to determine how beneficial it is for learning English.

1.1 Objectives of the study

The study aims to:

1. identify the students' positive and negative attitudes about memorization in learning English.
2. find out the usefulness of memorization in learning English as a second language.

1.2 Research questions

This study seeks to answer the following questions:

1. What are the students' positive and negative attitudes towards memorization in learning English?
2. Is memorization effective/useful in learning English?

1.3 Statement of the problem

There is a wealth of research on memorization in the literature, but little is known about how Arab students—particularly Libyan students at the University of Zawia—feel about this method of learning. This study examines how EFL students think about memorization in a Libyan context.

1.4 Significance of the study

This research has two aspects of significance: theoretical and practical.

This study has theoretical value and can serve as a guide for anybody interested in doing research on memorizing, especially as a learning approach for EFL students.

The researcher assumes that this study will have practical implications for both teachers and students. For EFL students, the study will be more interesting and provide useful insights into the use of memorization as a learning method. Regarding the educators, it is suggested that this study will be helpful to EFL instructors who may encourage students to adopt memorizing as a learning approach.

2. Literature review

2.1 Memorization

The term 'memorization' is frequently used in education, according to academics Kuram and Dergisi (2020). This concept is referred to by a number of names, heart, "memorization techniques," "memorization method," "permanent memorization," and "easy memorization." In the literature, many definitions of memorization can be found in various studies and dictionaries. For example, according to Richards, Platt, and Platt (1992: 226), "memorizing is the process of establishing information in memory. As stated by Richards & Schmidt (2013: 359), "memorization usually refers to the conscious process of establishing information in memory. Kuswana (2012) asserts that memorizing is the process of accessing pertinent information stored in long-term memory. The capacity to transfer reading information or things into memory, store them there, and then retrieve them from memory is another definition of memorization. Similarly, Syah (2013) argues that memorization is a cognitive process that involves encoding, preserving, and recalling information. Moreover, Oxford (1990) defines memorization as strategies that help learners store and retrieve new information.

2.2 The usefulness of memorization

A number of linguists have stated that memorization is useful and helpful for EFL students when learning English. For instance, Cohen and Oxford (2003) concentrate on the results of students using memorizing as a behavior to enhance the development of their language abilities. They found that memorization can: (a) improve the attention required for language acquisition; (b) improve rehearsal, which strengthens connections; (c) improve the encoding and integration of linguistic content; and (d) improve the retrieval of information when needed. Similarly, Cook (1994: 133) believes that repetition and learning by heart are two of the most valuable, pleasurable and efficient uses of language learning activities, and that they can bring with them sensations of those indefinable, overused yet still valuable goals for the language learner: being involved in the authentic and communicative use of language. Moreover, Grenfella and Harris (2015) also looked at the memorizing method used by students who study English as a second language. The authors indicated that this method not only benefits students but also offers a unique advantage over other skills. Students who do not employ the memorizing technique have trouble accurately articulating or transferring a listening material in their second language. The memorization method, on the other hand, was shown to provide students greater control over their use of the second language. However, it has been shown that these students consider it a useful memorizing technique while learning a second language, and they favor it (Grenfella and Harris, 2015). In addition, Bahri (2021) has applied the word memorization technique and a guidebook to improve students' vocabulary. Using a handbook to assist students learn words, particularly those connected to verbs, can help them increase their vocabulary. The students' fundamental progress from the pre-test to the post-test proved this. It suggests that a significant difference existed. In order to assist students', improve their vocabulary, Manoppo *et al.* (2020) have employed the imitation memorizing technique. According to the study's findings, students' post-test results surpass their pretest results. The results of this study so show that memorizing techniques are suitable for helping students' increase their vocabulary.

There are two opposing viewpoints on memorization as a learning strategy. While some researchers contend that memorization is a learning method that helps solidify information in memory, others contend that learning and memorization cannot coexist because memorization will impede critical thinking, which would enable students to articulate their ideas appropriately and produce fruitful outcomes.

