

# THE CORRELATION BETWEEN GESTURE AND VOCABULARIES IN MEMORIZATION

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## Abstract

One of the most difficult aspects of learning a new language is learning vocabulary. It's possible that you're one of those people who finds it challenging to memorize so many vocabularies. A fundamental component of language learning is vocabulary, or what is commonly referred to as vocabulary. If you only have a limited understanding of the vocabulary of a foreign language, you will have difficulty speaking and using the language fluently. The purpose of this study is to determine whether or not the impact of gestures on vocabulary memorization is related. The outcome demonstrates that using gestures to help memorize vocabulary is extremely helpful.

**Key words:** Correlation, gesture, memorization, vocabularies

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## INTRODUCTION

Humans are destined to live together with humans and other living things (Septiyana & Aminatun, 2021). Humans can not live alone, otherwise it will cause other things (K. Sari & Pranoto, 2021), (F. M. Sari & Oktaviani, 2021). Therefore, humans have a way to relate or communicate with other humans (Putri & Sari, 2020). This is human instinct, when a baby, communication is done in the form of simple nonverbal behavior, namely crying, being silent, moving hands and feet, to babbling (Aminatun & Oktaviani, 2019), (Pranoto & Suprayogi, 2020a). According to (Suprayogi et al., 2021b) as infants get older, the baby will learn the language used by the adults around him. However, using language alone will not be enough to convey the person's intentions (Gulö et al., 2021), (Novanti & Suprayogi, 2021). Usually people also use tone of voice, facial expressions, and move other body parts (Isnaini & Aminatun, 2021). This is called using nonverbal behavior, with the intention of emphasizing what you want to convey to the other person (Puspita & Amelia, 2020), (Pranoto & Afrilita, 2019). Therefore, as stated by (Kardiansyah & Salam, 2020) a person must learn to express through non-verbal behavior, so that he can also interpret the nonverbal movements made by others (Samanik, 2018).

## Memorization

The majority of Scientists agree that our memory model consists of 3 stages and this model is referred to as "Three Box Memory". In this case, the 3 boxes referred to are the stages through which an experience becomes a memory. the first box is sensory storage, the second box is Short Term Memory and the third is Long Term Memory. When sorted, the schema will be formed as follows:

### 1. Sensory Storage

According to (S. N. Sari & Aminatun, 2021) all the information we receive through our senses will go to the sensory storage area. This sensory storage includes several separate memory subsystems and has the same number of senses as we have (Oktaviani & Sari, 2020), (Oktaviani & Mandasari, 2020). An example of the senses is the eye as a receiver of visual information and the ear as a receiver of auditory information. The image of visual information that we receive will persist in the sensory storage of the visual subsystem for no more than half a second. while the auditory information image lasts about 2 seconds (Al Falaq & Puspita, 2021). This sensory storage can store information with a high degree of accuracy so that we can choose the information we are paying attention to from the many information that enters through our senses (Cahyaningsih & Pranoto, 2021). This storage gives us the opportunity to choose which information to pay attention to or not because all the information detected by our senses is not necessarily what is worthy or important to us to be noticed (Nindyarini Wirawan, 2018). Information received must be immediately transferred to short term memory, because if it is not transferred then the information will be lost forever.

An example of this is the result of research conducted by George Sperling in 1960. Sperling tested volunteers to look at 12 letter sequences for a fraction of a second. After that, volunteers were asked to repeat the letters they mentioned. however, they can only name 4 or 5 letters because the information that enters their sensory storage (or what can be called sensory memory) has been lost. This rapid loss of sensory memory benefits us, because it prevents the appearance of multiple sensory impressions that can affect the accuracy of perceptual and encoding information. for example, if our visual sensory storage is not quickly removed, then every time the movement of the object we see will always have a lot of shadows (such as wagging a stick quickly).

## 2. Short Term Memory

Sensory storage, short-term memory is only able to hold information for a short time, perhaps about 30 seconds (although some scientists agree that the time span can be up to several minutes on certain tasks) (Mandasari & Aminatun, 2019), (Oktavia & Suprayogi, 2021). This information can continue to be sent to long-term memory or disappear forever if not sent. Intermediate between sensory storage and long-term memory, short-term memory also functions as working memory (Purwaningsih & Gulö, 2021). So that the function of short-term memory is more active, namely controlling attention, focusing on the information we need, processing existing memory in long-term memory and dispelling information that can distract someone (Kardiansyah, 2019a). We can think of this short-term memory as RAM on a computer. Examples of short-term memory activities are solving algebraic problems and the loss of memory of telephone numbers that we have found in telephone books. Short-term memory is like a bucket that has a limited capacity (Amelia, 2021). This causes us to only focus on a few things at a time, so if there is new information that comes in, then this is like pouring water into a full bucket, the water that was originally in the bucket will spill out of the bucket and the newly poured water will fill the bucket space. Information that is needed for a longer period of time must be transferred to long-term memory, otherwise it will be lost forever and replaced by other information (Lestari & Wahyudin, 2020), (Rido et al., 2021). For everyone, certain information that has special meaning is transferred quickly to long-term memory, but other information usually requires more effort (Puspaningtyas & Ulfa, 2020) (for example, people who are experts in cooking will find it easier to learn new recipes than ordinary people). In addition, short-term memory is involved in conscious processing of information (Pranoto & Suprayogi,

