THE ROLE THAT GESTURAL CUES PLAY IN RECALLING INFORMATION THROUGHOUT THE LANGUAGE LEARNING AND COMMUNICATION

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Abstract

In order to avoid forgetting what has been learned, remembering must become a habit during the learning process. In a similar vein, there are times when we forget what to talk about when we want to communicate with other people. Using hand gestures, head movements, eye gaze, frowning, and other gestures can help you remember what you want to say here. In this qualitative study, questionnaires were distributed to predetermined target respondents. The questions on the questionnaire ask people how they remember what they want to say or when they want to remember what they have learned, especially how to use body movements like head, hands, eyes, etc. The study's objective was to determine how a person remembers by moving around. The study's findings can be used to determine whether gestures play a significant role in recall.

Key words: Gesture, language, learning, memory, recalling

INTRODUCTION

Humans are destined to coexist with other living things and humans (Muliyah et al., 2020), (Sasalia & Sari, 2020). Humans can't live on their own (Aminatun & Oktaviani, 2019), (Mandasari, n.d.). As a result, humans can relate to and communicate with other people (Afrianto et al., 2021). This is human nature: When a baby is young, they communicate by crying, being silent, moving their hands and feet, and even babbling (Isnaini & Aminatun, 2021), (Sari & Wahyudin, 2019). The baby will acquire the language used by the adults around him as he grows older (Aminatun et al., 2021). Nonverbal behavior, on the other hand, is intended to emphasize what you want to convey to others (Gulö et al., 2021), (Mandasari & Oktaviani, 2018), remember what you want to convey to others, or remember what you have learned (Samanik, 2019). According to (Kardiansyah & Salam, 2020a) gestures are another form of nonverbal communication that come in addition to facial expressions. Therefore, gesture is one form of kinesic communication, or communication involving hand and body movements (Puspita & Pranoto, 2021), (Suprayogi, 2019). In order to remember what is being said or what is on the speaker's mind, this may involve simultaneously incorporating the shape of the hand, the orientation and movement of the hand, arm, or body, as well as plain facial expressions (Puspita, n.d.), (Septiyana & Aminatun, 2021).

People remember actions more clearly when asked to discuss them than when they are asked to perform them (Fatimah & Puspaningtyas, 2020), (Sartika & Pranoto, 2021). However, when people speak, they frequently gesture, adding another dimension of activity to their speech (Purwaningsih & Gulö, 2021), (Suprayogi & Pranoto, 2020). We

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wanted to know if making gestures while speaking helped people remember the information in that speech better than if no gestures had been made. We found that gesturing improved memory even when the frequency of speech produced during encoding was controlled (Suprayogi et al., 2021), (Setri & Setiawan, 2020). Gesturing during encoding increased recall regardless of whether the speaker chose to do so on their own or was instructed to do so (Agustina et al., 2021), (Putri & Sari, 2020). As a result, gesturing while encoding appears to work similarly to other activities to improve memory (Samanik & Lianasari, 2018), (Cahyaningsih & Pranoto, 2021). However, there is a difference between remembering what we say and what we do (Journal et al., 2021). When we carry out an action, its memory is preserved (Qodriani & Wijana, 2021). Additionally, speakers employ more processes when attempting to recall unusual words, which are more challenging to remember, than when attempting to recall common words (Oktavia & Suprayogi, 2021), (Rido et al., 2020). Importantly, the amount of information that speakers remember increases when experimentally altered gesturing at recall (Puspita, 2019). This demonstrates that speakers' increased gesturing at recall is not solely a reflection of the material's difficulty in being remembered (Febriantini et al., 2021). In experimentally produced suggestion states, speakers who are instructed to gesture are more likely than speakers who are not instructed to gesture to recall infrequent words (Nuraziza et al., 2021).

LITERATURE REVIEW

The gesture gradually had an effect on learning in this study. Three weeks after the lesson, children who made gestures while studying retained more information than those who did not (Kardiansyah & Salam, 2020b), (Oktaviani, 2021). This study suggests that gesture may have a particularly significant impact on memory over time. However, there may be significant differences between how adults use gesture to encode familiar content and how children use it to learn new mathematical concepts.

Accoding to (Pranoto & Afrilita, 2019) gestures, which are motor activities whose meaning is intertwined with spoken words, are frequently used in conjunction with speech. Gestures may be produced as a type of simulated action that develops when motor activation brought on by mental imagery processes rises above a particular threshold (Kuswoyo et al., 2020), according to recent research, which provides strong support for embodied cognition, by transferring the same information through a second, image-based modality, it has also been demonstrated that gesturing enhances problem-solving skills (Fithratullah, 2019), by reducing the burden on working memory (Amelia & Daud, 2020), (Apriyanti & Ayu, 2020). To get descriptions of speech and gesture motion events, previous sketches were made. The events that were used in this study were chosen because they were the ones that caused people to move in the pilot work, though the amount of movement they got varied from person to person.

METHOD

The method used in this research is qualitative by distributing questionnaires to predetermined target respondents, the questionnaire contains questions about how a person remembers what he wants to say or when someone wants to remember what he has learned, especially in using body gestures such as head, hand, eyes etc. The purpose of this study is to find out how a person remembers through various movements.