Regarding the views of scholars who indicated that memorization is useful, a study by Amaniyan *et al* (2020) evaluated secondary school biology students' academic performance and memorization skills using concept maps and conventional lecture techniques. Findings from the study showed that the idea map approach to learning improves critical thinking, learning abilities, and academic performance. Similarly, Yusuf (2010: 40) has proposed that learners' academic performance is positively impacted by memorizing. The author has underlined that memorization is regarded as a powerful instrument for

improving illustrations and brain empowerment. In contrast, Hulsizer & Woolf (2009) have said that rote memorization is seen as an inefficient learning method since it causes students to lose confidence (Hulsizer, Woolf, 2009). When it comes to formula-based issues, students who have committed the information to memory could do well, but they might struggle with word problems (Hansen, McCann & Myers, 1985; Myers, Robsen & McCann, 1983 as quoted by Hulsizer, Woolf, 2009). According to Broers and Imbos (2005), as referenced by Hulsizer and Woolf (2009), rote learning does not aid pupils in the development of reasoning and thinking skills. Also, Cheung (2000) rejected learning by memorising. While rote-based learning may improve memorizing skills, he felt it lacked creativity and diminished students' capacity for problem-solving. In the same vein, Gunes (2020) has stated that memorization is not a useful teaching tool. Meaningful learning, on the other hand, begins when memorization is accompanied with critical thinking, comprehension, and comparison of knowledge. Consequently, memorization and repetition represent the lowest level of learning and do not result in the intended transformation and growth of students. Giving students the information and skills they need and accomplishing educational objectives are both significantly hindered by this circumstance. Student success is not aided by memorization, and its usage in the classroom has a negative effect on both student performance and educational quality. Important issues for our nation's future are also brought on by it. In summary, we want our teachers to shift from memorization to competent instruction and produce people who will influence our future.

2.3 Attitudes

When learners are expected to hear and use the language, their attitude toward it is one of the external factors in the social context in which learning takes place (Ellis, 2007). Ahmed (2015: 7) asserts that speakers of other languages or dialects have attitudes toward their own language or each other's languages and that a language's perceived level of complexity or simplicity, ease or difficulty of learning, significance, elegance, social standing, etc., can all be reflected in the expression of positive or negative feelings toward it. Gardner (1985: 122) defines attitude as a person's reaction to a situation or thing in which they assess the situation and decide whether to accept or reject it. "A person's attitude is their inclination to have a neutral, negative, or positive attitude toward a certain thing, location, or circumstance," Gardner continues. According to Kitjaroonchai (2012), an attitude is a feeling, assessment, or conviction that results from prior interactions and a person's propensity for related behavioral manifestations, whether favorable or unfavorable, toward objects, people, concepts, or circumstances that they are connected with. As stated by Montano and Kasprzyk (2008), "an attitude is determined by individuals' beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighed by evaluations of those outcomes or attributes." However, Wenden (1991) argues that attitude may be broken down into three interrelated components: emotional, behavioral, and cognitive. The phrase "emotional components" describes an individual's views, sentiments, and emotions about an item, whether those feelings are positive or negative. Depending on their beliefs, learners may have neutral, negative, or positive attitudes.

According to some scholars, students need to evaluate the language they are learning, particularly English for EFL learners. Assessing means supplying their beliefs, both positive or negative. Students must evaluate their motivation, attitudes toward the language they are studying, and preferred learning style in order to succeed in learning a second language (Lightbown and Spada, 2021). Abidin et al. (2012) claim that learners' attitudes toward language learning affect their linguistic proficiency as well as their cognitive ability. If students have positive views and concepts about learning English, they will be motivated to do so both within and outside of the classroom (Liu, 2023). Also, Gardner (1985) has highlighted the importance of having a good attitude when learning a second language. Negative attitudes are said to impede cognitive achievement and motivation (Vandergrift and Tafaghodtari, 2010). However, Busse (2017), Lasagabaster (2017), and Getie (2020) found that students' attitudes on learning English affected their language performance.