2020b). For example you are suddenly assigned to work on an algebraic math problem that you have studied a few weeks ago, then the memory of algebra math lessons will be sent from long-term memory to short-term memory to solve the problems that are in front of us (algebraic mathematics)

### 3. Long Term Memory

According to (Puspita & Pranoto, 2021) a memory can be stored in the long term even some memories can be stored permanently in long term memory. In addition, scientists also agree that the capacity of long-term memory is not limited. This allows us to learn, adapt to the environment, and develop our own identities and life histories (Kardiansyah, 2019b), (Mandasari & Wahyudin, 2021). If likened to this, long-term memory is like a library that stores information that has been obtained by humans (Suprayogi et al., 2021a). If this information/memory will be used, then the information will be reused in the short-term memory section until the information is finished. The memory and the memories contained in it may seem trivial, but without it we cannot even do a very easy activity such as turning on the computer, cycling, or even just writing one's own name on a piece of paper (F. M. Sari, 2019), (Agustina et al., 2021).

## LITERATURE REVIEW

Despite many advantages offered by synchronous e-learning through video conferencing, there are still many shortcomings that need to be taken into account and challenges that need to be overcome. Synchronous learning is more teacher-oriented (Oktaviani et al., 2022). None of the tutors however believed video conferencing had the potential to provide students with an entirely effective learning experience. They found that some tutors were more dominating than usual and lesser opportunity to interact with other class-fellows or the tutor were given to the students. On the other hand, synchronous learning using video conferencing is often inflexible (Wulantina & Maskar, 2019), (Mandasari, n.d.). The inflexibility of the learning schedule may result as a disadvantage since students might not be able to connect to the platform at the same time impeccably (Budiman et al., 2021), (Hikmah & Maskar, 2020). Therefore, this study aims to find out students' perspectives towards the use of video conferencing as an alternative for face-to-face classes during COVID-19 pandemic as well as the challenges they have to face while carrying out video conferencing.

## METHOD

This research was conducted by collecting data Siti A., Amir M. - Cooperative Patterns in The Egyptian Speech Community by distributing questionnaires. Researchers conducted qualitative research to obtain valid data from the public regarding what changes they experienced and felt during the pandemic. This research was conducted by distributing questionnaires via Google Forms, and was able to collect data from 10 respondents from various regions in Lampung. The author gives 5 questions, 5 questions, yes and no questions. In the questionnaire of note-taking behavior and memory-ability attitudes, there is an identity sheet regarding the subject and directions on how to answer the questionnaire.

## RESULTS AND DISCUSSION

The following section will demonstrate the results of the study. An overview of participants' perspectives towards the use and challenges of video conferencing during distance learning can be seen in table below.

**Table 1**

No.	Statements	Yes	No
1.	Do you use some parts of the body to move the most when you try to recall/remember words?	80%	<b>20%</b>
2.	Do you use gestures to remember certain words?	<b>75%</b>	25%
3.	Do you usually perform those gestures under any circumstances?	60%	<b>40%</b>
4.	Do you think gestures help you effectively recall/remember words?	<b>80%</b>	20%
5.	Words in a foreign language are usually difficult for you to remember?	100%	0%

From the results above, it can be shown that in the first statement as many as 80% students answered that they agree that they use some parts of the body to move when they try to recall/remember words. Meanwhile, the rest with the total score of 20% students asserted that they do not use some parts of the body when try to recall/remember words. For the second statement, with the total score of 75% students agree that they use gestures to remember certain words while 25% students answered that they do not use gestures to remember certain words. In addition, for the third statement, as many as 60% students are in line that they usually perform some gestures under any circumstance. On the other hand, with the rest score 40% students do not perform some gestures under any circumstance. Moreover, in the forth statement students with the total score 80% stated that they agree that they think gestures help them effectively in remember words, and as many as 20% students do not think that gestures help them in recall words. Lastly, the last statement showed that all students agree that words in foreign language usually difficult to remember which can be seen in the table above, with the total score 100%.

## CONCLUSION

Gesture is an arrangement of non-verbal communication with gestures made by the body that appear to communicate certain messages, in favor of the correct substitute for speech or in parallel and parallel with words. Gestures involve movement of the hands, face, or other parts of the body. Unfortunately, this memorization ability is not taught in detail in schools. Therefore, one needs to have a surefire way to improve the ability to memorize various vocabularies. From the results seen above, it shows that using certain gestures can help someone in memorizing a vocabulary.

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