RESULTS AND DISCUSSION

This study aims to explore students' perspectives on the Role of Gestures in Remembering During the Language Learning and Communication Process. In this research , the researcher will distribute a questionnaire in the form of a website survey to collect data and the results of the questionnaire will be stated in the data findings using a qualitative approach . Other questions were also developed by the researcher to get perspectives from the questionnaire or students. This study involved participants who were students at a university in Bandarlampung, Lampung. More precisely, it involved participants from the 2019 English Education Study Program, Faculty of Arts and Education, Universitas Teknokrat Indonesia.

The researcher conducted a survey with participants filling out a questionnaire that the researcher gave. There were 10 participants from English Education Students. The questionnaire consists of five questions with various choices. The results of the questionnaire are presented below.
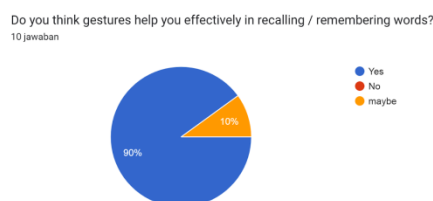
(Figure 1)

Figure 1. With The Question "Do you think gestures help you effectively recalling/remember words?"

This is the first data result, here most respondents or around 90% answered or chose the "yes" option, this means that gestures can help effectively to remember words when forgetting.
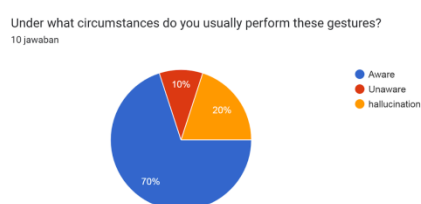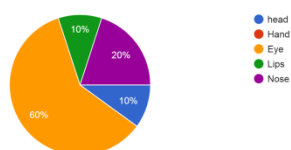

(Figure 2)

Figure 2. Contains the question: "Under what circumstances do you usually perfom these gesture?" With the answer choices aware, unaware, and hallucinations.

This is the second data result, in this question the most respondents answered with the choice of "aware" as much as 70%, those who answered with the choice of "hallucination" as much as 2o%, and those who answered with the choice of "unaware" as much as 10%. Based on the highest percentage, which is 70%, this means that most of the respondents make movements to remember words that are done consciously.
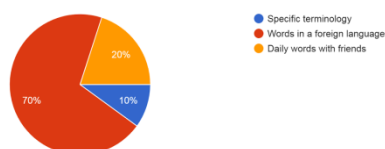
(Figure 3)

Figure 3. Shows The Question : "Which part of the body do you move the most when you are trying to recall/remember words?" There are five answer choices, namely head, hands, eyes, lips, and nose.

This is the three data result, in this question the most respondents or about 60% of respondents chose the answer "eyes", 20% of respondents tried to remember using "nose", 10% of respondents tried to remember using their heads and 10% of respondents tried to remember using their lips. It can be seen here that from the highest percentage or as many as 60% of respondents try to remember words with gestures using the eyes.
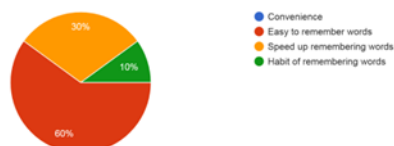

(Figure 4)

Figure 4. Contains The Question: "What kinds of words are usually difficult for you to remember?" There are three answer choices, namely Specific terminology, Words in a foreign language, and Daily words with friends.

This is the four of the data results, in this question 70% of respondents chose the answer "Words in a foreign language", 20% percent of respondents chose daily words with friends", and 10% of respondents answered "Specific terminology". It can be seen that the choice of Words in a foreign language has the highest score of 70%, which means that respondents find it difficult to remember words in a foreign language.

(Figure 5)

Figure 5. With the question "What are your reasons for doing these gestures?". With four answer choices, namely Convenience, Easy to remember words, Speed up remembering words, and Habit of remembering words.

This is the last of the data results, for the questions above the most answers are with the choice of "Easy to remember words" which is about 60% of respondents. 30% of respondents' answers are "Speed up remembering words", and 10% of respondents' answers are "Habit of remembering words". It can be said that from the questions in figure five, respondents chose the Easy to remember words as the reason for using gestures to help remember words.

CONCLUSION

Given that this was carried out using a survey, it is possible to draw the conclusion from the explanation of the findings as well as the discussion that Language can play a very important role in the role of gestures in remembering during the learning and communication process. The question, "Do you think gestures help you effectively remember/remember words?" in figure 1 also demonstrates this. As many as 90% of respondents responded or selected "yes," indicating that gestures can effectively help people remember words when they forget.

We wanted to know if making gestures while speaking helped people remember the information in that speech better than if no gestures had been made. We found that gesturing improved memory even when the frequency of speech produced during encoding was controlled. Gesturing during encoding increased recall regardless of whether the speaker chose to do so on their own or was instructed to do so. As a result, gesturing while encoding appears to work similarly to other activities to improve memory.

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