3. Methodology

3.1 Research design

The present study is a descriptive investigation that takes into account the frequency of each item. For more reliable outcomes, the study uses a mixed method of data collection and analysis methods. Qualitative data were obtained through individual semi structured interviews with ten (10) participants, while quantitative data were obtained through 79 of the learners' attitudes towards memorization questionnaire, which was divided into three sections: usefulness, positive attitudes and negative attitudes. SPSS was used to analyze the questionnaire, and thematic analysis was applied to the verbatim transcriptions of the interviews.

3.2 Participants

The study involved 79 randomly chosen EFL students at the University of Zawia who shared a common linguistic background in English. Of the participants, there were 79.7% (N=63) females and 20.3% (N=16) males. The participants were selected from different levels, first, second, third, fourth, fifth, sixth, seventh, and eighth levels. For all participants, Arabic is their first language. The percentage of students majoring in translation is around 11.4% (N=9), whereas 48.1% (N=38) are studying applied linguistics.

Table (1) The characteristics of the study sample by gender

| Gender | Frequency (No. of students) | Percent |
|--------|-----------------------------|---------|
| Male | 16 | 20.3% |

| | | |
|--------|----|-------|
| Female | 63 | 79.7% |
| Total | 79 | 100% |

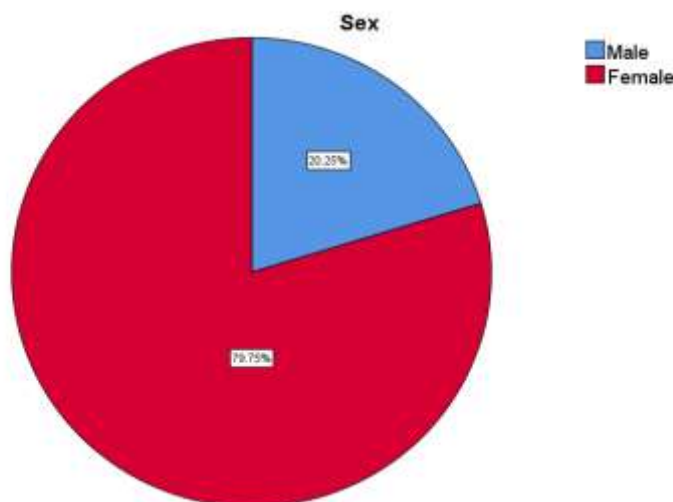


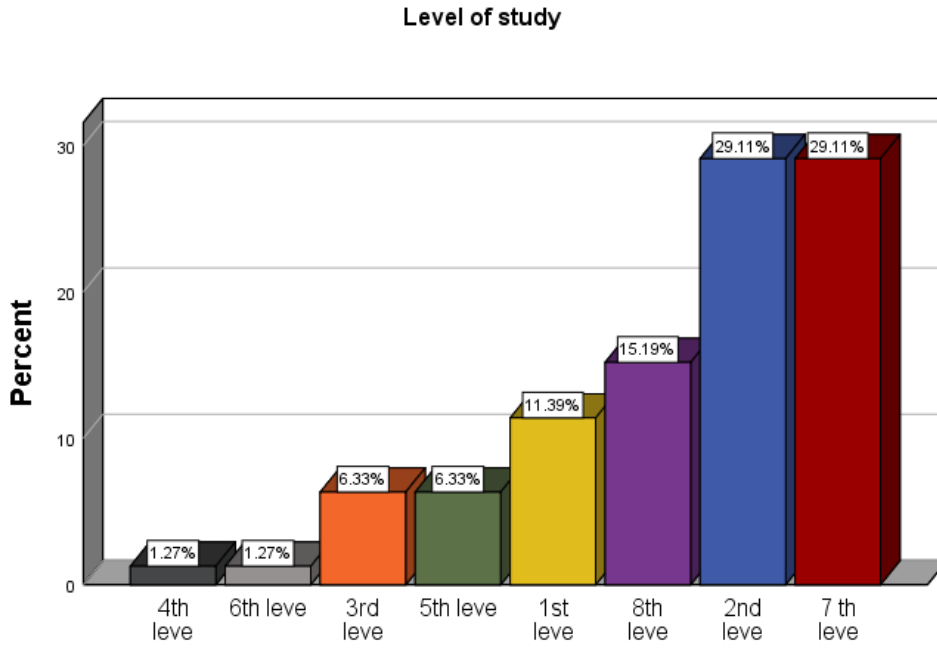
Figure (1) Gender distribution within the sample

The distribution of study sample according to gender is illustrated in (Figure 1 above). Out of the seventy-nine (79) collected sample, 20.3% of the sample were males and 79.7% of the sample were females.

As shown in table (2) and figure (2) below, English language students were divided into eight academic levels. Students in the second and seventh academic levels made up 29.1% of the sample, followed by those in the eighth academic class, who made up 15.2%, and those in the fourth academic level, who made up the least amount at 1%.

Table (2) The characteristics of the study sample by Level of study

| Level of study | Frequency (No. of students) | Percent |
|-----------------------|--------------------------------|---------|
| 1 st level | 9 | 11.4% |
| 2 nd level | 23 | 29.1% |
| 3 rd level | 5 | 6.3% |
| 4 th level | 1 | 1.3% |
| 5 th level | 5 | 6.3% |
| 6 th level | 1 | 1.3% |
| 7 th level | 23 | 29.1% |
| 8 th level | 12 | 15.2% |
| Total | 79 | 100% |



As shown in table (3) and figure (3) below, the highest number of students enrolled in applied linguistics was 38 students with percentage (48.1%) of 47 students, while the percentage of those enrolled in translation was 9 with percentage (11.4%) of 47 students.

Table (3) The characteristics of the study sample by specialization

| Specialization | Frequency (No. of students) | Percent |
|---------------------|--------------------------------|---------|
| Applied Linguistics | 38 | 48.1% |
| Translation | 9 | 11.4% |
| Total | 47 | 59.5% |

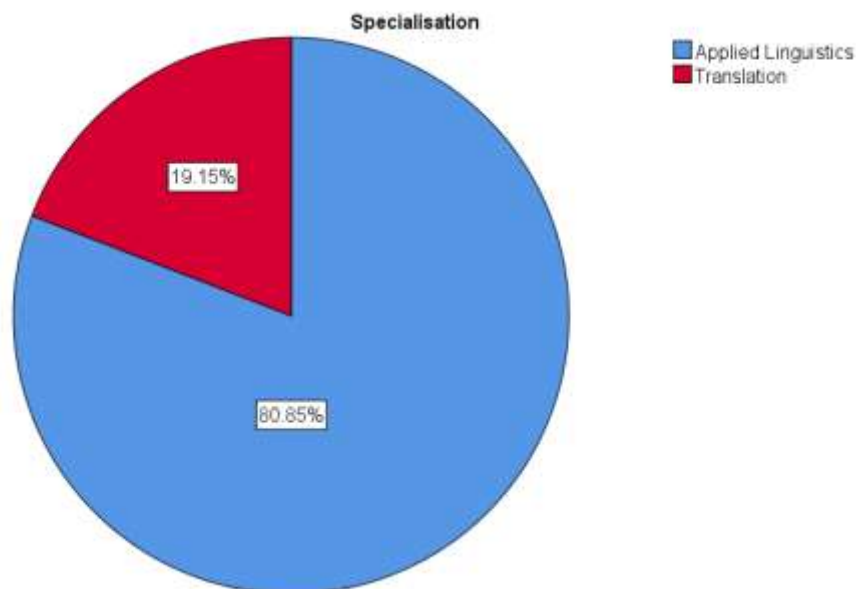


Figure (3) Specialization distribution within the sample

3.3 Instruments

To gather the data, a questionnaire and an interview were utilized. Finding out the views of respondents regarding memorization is the aim of the questionnaire. The survey is divided into three distinct sections. In the first section, the importance of memorization is covered in eight items. With nine items, the second section focuses on the students' positive attitudes toward memorization. The last nine items in the section deal with the students' negative attitudes toward memorization. In order to determine the importance of memorization, ten (10) students were interviewed.

Before calculating the questionnaire's descriptive statistics, the Cronbach's alpha test is used by the researcher to assess the validity and reliability of the items that comprise the questionnaire's instruments. The results are as follows.

Table (4): The reliability of the questionnaire

| Variable | No. of Items | Cronbach's alpha | Measurement of level |
|--|--------------|------------------|----------------------|
| The usefulness of memorization | 8 | 0.804 | Very Reliable |
| The students' positive attitude towards memorization | 9 | 0.732 | Reliable |
| The students' negative attitude towards | 9 | 0.797 | Reliable |

As seen in table (4) above, the Cronbach's alpha values are high. The alpha values ranged between (0.732) as the lowest value, which is the value for the variable (positive attitude towards memorization), and the value (0.804) as the largest value for the variable (The usefulness of memorization), which indicates that the students' answers have a good degree of reliability, and therefore the tools have a high degree of validity.

4. Findings

4.1 Finding from the questionnaire (descriptive analysis)

As shown in Table 5, a high percentage of the study's participants (roughly 79%) agreed that memorization should be employed because it enabled them to use English appropriately and effectively in their classes. In other words, the majority of participants thought that using memorization in EFL classes helped them learn English more efficiently. 79% of the students said that memorization motivates them to learn more English. Of these, 40.5% of students "agreed" with item 3 "to use English correctly and effectively" in the table below, and 38% of them "strongly agreed" with the same item. The least percent (22%) of the participants did not agree that memorization is useful and effective. Among them (9%) "strongly disagreed" and (13%) "disagreed". This result is aligned with the findings of a number of researchers who believed that memorization is effective and helpful for EFL students. For example, Cohen and Oxford (2003) and Cook (1994) (See 2.2, above) found that memorization improved students' ability in learning English as a second language.

Table (5) The frequency and percent of student's answers about "The usefulness of memorization"

| a. The usefulness of memorization | Answer | frequency | percent |
|--|-------------------|-----------|---------|
| 1.To gain intensive and quick learning. | strongly disagree | 9 | 11.4% |
| | disagree | 19 | 24.1% |
| | agree | 10 | 12.7% |
| | Strongly agree | 41 | 51.9% |
| | total | 79 | 100% |
| 2.To apply new words, phrases, idioms and sentences. | strongly disagree | 5 | 6.3% |
| | disagree | 16 | 20.3% |
| | agree | 25 | 31.6% |
| | Strongly agree | 33 | 41.8% |
| | total | 79 | 100% |
| 3.To use English correctly and effectively | strongly disagree | 7 | 8.9% |
| | disagree | 10 | 12.7% |
| | agree | 32 | 40.5% |

| | | | |
|--|-------------------|----|-------|
| | Strongly agree | 30 | 38% |
| | total | 79 | 100% |
| 4.To feel confident in starting a talk politely for natural communication. | strongly disagree | 8 | 10.1% |
| | disagree | 16 | 20.3% |
| | agree | 31 | 39.2% |
| | Strongly agree | 24 | 30.4% |
| | total | 79 | 100% |
| 5.To express ideas clearly and fluently | strongly disagree | 10 | 12.7% |
| | disagree | 12 | 15.2% |
| | agree | 16 | 20.3% |
| | Strongly agree | 41 | 51.9% |
| | total | 79 | 100% |
| 6.To be more confident, motivated, less shy and nervous | strongly disagree | 14 | 17.7% |
| | disagree | 18 | 22.8% |
| | agree | 24 | 30.4% |
| | Strongly agree | 23 | 29.1% |
| | total | 79 | 100% |
| 7.To learn what is appropriate and natural in English to use instead of just translating from Arabic | strongly disagree | 9 | 11.4% |
| | disagree | 12 | 15.2% |
| | agree | 28 | 35.4% |
| | Strongly agree | 30 | 38.0% |
| | total | 79 | 100% |
| 8.To have a good basic understanding and remember what learned before learning new things | strongly disagree | 5 | 6.3% |
| | disagree | 13 | 16.5% |
| | agree | 22 | 27.8% |
| | Strongly agree | 39 | 49.4% |
| | total | 79 | 100% |

As table (6) below demonstrates, the majority of the participants (73%) agreed that memorization is an integral part of their educational life (item 5). This indicated that the participants had a positive attitude toward memorization, with (32%) strongly agreed and (41%) agreed, while (28%) did not agree, with about (8%) strongly disagreed and (20%) disagreed, indicating that these participants had a negative attitude toward memorization. Thus, the findings revealed that a high percentage of participants (73%) had a positive attitude toward memorization, which is consistent with Liu's (2023) study, who found that students who have positive views and concepts about learning English are motivated to learn better.

Table (6) The frequency and percent of student's answers about "positive attitude towards memorization".

| b. The students' positive attitude towards memorization | Answer | frequency | percent |
|--|-------------------|------------------|----------------|
| 1.The memorization I make makes it easier for me to remember the information | strongly disagree | 5 | 6.3% |
| | disagree | 19 | 24.1% |
| | agree | 22 | 27.8% |
| | Strongly agree | 33 | 41.8% |
| | total | 79 | 100% |

| | | | |
|---|-------------------|----|--------|
| 2.My self-confidence is increasing when I memorize | strongly disagree | 5 | 6.3% |
| | disagree | 23 | 29.1% |
| | agree | 15 | 19.0% |
| | Strongly agree | 36 | 45.6% |
| | total | 79 | 100% |
| 3.When I memorize, I find myself closer to success. | strongly disagree | 11 | 13.9% |
| | disagree | 12 | 15.2% |
| | agree | 25 | 31.6% |
| | Strongly agree | 31 | 39.2% |
| | total | 79 | 100% |
| 4.The memorization that I made before the exam is growing like a lifesaver | strongly disagree | 5 | 6.3% |
| | disagree | 25 | 31.6% |
| | agree | 27 | 34.2% |
| | Strongly agree | 22 | 27.8% |
| | total | 79 | 100% |
| 5.Memorization is an integral part of my education life | strongly disagree | 6 | 7.6% |
| | disagree | 16 | 20.3% |
| | agree | 25 | 31.6% |
| | Strongly agree | 32 | 40.5% |
| | total | 79 | 100% |
| 6.I can memorize almost every subject | strongly disagree | 22 | 27.8% |
| | disagree | 27 | 34.2% |
| | agree | 11 | 13.9% |
| | Strongly agree | 19 | 24.1% |
| | total | 79 | 100% |
| 7.I think, learning by memorize is the first step in learning something | strongly disagree | 17 | 21.5% |
| | disagree | 27 | 34.2% |
| | agree | 14 | 17.7% |
| | Strongly agree | 21 | 26.6% |
| | total | 79 | 100.0% |
| 8.Before we learn a subject, we have to memorize the basic concepts about it. | Strongly disagree | 26 | 32.9% |
| | disagree | 18 | 22.8% |
| | agree | 17 | 21.5% |
| | Strong agree | 79 | 100% |
| | total | 26 | 32.9% |
| 9.It's easy to memorize. | Strongly disagree | 19 | 24.1% |
| | disagree | 25 | 31.6% |
| | agree | 14 | 17.7% |

| | | |
|----------------|----|-------|
| Strongly agree | 21 | 26.6% |
| total | 79 | 100% |

In light of the results shown in table (7) below, nearly (64%) of the participants agreed that they could not memorize information that did not attract their attention. Approximately (29%) of them said that they strongly agreed and about (35%) said they agreed with the same item (5). This illustrates that the students had negative attitudes toward memorization, whereas (36%) of the participants disagreed, about (18%) strongly disagreed and (18%) disagreed with the same item. As a result, the finding with the highest percentage (73%) of the participants indicated that the majority of the students (73%) had a negative attitude towards using memorization as a learning strategy. This finding is consistent with Vandergrift and Tafaghodtari (2010) who acknowledged that negative attitudes are said to hinder cognitive achievement and motivation.

Table (7) The frequency and percent of student's answers about "negative attitude towards memorization"

| c. The students' negative attitude towards memorization | Answer | frequency | percent |
|--|-------------------|------------------|----------------|
| 1.I do not trust to memorize that I made | strongly disagree | 22 | 27.8% |
| | disagree | 17 | 21.5% |
| | agree | 21 | 26.6% |
| | Strongly agree | 19 | 24.1% |
| | total | 79 | 100% |
| 2.I do not remember half the information I memorized the next day. | strongly disagree | 15 | 19.0% |
| | disagree | 20 | 25.3% |
| | agree | 19 | 24.1% |
| | Strongly agree | 25 | 31.6% |
| | total | 79 | 100% |
| 3.I do not remember the information I memorized after a week. | strongly disagree | 14 | 17.7% |
| | disagree | 25 | 31.6% |
| | agree | 23 | 29.1% |
| | Strongly agree | 17 | 21.5% |
| | total | 79 | 100% |
| 4.I do not remember the information I memorized after a month | strongly disagree | 7 | 8.9% |
| | disagree | 23 | 29.1% |
| | agree | 28 | 35.4% |
| | Strongly agree | 21 | 26.6% |
| | total | 79 | 100% |
| 5.I cannot memorize information that do not attract my attention | strongly disagree | 14 | 17.7% |
| | disagree | 14 | 17.7% |
| | agree | 23 | 29.1% |
| | Strongly agree | 28 | 35.4% |
| | total | 79 | 100% |
| 6.Memorizing kills my critical thoughts over time. | strongly disagree | 16 | 20.3% |
| | disagree | 17 | 21.5% |
| | agree | 20 | 25.3% |
| | Strongly agree | 26 | 32.9% |
| | total | 79 | 100% |

| | | | |
|--|-------------------|----|-------|
| | total | 79 | 100% |
| 7.Memorization is a declining skill over time. | strongly disagree | 15 | 19% |
| | disagree | 17 | 21.5% |
| | agree | 20 | 25.3% |
| | strongly agree | 27 | 34.2% |
| | total | 79 | 100% |
| 8.I have difficulty when memorizing a knowledge. | strongly disagree | 15 | 19% |
| | disagree | 14 | 17.7% |
| | agree | 27 | 34.2% |
| | strongly agree | 23 | 29.1% |
| | total | 79 | 100% |
| 9.I think some of the wit is blunted by the memorization | strongly disagree | 17 | 21.5% |
| | disagree | 18 | 22.8% |
| | agree | 25 | 31.6% |
| | strongly agree | 19 | 24.1% |
| | total | 79 | 100% |

4.2 Findings from the interviews

The transcription codes revealed five themes based on the research topic (Is memorization helpful?). According to these themes, memorization is useful (1) for memorizing grammar rules; (2) for vocabulary and other subjects; (3) for saving time; (4) for exams and getting good grades; and (5) for reciting the Koran.

According to some of the participants, memorization is seen useful for them to learn English. Three of them (1, 5 and 7) indicated that memorization is useful for memorizing grammatical rules. The excerpts below are from participants, 1, 5 and 7.

I ,memorize the formal rules.the most important points and subjects... I can memorize grammar rules, because I always make mistakes in present perfect, present simple, sometimes I use present simple instead present perfect. I mostly memorize the forms of the tenses. (P1)

I memorize rules of grammar. (5)

One subject I would say if you ask me the most subject that demands memorizing without a doubt is grammar. You need to memorize grammar because it is the most important subject, it doesn't matter on how to write, it doesn't matter on how to speak. I need to memorize every single bit in grammar. (7)

The participants who stated that memorizing is helpful for other topics (vocabulary, conversation, literature, reading comprehension, speaking, listening, writing, and other concerns like time savings and exams) are quoted in the following excerpts. Let us see what they have said.

I would say that memorization is not helpful or useful in future but we can use it to save time. I memorize vocabulary, conversation, words to use them in conversations, literature .(P2)

Curiously, P2 claimed that she can save time by memorizing information even if she dislikes doing it.

In addition, P5 stated that:

I memorize rules of grammar, vocabulary. Memorization is helpful for exams. (p5)

Further, P7 elaborated by saying:

I memorize grammar, reading comprehension, the writing strategies and may be the speaking, part or listening part sometimes, but we need to focus on lecture of side. (7)

.....Memorizing is helpful and saves time. (P1)

However, P7 shared his comments regarding steps of memorizing by saying:

...There are many steps for memorization: you need to clean your mind, you have to study in a nice area, and a quite environment. To memorize you need to be away of distractions... you have to memorize accordingly, you should not jump from page to page and start focusing on the small details to bigger details. (P7)

Participants 5 and 7 illustrated that memorization is useful helpful for reciting Koran. P5 clarified that the reason for dealing with memorization was learning Koran. Their comments are displayed below.

... I started memorizing when I started learning Koran in mosques. Memorization is necessary in reciting Koran,.....(P5)

... I would say memorizing is good for people who recite Koran.... (P7)

5. Discussion

Participants were given the questionnaire used in the quantitative components of the study to find out their opinions on the use of memorization in EFL classes. According to the results of the first research question, the majority of participants (78%) support the use of memorization in EFL classes to learn correctly and effectively during an English class. The results correspond with those of Ding (2007), Cohen and Oxford (2003), Cook (1994), and Grenfella and Harris (2015), who indicated that memorization is an effective method for learning English. It not only benefits students but also offers a unique advantage over other skills. The findings are also similar to those of previous studies (Liu, 2023 and Gardner, 1985) who demonstrated that students should have positive attitudes because positive attitudes promotes students' learning English in EFL classes.

In brief, the questionnaire's results match the responses from the respondents about the value of memorizing. Memorization is useful and effective, according to the majority of participants in the interviews. With regard to memorizing, the majority of participants demonstrated how this method of learning assisted in their understanding of various subjects and other issues.

6. Conclusion

To sum up, the current study concentrated on the opinions of the students on the application of memorization in English classrooms. The majority of the students supported its use and thought it was beneficial for their language learning process, according to the findings. Although some students had a negative attitude toward memorization, most of them had a positive attitude toward it. In terms of the value of memorizing and the favorable views of students who utilized it, the current study discovered that the interview results are consistent with the questionnaire results.

7. Recommendations and recommendations for further research

The current study has several limitations, much like other research initiatives. First, some students were outstanding in some ways, especially when it came to never using memorization in their material, thus there would be no reliable data from them. Furthermore, it is impossible to extrapolate the research findings to different settings. Future studies can select a larger sample size because the University of Zawia's 79 English students might not be representative of the entire community. The researchers suggested that future studies examine the variables influencing the use of memorization in English language learning in light of the findings and conclusions. Moreover, further research on Arab students at the University of Zawia may be undertaken, or it may compare students from Libya and the Arab world.

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